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A Note from the Editor-in-Chief

Dear authors and colleagues,

I am pleased to announce the launch of Volume 2, Issue 4 of the International Journal of Language education, which contains a collection of innovative and insightful academic papers that make significant contributions to the field of language education.

Following the COVID-19 outbreak, live interactive workbooks gained popularity in Jamaican foreign language instruction. Oneil N. Madden, Ryan Sweeney, and Alexious Gonzales carried out a study on 16 university students and 7 high school teachers to fill a research gap by demonstrating the usefulness of live worksheets and clarifying the problems and advantages of their implementation.

Ngo Thi Cam Thuy and Doan Le Anh Thu of the Faculty of Foreign Languages at Van Lang University in Vietnam explored independent academic vocabulary learning using mobile apps used by EFL students. Through the use of a mobile application, the experimental group outperformed the control group in all three final evaluations. This research highlights the potential of mobile apps as self-contained aids for vocabulary acquisition in English as a Foreign Language (EFL) contexts.

Dinh Thanh Hung of Tay Do University in Can Tho City, Vietnam, researched university instructors' perspectives on the usage of multimedia resources in EFL classes. According to the data, the agreement of 155 lecturers in the Mekong Delta is largely favorable, emphasizing the benefits for language development and education. Difficulties include technical limits, emphasizing the ongoing need of incorporating technology into classes and preparing lesson plans.

The breadth and variety of these publications demonstrate our authors' dedication to expanding language education knowledge and practice. We are grateful to the writers for their hard work and insightful comments.

In addition, I'd like to thank our excellent editorial board for their counsel and support during the publishing process. Their knowledge and dedication to excellence have been critical in sustaining the high quality of our newspaper.

A special thanks also goes to our hardworking reviewing crew. Their thorough review and helpful criticism were critical in assuring the academic integrity of the published publications. We encourage our readers to investigate the contents of this issue and participate in the unique research offered. The International Journal of Language Instruction is still dedicated to providing a forum for the exchange of ideas and dissemination of cutting-edge research in language instruction.

Thanks God for everything.
With warm regards,



Associate Professor Dr. Pham Vu Phi Ho
Editor-in-chief

Faculty of Foreign Languages, Van Lang University

Exploring the Use of Live Interactive Worksheets in Foreign Language Classes: Perceptions of Students and Teachers

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ABSTRACT

Keywords:

Live worksheet,
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perception,
Jamaica

Live interactive worksheets started to become known in the Jamaican foreign language (L2) circle after the COVID-19 pandemic plunged schools worldwide into online teaching. Educators needed to find creative ways to engage and motivate learners. Currently, there are no studies on live worksheets in Jamaica; therefore, this research aims to bridge this gap. The authors sought to ascertain both teachers' and students' perspectives on incorporating live worksheets in L2 classes. Sixteen undergraduate students at Northern Caribbean University (NCU) and seven L2 high school teachers responded to questionnaires and semi-structured interviews. The qualitative approach was used to analyze the data. Major findings show that live worksheets effectively engage students, promote autonomy, and aid in the recall and application of information. In this article, the authors have highlighted perceptions relating to both the benefits and challenges of using live worksheets, as well as how to overcome possible obstacles.

Introduction

The advent and subsequent rapid spread of the novel coronavirus (COVID-19) pandemic “changed many aspects of daily life” (Vo & Le, 2023, p. 1) and caused many countries around the world to close schools, colleges, and universities in an attempt to halt the spread of the virus (OECD, 2020). Jamaica was no exception, as the government ordered the closure of all public schools in March 2020 as part of the country's efforts to mitigate against the spread of the virus. As a result, many educational institutions adopted virtual learning, and both students and instructors were required to adapt rapidly to new pedagogical approaches and learning dynamics, unprecedented in scale and speed, primarily through the exploitation of technological devices and the Internet. Madden (2021) posited that, in some cases, teachers had to personally invest in digital devices and equipment to ensure that their learners received the best experience possible, as “wherever and whenever there is a constraint, teachers are asked to be creative” (pp. 14-15). However, despite the subsequent return to in-person classes across most secondary and tertiary institutions globally, many Jamaican higher education institutions (HEIs) have

maintained online classes, whether fully or partially. Given this reality that may become the new normal in many HEIs, it is incumbent on educators, including second/foreign language (L2) instructors, to find creative and innovative ways to diversify their classes so that students can be motivated to learn (Madden, 2022a). Pham (2022) agrees that “a high level of student engagement should be a priority because the more students are engaged, the more they learn and the more they achieve” (p.2). Nowadays, students cannot be taught using the same methods that were used in former years, especially as Prensky (2001) described them as digital natives.

Given the need to adjust to virtual learning, the Covid-19 pandemic gave rise to the use of computer/mobile/technology-assisted language learning (CALL/MALL/TALL), technology-enhanced language learning (TELL), and the utilization of several online materials to foster L2 teaching and learning (Khan & Tufail, 2020; Nuraeni, 2021). Additionally, researchers and instructors have incorporated new forms of assessments, such as quizzes via Google Forms and Kahoot! games and interactive worksheets (Le & Prabjandee, 2023; Madden, 2022b; Sadeghi et al., 2023), which could all fall under the broad concept of gamification – the application of game-like features and operations to non-game contexts to boost learner engagement and participation while interfacing with teaching content for both reinforcement and application of new knowledge.

Interactive live worksheets are educational tools that allow teachers to create interactive worksheets or select already-created or customized ones shared by communities of teachers around the globe. They have been used a lot across countries and disciplines, including physics (Ariskasari & Sulisworo, 2021), mathematics (Indriani et al., 2021), English as a second/foreign language (Hidayah & Asari, 2022), and even at the primary school level (Pulungan et al., 2022). However, there is limited research done with regard to their usage in modern foreign languages, and their exploration is certainly at a preliminary stage in the Jamaican L2 context.

Given that the Covid-19 pandemic forced educators to respond quickly to the constraints of online teaching, the researchers sought to garner perceptions from both teachers and students on the use of live worksheets in L2 classes in Jamaican classrooms. This will provide insights into the benefits and challenges of using these worksheets in an online context. Importantly, this paper will also serve as a pioneering scientific resource on which further and extensive research can be conducted. The following questions are used to guide the study:

1. What are students’ and teachers’ perceptions of live interactive worksheets in foreign language teaching and learning?
2. To what extent do live worksheets help to develop cognitive and language skills?

Literature review

Live worksheets are an innovative and interactive way to engage students during online teaching and learning. This live online student-based worksheet found at *Liveworksheets.com* is included in one of the electronic media, which contains images, animations, texts, and videos that are more interactive and effective so that students will not feel bored (Khikmiyah, 2021). The platform offers multiple worksheets for different levels and topics, which are designed to

cover simple to complex tasks and exercises such as matching, gap fills, reading and listening comprehension, writing composition, and puzzles (see examples in Figure 1 below). Both teachers and students can benefit from this interactive worksheet as it saves time for teachers and motivates students at the same time. According to Nurhidayati (2019), technology-based live worksheets aim to provide convenience for teachers and students. This new application also causes students to be more active in their learning and enthusiastic about participating in online activities.

Figure 1. Examples of French interactive worksheets

The figure displays two examples of French interactive worksheets. The left worksheet, titled "FRANÇAIS - passé" and "EXERCICE COPIÉ COMPRÉHENSION ORALE", shows a score of 9/10. It includes a listening exercise with a play button and a list of five multiple-choice questions about a dialogue. The right worksheet, titled "Faites des matchs", shows a score of 8/10 and a matching exercise where students connect pictures to French sentences. The sentences are: "J'aime écouter de la musique.", "Je n'aime pas jouer avec mon chien.", "Je n'aime pas lire.", "J'aime nager.", "Je n'aime pas regarder Netflix.", "J'aime danser.", "J'aime faire une promenade.", and "Je n'aime pas jouer aux jeux vidéos." The pictures include a person listening to music, a person with a dog, a person reading, a person swimming, a person watching Netflix, a person dancing, a person walking a dog, and a person playing video games.

Benefits of live worksheets

Le and Prabjandee (2023) underscored that live worksheets brought numerous benefits to both students and teachers. These include saving time on assessing or giving feedback, giving teachers insights into students' ongoing formative performance in a timely manner, to include their strengths and weaknesses, which would later inform pedagogical interventions, and reducing teachers' workload.

In the context of distance learning, interactive worksheets have helped to lessen teachers' workload by organizing students' learning activities with the assistance of cloud-based services and other online resources, activating acquired knowledge, framing information processing skills, and increasing motivation to study (Kopniak, 2018). Moreover, the website is an effective and credible platform for obtaining or creating exercises for formative assessment. Montalvo-Balbed (2012) suggested that the data from formative assessments allows teachers to evaluate students' strengths and weaknesses in both content area and language development. Nevertheless, there remains a challenge in terms of conducting formative assessments in overcrowded classes in a limited time (Kilickaya, 2017). To mitigate against these factors, live worksheets provide a practical solution that allows teachers to use a variety of online resources that are automatically graded. Live worksheets can be used in the educational process because interactive worksheets have the most significant impact on the development of the linguistic-

cultural personality and formation of foreign language communication: activation of interaction; supporting the independence of cognitive activity; individualization of the educational process; ensuring the practical orientation of classes; creation of conditions for the development of oral and written speech (Ryabchikova et al., 2020, p. 195).

Findings from studies done involving live worksheets

In a study conducted by Yusuf and Ali (2022) about using live worksheets as part of self-directed learning in an English as a foreign language class in an Indonesian university to enhance listening skills, findings revealed that web-based learning was able to further improve English listening skills by using a "liveworksheets" activity. However, the authors noted major difficulties in their experiment, such as issues with automatic scoring, accessing the website, vocabulary mastery, learner autonomy, and technological skills. The primary challenge highlighted was that of poor internet connectivity, which posed difficulty with loading the network or gaining access to the network signal.

Findings from a study conducted by Wang (2014) on the use of web-based exercises on English as a foreign language learners in a Taiwanese college context revealed that participants perceived the interactive web-based exercises to be interesting, albeit at a modest rate. This suggests that content developers and language instructors should be strategic in creating CALL materials. Notwithstanding, participants noted positives such as easy access, instant feedback, the possibility of multiple attempts, and self-paced learning when engaging in these exercises. In addition, students acknowledged the educational advantages of exposure to interactive web-based activities, such as improvements in their reading comprehension and vocabulary development. The findings further indicated that students achieved better scores in their final language assessment (Wang, 2014).

In addition, these worksheets have an effect on students' mental activity. In a study conducted by Andriyani et al. (2020), students' mental activity increased from 71.91% in the first cycle to 86.27% in the second cycle. This also indicates that the utilization of live worksheets in the classroom can have a positive effect on students' learning outcomes.

Le and Prabjandee (2023) cited other benefits of live worksheets, such as being user-friendly and environmentally friendly. There is also a great level of flexibility as the worksheets can be used in both online and on-site classes. Furthermore, these live worksheets can be employed at different stages of a lesson to include the activation of basic and prior knowledge, presentation of new content, consolidation, and reinforcement of new material, and evaluation and application of new knowledge. Moreover, the immediate feedback feature enables learners to track their progress and identify areas for improvement. Besides, live worksheets foster differentiated instruction, and their distinctive features help to increase students' engagement and motivation by making the learning experience more interactive and entertaining (Le & Prabjandee, 2023).

Limitations of live worksheets

Despite their many advantages for users, live worksheets still present some shortcomings concerning audio and video insertion. For example, only 5Mb of audio files can be uploaded at once. Concerning pronunciation and speaking exercises, the quality of the voice recording will

be better if it is used with headphones, including a microphone, which may lead to better scores marked by the system. As it relates to video insertion, this can only be conducted via YouTube; that is to say, the users have to upload videos onto YouTube before embedding the video link into the Liveworksheets platform. In addition, live worksheets may not be a comprehensive language assessment in that they can assess students' pronunciation at a segmental level but fall short of evaluating language fluency in diverse contexts (Le & Prabjandee, 2023).

In summary, live worksheets are a form of web-based exercises that are used in different subject disciplines to make learning more fun and interactive. Although there are not many studies conducted on their use in L2 teaching and learning, there are notable benefits that have been recorded, such as the vast stock of customized activities available in different formats to test different language skills, which can be used as both formative and summative assessments; the numerous features such as instant grading and feedback, which help both the teacher and student to assess the students' strengths and weaknesses; the potential of the worksheets to assess different levels of cognitive abilities; and the fact that access to already-prepared exercises lessen the workload of teachers. However, challenges may arise, such as technical and connectivity issues, as well as students' lack of mastery, vocabulary, or technological skills to complete the worksheets. More studies are needed across different foreign languages and geographical locations to add to the dearth of literature.

