



Effect of Audiovisual Aids on Learning at IELTS Coaching Center: A Quasi-Experimental Study

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Abstract

The main objective of this quasi-experimental study is to explain the effect of audiovisual aids on learning at IELTS Coaching Centers, Vehari City, Pakistan. YouTube lectures on Reading comprehension for IELTS were used as a treatment for the experimental group. There were thirty-two students in each group: control and experimental group. Two reading comprehension tests from the IELTS Cambridge book were used as instruments to collect data from participants. A semi-structured interview was conducted with the experimental group to measure their preferences and perceptions of using YouTube lectures to improve reading comprehension. The results of both paired and independent samples t-tests showed a significant effect on the experimental group, with a mean score p-value < 0.05 indicating improvement. Qualitative data was thematically analyzed. The study found that YouTube lectures significantly improved the mean score of the experimental group, indicating a positive impact on their reading comprehension.

Keywords: Reading Comprehension, YouTube Lectures, Audiovisual Aids, Teaching Method

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Introduction

These days, people's lives depend heavily on English since it gives them access to scholastic, professional, and social settings (Rao, 2019). International English Language Testing System (IELTS) is a popular exam conducted worldwide to examine people's proficiency in English (Firoozi, 2021). People wanted to improve IELTS exam preparation techniques, which some educational institutes may be able to provide. A good IELTS score is usually necessary to be eligible for jobs in English-speaking nations, immigration, and university admission (Pearson, 2019). Particularly in higher education institutions, the International English Language Testing System (IELTS) has grown in popularity in Pakistan during the last 10 years as a tool for evaluating English language proficiency.

Maintaining an awareness of the entire previous instructional process founded on traditional teaching techniques. A/V resources produce interactive content, expose students to real-world scenarios, and promote simulations to improve how well students apply the lesson. This method will benefit educators and students, making learning and teaching more efficient and engaging (ALJECERA et al., 2023). How educators impart knowledge has changed over time. Instructional resources are essential for effective teaching and learning, especially in other studies (Lampai & Sukying, 2023). Studies on the effect of audiovisual aids to improve language competency, especially in the IELTS coaching center, have different flaws because of the suggested investigation.

There is no empirical evidence in the existing literature that shows improvement in reading comprehension of IELTS candidates through the traditional method. By incorporating audiovisual aids, learners can conclude and make connections in reading. The impact of audiovisual aids on learning at the IELTS coaching center was investigated to close this gap.



Examining the study's objective above, it intends to document and analyze the effects of multimedia learning on reading abilities in order to produce empirical results and suggestions about IELTS preparation methods and curriculum.

Research Objectives

1. To identify the extent that audiovisual aids have in improving the C1 learners' reading comprehension at an IELTS coaching center
2. To establish the significance of the students' reading comprehension scores rise due to the audiovisual aids
3. To investigate the participants' perceptions and estimate the inclination towards the possibility of incorporating multimedia resources into reading comprehension instruction at an IELTS coaching center among the experimental group

Research Questions

1. What effect do audiovisual aids have on the reading comprehension of C1 level learners at the IELTS coaching center?
2. What is the difference in the score of students who improve their reading comprehension through audiovisual aids from those not exposed to audiovisual aids?
3. What preferences and attitudes do the experimental group exhibit regarding incorporating audiovisual aids into the Reading Comprehension instruction at the IELTS coaching center?



Literature Review

Globalization necessitates advanced human resources proficiency. Learning through well-designed instructional tactics can enhance competency and psychomotor abilities, with teachers playing a crucial role in facilitating active learning (Sarwinda et al., 2020). The word "media," which comes from the Latin word "medium," refers to an "intermediary," or a person who stands in between the sender and the recipient of a message (Ediyani et al., 2020). In Arabic, a messenger or middleman who conveys a message from the sender to the recipient is called "media" (was an ila). In a broad sense, the media, according to Gerlach and Ely, are the people, objects, or events that provide the conditions necessary for students to pick up knowledge, skills, or emotions (Vorwanti, 2021). Teachers, textbooks, and learning environments are all media in this sense. Specifically, "media" refers to graphic, photographic, or electronic devices utilized in teaching and learning to record, manipulate, and reorganize spoken or visual information (Winarto et al., 2020).

