


Audio-visual method versus CLT in language learning

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Keywords	Abstract
Audio-visual method CLT social networking sites social platforms language skills comprehensibility gain	<p>The article elaborates the Audio-visual method and CLT comparatively in terms of language skills and multimedia devices. Analyzing the study, it turned out that CLT proved to be more qualitative in terms of covering all language skills in comparison with the Audio-visual method of language learning. Multimedia devices such as TV, laptops and computers, mobile phones and tablets were the basic components in language learning through the Audio-visual method. The study revealed that some applications such as Instagram, Facebook, TikTok, Pinterest, StumbleUpon, etc., can both used in CLT group and in the group where the Audio-visual method is applied. Since the live stream is possible in afore-mentioned social applications. While watching any reels on these social networking sites, the Audio-visual method come into force. Though some social platforms serve to teach the language based on feedback. These social platforms are Skype, Zoom, Duo-linguo and Microsoft Teams programs. The article contains one experiment and one survey which have been conducted among 20 students and 100 respondents respectively.</p>

Introduction

Audio-visual method of language learning is very effective as it combines sound and vision simultaneously. This method which is based on multimedia, is usually applied through films, song clips, entertaining TV show programs and news programs. They can be found on appropriate TV channels and those TV channels exist on the Internet, as well. Social networking sites as Instagram, TikTok, Facebook, Stumbleupon, Pinterest, Twitter can also replace TV channels and demonstrate all above-mentioned programs. All these social sites might be controlled by means of computers and mobile phones. Computer-assisted language learning is often applied in secondary schools and universities while phone-based language learning is avoided in education institutions. Phone-assisted second language learning usually occurs individually while computer-assisted language learning is conducted in tutorial form. In this way, the students can acquire the language effectively as the native speakers. Besides, audio-visual materials may encompass different slides, tape-recordings, projected opaque materials, etc.



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The usage of mother tongue is completely ignored while learning the second language through Audio-visual method. Audio-visual method covers the development of listening skill. Listening skill is both practiced and developed though speaking skill is not practiced enough but developed. As the learner listens the pronunciation, he/she also develops his/her pronunciation skills though speaking is not practiced effectively. It is possible to practice writing and reading skills from the vision of presented materials. While watching a movie on TV, there is no feedback to develop your speaking skill through Audio-visual method. Since the learner is passive while watching and listening something on TV. In the mean, only receptive skills such as listening and reading can be developed properly. Unlike Audio-visual method, CLT suggests the development of all four language skills. There is feedback in the development of speaking skill while learning a language through CLT. The learner can develop his/her communication skills through alive online streaming on different kinds of social networking sites and platforms. To develop speaking skill, Instagram, Facebook, Tik-Tok, Skype, Zoom, Microsoft Team are the most relevant social sites and platforms. Some multimedia tools are common both for Audio-visual method and CLT. For example, posted or shared video reels function to develop language skills such as listening and reading through Audio-visual method while the comments below those reels serve to practice and develop communication skills such as writing. Alive online streaming helps to improve speaking skill on any kind of social networking site and platform.

Literature review

While elaborating the Audio-visual method and CLT, we can see numerous researches conducted by different scholars and researchers. The author of the article conducted several researches about CLT (Babayev, 2023) compared with traditional methods (Babayev, 2024). Hasanova M. (2023) suggests that application of Audio-visual materials only lacks speaking skill. With this idea, she claims that though speaking skill is developed in the background confidentially, it is not practiced enough. Ismayilli T (2024) underlines that using technology means provide students and teachers anywhere in the world with access to all information they need: regional geographical material, news from your life, newspaper and magazine articles, etc. using technology in learning a second language has become a necessity nowadays. Alisoy H (2023) approaches the issue from a different perspective noting that qualitative surveys and qualitative interviews and case studies offer a holistic view of ICT's influence in educational settings. He suggests that this evolution is characterized by the integration of various technologies such as interactive whiteboards, learning management systems, and virtual reality, which have collectively transformed the educational experience. Sadiqzade Zarife and Alisoy Hasan's article (2024) also studies the effectiveness of mobile-assisted language learning (MALL). Besides, they drew the attention to the importance of CALL (computer-assisted language learning) in the article comparing CALL and MALL. The authors claim that CALL relies on static setups such as computers and language labs while MALL enables the language learners to access the resources anytime and anywhere, fostering a more flexible and contextualized learning experience. Nuri A (2024) claims that Instagram and TikTok were very useful for day-to-day language learning, referring to rich media content such as videos and memes with captions as highly valuable sources of authentic language input.