Research Questions

To achieve the purpose of this study, the following research questions are used to guide:

1. What are students' and teachers' perceptions of live interactive worksheets in foreign language teaching and learning?
2. To what extent do live worksheets help to develop cognitive and language skills?

Research Methodology

The study employs the qualitative research approach to ascertain the experiences of foreign language students and teachers from their interaction with live interactive worksheets. Questionnaires, observations, and semi-structured interviews were used to collect data to obtain authentic results. According to Wong (2008), qualitative data is usually subjective, rich, and consists of comprehensive information that is normally presented in the form of words. Analyzing qualitative data involves reading and examining large amounts of transcripts, looking for similarities or differences, and subsequently creating themes and developing categories.

Pedagogical Setting & Participants

Since the arrival of the COVID-19 pandemic in Jamaica, Northern Caribbean University – a private Seventh-day Adventist institution – transferred all its courses online. Despite a gradual hybrid approach, all the French classes remain fully virtual. The current study was conducted during the first semester of the 2022/2023 academic year to investigate foreign language

teachers' and students' perceptions of the incorporation of live interactive worksheets in foreign language classes.

The participants in the study are 16 undergraduate students (12F, 4M) who took a beginner or intermediate French course as part of their requirements to complete their respective degree programs. The respondents included students between the ages of 17 and 42 from Jamaica, Grenada, and Turks and Caicos Islands. They are from different majors, such as communication studies, religion and theology, biochemistry, medical technology, information technology, psychology, marketing, and criminal justice.

The study also included seven high school teachers (4F, 3M) who all teach in Jamaica. All these teachers teach both French and Spanish at different levels in the secondary school system (middle school, high school, and sixth form). Five of them teach in urban schools, one in a rural city school, and another in a deep rural school.

Purposeful sampling was used to determine the participants for the study. According to Patton (2002), purposeful sampling is a technique widely used in qualitative research to identify and select information-rich participants for the most effective use of limited resources. Cresswell and Plano Clark (2011) posit that this sampling entails identifying and selecting individuals or groups of individuals that are particularly knowledgeable about or experienced with a phenomenon of interest. Bernard (2002) and Spradley (1979) underscore the importance of the availability of willingness of individuals to participate and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner.

Design of the Study

The qualitative research design is the primary approach employed in this study. The research design is chosen because qualitative research gathers participants' experiences, perceptions, and behaviors through various data collection formats. Qualitative research answers the hows and whys, as opposed to the how many and how much. It could be structured as a stand-alone study, purely relying on qualitative data, or it could involve some quantitative data (Tenny et al., 2022). Qualitative research, at its core, asks open-ended questions whose answers are not easily translated into numbers such as 'how' and 'why' (Cleland, 2017). Given the open-ended nature of the research questions at hand, qualitative research design is often not linear in the same way quantitative design is (Cleland, 2017). Foley and Timonen (2015) stated that one of the strengths of qualitative research is its ability to explain processes and patterns of human behavior that can be difficult to quantify.

Two online questionnaires, class notes, and semi-structured interviews were used to collect qualitative data and, to a lesser extent, quantitative data. The research aims to gather accurate and valid data on both students' and teachers' perceptions of the use of live worksheets in L2 online classes, particularly during the covid-19 pandemic.

Data collection & analysis

The data was collected over a 15-week period using Google Forms-based online questionnaires, class notes, and semi-structured interviews. The two separately designed questionnaires, completed by both the students and teachers, consisted of both open- and closed-ended

questions and were administered via WhatsApp groups. Google Forms helps to format and synthesize the data collected, which makes it easier to analyze. The questions sought to ascertain their familiarity with, usage of, benefits and disadvantages, and perceptions of live interactive worksheets. The semi-structured interviews were used to corroborate responses given on the questionnaires and to seek further clarification, where necessary, while the class notes recorded students' expressions and reactions while engaging in the live worksheets.

All the data was treated confidentially throughout the analysis process, which was done through thematic analysis. Thematic analysis in qualitative research is used to analyze data relating to opinions, thoughts, feelings, and other descriptive information. It is a search for themes that can capture the narratives available in the account of data sets. It involves the identification of themes through careful reading and re-reading of the transcribed data (Dawadi, 2020).

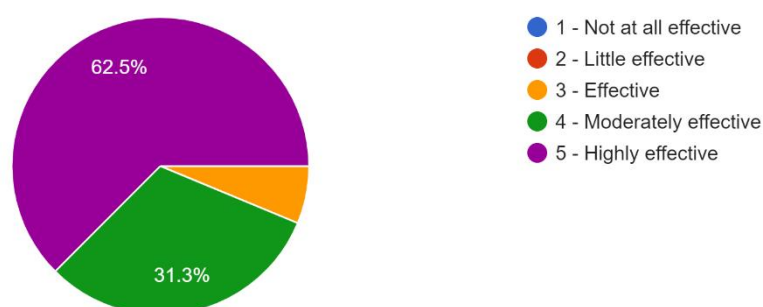
Results/Findings

Research question 1: What are students' and teachers' perceptions of live interactive worksheets in foreign language teaching and learning?

Students were asked about their familiarity with doing interactive live worksheets prior to taking the French course that they did. Of the 16 respondents, 11 students (68.8%) did not have any knowledge of it, while five students (31.3%) had previous exposure. Of the teachers, six (85.7%) said they learned of live worksheets during the Covid-19 pandemic, while one (14.3%) had pre-covid-19 exposure. Therefore, the majority of respondents did not know live worksheets before the COVID-19 pandemic. However, all the teachers used live worksheets during the pandemic, but only five (71.4%) continued using them after the return to face-to-face instructions.

In terms of their perceptions regarding its effectiveness in French online classes, as illustrated in Figure 2 below, the majority of the respondents (62.5%) believe live worksheets are highly effective, followed by 31.3% who indicated that they are moderately effective, while 6.3% selected that the worksheets are effective.

Figure 2. Students' perceptions of the effectiveness of live worksheets in online French classes



The students provided different justifications for their rating of live interactive worksheets (see examples of reported declarations in Table 1 below). These include learning in a fun and

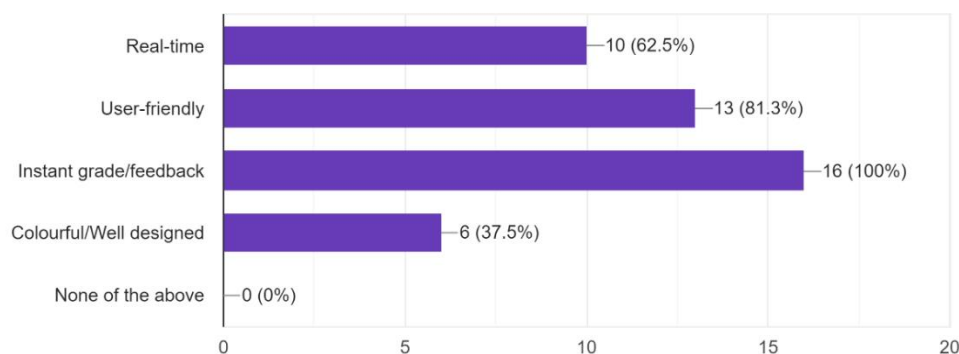
different way, providing adequate practice, appealing to specific learning styles, being engaged and motivated, helping to retain more information, and assessing strengths and weaknesses. These perceptions are also echoed in the semi-structured interviews as well as the class observation notes taken by the instructor.

Table 1. Excerpts of students’ declared perceptions of live worksheets in French online classes

<p>“It gives me additional practice; it demands me to remember what was taught and to apply it in everyday life. Furthermore, it gives you an idea of what is your strengths and weaknesses.”</p>
<p>“As is known, the norm to show that students have an understanding of the topic that was lectured is through sectionals [exams), but the worksheets allow for me to apply the knowledge; it is stimulating. I feel interactive with the work, and even though it might be trivial to others, the colors and versatility of the worksheet allow me to feel as if my work matters and I should do my best.”</p>
<p>“The live worksheets give us, the students, an opportunity to put what was just learned into practice, and that in and of itself deepens impression and helps with the remembrance of the subject.”</p>
<p>“I think I understand the instructions on the worksheets because we are taught the topic beforehand. So, I think the worksheets are effective when coupled with tutoring to reiterate the content and give students practice.”</p>
<p>“It makes the lessons seem more simple. It appeals to my specific learning style, which is learning by sight and real-world experience.”</p>

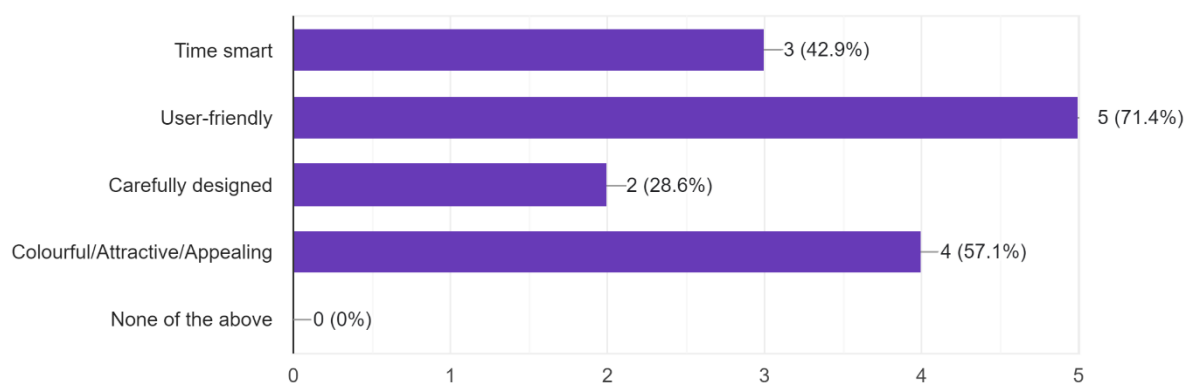
In terms of the advantages of live worksheets as selected by the students (see Figure 3), they unanimously appreciate the fact that they provide instant grade/feedback (100%), are user-friendly (81.3%), and are real-time (62.5%), while a few (37.5%) acknowledged that they are colorful and well designed. Other benefits noted are "it relaxes the environment and causes your brain to view a concept simpler, which helps us to eliminate simple mistakes." Additionally, it is an “efficient revision tool (both students and teachers can see errors made and discuss why the answer chosen was incorrect),” as declared by some students.

Figure 3. Students’ perceived advantages of live worksheets in French online classes



From the perspectives of the teachers (see Figure 4), the user-friendliness of the live worksheets tops the list of advantages (71.4%), followed by their attractiveness (57.1%), time smartness (42.9%), and carefully designed (28.6%). Other advantages indicated by teachers are that live worksheets are “easy to record grades,” they “assist with autonomous learning and provide instantaneous feedback,” and they “add fun to the learning process, which retains the students’ attention more than the usual way.”

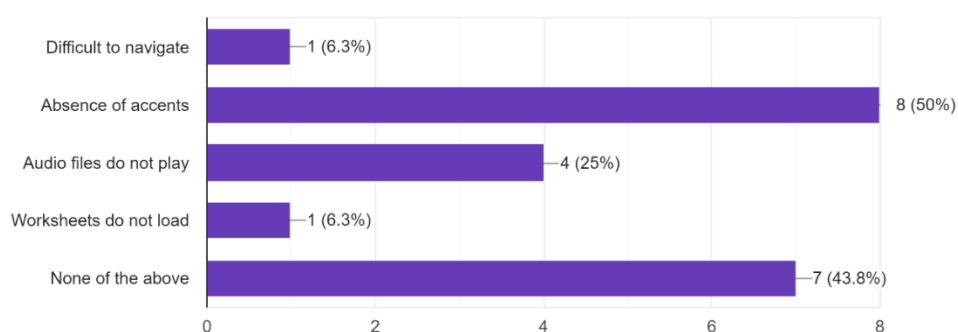
Figure 4. Teachers’ perceived advantages of live worksheets in French online classes



The teachers further highlighted in the semi-structured interviews that the benefits of live worksheets also include the raft of pre-created activities that are readily available to use, which saves time from creating worksheets from scratch. In the same vein, the worksheets provide an alternate form of assessment and practice, which “the students find very interactive and fun, especially when considering certain topics such as grammar.” Learning is, therefore, stimulated.

