

EXPLORING TEACHERS' USE OF AUDIO-VISUAL AIDS IN TEACHING ENGLISH-  
SPEAKING SKILLS TO JUNIOR PRIMARY LEARNERS: A CASE OF OHANGWENA  
CIRCUIT

A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF EDUCATION IN EARLY CHILDHOOD DEVELOPMENT  
(MASTERS BY THESIS)

OF

THE UNIVERSITY OF NAMIBIA

BY

MARTHA EENO PENEHAFO SHIKONGO

200718134

OCTOBER 2025

SUPERVISOR: DR JOB.U HENGARI (University of Namibia)

CO-SUPERVISOR: DR ELINA.I TOBIAS (University of Namibia)

## ABSTRACT

The purpose of this study was to explore the teachers' use of audio-visual aids in improving English-speaking skills among junior primary school learners at two schools in the Ohangwena Region. The study applied a qualitative approach with a case study as a design. Two schools were purposefully sampled, and six grade three teachers within the age range of 30- 58 years participated in the study. The study used interviews and observations as data collection methods. The data were analysed using thematic analysis. The main findings of this study indicated that most of the teachers used audio-visual aids when teaching English speaking skills and that most of the participants used audio-visual aids by showing and telling learners what they saw and heard. Teachers employed audio-visual aids to play poems and rhymes, motivating learners to recite and repeat them. Based on observation and interview results, audio-visual aids helped teachers produce audio-visual aids for learners to listen, imitate, and act out, improving their English-speaking skills. The study also revealed that junior primary teachers viewed the use of audio-visual aids as a very significant teaching aid in improving junior primary learners' English speaking skills as it stimulates learners' interest to learn as well as boosts learners' concentration, improves learners speaking skills and ultimately, boosts learners' speaking confidence. Further, the study revealed that junior primary teachers experience some challenges when using audio-visual aids such as poor network coverage, poor classroom management, and lack of skills in utilising the available audio-visual, as well as resources in availability. The study recommends that the Ministry of Education hold in-service audio-visual aid training workshops for junior teachers to have knowledge and skills on how to use audio-visual aids and encourage teachers to use audio-visual aids. The Ministry of Education should provide schools with audio-visual aids for teachers to use when teaching English speaking skills.

**Keywords:** audio-visual aids, English speaking skills, junior primary learners, language teaching, Namibia.

## ACKNOWLEDGEMENTS

I would like to thank my Almighty God for the strength and wisdom he gave me to carry out this study until I have completed it. In addition, most thanks go to my supervisors Dr Job U Hengari and Dr Elina I Tobias for the guidance and assistance you have rendered me throughout the journey of completing my thesis, it is all because of you that I have managed to complete this study. I also would like to acknowledge the University of Namibia for paying for my studies.

My greatest thanks go to the Ohangwena regional Director under the Ministry of basic education sports and culture Mr Isak Hamatwi for accepting me to conduct my study in the researched schools in the Ohangwena Region. I also would like to thank the schools' principals at the two schools where I conducted my study Mrs Lucia Johannes and Mr Henock Heita for the warm welcome and assistance they have rendered to me. I also would like to thank the teacher participants who took part in my study for making time in their busy schedules to be observed and interviewed. as well as their learners who always welcome me with a smile every morning, when I enter their classrooms for observations. Lastly, I would like to thank my family especially my dear husband Amon Tulipohamba Vilho Hamata for the support and encouragement he has rendered me and for being by my side throughout this journey. Further, I would like also to thank our children Meameno Penelao Twapewaomwene Hamata and Tuyoleni Twahafifwa Hamata for always cheering me up after feeling overwhelmed by writing up. Thank you! Dear family and friends for all the support.

## **DEDICATION**

This thesis is dedicated to my mother Lellie Salmi Ngomuhapo Hekandjo, my father Jafet Shikongo and my grandmother Sara Ndahangwofika Shikeva, who raised me to be the person I am today and for the financial support she rendered me during my school studies. Further, this work is mostly dedicated to my wonderful husband Amon Tulipohamba Vilho Hamata; our precious daughter Meameno Penelao Twapewaomwene Hamata and our dearest son Tuyoleni Twahafifwa Hamata for their tolerance during my absence and the times I have been writing my thesis. May the Lord bless you, my people!