Methodology

Both methods were conducted in an English language teaching specialty whose students still study at Nakhchivan State University. Juniors who were 20 in the group consisted of 16 girls and 4 boys in the classroom. The group was divided into 2 parts. Audio-visual method was applied in the first group while the teacher conducted the lessons through CLT in the second group. The participants of the experiment showed different results for four language skills in separate groups. The most considerable result was that



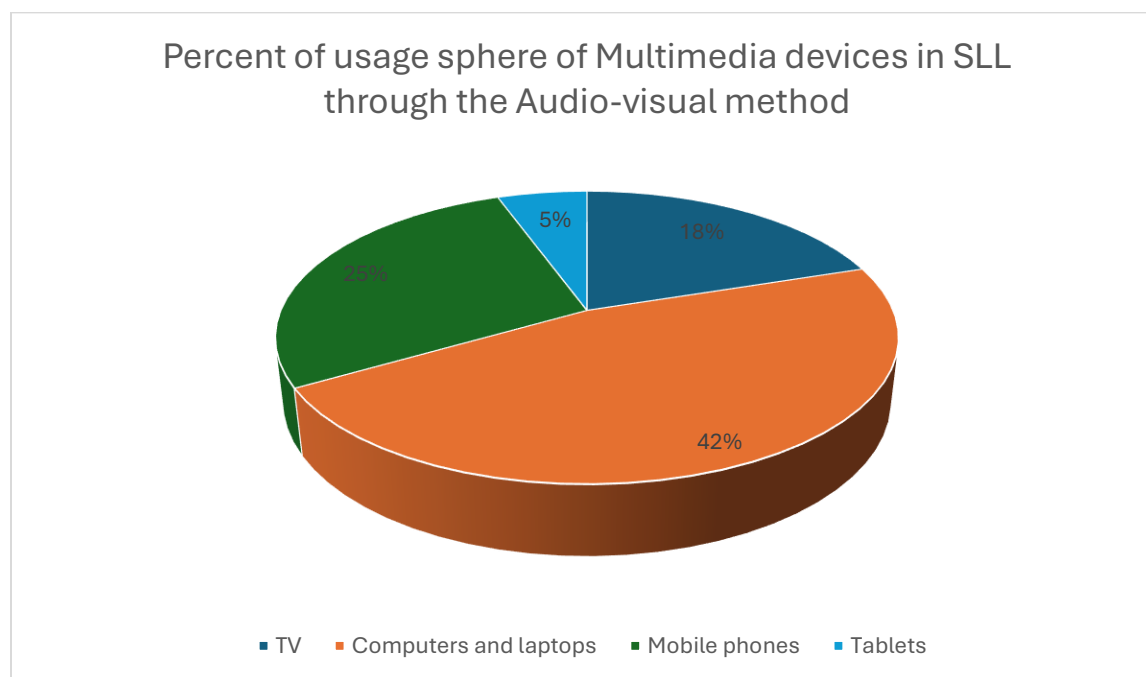
speaking skill was ineffective in the group where Audio-visual method was applied while it became successful in CLT group. Comprehensibility gain or quality of each skill has been shown below;

Table 1. Comprehensibility gain for language skills in CLT group.

<i>Methods</i>	<i>Speaking</i>	<i>Writing</i>	<i>Reading</i>	<i>Listening</i>
CLT	85%	80%	75%	60%
Audio-visual	55%	70%	75%	90%
Total	70%	75%	75%	75%

Another survey regarding the percentage of second language acquisition through the Audio-visual method was conducted among the students. The following pie-chart considers multimedia tools whose shares have been shown as follows;

Pie chart 1.