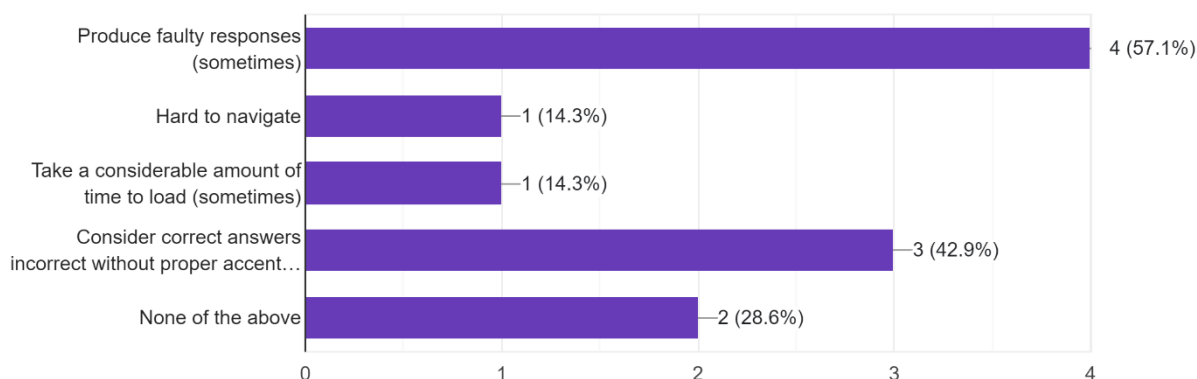
Concerning the drawbacks of using live interactive worksheets in French online classes (see Figure 5), half of the respondents (50%) highlighted problems with the absence of accents or a French keyboard, 25% noted issues with playing audio files, while 6.3% pointed to difficulties navigating the worksheet space as sometimes they do not load. Another setback indicated is that “it is sometimes hard to see the images.” Notwithstanding, 43.8% of the respondents did not highlight any weaknesses.

Figure 5. Students' perceptions of the drawbacks of live worksheets in online French classes



From the teachers’ point of view (see Figure 6), the greatest setback is that live worksheets sometimes produce faulty responses (57.1%), followed by the fact that some correct answers are deemed incorrect due to missing accents (42.9%), while 14.3% believe they are hard to navigate, and another 14.3% find they sometimes take a considerable amount of time to load. Another limitation raised by a teacher is that “they can’t be used asynchronously”. Notwithstanding, 28.6% did not highlight any issues with using live worksheets.

Figure 6. Teachers’ perceptions of some limitations of live worksheets



Research question 2: To what extent do live worksheets help to develop cognitive and language skills?

In terms of the cognitive impact of live worksheets on students’ French learning (see Table 2 below), 93.8% indicated that the worksheets help to recall or reinforce knowledge, and the same number of respondents noted that the worksheets help with the application of knowledge, while 56.3% highlighted the word-image association.

Table 2. Excerpts of students’ self-reported cognitive impact of live worksheets.

“For a visual learner like myself, seeing the images and associating the appropriate words helps with the learning and retention of concepts.”
“Live worksheets allow me to work with pictures and words to help recall the French.”
“It helps me to reinforce what I have learned by applying the knowledge.”
“1) It keeps me on my toes. 2) It shows us what we learned and how it can be used in everyday life. 3) It allows me to relate to real-life situations, and since I am a visual and audio learner, it gives me a better understanding.”
“I remember one live worksheet where a video of a common French scenario was presented. Though I was on the other side of the computer screen, I felt as if I was a part of that French scene where the interaction was rich.”

The teachers shared identical responses. Eighty-five point seven percent (85.7%) believe that the worksheets help with the recall of vocabulary, 71.4% indicate the application of vocabulary

or knowledge, 57.1% note the recall of grammatical structures, and 71.4% attribute the application of grammatical structures.

Language skill development

On a scale of 1-4, students were asked to rank, with 4 being the highest, their French linguistic skills that the live worksheets impacted. As seen in Table 3 below, vocabulary development was ranked the highest (7 students or 43.7%), followed by grammar development (10 students or 62.5%), reinforcement, and then reading skills (7 students or 43.7%). Listening skills were the least affected (9 students or 56.2%).

Table 3. Impact of live worksheets on students' linguistic skills

Language skill/component	Number of student responses on a scale of 1-4			
	1	2	3	4
Vocabulary development/reinforcement	2	2	3	7
Grammar development/reinforcement	2	1	10	3
Reading skills	3	7	1	2
Listening skills	9	6	2	4

The above findings are consistent with the teachers' perceptions of live worksheets' impact on the development of students' foreign language skills. They believe students receive the most significant impact in vocabulary development/reinforcement, followed by grammar reinforcement/application, and then the development of listening. However, reading was the least affected.

Role of the teacher

Both students and teachers overwhelmingly agreed that the live worksheets help students to be autonomous. However, at the same time, a few students may still feel confused or lost when left to work alone. Consequently, the role of the teacher is critical in the process. According to the students, the teacher's role is to teach and explain the concepts before giving students the worksheets. Once the students complete the worksheets, the teacher must provide feedback and reinforcement. This is important because sometimes the worksheets provide faulty responses. One student noted, "Since there are a few instances where the answers are inaccurate, the teacher should provide clarity. They should also use it as a measure to indicate progress and areas their students may need assistance with." Additionally, the teacher should provide encouragement and motivation, especially when students do well. As one student stated, "The teacher does have a role to play prior to and after the live worksheets. It is the teacher that must provide the necessary information to go into the worksheet, and it is always an A+ for me to receive encouragement from the teacher after sharing a good grade."

The teachers used words such as "guide," "assessor," and "facilitator" to describe their role, as "for some of the activities, the teacher is required to be a guide to students, and for others, students can work independently." Teachers can "guide students in recalling vocabulary or grammar structures already taught as well as ensuring that the information from a live worksheet, for example, the answers given, are correct."

Live worksheets and learner motivation in a foreign language

The majority of the students (87.5%) stated that the live worksheets played a crucial role in their motivation to learn French. This is because "it shows if I actually understood what was taught by my lecturer" and "it brings confidence; even if the answer is wrong, you'll be able to learn from the mistakes made." Interestingly, the worksheets "give me the necessary interaction needed, though it is all electronic. It is as if I am immersed into the French culture when partaking in the live worksheets". It appears that the "French culture is marketed well on the live worksheets". The live worksheets also help students to use their newly acquired knowledge – "...while we are learning in class, it's easier to forget things and not practice, but the live worksheets give the opportunity to test my French skills." The live worksheets also help to develop important linguistic skills and the instantaneous nature of receiving the results/feedback helps students to understand the extent to which they have grasped a concept. As one respondent said:

Learning a foreign language can easily become frustrating for me, as I feel I am learning in a vacuum sometimes. The worksheets help to develop my grammar and vocabulary and give me a fun way to interact with the language in a manner that is manageable. The ability to immediately check results motivates me to try again until I have corrected all my mistakes.

Most of the teachers (71%) also see a correlation between the use of live worksheets and students' motivation to learn a foreign language. This is because live worksheets "offer a variety of activities that make learning fun". Additionally, students enjoy working on their smart devices, and "they tend to compete to see who can finish first, and this creates excitement among them." Moreover, the attractiveness and user-friendly nature of live worksheets serve as a motivating factor for students. This shows that "learning a foreign language isn't just writing notes and studying them, but that they can also learn through fun and interactive games."

On the other hand, the remaining 29% of teachers do not think live worksheets motivate students in foreign language learning. Instead, "students just view them as reinforcement, but they would never use them autonomously." In addition, "assessment does not always motivate students, especially if they aren't doing well; they'll feel demotivated."

Discussion

The findings show that the majority of the participants in the study – both students and teachers – have a positive perception with regard to the use of live interactive worksheets in foreign language online classes as they find them to be effective. Both groups of respondents cited different benefits of the integration of live worksheets in foreign language classes. These

include shifting from the traditional classroom to a more fun and diverse ambiance, which incorporates the integration of technology/technological devices. The worksheets come with a variety of exercises, which are formatted in different manners. This structure appeals to students' learning styles, which helps them to be more engaged and motivated. Other notable positives of using live worksheets are that they provide instant grading/feedback and are user-friendly and attractive. They also lessen teachers' workload by creating their own worksheets from scratch and manually correcting each student's work.

These findings are consistent with studies conducted by Madden (2022b), Sadeghi et al. (2023), and Le and Prabjandee (2023), that foreign language instructors have found innovative ways to incorporate new forms of assessments in their classrooms, especially during the Covid-19 pandemic. Madden's study focused on the integration of Kahoot! as an assessment tool in French L2 classes at the university level. Sadeghi et al. explored how the pandemic affected teachers worldwide and how foreign language educators have incorporated technology to respond to the crisis, while Le and Prabjandee did a review on live worksheets and concluded that they were beneficial, particularly during the COVID-19 pandemic, for both students and teachers.

As stated by Nuraeni (2021) and Khan and Tufail (2020), there are numerous online materials – including live worksheets – that can be used in technology-enhanced language learning (TELL). The data obtained also supports Khikmiyah's (2021) position that *Liveworksheets.com* offers a variety of media and resources that will not cause students to feel bored. Instead, students acquire new knowledge, gain increased motivation to study (Kopniak, 2018), are more active in their learning, and are enthusiastic about participating in online web-based activities (Nurhidayati, 2019). In addition, the user-friendliness of the live worksheets highlighted by both teachers and students is in line with the benefits established by Le and Prabjandee (2023), who stated that live worksheets are user-friendly and environmentally friendly.

On the downside, the absence of accents renders a correct response otherwise incorrect. To mitigate against this, teachers can provide a link to a site to access the accents of the target language or a reference document that informs the students how to use the control (ctrl) function on their laptops or computers to obtain the accents. However, this may prove more challenging if the students are using another smart device, such as a cell phone, to complete an exercise. Nonetheless, teachers can award additional points for correct answers that are marked incorrectly by the automated system due to missing accents. This will help to boost students' morale.

In the cases where the audio files do not play, an alternate solution may be to go directly to the source – often times YouTube – and get a direct link to share with the students. Also, in the context of face-to-face instruction, it would be useful to have some hard copies of the worksheets being used in the event there are any eventualities, such as poor internet connectivity or challenging loading worksheets online.

Concerning the impact of live worksheets on students' cognitive and linguistic skills, they help to increase learners' mental activity, as suggested by Andriyani et al. (2020), and develop and reinforce components such as vocabulary, grammar and reading skills, as found by Wang

(2014). As indicated in the findings, live worksheets are a good source to strengthen vocabulary and syntactic development. Therefore, whenever teachers want students to have immediate practice in these areas, giving them live worksheet exercises could be a good source to recall and apply the knowledge that has just been learned. However, not all skills get the same priority treatment, which is why Le and Prabjandee (2023) underscored that live worksheets fall short of evaluating language fluency in diverse contexts. Consequently, L2 teachers may need to find other technology-based sources to help students develop fluency.

Based on this study, it can be said that live worksheets favor the development primarily of vocabulary and grammatical acquisition and reinforcement. This is strengthened by word-image association. Therefore, learners are most likely to improve their writing and speaking skills by doing these activities. Speaking refers to students employing the new vocabulary and grammar rules learned to engage in conversations at their individual levels on the Common European Framework of Reference for Languages (CEFR). Even so, as there are many exercises, it depends on the topic being taught and the teacher's objective.

The teacher also plays an important role in guiding the students, even though the process makes them autonomous. Feedback is of great significance after the students have completed the worksheets. This will clarify any misunderstanding and correct any wrong answers.

Conclusion

The study has found that both students and teachers in Jamaica welcome the inclusion of live interactive worksheets in online foreign language classes. Live worksheets have numerous benefits, such as their impact on making a class more interactive and fun, which boosts students' participation and motivation. The different features of live worksheets also add to the benefits enjoyed by both students and teachers, such as user-friendliness, instant grade/feedback, variety of activity types, and colorfulness of the visuals. Teachers also appreciate that the live worksheets are pre-created, which helps reduce their workload. They can use them for formative or summative assessments, which can later inform pedagogical interventions. In addition, live worksheets help students to develop autonomy, but the teachers' guidance is welcome, primarily before and after an exercise. Furthermore, live worksheets assist with the development of cognitive and linguistic skills. Students noted gains in vocabulary and grammar development and reinforcement, strengthening writing and speaking skills. However, with the absence of a French keyboard (or any other foreign language), correct answers may be considered incorrect by the system. Consequently, teachers have to be prepared for these eventualities.

Despite the gains highlighted in this study, the authors acknowledged that the sample sizes for both students and teachers were small, which should be a caution against any generalization of the findings. Therefore, it would be interesting in the future to explore a larger sample and conduct experiments with high school students. Additionally, this study was conducted during the peak of the COVID-19 pandemic. Consideration could now be given to the incorporation of live worksheets in face-to-face instruction and their effectiveness in targeting learner motivation and the development of cognitive and linguistic skills. Moreover, it would be

welcome to conduct experiments on live worksheets in other language areas, such as Spanish, English, and English as a second/foreign language in the Jamaican context.

The COVID-19 pandemic has caused a revolutionary shift in the education system in Jamaica and worldwide. Foreign language instruction has to maintain a high level of creativity and innovation. This can be achieved by incorporating live interactive worksheets and other online resources. Technological incorporation plays an integral role and has been utilized to better engage students with content information. Though technology and its applications have a myriad of challenges and pitfalls, one cannot undermine the benefits of its usage in the classroom and the positive impacts that it can have on student learning.