## TABLE OF CONTENTS

### CONTENTS

ABSTRACT.....	i
ACKNOWLEDGEMENTS.....	iii
DEDICATION.....	iv
LIST OF TABLES.....	xiii
LIST OF ABBREVIATIONS AND ACRONYMS.....	xiv
DECLARATIONS.....	xv
CHAPTER 1 .....	1
INTRODUCTION .....	1
1.1 Introduction .....	1
1.2 Background of the study .....	1
1.3 Statement of the problem .....	4
1.4 Research questions .....	5
1.5 Significance of the study .....	5
1.6 Limitation of the study .....	6
1.7 Delimitations .....	7
1.8 Definition of terms .....	7
1.9 Overview of the thesis .....	9
1.10 Chapter Summary .....	10

CHAPTER 2 .....	11
LITERATURE REVIEW .....	11
2.1 Introduction .....	11
2.2 Theoretical framework .....	12
2.3 The uses of audio-visual aids in teaching English speaking skills .....	14
2.3.1. Engaging learners and facilitating language learning .....	16
2.3.2 Scaffolding learners' understanding of complex language structures .....	18
2.3.3 Creating opportunities for learners to practice their speaking skills in a supportive and interactive learning environment .....	19
2.4 Teachers' views of the use of audio-visual aids in promoting learners' English-speaking skills .....	21
2.4.1 Feeling unprepared to use audio-visual aids .....	23
2.4.2 Auditory stimulation to enhance learners speaking skills .....	26
2.4.3 Creating an engaging and interactive learning environment .....	30
2.4.4 Encouraging learners to participate more actively in speaking activities .....	31
2.5 Challenges Junior Primary Teachers Experienced in using audio-visual aids .....	34
2.5.1 Lack of access to appropriate audio-visual aids .....	37
2.5.2 Lack of support for teachers in using audio-visual aids effectively .....	39
2.5.3 Time constraints .....	41
2.6 Strategies to improve junior primary learners' English-speaking skills.....	42

2.6.1 Providing learners with opportunities for speaking practice in a supportive and interactive learning environment .....	44
2.6.2 Availing sufficient English lessons teaching time .....	45
2.6.3 Need for support from the school management.....	46
2.6.4 Collaboration between the teachers, the school management and neighbouring schools to share information .....	48
2.6.5 In-service training on the use of audio-visual aids .....	49
2.6.6 Installation of solar power stations for teachers to make use of audio-visual aids ..	50
2.6.7 Encouraging teachers to minimise the use of code-switching .....	52
2.7 Chapter Summary .....	54
CHAPTER 3 .....	55
RESEARCH METHODOLOGY .....	55
3.1 Introduction .....	55
3.2 Research Paradigm .....	55
3.3 Research approach .....	56
3.4 Research design .....	57
3.5 Positionality statement .....	57
3.6 Population .....	58
3.7 Sample and Sampling Procedures .....	58
3.8 Research instruments .....	59

3.8.1 Interview guide .....	59
3.8.2 Observation Guide .....	61
3.8.3 Field notes .....	62
3.9 Data collection procedures .....	62
3.10 Data analysis .....	63
3.11 Research Ethics.....	63
3.12 Trustworthiness .....	64
3.13 Conclusion .....	65
CHAPTER 4: PRESENTATION OF FINDINGS .....	66
4.1 Introduction .....	66
4.2 School A .....	67
4.2.1 Demographic information of the participants at School .....	67
4.2.2 The role of Audio-Visual Aids in enhancing English Speaking Skills at School A ...	68
4.2.3 Teachers' views on the effectiveness of Audio-Visual Aids in enhancing learners' English-Speaking Skill .....	73
4.2.4 Challenges faced by Junior Primary teachers in using Audio-Visual Aids at School A .....	78
4.2.5 Effective strategies to enhance Junior Primary learners' English-Speaking Skills .....	82
4.2.5.1 Availing more English lessons teaching time .....	82
4.2.5.2 Need for support from the school management .....	83