Around 100 respondents participated in the survey about the application of the Audio-visual method through 4 different types of multimedia devices. The categories were TV, computers and laptops, mobile phones and tablets. Majority of the respondents confirmed that the category of computers and laptops was the most used digital devices while the tablets was the least used category.

Data analysis



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The most noticeable details in the table was that Audio-visual method was more productive with 90% in listening skill while it made up only 60% in the group where CLT method was applied. However, contradictory result showed itself in speaking skill. Comprehensibility gain was high enough with 85% in the CLT group while this quality proved to be the lowest figure in the table with 55%. The only similar result pertained to reading skill which constituted 75% in both groups. Writing skill was 5 % higher in CLT group in comparison with the group where Audio-visual method was experimented. It is an interesting fact that overall percent for both groups was the same 75% in writing, reading and listening skills. Only speaking skill had a total 70% of comprehensibility gain for two groups.

As seen from the pie chart 1, the most used multimedia devices in second language learning are computers and laptops with 42%. It is followed by mobile phones which have an access to different kinds of applications and social networking sites. Usage of mobile phones occupies the second place with 25% in the pie chart. TV is the third most used electronic device which is appropriate for second language acquisition. Only 18% of participants considered the television to be the most effective device for language learning. We should not forget that laptops, computers, mobile phones and tablets can function as TV, as well. In this respect, television is supposed to lose its status in near future. The least used digital device for language learning was tablets which made up only 5%.

Results

Results showed that the application of CLT is much more effective and comprehensive compared to the Audio-visual method of language teaching. Moreover, listening skill lags behind in relation to other language skills while teaching English through the Audio-visual method. The quality of both speaking and writing skills in CLT group overtook the quality of the same skills in the group where the Audio-visual method was applied.

While analyzing the study, it turned out that television is going to lose its relevance in language learning. Since it is now being replaced by computers, laptops, mobile phones and tablets. Any TV channel can be found and accessed through these devices. If TV channels are accessed via Internet, there will be no point in the existence of television.

Discussion

The Audio-visual method and CLT method have some commonly used digital devices and applications such as Instagram, TikTok, YouTube where live stream is also possible along with viewing video reels, films, song clips, entertaining show programs, etc. As mentioned above, the only difference between these methods is feedback which is provided by CLT. Some applications are more effective with the groups which learn English through CLT. Skype, Zoom and Microsoft Teams social platforms have been designed for the online lessons that are based on feedback between students and teacher or students and students. These social platforms cannot be considered for the students who will learn English through the Audio-visual method. However, there can be some exceptional cases when a video material can be viewed through Zoom streaming. In the meanwhile, the character of teaching becomes hybrid of CLT and the Audio-visual method. The teacher can make the students watch a documentary on YouTube through Zoom application.

Though television was more important and effective in language learning 20 years ago, juveniles do not watch TV as much as before. Especially, the youth have already lost interest in watching something, let alone learning a language. Middle aged people used to learn the language from TV series which formed the basis of language input. Today most language learners prefer watching films, TV series, entertaining



show programs and song clips with subtitles on Netflix, Youtube which is impossible on TV. All entertaining show programs, newlines, films, song clips can be found on the internet. Even the missed programs can be found and viewed again both on the site of TV channel and on the YouTube.

Conclusion

The article revealed some facts about the usage of digital devices while learning a second language. The most striking fact is that television is not watched for the purpose of learning a language as it happened previously. Since the excessive use of computers, laptops, mobile phones with the aim of accessing TV channels on the internet killed the interest in watching something on TV. Newline is watched on TV more compared to other kinds of programs. Since the above-mentioned digital devices have already replaced television. While elaborating the study, it turned out that CLT is a more effective method in language learning compared to the Audio-visual method. Since the quality of comprehensibility gain is relatively higher in terms of covering language skills.

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