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EFL Students' Strategies for Learning Academic Vocabulary with Mobile Phones at Van Lang University in Vietnam

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ABSTRACT

This research has investigated how EFL (English as a Foreign Language) students use mobile applications to learn academic vocabulary in a self-directed and autonomous manner. Forty first-year students at Van Lang University taking part in the research process were divided into experimental (N=18) and control (N=22) groups. The experimental group utilized a mobile app (specifically the AWL app) throughout the semester, whereas those in the control group used traditional methods. Three final tests every semester were used to check the participants' newly gained vocabulary knowledge. The findings revealed that the students in both groups could enhance their vocabulary proficiency. Nevertheless, the experimental group achieved better results in all three final tests. Moreover, this group also saved significant time when using the phone to support vocabulary learning, while the control group gave unstable test results. The findings demonstrate the potential of mobile apps for independent academic vocabulary acquisition and provide impacts on EFL vocabulary learning.

Keywords: EFL students, academic vocabulary, AWL app.

Introduction

These days, it is obvious that English has played an essential role in the modern world. Over the past few decades, the number of people learning English has increased dramatically. Learning vocabulary is the fundamental step to learning a foreign language. Despite various studies on vocabulary learning, learners show minimal effort to deal with their problems with newly discovered words (Meara, 1982). Students majoring in Linguistics, especially Foreign Language, always need help with the necessary academic vocabulary for language skills, such as Reading and writing; learning vocabulary is very important. According to Harmon, Wood, and Keser (2009) and Linse (2005), learners' vocabulary growth is a crucial part of their language development. In the classroom, the achieving students possess the most sufficient vocabulary. Learning vocabulary items is essential in all language skills (listening, speaking, reading, and writing) in English as a second language (ESL) and English as a foreign

language (EFL) (Nation, 2011). There have always been many different ways to support learning academic vocabulary. In the context of today's popular technology, everyone possesses a smartphone, which is something that people always carry with them wherever they go. Since then, more and more convenient applications with many interesting features that are not boring for vocabulary learners have been born. Through the use of many different vocabulary-learning apps, such as Duo Lingo and Lingo Champ. The researcher discovered a specialized application for learners of academic vocabulary, the AWL application, which I wanted to include in the research. This study aims to research as well as find new support methods for EFL students at Van Lang University. According to Coxhead & Nation (2001), English vocabulary has been split into four groups: (1) high-frequency or general service vocabulary, (2) academic vocabulary, (3) technical vocabulary, and (4) low-frequency vocabulary. According to Nation and Waring (1997), beginning English language learners should concentrate on the first 2000 most common word families of English included in the General Service List (GSL) (West, 1953). Currently, most university students and researchers working in EFL environments must read and publish their research articles in English-language international journals (Flowerdew, 2015; Martnez et al., 2009; Valipouri & Nassaji, 2013). Academic Word List (AWL) (Coxhead, 2000), which comprises 570-word families, has been widely used in instructional programs (Coxhead, 2011) and has persisted as a standard for materials advances in EAP as a result of this persistent requirement (Huntley, 2006; Schmitt & Schmitt, 2005, 2011; Wells, 2007). In this sense, the AWL has long been recognized as a valuable tool for students and teachers (Eldridge, 2008), making it feasible to define vocabulary learning objectives by concentrating on the vocabulary terms that university students would find most helpful (Coxhead, 2011).

Literature review

Academic Vocabulary

In any language, to use it fluently, each person needs a certain amount of vocabulary. Vocabulary is the essential material to communicate and convey information. Vocabulary is a set of words and equivalent units of words in a language. Academic vocabulary has traditionally been crucial for improving English language proficiency and academic success (Anderson & Freebody, 1981; Dale, 1965; Kieffer et al., 2016; Lesaux et al., 2014; Nation, 2001). Reading comprehension and academic vocabulary are intimately related because the processing of concepts in the reading text might be hampered or confused if word meanings are unknown (e.g., Cromley & Azevedo, 2007). According to Cromley, Snyder Hogan, and Luciw-Dubas (2010), undergraduate students with sufficient vocabulary can immediately use reading strategies to deal with academic texts rather than devoting mental resources to deciphering the meanings of specific unknown or unfamiliar academic words. The most significant obstacle to understanding academic material and succeeding in university may be a lack of adequate language knowledge (Laufer, 1997; Lesaux et al., 2014; Perin, 2013; Wallace, 2008).

When viewed broadly, vocabulary study may be divided into three themes: selection (or

prioritization), (and instruction), and testing (or assessment) (Bogaards & Laufer, 2004; Laufer, 2014). The first of the three research areas, selection (or prioritization), which is related to academic vocabulary, focuses mainly on the creation of Academic Word Lists (AWLs) (Coxhead, 2000, 2011, 2016a; Gardener & Davis, 2014) and subsequent studies on their pedagogical use in the teaching of vocabulary, including the development of materials. The second area deals with learning academic vocabulary and the best methods for teaching it; this topic overlaps with selection and prioritizing (e.g., Coxhead & Nation, 2001). Assessment and testing research is the third topic. The current research focuses on academic vocabulary, so the second research area is the most appropriate choice: acquisition and teaching/learning. The study also seeks to explore students' perceptions of their challenges and identify vocabulary learning strategies they use as they learn. The scope also acknowledges the critical role of the Academic Vocabulary List (AWL) in helping university students supplement their English.

The Challenges of Learning Academic Vocabulary

Actually, mastering and using academic vocabulary effectively in educational literacy contexts are crucial for academic success (Gardener & Davis, 2014). However, EFL students, especially those in their first year, frequently need more targeted support (Nguyen, 2022). My experience as a fourth-year student leads me to believe that academic vocabulary is typically absent from social and conversational texts, which are frequently the first step at the beginning of the second school year's learning. As a result, learners are rarely exposed to academic texts, either written or spoken, and they have few opportunities to expand their academic vocabulary knowledge. Students cannot utilize traditional learning processes to acquire academic vocabulary because of their abstract nature. These two difficulties may make it difficult for EFL students to learn academic terminology.

Learners should store academic vocabulary in their long-term memory to learn it effectively. It is argued that learning new words is divided into two stages. The first stage is referred to as the input analysis stage, while the second stage is referred to as the retrieval stage, according to Eckerth and Tavakoli (2012). The learners learn a new word's orthographic and phonological features in the input analysis stage; in contrast, in the retrieval stage, they thoroughly examine the semantic and conceptual elements of that new word (Eckerth & Tavakoli, 2012), challenges with academic vocabulary related to several areas, not least the very nature of academic language. Academic research has shown that disciplinary material is complex because academic terminology is less frequent than vocabulary used in everyday language (Evans & Morrison, 2011; Heppt et al., 2016; Nagy & Townsend, 2012). Academic language differs from everyday language because academic language frequently appears in written form, carries in-depth information, and has an argumentative structure made of general and specialized/technical academic words (Pham, 2023). Everyday language often involves short sentences and involves personal points of view (Quiroz et al., 2010).

Another critical challenge is the amount of vocabulary EFL students need. Schmitt (2008) analyzes the obstacles of vocabulary acquisition in a review paper and finds "vocabulary size" as the most critical issue in vocabulary learning. He contends that considering the extent of one's vocabulary knowledge is a significant problem in language development. This is

because the number of vocabulary items we know impacts the depth of a learner's grasp of spoken and written language and their capacity to engage in discussions. Nonetheless, as Schmitt (2008) argues, the number of words that an English student must absorb cannot be calculated with certainty. While Goulden, Nation, and Read (1990) and Nagy and Anderson (1984) proposed 114,000 and 88,500-word families, respectively, Schmitt (2008) believes that an EFL learner with knowledge of 10,000-word families can handle different language-related situations easily. This vocabulary is considered broad enough to manage the linguistic problems and requirements of university-level education. Obviously, this quantity of vocabulary is sufficient for academic achievement. In that case, studies like Laufer's (as referenced in Schmitt, 2008) reveal that many students fail to memorize even a significant portion of this amount.

In summary, for EFL students to overcome the challenges mentioned above to acquire and use academic vocabulary in their tests, it is necessary to have a more efficient strategy during the trial to learn academic vocabulary.

The Merits and Drawbacks of Using Mobile Phones in Learning Academic Vocabulary

As mentioned, mobile phones have made learning academic vocabulary easier for EFL students. Through many applications that bring positive results to support English learning, such as Duolingo and Lingo Champ, researchers have gradually noticed mobile phones. Students may enjoy entertaining games while studying, such as crossword puzzles, digital video games, and quizzes, in addition to learning through high-quality sound, graphics, and videos. This fosters a favorable social environment that encourages users' motivation and interest in lifelong learning while also boosting their cognitive activity. Many students use mobile devices because of their ease of use and the variety of learning applications that are accessible. These practical applications encourage self-control and independence in people appropriate by users to create schedules for their level of skill and available time (Kramarski & Gutman, 2006). Furthermore, studies demonstrate that English applications are particularly good at teaching vocabulary since vocabulary can be broken down into smaller tasks, which is ideal for creating material for EFL students. According to Klimova and Prazak, students who used mobile applications performed much better academically and had more positive attitudes toward learning than those who did not. Therefore, applications for English learning are essential for each EFL learner, just like they are for all the advantages listed above.

Researchers have compared the effectiveness of the technological applications for learners based on questionnaires from users of vocabulary learning software (Webb & Nation, 2017). In the comparison between the Duo Lingo and the AWL apps, it can be seen that the Duo Lingo app has a more appealing design and pictures for learners. There is agreement that Lingo Champ is more image-rich and has more picture-based sentence links than the AWL application, which makes it simpler for users to recall. According to the reviews, the AWL app has more academic vocabulary than the two apps mentioned above. While the AWL program gives students vocabulary up to the C1 level, these two applications, despite their investment in visuals and effects, only go as high as B1.

Mobile phones bring many features to support learning, but they also carry certain

disadvantages. The first disadvantage to mention is the self-discipline of learners. Students who learn via apps must do independent research and study, but not all can be conscious of their self-consciousness. According to Nami, F. (2020), most students will fall into this category when there is no one to direct and supervise them: they will use their mobile phones to communicate, visit social media websites, upload images, or play video games. Such diversion is a loss of time and energy that could have been put to productive use. Klimova, B. (2019) and Le (2023) identified several drawbacks to learning applications; specifically, they can lead students to lose focus when studying due to multitasking on their phones. In isolated locations, there are additional issues with Internet access and connectivity. Additionally, linguists did not create some study apps, and as a result, they contain high-quality learning materials that are inaccurate and deceptive, confusing users (Tatan, 2020).

To summarise, choosing a cell phone as a learning aid has two outcomes. It will be helpful if students know to take advantage of all the good points, and it will be a tool with bad results if misused with the original intention.

Previous studies

Several previous studies have worked on the issue of using mobile phones to assist EFL students in learning vocabulary. Bensalem (2018) investigated the development of academic vocabulary knowledge of English as a foreign language (EFL) student utilizing WhatsApp and traditional vocabulary education methods. It also intends to investigate students' impressions of the usage of WhatsApp for vocabulary acquisition. The study included forty Arab EFL students at the primary level enrolled at an Arabian Gulf state institution. Twenty-one individuals from the same class were randomly allocated to the experimental group. They finished and turned in their vocabulary tasks, which included searching up the definitions of new terms in a dictionary, creating a phrase with each word, and submitting their sentences over WhatsApp. The control group consisted of 19 pupils from another class. They had to turn in identical homework assignments on paper and pencil. The pretest-posttest method was used to collect data. T-test results showed that the WhatsApp group outperformed the traditional group on a vocabulary test. Furthermore, the findings of a questionnaire that assessed participants' perceptions of the usage of WhatsApp in learning vocabulary reveal that, on average, participants have good attitudes toward learning new vocabulary items via WhatsApp.

According to Kalimova (2019), mobile applications are now frequently utilized in higher education, including studying English as a foreign language, due to their unique properties (e.g., portability, multimodality, interaction, or ubiquity). In comparison to traditional classroom learning, learning via smartphones/mobile applications is, on the one hand, more learner-centered in terms of autonomous and individualized learning. On the other hand, it necessitates responsible and proactive students who wish to enhance their academic performance (Ngo & Ha, 2022). This review paper aims to determine if EFL mobile apps have a major, moderate, or no influence on learners' vocabulary improvement. The methodology of this study is based on a search of existing papers on the research issue, namely the efficacy of mobile applications on EFL university learners' vocabulary learning, in the world's databases Web of Science, Scopus, and Google Scholar. The outcomes of this

research demonstrate that mobile applications are effective, helpful, and appropriate learning aids for the retention and practice of new vocabulary. In reality, they allow for the repeating of typical class instruction based on the following presentation mode: input interaction feedback.