4.2.5.3 Provision of audio-visual aids to schools .....	83
4.2.5.4 Promoting the use of audio-visual aids in teaching English-speaking skills .....	84
4.2.5.5 Professional development for improving the use of audio-visual aids .....	85
4.2.5.6 Collaboration with Service Providers .....	85
4.2.5.7 Use of solar power as an alternative power source .....	85
4.2.5.8 Minimising the use of code-switching .....	86
4.3 School B .....	86
4.3.1 Demographic information of the participants at School B .....	86
4.3.2 The role of Audio-Visual Aids in enhancing English Speaking Skills at School B .....	87
4.3.3 Teachers' views on the effectiveness of audio-visual aids in enhancing learners' English-speaking skill .....	90
4.3.4 Challenges Faced by Junior Primary Teachers in Using Audio-Visual Aids at School B .....	93
4.3.5 Effective strategies to enhance Junior Primary Learners' English-speaking Skills .....	97
4.4 Conclusion .....	101
CHAPTER 5: DISCUSSION OF FINDINGS .....	104
5.1 Introduction .....	104
5.2 The uses of audio-visual aids in teaching English speaking skills .....	104
5.2.1 Engage learners through drama .....	105

5.2.2 Storytelling .....	106
5.2.2 Scaffolding learning through reciting stories, rhymes and poems .....	107
5.3 The teachers' views on the use of audio-visual aids in promoting learners' English-speaking skills .....	109
5.3.1 Stimulation of learners' interest in learning and improved concentration .....	109
5.3.2 Improving learners speaking skills .....	110
5.3.3 Boosting learners' speaking confidence .....	111
5.3.4 Improving learners' English language pronunciation .....	112
5.3.5 Increasing learners' participation .....	113
5.3.6 Improving learners' vocabulary .....	114
5.4 Challenges that junior primary teachers experienced in using audio-visual aids .....	115
5.4.1 Poor network coverage .....	115
5.4.2 Poor classroom management .....	116
5.4.3 Lack of skills in utilising the available audio-visual aids .....	116
5.4.4 Availability of audio-visual aids.....	117
5.4.5 Lack of training on how to use audio-visual aids .....	119
5.4.6 In adequate time.....	119
5.4.7 Shallow lesson planning .....	120
5.5 Strategies to Improve Junior Primary Learners' English-Speaking Skills .....	122
5.5.1 Availing more English lesson teaching time .....	122

5.5.2 Need for support from the school management.....	123
5.5.3 Provision of audio-visual aids to schools .....	123
5.5.4 Promoting the use of audio-visual aids in teaching English-speaking skills .....	124
5.5.5 Professional development for improving the use of audio-visual aids .....	125
5.5.6 Collaboration with Service Providers .....	126
5.5.7 Use of solar power as an alternative power source .....	126
5.5.8 Minimising the use of code- switching .....	127
5.6 A comparative analysis of School A and School B usage of audio-visual aids when teaching English speaking skills .....	128
5.6.1 Similarities .....	128
5.6.2 Differences.....	129
5.7 Conclusion .....	130
CHAPTER 6 .....	131
SUMMARY, RECOMMENDATIONS AND CONCLUSION .....	131
6.1 Introduction .....	131
6.2 Summary of the findings .....	131
6.3 Strengths and limitations of the study.....	132
6.4 Recommendations for key stakeholders .....	133
6.5 Recommendations for future research .....	134
6.6 Conclusion .....	135

REFERENCE .....	136
APPENDIX 1 .....	149
APPENDIX 2 .....	150
APPENDIX 3 .....	151
APPENDIX 4 .....	154
APPENDIX 5 .....	158
APPENDIX 6 .....	159
APPENDIX 7 .....	160
APPENDIX 8 .....	161
APPENDIX 9 .....	162
APPENDIX 10 .....	163

## LIST OF TABLES

Table 4.1: Demographic details of participants for School A .....	67
Table 4.2: Demographic details of participants for School B .....	87