Experts' limitations on the media make it abundantly evident that there are no other communication instruments available in education besides the media itself. According to Winarto et al. (2020), this can be utilized to spread content from student sources and promote participation in educational activities. Audiovisual media technology in various educational contexts can enhance the efficacy of university curricula by stimulating the senses, imparting knowledge, and connecting concepts with skills (Nicolaou et al., 2019). Learning media, according to Miarso, is anything that may be used as a medium for communication and can provoke students' reactions regarding their attitudes, ideas, and preparedness to assist intentional, purposeful, and regulated learning (Ridwan & Samanhudi, 2024). This instructional medium is one aspect of learning essential to fostering process success as an aid that might make it easier



for Unicode characters to grab students' interest and inspire them to learn (FITRI, 2022).

Information is communicated visually through one or more media, including text, graphics, audio, and video (Bagila et al., 2019).

Different types of Learning Media

Learning media come in various styles, from the most straightforward and reasonably priced to the most intricate and expensive (Sudarmo et al., 2021). Manufacturers produce some of these, and some can be made by teachers. Some are manufactured with intention, while others are pre-existing and immediately useful. Motion, pictures, and sound are the three main components that define the media (Winarto et al., 2020).

These kinds of learning materials can be used to create the following categories:

- Audio-only media depends only on sound, such as cassette recorders and audio dishes (Chattopadhyay, 2022).
- Visual media such as paintings, prints, pictures, and film strips (film frames) that display still images. Other visual mediums display moving images or symbols, such as silent films, cartoons, and the like (Winarto et al., 2020).
- Audiovisual media have picture and sound elements in various combinations (Halimah & Wahyuni, 2020).

Effect of Audiovisual Aids on teaching and learning

Al Aqad et al. investigated how well audiovisual tools assisted MSU third-year students in learning vocabulary in English (2021). The study's findings demonstrate how multimedia encourages creativity and engagement in English language learning among BTEFL students. The study found that multimedia is useful for third-year English students. (Al Aqad et al., 2021).

Audiovisual education has enabled teachers to transform the monotonous classroom learning



environment into an interesting and effective phenomenon (Nicolaou et al., 2019). Based on considerably enhanced meaning extractability outcomes for post-intervention assessment, the results suggest that using audiovisual aids to help students better understand the text's content is useful. However, it is still unclear what has improved in terms of the person's understanding abilities how much their capacity for prediction, visualization, questioning, connection-making, identification-power, inference performance, and evaluation has improved (Ersheidat, 2020).

Akhmetshin et al. (2019) conducted a study to evaluate the usefulness of audiovisual teaching aids in modern classroom environments and their performance in secondary vocational education facilities. To confirm this notion, an educational experiment was conducted. According to the study, the only way to improve the quality of audiovisual aids is to find out what types, patterns, and structures of information students prefer, as well as their creative and instructional potential and how they perceive various learning resources. A study was conducted in the Nigerian state of Enugu to examine the impact of YouTube audiovisual documentaries (YAVDs) on students' academic achievement and historical curiosity. The null hypotheses were tested using Analysis of Covariance (ANCOVA) at the .05 significant level. The results showed that students who used YouTube Audiovisual documentaries (YAVDs) to teach history performed much better and showed higher interest levels than students who did not use YAVDs. The government's suggestions emphasized granting instructors greater control while instructing history classes with YAVDs (Azor et al., 2020).

IELTS Exam and Its Purpose in Assessing Language Proficiency

The International English Language Testing System, or IELTS, is a well-known and highly-stakes English proficiency exam taken worldwide. IELTS specifically states that this testing method assesses language competency to study or work in English-speaking regions,



where communication in English is the primary language. There are two available IELTS test formats. Specifically, people who want to register for higher education or professional registration can apply for IELTS Academic. Otherwise, participants in IELTS General Training may enroll in Australia, Canada, or the UK to apply for secondary education, training programs, or work experience (Li, 2019).

The IELTS has four modules: speaking, writing, reading, and listening.

Reading. Three separate portions make up the approximately 60-minute length of the work. Numerous reading skills are evaluated, such as skimming, understanding logical reasoning, reading for details, and determining the writers' attitudes, ideas, and intentions. Depending on whether the IELTS is a general or academic exam, there are two ways to read the test (Homayounfar et al., 2023).

Listening. The hearing section assesses candidates' ability to understand spoken English in various contexts, including solo speaking, lectures, and conversations. Examinees hear recordings and use the offered knowledge to answer questions (Bekkulova & Akramova, 2021).

Writing. Applicants' written English communication skills are assessed in the writing section. Exam candidates typically have two tasks: Task 1 involves explaining visualizations (such as charts, pictures, and graphical representations), while Task 2 involves writing a paragraph on a predetermined topic (Bekkulova & Akramova, 2021).