Dr Mansour Habbash (2015) assessed the efficacy of employing mobile devices to teach vocabulary in EFL (English as a Foreign Language) classrooms in Saudi Arabia. The primary goal of this research was to investigate the possibilities of improving students' grasp of English vocabulary using mobile phone interfaces and assisting them in utilizing vocabulary items more accurately. The research looked at the feasibility of undergraduate students at the University of Tabuk using mobile phones in EFL lectures to improve their English vocabulary. The secondary goals were to establish if students and teachers find it comfortable and easy to utilize mobile phones for educational purposes within and outside of university classrooms (Ngo, 2021). The necessary information was acquired by issuing a questionnaire to all EFL teachers. The responses are analyzed using the qualitative interpretive method, and the results are presented for discussion with the goal of using the outcomes in developing course materials for future EFL studies and providing teachers with appropriate recommendations for repairing materials and selecting relevant methods for their language classes.

In assent with Klimova and Polakova (2020), mobile gadgets have infiltrated many aspects of human life, including education. This study aimed to explore students' perceptions of using a mobile application to acquire new English vocabulary and phrases, as well as to identify its perceived merits and shortcomings. After using the app for one semester, 28 university students completed a pen-and-paper questionnaire survey. The mobile software assisted students in preparing for the final accomplishment exam; learning was accessible from anywhere and at any time. Students liked the corrective feedback, and students would prefer the mobile app to be implemented in additional courses taught by the faculty. The students, on the other hand, reported that the app was not very supportive of communication performance; they did not find the teachers' notifications encouraging, and they did not use the pronunciation support much, which was caused by a variety of factors, such as offering students words and phrases without context or not testing all of the items in the final credit test.

According to Ebadi and Bashidi (2013), the study used a smartphone application to evaluate EFL learners' perceptions of their vocabulary learning experiences. Evaluation questionnaires and semi-structured interviews were used to obtain quantitative and qualitative data, respectively. To evaluate the application from the users' viewpoints, an evaluation questionnaire based on Chapelle's (2001) evaluation criterion was utilized. This study studied the impact of learners' proficiency level and gender disparities on using the application, as well as their perceptions of the application's negative and positive elements. Users had good views about the program since it favorably affected their learning and provided them with both form and meaning-focused training, but they were disappointed with the app's levels and authenticity. Independent t-test and ANOVA results revealed that gender and language competency level had no significant effect on participants' app usage habits. The study's

findings emphasized users' specialized demands, which might be utilized as guides for the creation of personalized vocabulary applications. The study's consequences for students, instructors, and app developers are thoroughly examined.

In summary, the advent of the smartphone and its accompanying appearance of academic applications has widened the increasing trend of research on mobile apps for language learning purposes. Although several studies show that they offer EFL students some significant benefits (such as accessibility, portability, and the opportunities to practice language whenever and wherever they like), using apps has some drawbacks that demand the attention of researchers and teachers. To ensure the learning process is effective, app implementation must be done with caution, with the learners' needs in mind, and with assistance. The study focuses on the proper and efficient use of a vocabulary learning application (AWL) to improve the process of language learning for EFL students in Vanlang University.

Research Questions

To fulfill the purpose of the study, the survey was seeking to answer the following research questions:

Question 1: How effective is the use of AWL application to support learning academic vocabulary for EFL students at Van Lang University?

Question 2: How do EFL students feel after using the AWL app to support their academic vocabulary learning?

Methods

Research Design

The mixed method research design was used to explore the impact of utilizing vocabulary learning applications on mobile phones on students' vocabulary acquisition. Quantitative and qualitative data were collected using a mixed-method study methodology. As a result, the shortcomings of quantitative and qualitative approaches were reduced. With a control group experimental study design, quantitative data were obtained utilizing the pretest and post-test. Over the six weeks, the experimental and control groups were taught new terms. Before the testing began, a vocabulary learning application (AWL) that would run on students' mobile phones was chosen. It was given to EFL students to investigate their practices and perceptions of using mobile phones to improve their ability to acquire and apply academic vocabulary.

Participants

To obtain qualitative data, 10 participants were selected to participate in structured interviews to clarify further their opinions on their preferences, effectiveness, and challenges in using vocabulary learning apps on mobile phones, especially their views on applying this platform to specialized subjects at Van Lang University.

The study was carried out for almost three months with two individual groups with 40 participants. Participants were first-year English language students of Van Lang University,

and all studied English during this study. Regarding their previous academic vocabulary learning experience, all the participants learned vocabulary as a critical skill for foreign language students at university.

Survey participants included 22 college students who joined the experimental group to complete online surveys and interviews. Respondents in the study also came from four different majors, including Business English, Anglo-Chinese Business, English Translation and Interpretation, and English Teaching.

Research Procedure

Quantitative Method

The study's goal and the student's expectations during the experimental procedure were outlined to them before the application. Students were instructed to utilize the vocabulary software on their mobile phones during extracurricular activities for eight weeks. Students in the experimental group were given vocabulary flashcards that included terms that could be found on mobile phones and were instructed to apply typical vocabulary learning approaches, while students in the control group studied the new words on paper for eight weeks using these vocabulary flashcards. Students in the control group could not use their mobile phones to participate in the vocabulary acquisition application. Two reading tests on vocabulary were given before and after the research to measure the experimental and control groups' English vocabulary learning. After the quantitative portion of the study, semi-structured interview questions were used to acquire qualitative data.

Qualitative Method

A digital tape recorder was used to record ten interviews with randomly selected students from the experimental group. They were asked five questions about the frequency of using the AWL software and its efficiency in their learning vocabulary. The participants had to use English to answer the questions and express their opinions honestly. Interviewees received a commitment from the researcher that all responses would be kept strictly confidential and that the information would be used only for the research. After the interview, the researcher will listen to the recording again and analyze and compare the participants' answers.

Data Collection Procedure

The study was conducted over nearly three months with two groups of individuals with a total of 40 learners. The participants were first-year EFL students at Van Lang University. Regarding their previous experience learning academic vocabulary, all the participants learned vocabulary as a required skill for foreign language students at university. Their academic vocabulary level ranged from elementary to intermediate. Based on participants' preferences for studying academic vocabulary using mobile applications or traditional materials, they were divided into experimental (N = 22) and control (N = 18) groups. The participants were fully informed regarding the nature of the study, and all agreed to give their contact information to the researchers. All the participants in the experimental group had smartphone devices that supported installing and using mobile applications for vocabulary learning.

Participants in the control group studied academic vocabulary using conventional resources.

To do this, they received a free copy of "Focus on Vocabulary 2: Mastering the Academic Word List" (Schmitt & Schmitt, 2011). Nevertheless, participants in the experimental group used the AWL Builder Multilingual app, created for iOS and Android devices by EFL Technologies. The free AWL builder app for Android and iOS employs sophisticated flashcard technology to assist with studying the 570 vocabulary words on the Academic Word List (Coxhead, 2000). The program keeps thorough records of the progress in learning particular vocabulary words and offers the option of emailing the results to the student or teacher. Additionally, the program displays the part of speech and the pronunciation for each word from the AWL and defines words in basic English.

The application's main menu and choices for creating study plans are seen in the screenshots below. The first screenshot (from the left) displays the opening page, as seen in Step 1 (figure 1). Learners may pick target words, study certain items, and modify the settings for presenting words or definitions in flashcards in the study tools area. After choosing the "pick your words" option, students can choose to begin studying the intermediate (25% skipped), high intermediate (50% skipped), or advanced (75% skipped) levels of the 570 AWL items. The program takes users to the following page, where they may pick specific words from a range of bands after choosing one of these alternatives. With this tool, students may skip through words in various bands they already know.

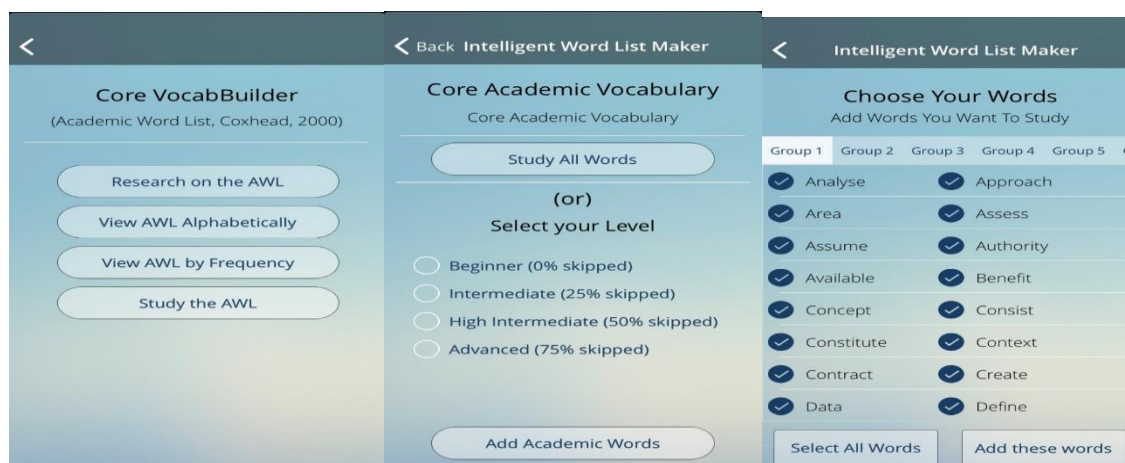


Figure 1 The main features and configuration choices for the AWL builder program (Step 1)

Additional details on the vocabulary learning possibilities offered by the AWL builder program are provided in Step 2 (figure 2). As demonstrated, the program offers grammatical information for a particular word and lets users hear how it is pronounced. The "tap here for response" feature displays the target item's definition in plain English. Then, by picking the appropriate function or not, students assess their understanding of the word that has been presented.

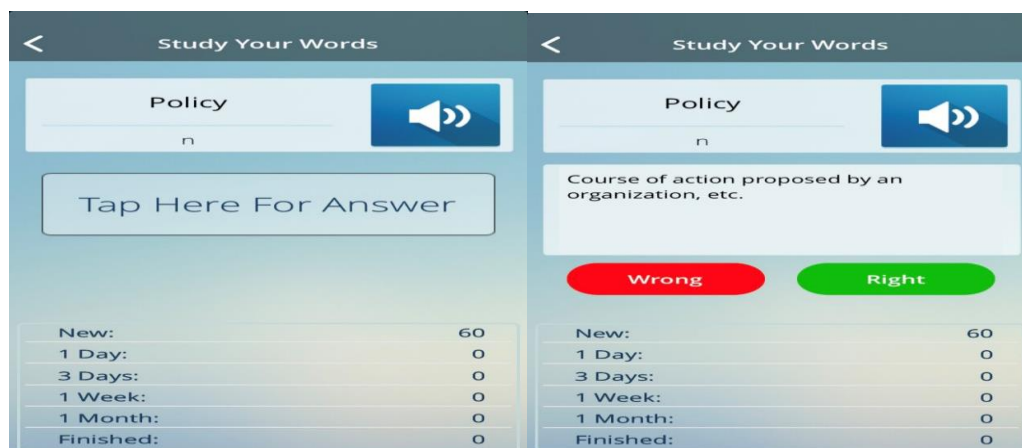


Figure 2. AWL builder flashcard (Step 2)

The sixth section of the new vocabulary levels test (NVLT) (McLean & Kramer, 2015) was utilized in pre-, post-, and delayed assessments to evaluate the participants' knowledge of the AWL (Coxhead, 2000). The participants were requested to take parts three and four of the NVLT after finishing the academic vocabulary exam to minimize any learning that could have occurred due to taking the test. Additionally, the tests were given at intervals of four and two months. The validity and reliability of the test are guaranteed by the test creators, who claim that ethical specifications choose test items and distractors. (For further details on the design and validation of the test, see McLean and Kramer (2015)).

Participants received a briefing on the study's objectives before the experiment started. Before getting their initial collection of vocabulary test items, each participant completed a pre-test on vocabulary. They were assured that their test results would not affect their final grade. Following completion of the pre-test, all participants attended a brief (30-minute) session led by the first author, during which they learned about vocabulary acquisition techniques for the independent study of English vocabulary (Webb & Nation, 2017) and the significance of the AWL in academic literature. After the session, those in the experimental group received the necessary instructions for downloading, installing, and using the AWL builder application on their smartphones. In contrast, those in the control group received a free copy of the assigned book for mastering the AWL items (Schmitt & Schmitt, 2011). The study's emphasis on independent, outside-of-classroom vocabulary learning required the participants to use the provided resources independently for a semester. The identical list of 300 words was sent to the experimental and control groups over six weeks, averaging 50 words per week. One hundred minutes of instruction was provided once a week. The teacher set up a chat room, and after getting everyone's permission and adding each participant to the group, the experimental group was given word lists using the AWL app. The identical word lists were distributed in printed form to the control group in class. The frequency of the weekly class sessions determined how often vocabulary lists were presented. Each vocabulary task had a week to be finished to obtain full credit. The study involved creating sentences out of new words by searching for their definitions in a dictionary. To learn the purposes of the target terms, experimental group members may either use a monolingual dictionary app like Longman Mobile Dictionary or go to an online dictionary created by Fageeh's (2013) design.