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>AVA</b>	Audio visual aids
<b>CD</b>	Compact disc
<b>EFL</b>	English first language learners
<b>INSET</b>	In-service training
<b>MBESC</b>	Ministry of basic education arts and culture
<b>MT</b>	Mother Tongue
<b>MTC</b>	Mobile Telecommunications Company
<b>NORED</b>	Northern Namibia's regional Electricity Distributor
<b>SBS</b>	School-based studies
<b>SCT</b>	Social constructivist theory
<b>TV</b>	Television
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation
<b>ZPD</b>	Zone of proximal development

## DECLARATIONS

I, Martha Eeno Penehafo Shikongo, hereby declare that this study is my own work and is a true reflection of my research, and that this work, or any part thereof has not been submitted for a degree at any other institution. No part of this thesis may be reproduced, stored in any retrieval system, or transmitted in any form, or by means (e.g. electronic, mechanical, photocopying, recording or otherwise) without the prior permission of the author, or The University of Namibia in that behalf.

I, Martha Eeno Penehafo Shikongo, grant The University of Namibia the right to reproduce this thesis in whole or in part, in any manner or format, which The University of Namibia may deem fit.

Martha E.P Shikongo



October 2025

Name

Signature

Date

# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

The use of audio-visual aids in the teaching and learning of Junior primary school learners is one of the greatest technical advances that can enhance and improve teaching and learning, particularly for these early grades. Audio-visual aids can help learners better understand what they are being taught. When teaching English speaking skills to learners in junior primary school using audio-visual aids, it is important to select resources that have cultural significance and that are age appropriate. In addition, teachers need to ensure that the instructional resources they utilise are of a high standard and that they have been evaluated in advance to determine whether they are successful. This study explored the use of audio-visual aids when teaching English-speaking skills in the classrooms of teachers working in the Ohangwena Circuit in the Ohangwena Region. This chapter discusses the background of the study, the problem statement, the research questions, the significance of the study, the limitations of the study, and delimitations as well as definitions of terms.

### 1.2 Background of the study

The quality of education and the development of English-speaking skills are vital in today's globalized world, where communication is increasingly important. The challenges surrounding the teaching of English, especially as a second language, are a global concern, varying significantly across different regions, from high income countries to the upper- middle income countries, and particularly within specific regions like East and West Africa, Southern Africa, and Namibia.

In high income countries, education systems have largely embraced advanced technological tools and methodologies, integrating digital resources into their teaching strategies. However, the issues of ensuring effective communication and developing speaking skills persist. In the upper- middle income countries, the challenges are more profound, with limited access to resources, outdated educational systems, and poor teacher training hindering progress in upper-middle income countries English language proficiency.

The African context, specifically in East and West Africa, presents unique challenges in English language teaching. In these regions, English is often a second language and there is a significant gap between the education system's demands and the resources available. In Southern Africa, including Namibia, the situation is somewhat different, but still filled with challenges in educational quality, especially in the development of speaking skills. In Namibia, the education system has undergone significant transformations.

Following Namibia's independence in 1990, Stals & Ponelis (2024) indicated that significant upgrades were made to improve the educational system, including the creation of Namibian designed technical education programs. Isaac (2023) points out that prior to independence, the primary tools for teaching were limited to basic items such as chalkboards, chalk, tape recorders, video cassettes, and photocopiers. This changed post-independence, with the introduction of more advanced tools such as smartphones, laptops, and PowerPoint projectors for teaching (Stals & Ponelis, 2024). The language of instruction in Namibia has evolved significantly before independence, German and Afrikaans were the primary languages used, and many teachers were more fluent in Afrikaans than in English (Wolfraadt, 2003). However, following independence, English was adopted as the language of instruction for grades 4–12, while lower grades

continued to use the community's predominant language for subjects, with English taught as a subject (MBESC, 2003). This language shift has a profound impact on learners' ability to communicate effectively in English, as noted by Wolfraadt (2003), who observed that many teachers struggled with English fluency, negatively affecting learners' language development.