Speaking. Candidates' effective spoken English communication abilities are evaluated during the speaking phase. In a face-to-face interview, examinees participate in an organized discourse covering various topics and tasks with a certified examiner (Eizaga-Rebollar & Heras-Ramírez, 2020).



Reading Comprehension

Modern civilization has become more dependent on effective reading due to the wealth of information available to people today. People who read in professional, academic, or occupational environments may find it extremely challenging. We frequently must synthesize, understand, assess, and employ textual information sparingly in these situations. Reading is the most popular kind (Heidari Panah, 2024). The ultimate aim of comprehension is to derive meaning from what you read. Highly skilled readers may take the need for adequate reading comprehension skills for granted and fail to recognize their importance (Yurko & Protsenko, 2020). The capacity to comprehend literature, decipher its meaning, and incorporate it with prior knowledge is known as reading comprehension. A reader's aptitude and capacity for information processing affect their comprehension of literature (Yurko & Protsenko, 2020). Although many take reading for granted, reading and understanding a document correctly is complicated and dynamic. It usually involves figuring out numerous layers of context and meaning, requiring several separate brain functions to cooperate. The ultimate purpose of reading is to gain comprehension or to derive meaning from what you read. Readers need to engage with the material critically, internalize it, and make it their own (Yurko & Protsenko, 2020).

Academic Reading Proficiency Test of IELTS

The IELTS academic reading section consists of three passages, each getting harder as it goes along concerning the paragraph that comes before it. IELTS candidates have 60 minutes to complete 40 questions, with multiple choice test formats following each passage. The sources used to select the Cambridge book reading texts include books, newspapers, magazines, journals, and other materials (Heidari Panah, 2024). Correct answers earn one point each; there is no deduction for incorrect answers. Sixty minutes are allotted to answering the questions and typing



the answers into your answer sheet. There is no longer time to offer the answers (Heidari Panah, 2024).

Among the several issues that students encounter is the following:

- The primary issue is time. A large number of pupils drop the test.
- The texts are lengthy and contain some complex jargon.
- Answers to queries on "paragraph headings" are challenging for students.

Methodology

The quasi-experimental research design was used as the research design in this study. The sample of the study consisted of thirty-two candidates of C1 level. The sample split into two groups control and experimental group. The experimental group received a four-week intervention of YouTube Lecture that focused on the tips and tricks for the IELTS Reading Comprehension section. Two IELTS Reading Comprehension Tests from Cambridge Book have been used as both groups' pretest and posttest instruments. Cambridge Book for IELTS is a well-known book for IELTS learners to practice for IELTS tests. Other researchers have used tests from this book as instruments (Heidari Panah, 2024). The reading section of the IELTS consists of three passages, each of which is harder than the first. Candidates for the IELTS have 60 minutes to respond to 40 questions. A different exam type follows each passage. The IELTS Cambridge book's sources are newspapers, magazines, books, and journals. The novels include something of interest for every reader. There is variation in the kinds of reading questions and assessment formats (Heidari Panah, 2024). Moghaddam utilized the Cambridge IELTS exam as a research tool in a study on the effects of multimodal and audiovisual vocabulary input in a MALL setting on the motivation and reading comprehension of Iranian EFL learners. Purposive sampling was used as the sampling strategy since the researchers' access to the sample was



limited. Purposive sampling is a sampling technique where samples are selected based on the goals of the investigation (Gurmani et al., 2022).

Results & Discussion

This study used Qualitative and Quantitative methods to determine the effect of audiovisual aids on learning at IELTS Coaching Centers. The pretest was conducted from both groups, and there was no significant difference among the pretest scores, as shown in Table 1. It showed that before intervention, both groups were at the same level.

Table 1 Pretest Mean Scores

Group	N	Pretest Mean Score
Experimental	32	15.5313
Control	32	15.5313

After completing an intervention of four weeks, a posttest was carried out to check the effect of YouTube Lectures on reading comprehension. The experimental group showed significant improvement over the control group, as their posttest scores are shown in Table 2.

Table 2 Posttest Mean Scores

Group	N	Mean Scores
Experimental	32	27.2813
Control	32	16.5313

Paired samples t-tests were conducted for both groups.



Table 3 Paired Sample t-test of the Control group

N=32	Mean Score	Mean Difference	Standard Deviation	Sig. (2-tailed)	t-value
Pretest	15.5313	-1.00000	3.58297	.000	-5.402
Posttest	16.5313		3.54678		

Paired samples t-test was performed to check the control group performance in pre and posttest.