They were required to construct sentences utilizing the target words and submit them for editing through the AWL app. Any English dictionary in a single language was allowed for use by participants in the control group. Participants completed an unscheduled vocabulary posttest after finishing all of their homework assignments on the day when their last homework assignment was due. The posttest was used to gauge how much the students' vocabulary had grown. This made it possible to assess the effectiveness of each teaching strategy in improving students' capacity to acquire a new language. The pre-and posttests were the same. The researcher had to rearrange the objects to prevent pupils from remembering the correct answers rather than responding to the questions based on knowledge. After the trial, members of the experimental group answered questions regarding how they felt about learning vocabulary with the AWL app.

Results/Findings

Findings

Quantitative Analysis

The primary purpose of this section is to answer the research questions based on the thorough examination of the questionnaire. The analysis included descriptive statistics such as mean, frequency, percentage, and standard deviation (SD). These analyses were conducted to answer a research question examining how EFL students at Van Lang University use mobile phones (AWL app) to support their academic vocabulary and cognition learning about using this platform to cultivate the ability to acquire and memorize academic vocabulary for practical application.

The demographic information received from the questionnaire, including the frequency of participants' genders, majors, and English proficiency, was evaluated using descriptive statistics from SPSS 22.

Demographic information

Table 1. Summary of the demographic data of EFL students

Group	N	Gender	
		Male	Female
Experimental Group	18	14	4
		77.8%	22.2%
Control Group	22	17	5
		77.3%	22.7%

Table 1 shows the gender demographics of the participants in both groups. There were 77.8% female students and 22.2% male students in the experimental group. In the control group, there were 5 students who were male, or 22.7% of the total; 77.3% of the students were female. This table also reveals that the majority of participants were first-year female EFL students.

Results from Pre-test and Posttest

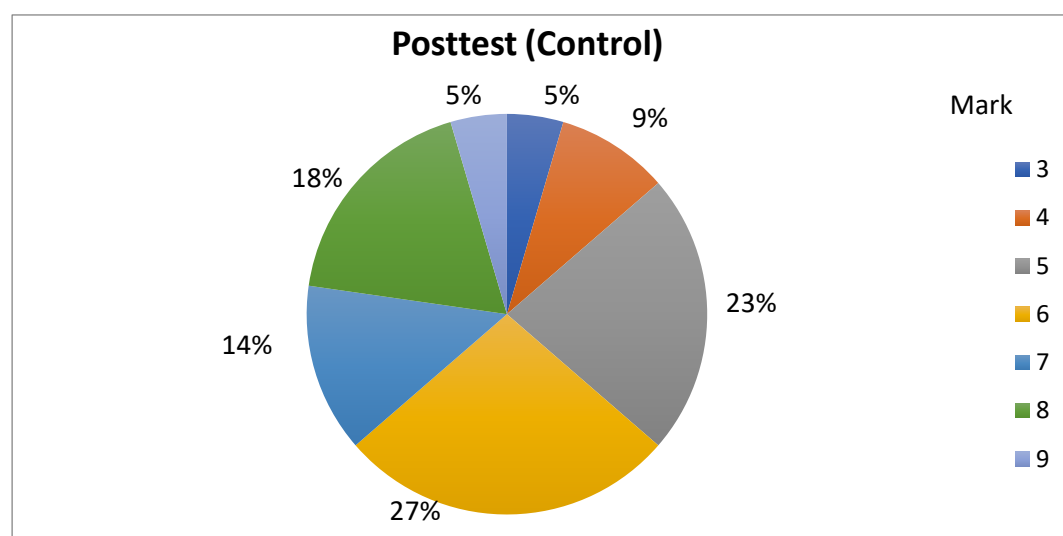
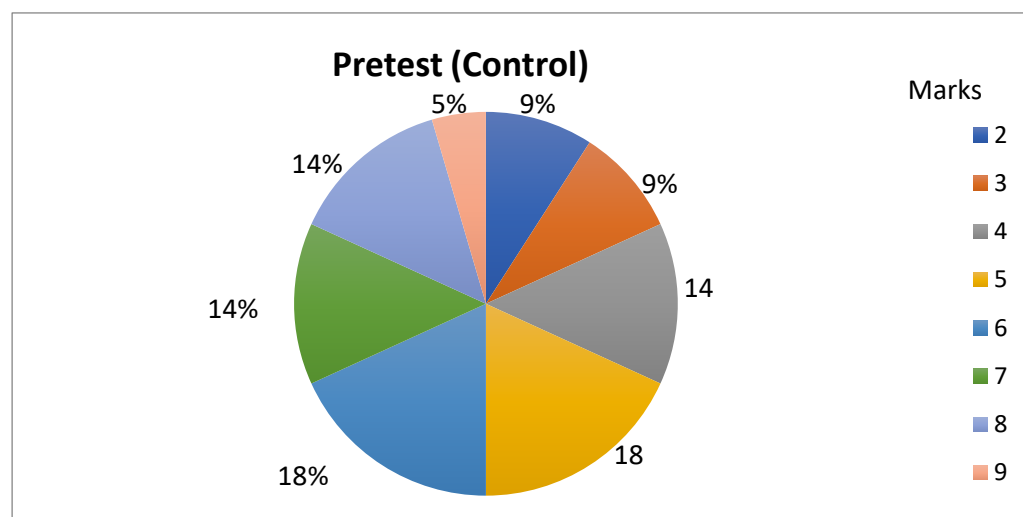
Students were assigned a pre-test at the beginning of the term (week 2) and another test (posttest) at the end of the term (week 9). The two tests were designed in reading passages with questions about vocabulary and done by students in both experimental and control groups.

The control group

Table 2. Descriptive statistics of results from exams (SPSS 22)

Tests	N	Minimum	Maximum	Mean	SD
Pre-test	22	2	9	5.4	1.94
Posttest	22	3	9	6.04	1.42

Chart 1 and 2. The percentage of control groups of the pre-test and posttest (SPSS 22) N=22



Regarding Table 2, although the lowest marks increased from 2 marks in the pre-test to 3 marks in the posttest, it cannot make a significant improvement in the attempt to raise EFL student's level up to the pre-intermediate one (about 5 marks on average). The mean score increased from 5.4 to 6.04, which means that EFL students could make progress in their reading skills without the support of the AWL app. Similarly, this can also be seen in the decrease in SD from 1.94 to 1.42.

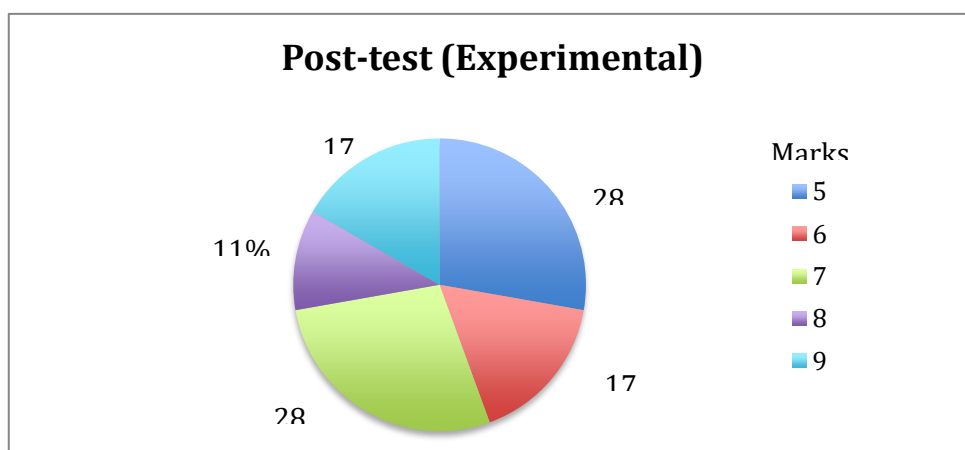
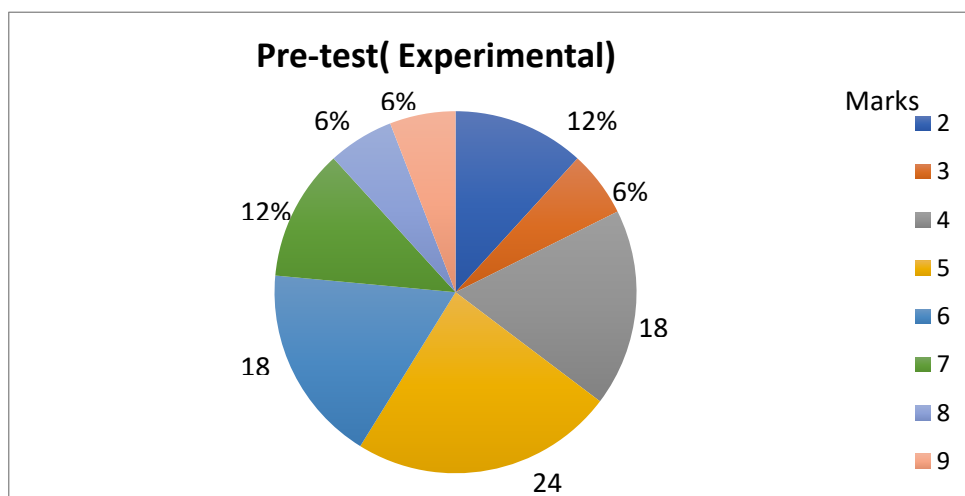
The experimental group

Table 3. Descriptive statistics of results from exams (SPSS 22)

Tests	N	Minimum	Maximum	Mean	SD
Pre-test	18	2	9	5.3	1.94
Posttest	18	5	9	6.7	1.4

Table 3 shows that the mean scores for the pre-test and two posttests were 5.3 and 6.7, respectively. It is clear that there was a significant increase in the score gained by EFL students in the experimental group.

Chart 3 and 4. The percentage of experimental groups of the pre-test and posttest (SPSS 22)
N=18



It can be seen from Table 3 and Charts 3 and 4 that the lowest scores in the experimental group increased from 2 marks on the pre-test to 5 marks on the posttest, while the two tests shared the same highest scores at 9 marks. Moreover, the mean score rose from 5.3 to 6.7 respectively. Students with good or excellent grades (8,9 marks) accounted for 11% and 17%, respectively, whereas only 18% of students gained 8 marks in the pre-test. Therefore, it is certain that the AWL app helped improve EFL students' ability to learn and remember vocabulary as well as their reading skills.

The effectiveness of the AWL app to EFL students.

Table 4. EFL students' frequency of using AWL app

How often do EFL students use the AWL app?	Frequency	Percentage (%)
Everyday	11	61.1
Once a week	5	27.8
Twice a week	2	11.1
Once a month	0	0

According to the findings of the frequency of use of the AWL application in Table 4, almost 61.1% of students (N=11) enthusiastically said that they use the AWL application every day, while around 27.8% of students (N=5) use this app once a week. Furthermore, the percentage of students who use this app twice a week and once a year is 11.1% (N=2).

Table 5. EFL students's positive feelings on the use of the AWL app

Learning new words with the AWL app is an exciting learning method.	Quantity	Percentage (%)
Strongly Agree	16	88.8
Agree	1	5.6
Neutral	1	5.6
Disagree	0	0
Strongly Disagree	0	0

According to the data in Table 5, the number of respondents who answered that they feel excited when using the AWL application to acquire vocabulary autonomously accounts for the highest percentage. 88.8% (N=16) completely agree with the effectiveness of the application for them. The percentage of students who feel normal is 5.6% (N=1) because they think the application is missing the eye-catching part.

Table 6. EFL students' opinions on learning vocabulary on the AWL app

Using the AWL app helps me remember new words faster and longer.	Quantity	Percentage (%)
Strongly Agree	15	83.3
Agree	2	11.1
Neutral	1	5.6
Disagree	0	0
Strongly Disagree	0	0

Table 6 shows that EFL students believe that using the AWL app helps them remember new words faster and longer. The number of people who completely think that the application is successful in supporting learners is 83.3% (N=15), the number of people who agree with the application's effectiveness is N=2, accounting for 11.1%, and the number of people who give the neutral opinion is 5.6% (N=1).

Table 7. The AWL App provides convenience and time-saving for EFL students.

Learning academic vocabulary through this application is convenient and very time-saving.	Quantity	Percentage (%)
Strongly Agree	16	88.9
Agree	2	11.1
Neutral	0	0
Disagree	0	0
Strongly Disagree	0	0

As shown in Table 7, the number of students who agreed that using the AWL app saves them time and feels more convenient than traditional learning methods accounted for 88.9% (N=16) of the total number. This number is not a big surprise because the test results of the experimental group accounted for very high scores, showing that the effect that the application brings is not small.