Akbar (2024) highlights the importance of all four language skills reading, writing, listening, and speaking when learning English. However, speaking is often the most neglected skill, as reading tends to be prioritized. Nuraeni (2023) agrees, stressing the crucial role of speaking skills in teaching English as a second language. Both Akbar (2024) and Nuraeni (2023) emphasize that speaking is essential for active participation in the classroom but remains the most difficult skill to master. Consequently, Namibia's 1993 educational strategy, *Towards Education for All*, focused on the integration of audio-visual aids to enhance English language instruction, aiming to foster engagement and improve speaking skills. Vishnupriya and Bharathi (2022) notes that the use of audio-visual aids, pioneered by French scholars in the 1960s, became a crucial pedagogical tool that discouraged learners from speaking their native languages in class, promoting immersion in English. Moreover, Shabiralyani et al. (2020) suggest that audio-visual aids can help capture the attention of learners, particularly those who are otherwise disengaged. The aim of this study is to explore how junior primary school learners and teachers in Namibia are utilizing audio-visual aids to improve English-speaking skills, given the historical and current challenges within the education system.

Vishnupriya and Bharathi (2022) further critiques traditional teaching methods, noting that they often fail to encourage active learners' participation. Since, under traditional teaching, learners are restricted to constructing sentences using a limited vocabulary, dictated by the teacher who

relies solely on books, markers, and the board. This rigid approach limits learners' opportunities to practice speaking, hindering their English-speaking proficiency.

### **1.3 Statement of the problem**

Despite the emphasis on the use of audio-visual aids in the Namibian education policy to enhance the teaching and learning of English-speaking skills, teachers are facing challenges in using audio-visual aids in their classrooms. The Namibian educational strategy 'Towards Education for All' (1993) highlights the use of audio-visual aids as a priority to promote teaching and learning in schools. However, during School Based Studies (SBS) in 2014 and during students' school observation visits in 2021, the researcher observed that certain schools in the Ohangwena Region have audio-visual teaching and learning aids such as laptops, radio speakers, and power point projectors, but some teachers lacked skills on how to use them in their English lessons, while some teachers were not using them at all. Therefore, there is a need to explore how teachers in the Ohangwena Circuit use audio-visual aids in teaching Englishspeaking skills to Junior Primary learners and the challenges they encounter, in order to identify effective strategies to improve teaching and learning in this context. Shabiralyani et al (2020) conducted a study on the use of audio-visual aids in language teaching have mainly focused on the benefits of using such aids, with little attention given to how these aids can be used to improve English speaking skills in Junior Primary learners. In addition, most of the studies have been conducted in high income countries, and there is limited research on the use of audiovisual aids in the context of upper- middle income countries, such as Namibia (Vishnupriya and Bharathi, 2022).

The limited research available on the use of audio-visual aids in teaching English-speaking skills in the Ohangwena Circuit focuses on the benefits of using such aids without considering how

teachers use audio-visual aids when teaching English-speaking skills. Therefore, this study aims to explore how junior primary teachers use audio-visual aids when teaching English speaking skills in their classrooms in Ohangwena Circuit. Further, study seek to identify the challenges teachers face when using audio-visual aids to teach English speaking skills, and their impact on learners' speaking abilities in the Ohangwena Circuit. Further, the study aims to identify effective strategies for improving the use of audio-visual aids in teaching English speaking skills to Junior Primary learners in the context of the classroom.

#### **1.4 Research questions**

The main aim of the study is to explore how junior primary teachers use audio-visual aids when teaching English-speaking skills in their classrooms in Ohangwena Circuit.

#### **Main research question**

How do junior primary teachers use audio-visual aids when teaching English-speaking skills in their classrooms in Ohangwena Circuit?

#### **Sub – research questions**

1. What are junior primary school teachers' views on the use of audio-visual aids in promoting learners' English-speaking skills?
2. What challenges do junior primary teachers experience in using Audio-visual aids?
3. What do teachers suggest as the best strategies to improve junior primary learners' English speaking skills in their classrooms?