As shown in Table 3 control group had a marginal yet statistically significant decline in performance from pre- to posttest, suggesting that in the absence of AVAids intervention, their reading comprehension did not improve and somewhat deteriorated.

Table 4 Paired Sample t-test of the Experimental group

N=32	Mean Score	Mean Difference	Standard Deviation	Sig.(2-tailed)	t-value
Pretest	15.5313	-11.75000	3.58297	.000	-13.792
Posttest	27.2813		3.16467		

The P-value, or significance (2-tailed) of 0.000, is substantially lower than the customary threshold of 0.05 (Table 4). The lower p-value signifies a statistically significant difference between pretest and posttest scores. It was concluded that the experimental group's reading comprehension skills improved after receiving an AV intervention. They demonstrated noticeably higher performance on the posttest compared to the pretest. The experimental group's reading comprehension increased, and they received a higher score.



Table 5 Independent Samples t-test

Group	N	Mean Score	Mean Difference	Standard Deviation	Sig.(2-tailed)	t-value
Control	32	16.5313	-10.75000	3.54678	.000	-12.793
Experimental	32	27.2813		3.16467		

P-value is substantially less than the standard p-value < 0.05 , or sig. (2-tailed) 0.000 (Table 5). The experimental and control groups' posttest results showed a statistically significant difference, as evidenced by the lower p-value. It was determined that the experimental group, which was given audiovisual aid, scored substantially higher than the control group.

Quantitative results showed that the experimental group outperformed the control group, and, likely, participants' use of YouTube lectures to improve their reading comprehension helped them do so (AV aids). Furthermore, the data acquired through the interviews helped researchers ascertain how the participants' perspectives in the experimental group changed over the investigation.

Thematic Analysis

To address the qualitative component, data was collected from three experimental group members on the reading comprehension test posttest findings. Data were collected from participants who scored higher, moderately, and lower on the posttest. The semi-structured interviews provided insight into the participants' specific perceptions. Thematic analysis was used to identify the themes in the data. Braun and Clarke (2006) created a six-step approach for



identifying themes in collected data. The two main themes that emerged from the qualitative data analysis are stated below.

Understanding and Skill

A volunteer known only as Ex1 said, *"My experience with improving reading comprehension through audiovisual aids was nothing short of incredible." "Even if I wasn't accustomed to it at the time, I persisted in adopting this method of study, which helped me improve my reading comprehension because reading comprehension is a tough part of the IELTS exam."* In addition, Ex2 said, *"It has significantly boosted my understanding of comprehension, like how to read passages effectively without wasting time."* Example 3 noted that *"reading comprehension through YouTube lectures helps me a lot as I can listen to lectures in my leisure time."* The person went on to say, *"I find that different strategies on YouTube lectures really help me achieve my desired band score."*

The results of semi-structured interviews with students and reading comprehension assessments were used to determine the students' learning objectives. Overall, students' performance on reading comprehension assessments improved. This study supports the findings of (Batool et al., 2022), who discovered that students' vocabulary in English improves when they utilize audiovisual aids. Research (Amalia, 2019) shows that students' listening skills improve when they employ audiovisual aids.

Conclusion

One of the more innovative approaches used in IELTS centers was multimedia aids. It was observed how YouTube lectures, which are audiovisual tools, affected the learning process of IELTS students. A major area of worry for IELTS learners was reading comprehension, which was addressed by employing YouTube lectures, which proved to be highly successful. This study



aims to gather empirical data regarding the effects of audiovisual aids on learning at the IELTS teaching facility. Students thought using AV aids to boost reading comprehension was a unique and engaging approach, improving their performance. The experimental group outperformed the control group, as seen by the results. The control and experimental groups' paired sample t-tests results revealed a significant difference between the groups' pre- and posttest scores. Compared to the control group, the experimental group's reading skills increased after using the AV aids from YouTube lectures. Thematic analysis was also carried out to observe how students felt about using audiovisual aids. The analysis revealed the two key themes of understanding, skill, and motivation.

This study has different recommendations for future research. The teacher should use those kinds of audiovisual aids that are helpful, interesting, and attractive for the students of IELTS to improve the reading comprehension section. YouTube lectures help students to improve their reading comprehension. Using YouTube lectures, students can gain their desired band score by gaining tips and tricks to solve their IELTS Reading Comprehension test.



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