Qualitative analysis

Data was collected from ten interviews out of twenty-four respondents. The replies of respondents were meticulously documented and evaluated using Microsoft Teams. The researcher assures the interviewees that their replies would be kept totally secret. In addition, the researcher employed the Thematic Method to explain the replies of the study participants.

Interview question 1: How do you feel about knowing and using the AWL app to support academic vocabulary learning?

The answers received after this interview question were that they all felt new and interested when they first heard the introduction and started downloading the application to use. 5 EFL students have heard about the application before but do not want to download it to use it because they are still confused and feel that the application is not as diverse in learning style

as other applications. In contrast, according to the other 4 students, this is the first time they have known the AWL app and tried to download it to use it; they feel that the application is a very convenient way of learning for them because they can choose the level as well as filter many words unnecessary instead of having to learn all the words in the same order as the previous applications. Three students expressed their opinions about the AWL app in their learning.

“... the AWL app aids in my memory of the terms I have learned.”

“...it just concentrates on words in the reading text in class. Therefore, it greatly aids in my final exam preparation”.

“... the AWL app's rich graphics may aid in improving word recall.”

“... the vocabulary could make it easier for me to construct sentences and enhance my grammar.”

Interview question 2: What makes the AWL app more interesting to you than other vocabulary-learning apps?

As far as the data goes, there are many different answers. 80% of the answers received that the AWL application is completely academic vocabulary, so it helps them to accelerate their learning process more than other applications that follow each lexical level and have almost very little vocabulary academics mentioned. 10% said that although this application does not have as many illustrations as other applications, it has meaningful explanations for diverse academic vocabulary and is easier to apply in many cases. The remaining 10% think it is not very interesting, only that the academic vocabulary it brings is very diverse and useful for EFL students.

“... the AWL app is a great way to get me interested in learning new terms.”

“... Using the app to learn and review vocabulary is engaging and flexible.”

“... The app makes it convenient to learn words because there are no time or space restrictions.”

“... I can use the app to learn vocabulary as long as my phone is with me, it's really convenient.”

“...it is much more practical to carry a phone than a dictionary when learning new words.”

“... I can utilize the available app to learn vocabulary as long as I want to.”

Interview question 3: What difficulties have you experienced when using the AWL application to support learning academic vocabulary?

Ten interviewees mentioned their difficulties when using the phone to support learning, especially when using the AWL application. The first challenge with the majority in the

answer is that they need to be more focused while studying. Because they are using their phones to study, they are often distracted by other applications, leading to forgetting the words they have just learned. The second difficulty is that they have to absorb many meanings of a word at the same time, leading to easily confused meanings when taking tests. The last difficulty is that they have eye pain when looking continuously at the phone screen with a lot of very specialized explanations, causing the brain to be slightly affected.

“...The words are so small to read that I often experienced sore eyes after learning with the mobile phone.”

“...The constant pop-up, messages from Facebook and Zalo, and online news prevent me from learning vocabulary on the AWL app”.

Interview question 4: Do you think the AWL application is really useful and has helped you to have more academic vocabulary?

The most successful answer to this question is yes. They admit that although the application does not have many eye-catching colors funny illustrations, instead of words, sounds to listen to, and the layers of meaning of that vocabulary, it is very useful and worth it for use by EFL students. It also has the function of flashcards to check vocabulary instantly, helping learners absorb new vocabulary more quickly than traditional learning methods.

“...I feel so stressed out when I look at the word list in the textbook since there are so many words to memorize and pronounce. The app relieves my stress and makes me delighted to learn new phrases.”

“... learning 10 words at once with the program is enjoyable for me, almost like completing a quest. Additionally, the variety of the topics prevents me from feeling down.”

Discussion

Through the survey, the data showed that the experimental group students had trained themselves before a certain amount of vocabulary, and the AWL application helped them have more vocabulary than the number of words they came into contact with in their classroom. They think this is a very useful method of learning academic vocabulary. It helps them remember vocabulary faster and longer without making mistakes when applied to different cases in the end-of-term reading test. Meanwhile, students in the control group (N=16) yielded uneven results on the final exam because they used traditional methods of memorizing academic vocabulary, stating that this learning method is extremely effective. The period is boring and not as convenient as learning on an application through a mobile phone.

Research shows that EFL students have begun to recognize the ability of mobile phones to assist in learning academic vocabulary. Not only does it help with vocabulary acquisition, but it also helps them improve other skills, such as listening and speaking. They start to learn various language apps to study at home or study whenever they have free time. If students used to feel uncomfortable about having to carry a notebook full of vocabulary with them to

open and memorize, now they just need to open their phones and access the AWL application to learn vocabulary. They were able to learn many other words immediately without having to take notes. Through that, they gradually realize that mobile phones bring them a lot of benefits in learning if they know how to use them properly.

Conclusion

After conducting the survey and researching the topic, I have come up with a complete answer to the first two questions I posed. With the first question, the AWL application has been of great help to the experimental group of EFL students in the process of learning academic vocabulary. By answering survey questions, the experimental group students said they improved their academic vocabulary faster than usual, which also helped them remember longer. The results of the final exam showed that EFL students of the experimental group made significant progress after using the AWL application to support learning.

With the second question, through the research and survey questions, it was found that the students who did not use the phone to support learning academic vocabulary (AWL application) could absorb and remember lower academic vocabulary than the test group. The students said that learning words with many syllables as well as diverse meanings by traditional learning makes them take longer to memorize and apply in the test. The results of the final exam were also lower than those of the experimental group.

Recommendations for practical solutions

Future research papers should invest mainly in methods of using phones to assist foreign language students in learning academic vocabulary and applying it to the lesson in the most accurate way. It is necessary to find out the reasons why students cannot memorize academic vocabulary for a long time so that teachers can find ways to help students remember more easily. In addition, future research should also focus on the causes of students' difficulty in acquiring vocabulary, leading to low scores on the test, so that more effective strategies can be devised to remedy this situation.

Limitations

To have a complete research paper like today, I also met certain limitations. The first limitation that I encountered was the selection of students to participate in the research. Since the learning curve and the credits that English language students need to gain in the 2nd and 3rd years is so much, it is difficult to convince you to join together. I worked with my instructor to convince and ensure that participants had enough time to complete their school hours and could help me with this research. The following limitation that I encountered was that the Foreign Language students did not know and had used the AWL application before. I had to point out the pros and convince them to download and use this app to support academic vocabulary learning. During the first days of using the app, they were very excited but also quickly bored. Fortunately, they tried to complete the task and helped me to the end.

Acknowledgments

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Exploring EFL university lecturers' perceptions of benefits and challenges of using Audio-visual Aids

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ABSTRACT

This descriptive quantitative study aims to examine how university lecturers think about employing audiovisual materials in terms of the benefits and challenges that they experienced in their EFL classes. The data was gathered from 155 English lecturers at universities in the Mekong Delta via a questionnaire that included 35 closed-ended questions and two open-ended questions. The study's findings demonstrated that participants' attitudes about using audiovisual aids in their EFL classrooms are overwhelmingly favorable. These educators concurred that using audiovisual aids during class not only makes their teaching easier but also benefits students' language skills development and English vocabulary growth thanks to the engaging, interactive qualities of instructional materials. The findings also show that audiovisual assistance will be challenging when technological equipment is insufficient. To improve the effectiveness of their teaching, lecturers must also keep up with technology advancements and create lesson plans that incorporate audiovisual materials.

Keywords:
perceptions,
audiovisual aids,
benefits, challenges.

Introduction

According to Prensky (2001), "Today's students think and process information fundamentally differently from their predecessors." The students, also known as the students of the twenty-first century, do not acquire knowledge in the same way that their teachers did when they were students. Therefore, teachers need technology that is appropriate for the teaching-learning environment. Technology has been incorporated as one of the key elements that might aid students in learning the language more efficiently in order to make it a success. As technology has advanced, new tools have been introduced into the study of languages.

These days, learners are encouraged to learn the target language by using a variety of audiovisual tools, like YouTube, since they are afraid to speak, afraid of wrong pronunciation,

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useful vocabulary, and afraid of making grammar mistakes (Dinh, 2023). One of the finest approaches to do research on raising the language skills of English language learners with lesser competence is by using this most recent method.

A range of media and visual presentation techniques can be helpful for language learners (Wright, 1976). In other words, all audiovisual materials can aid in language learning if used correctly and in the right situations. While both the teacher and the student use their eyes and hearing during the teaching and learning process, learning begins with the eyes. Enabling virtual connection with language speakers via aural and visual means unquestionably aids in the understanding of a distinct culture (River, 1981).

It is simple to see how audiovisual aids can be applied effectively to teach and learn English. It is crucial to see how teachers reacted to this implementation in light of the technological integration strategy, a contemporary education trend. Therefore, this study aims to assess how university teachers view the advantages and implementation difficulties of employing audiovisual aids in EFL lectures.

Literature review

Audiovisual aids

Nowadays, it is impossible to imagine a teaching process without hi-techs and various audiovisual aids (Barseghyan, 2014). Audiovisual aids are instructional tools that are utilized in the teaching-learning process to enhance learning, simplify topics, and keep students' attention. Models, charts, film strips, radios, flip charts, televisions, and so on. are examples of teaching aids. In essence, all of these titles refer to the same advantage, which is that audiovisual materials are regularly employed by teachers, mentors, guides, facilitators, and mentors to enhance their verbal talent, leading to improved learning and constant focus, clarity, and curiosity on the part of students. Audiovisual aids are a potent tool that "invests the past with an air of reality." Through audiovisual aids, the students gain practical experience that concentrates their attention and helps them comprehend historical events. They appeal to the intellect by engaging the visual and aural senses (Jain, 2004). The purpose of audiovisual materials is to improve the teacher's capacity to deliver the lesson in a way that is effective, understandable, and simple for the students. Audiovisual resources help to learn to stay since children use numerous senses. It is crucial to raise awareness among educators, legislators, and school administrators about the value of promoting the use of audiovisual materials as a main teaching strategy in a curriculum.

Benefits of using audiovisual aids in EFL classrooms

Despite being a common trend among ELT practitioners, the use of these aids for language instruction has not received adequate research, particularly in the context of the Mekong Delta. A study on the efficiency of audiovisual aids in ELT in the context of Saudi Arabia was conducted by Mathew and Alidmat (2013). The authors assert that when language teachers are obliged to rely only on textbooks for language input, "teaching and learning become monotonous." In their study, they investigated the advantages of audiovisual teaching aids for

language instructors in undergraduate EFL courses. They learned that the results of their study suggest that both teachers and students benefit when audiovisual aids are used in language instruction. Both parties concur that it increases efficacy and intrigue.

Ivers and Baron (2002) claim that audiovisual instruction allows for the communication of knowledge in various methods and allows students to express their opinions to others. Additionally, it provides students with a channel of communication as well as new insights on how to gather and evaluate data. According to Reddy (2008), audiovisual education involves the use of interactive tools like radios, televisions, charts, posters, and models, as well as field trips and other activities.

Teachers can significantly alter both the classroom environment and the way they teach by using audiovisual aids. Teachers can communicate a topic both vocally and visually by employing audiovisual aids in the classroom, which is very beneficial for the students to pay more attention during the lecture. They are able to relate verbal and nonverbal communication as well as abstract and concrete problems. The learners may have trouble understanding the material, and they may also have trouble understanding what the teacher is going to say. However, teachers can improve their students' understanding by utilizing a variety of visual aids. Students can readily understand the material if the verbal and visual components are provided together. According to Mayer (2001), learning accelerates when instruction is offered in class utilizing both words and visuals.

Potential challenges of utilizing audiovisual aids in classrooms

Although audiovisual aids assist language teachers in their instruction, this does not mean that they are without drawbacks. Ineffective audiovisual material selection might occasionally be useless. The main drawbacks, according to Cakir (2006), are expense, inconvenience, upkeep, and, in certain circumstances, a fear of technology. Additionally, the quality of the copies or self-produced materials, as well as the sound and picture, might not be perfect. Moreover, there is a lack of training to create lesson content that integrates technological applications, as well as technical issues that have an impact on the teaching and learning process (Vo & Le, 2023). Sahin (2016) claimed the challenges encountered in the use of audiovisual aids are concluded to arise from curriculum design, technical constraints, and video selection. Otherwise, the students find it monotonous and pointless. Therefore, there are a few things to think about while using audiovisual materials in the classroom. The goal cannot be achieved if the materials are not carefully chosen. The linguistic level of the audio or video may not always be suitable for learners. As a result, they are unable to understand the materials, which may cause a significant level of worry in the students. Additionally, it might be very challenging for university-level students to locate audiovisual resources at times. The audiovisual aids may mislead and confuse students if they are unrelated to the topic. Because of this, educators must choose their students' audiovisual materials carefully.

Research Questions

To fulfill the target of this study, a survey was seeking to find out the answer to this research question:

What are teachers' perceptions of the benefits and challenges of using audiovisual aids in EFL classrooms at universities in the Mekong Delta?

Methods

In order to understand how university lecturer thinks about the use of audiovisual aids in EFL classes and any challenges they may encounter, the study used a descriptive quantitative approach to collect data from 155 participants using 35 Likert scale items in the form of an online questionnaire. Since it is believed to be objective, can be used to a huge population, and is useful when a researcher wishes to determine the quantity or frequency of a phenomenon, the quantitative approach was chosen (Aliaga & Gunderson, 2006).

The participants were 155 lecturers from 11 universities in the Mekong Delta, with approximately 55% of them being female and 45% of them being male. The lecturers voluntarily participated in the research as they acknowledged having audiovisual material resources and using them frequently in their teaching procedure with the assistance of the Dean's Committee.

Results and discussions

The mean score of four clusters, necessity, efficacy, applicability, and convenience, was subjected to a descriptive statistics test. Table 1 displays the teachers' opinions about the advantages of using audiovisuals for teaching English. According to the study's participants, who gave audiovisual aids mean scores of $M=4.09$ and $M=4.03$, respectively, they were seen as both extremely necessary and effective in English teaching methods. Additionally, other characteristics of audiovisual aids, such as their utility and applicability in language teaching, were viewed favorably. The average scores varied from 3.89 to 3.98.

Table 1. Lecturers' perceptions towards the beneficial factors of audiovisual aids in (N=155)

	Min	Max	Mean	SD
Necessity	3.00	5.00	4.0910	.51736
Utility	2.90	5.00	3.9865	.35735
Applicability	3.00	4.88	3.8976	.35876
Efficiency	3.00	5.00	4.0329	.37080

Necessity

Table 2 displays the results for need. With mean ratings of $M=4.04$ and $M=4.08$, respectively, the analysis's findings demonstrate that teachers strongly value the regular use of audiovisual aids and the necessity of using them in English language teaching procedures. Teachers strongly agree that employing audiovisual aids in the teaching of English is beneficial in both ways.

Table 2. The necessity of using audiovisual aids in EFL classrooms (N=155)

Items	Min	Max	Mean	SD
Q1: Applying audiovisual aids in teaching English is necessary.	3	5	4.04	.728
Q19: English lecturers should often use audiovisual aids in teaching periods.	3	5	4.08	.461

It is clear that information technology has improved the existing environment for teaching foreign languages. With important additional information, audiovisual aids make teaching and learning more engaging and understandable. The qualities of audiovisual aids also assist teachers and students in communicating more effectively during teaching and learning.

Efficiency

Table 3 presents the results regarding efficiency. Ten items were used to examine instructors' impressions of the efficiency of employing audiovisual aids, and the results show that teachers had a very favorable opinion of the benefits of audiovisual-based sessions in English instruction. Initially, students' motivation to study is increased when audiovisual aids are included in language instruction ($M=4.12$). Moreover, the audiovisual components of educational materials also hold the students' attention pretty well ($M = 4.07$). These educators also concurred that audiovisual features offer realistic materials and have positive impacts on language learning ($M=4.09$) and that the functions of audiovisual aids can attract students' attention during sessions ($M=4.02$).

Table 3. The efficiency of using audiovisual aids in EFL classrooms (N=155)

Items	Min	Max	Mean	SD
Q2: The functions of audiovisual aids can engage learner's attention in the lessons	3	5	4.02	.604
Q3: Lessons taught with audiovisual aids can make the classroom atmosphere more interesting.	3	5	4.06	.705
Q4: Using audiovisual aids can increase learners' retention of the contents.	1	5	3.66	.847
Q13: Audiovisual aids provide various applications to teach vividly.	2	5	3.77	.818
Q20: Students are excited to learn with audiovisual aids	2	5	3.78	.875
Q21: Students are excited with audiovisual features in instructional materials	3	5	4.07	.512
Q22: Using audiovisual aids makes students learn actively.	2	5	4.07	.604
Q23: The authentic materials that audiovisual aids provide have a positive impact on language learning.	3	5	4.09	.409
Q24: Students' motivation to study increased when audiovisual aids are included in language instruction..	2	5	4.12	.613
Q25: The participation of students increases when audiovisual aids are used in language instruction.	3	5	4.08	.603

It may be concluded that the participants enjoyed (highly agreed) the effectiveness of audiovisual aids in encouraging pupils to study, creating enthusiasm, enhancing interaction, and actively and successfully picking up the target language.

Applicability

The results for applicability are displayed in Table 4. The results of the investigation show how much teachers respect the requirements for employing audiovisual aids in listening (M=4,15), vocabulary (M=4,12), and phonetic instruction (M=4,04). There was unanimous agreement on how these criteria should be evaluated. In contrast to other teaching tools, audiovisual aids are made with a variety of multimedia information, such as pictures, annotations, audio, video, games, simulation experiments, guilds, voice recordings, and spelling, to improve learning and let teachers assess their own students' degree of knowledge acquisition. According to educators, using audiovisual tools to teach vocabulary, phonetics, and listening skills is highly effective.

Table 4. The applicability of audiovisual aids in EFL classrooms (N=155)

Items	Min	Max	Mean	SD
Q5: Audiovisual aids can be used to teach all language skills and knowledge.	3	5	4.01	.592
Q6: Audiovisual aids are used most effectively in teaching <i>listening</i> .	3	5	4.15	.722
Q7: Audiovisual aids are used most effectively in teaching <i>speaking</i> .	2	5	3.68	.634
Q8: Audiovisual aids are used most effectively in teaching <i>reading</i> .	3	5	3.62	.584
Q9: Audiovisual aids are used most effectively in teaching <i>writing</i> .	2	5	3.61	.706
Q10: Audiovisual aids are used most effectively in teaching <i>vocabulary</i> .	3	5	4.12	.596
Q11: Audiovisual aids are used most effectively in teaching <i>grammar</i> .	2	5	3.54	.808
Q12: Audiovisual aids are used most effectively in teaching <i>pronunciation</i> .	3	5	4.04	.468

Teachers also gave an average evaluation of the requirements for audiovisual aids in speaking, reading, writing, and grammar. Although communicative competency is the ultimate goal of learning a foreign language, teachers still believe that using audiovisual aids to teach speaking (M=3,68), reading (M=3,62), and writing (M=3,61) is ineffective. University students should also practice speaking and writing because audiovisual aids are not very good at these activities. In actuality, rather than using digital devices, teachers still need to assist learners with their speaking, reading, and writing skills.

Utility

Table 5 provides the outcomes for the utility of using audiovisual aids in EFL classrooms. The analytical findings show that teachers had a favorable perception of the practical requirements of audiovisual aids. For instance, the participants believed that audiovisual aids could save them time when preparing lesson plans (M = 4.06) because of the electronic tools' clear, vivid examples and illustrations, and according to the findings, using audiovisual aids when teaching can help teachers improve their delivery of material and foster a highly engaging learning environment. Teachers did not realize, however (M = 3.81), how effectively audiovisual aids can take the place of conventional teaching tools like chalkboards, flashcards, etc.

Table 5: The utility of using audiovisual aids in EFL classrooms (N=155)

Items	Min	Max	Mean	SD
Q14: Audiovisual aids can adjust traditional teaching aids (chalk board, flash cards, ...)	1	5	3.81	.921
Q15: Teaching English with audiovisual aids is convenient.	3	5	4.07	.548
Q16: Audiovisual aids can help teacher save time to prepare teaching plan.	3	5	4.06	.523
Q17: Audiovisual aids can help teacher create activities more easily	3	5	4.15	.396
Q18: Examples and illustrations are shown clearly by audiovisual aids	3	5	4.07	.666

Challenging factors

External challenging factors

Table 6 lists the outcomes of external challenges. The study's participants were in agreement that audiovisual aids could not be employed in the absence of digital equipment such as computers, monitors, projectors, etc. ($M = 4.16$), as well as in the absence of support from the school board and management levels ($M = 4.06$). Additionally, if the internet connection is unstable, audiovisual assistance cannot be used ($M = 4.01$). In order to employ ICT in foreign language teaching more successfully, EFL classrooms must be outfitted with projectors and sound systems, according to the rejuvenation of learner-centered teaching approaches. University management support and adequate material facilities are essential to increase the use and efficacy of audiovisual aids in EFL classes.

Table 6. The *external challenges* of audiovisual aids use in EFL classrooms (N=155)

Items	Min	Max	Mean	SD
Q26: In case of digital devices (a computer, screen, or projector) are insufficient, audiovisual aids cannot be used.	2	5	4.16	.624
Q27: Audiovisual aids can not be used in case internet connection is not stable.	3	5	4.01	.710
Q28: Audiovisual aids can not be applied in the case of a lack of administrative support.	3	5	4.06	.489
Q29: Audiovisual aids cannot be applied easily in traditional classes	2	5	3.47	.569
Q30: Audiovisual aids cannot be applied in overcrowded classes.	2	5	3.45	.546

Nevertheless, teachers acknowledged that in traditional classes ($M = 3.47$) and in classes with a high student enrollment ($M = 3.45$), audiovisual aids can still be employed without issues. As a result, in any setting, the courses can be delivered directly to students via electronic learning tools. As a result, the availability of big classrooms does not pose a significant obstacle to the use of audiovisual aids.

Internal challenging factors

Table 7 lists the outcomes of internal difficulties. According to the analytical findings, teachers truly struggle with IT abilities while utilizing audiovisual aids ($M = 4.15$), which makes them uneasy about the range of features in electronic teaching materials ($M = 4.06$). In order to properly employ audiovisual aids, the participants overwhelmingly concurred that they must upgrade their technological skills ($M = 4.05$).

Table 7: The internal challenges of audiovisual aids use in EFL classrooms (N=155)

Items	Min	Max	Mean	SD
Q31: Lecturers may feel uneasy since the various ways that audiovisual aids can be used.	3	5	4.06	.329
Q32: Lecturers who lack IT abilities may encounter some challenges when using audiovisual aids.	2	5	4.15	.397
Q33: Lecturers must invest more money to get a user account or upgraded version.	2	4	3.46	.522
Q34: The preparation of lesson plans for teaching with audiovisual aids requires extra time from lecturers	2	4	3.79	.430
Q35: To employ audiovisual aids, lecturers must upgrade their technological abilities.	3	5	4.05	.342

When teaching English utilizing audiovisual aids, teachers obviously need to have some level of information technology (IT) expertise in addition to their professional credentials. When using audiovisual aids, this requirement decides whether the lecture will be successful. There are several limitations to ICT use in teaching and learning, though. To tackle the challenges that arise while employing audiovisual aids in the classroom, teachers must have a sufficient understanding of and experience with ICT.

Discussion

The main takeaway from this study's findings is how valuable audiovisual teaching and learning resources are. Here, it is clear how different approaches to teaching languages encourage the use of audiovisual aids. It has also been noted that language education is more engaging when teachers use a variety of audiovisual aids in EFL classes. When engaging audiovisual materials are used in the classroom, students are highly motivated and focused. Other academic research has found that audio visual aids can be used to enhance language skills, such as vocabulary and listening. This study examined the challenges of using audiovisual aids in language training based on previous studies. Based on the results of the aforementioned studies, a hypothesis that "language teaching becomes effective and dynamic by the use of different audiovisual materials" may be created. In an effort to come up with answers to the research questions that are supported by evidence from many studies (Sahin,2016; Barseghyan, 2014), this study has taken into account the findings and conclusions of the research.

Conclusion

It has been discovered that the participants believe that the lesson's contextualization is one of the greatest benefits of audiovisual aids. Using audiovisual resources, teachers can enhance the effectiveness of their classes and provide context. The visual aids and the teachings are simply correlated in the minds of the students. Furthermore, including pictures in the teachings has a lasting effect on the minds of the students. In their investigation, Mathew and Alidmat (2013) discovered comparable findings. They discovered that lessons may be made simple to understand by using audiovisual resources. Images that a student views on a screen are more readily understood and kept than detailed reading materials. According to the student, using audiovisual aids allowed students to retain information for a longer amount of time. The results of the study also demonstrate that the incorporation of audiovisual components motivates pupils and lessens their anxiety. These make the classroom more interactive and dynamic by bringing the outside world in. Both teachers and students who are taking language classes might benefit from using various audiovisual tools. Audiovisual aids also enhance the language teaching and learning process by motivating the students and boosting language skills, such as making the session engaging and fascinating, among other ways. If teachers can employ audiovisual aids effectively, language learning and teaching can be made more efficient.

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Biodata

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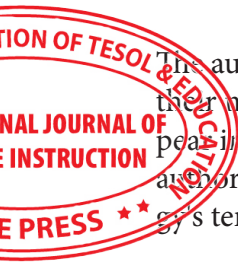
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