#### **1.5 Significance of the study**

The findings of the study are important to teachers, who are responsible for formulating educational policy, and the Ministry of Education. Further, the findings may help teachers create audio-visual aids that can be used in the process of teaching English-speaking skills. In addition,

the results may be used to raise awareness among teachers of junior primary learners about the significance of using audio-visual teaching aids in the process of developing junior primary learners' English-speaking abilities. It will further make teachers cognizant of the obstacles experienced by junior primary teachers while utilising audio-visual aids, and it will recommend better ways of boosting junior primary learners' English-speaking abilities. Finally, the data from the research may also be used to assist learners in improving their ability to communicate verbally.

### **1.6 Limitation of the study**

The study's limitations refer to the design or methodology characteristics that influenced the interpretation of the research findings. According to Miles (2019), limitations can also be defined as flaws or shortcomings of a study resulting from factors such as inadequate resources, flawed methodology, and small sample size, among others. The qualitative study in question focused on junior primary school teachers and learners at selected schools in Ohangwena Circuit, and therefore, the sample size was small. As a result, the findings cannot be generalised to other teachers and learners who were not part of the study. Nevertheless, the results offer a better understanding of the phenomenon in the participating schools.

The researcher also encountered time-related challenges as some participants were unwilling to spend an hour during the interview. Initially, some participants were also hesitant to be interviewed or observed as they did not comprehend the purpose of the study. However, the researcher addressed this issue by clearly explaining the purpose of the study to the participants in their mother tongue, as some of them had difficulty understanding the information presented in English. Eventually, the participants agreed to participate in the study through interviews and observations.

## **1.7 Delimitations**

Delimitations are the broader parameters and boundaries of the research (George,2023). This study was conducted in one region, focusing on two primary schools in Ohangwena Circuit. These two primary schools were convenient in terms of accessibility which made it easier to get information from respondents. The study was limited to Grade 3 junior primary teachers and learners only, however, there was no doubt that the results from this study could be used by other Grade 3 teachers at other schools in Namibia since useful information would be collected.

## **1.8 Definition of terms**

**Media technology:** Omodara and Adu (2014) define media technology as all means of communication like prints, graphics, animations, audio, and audiovisuals

In this study, media technology refers to the digital and electronic resources, such as projectors, audio recordings, and interactive software, that teachers use to enhance English-speaking skills for junior primary learners in the Ohangwena Circuit.

**Audio-visual aids:** Farooqui (2020) defines audio-visual aids as fascinating tools for instructing and learning, of which “Audio” means “hearing” whereas, “visual” means that which is perceived by seeing. Thus, learning aids make the learning clear to us through our senses and make the learning conditions as real as possible and give first-hand knowledge through the organs of hearing and seeing. Therefore, audio-visual aids are any device which can be used to make the learning experience more concrete and effective, more realistic and dynamic. In the current study, audio-visual aids include gadgets such as television, video tapes, sound distribution systems, and overhead projectors among others. In this study, audio-visual aids refer

to teaching tools, including videos, flashcards, and recorded speech, that junior primary teachers use to support learners in improving their English-speaking skills in the Ohangwena Circuit.

**English Speaking:** Riri (2011) defines English speaking as being able to communicate or speak the English language, either as a native speaker or someone who has learned it as a second language; essentially, it refers to someone who can converse in English. In this study, English speaking refers to the learners' ability to express themselves verbally in English, a skill that teachers aim to improve using audio-visual aids in junior primary classrooms in the Ohangwena Circuit Junior Primary schools.

**Junior primary learners:** The National Curriculum for Basic Education (2015) defined junior primary learners as learners in the early stages of primary education, specifically encompassing pre-primary and grades 1-3, marking the first phase of formal schooling within the Namibian education system. In this study, junior primary learners refer to learners in the Ohangwena Circuit who are in the early grades and are developing their English-speaking skills with the help of teachers using audio-visual aids.

**Junior Primary teachers:** In Namibia, the National Curriculum for Basic Education (2015), defined junior primary teachers as teachers who teaches learners in the early primary school grades, typically encompassing pre-primary and grades 1-3, responsible for teaching all subjects within their classroom as they are considered "class teachers" in this phase of education; essentially, they are the primary teachers for young children in the foundational stages of learning. In this study, junior primary teachers refer to teachers in the Ohangwena Circuit responsible for teaching English-speaking skills to young learners using audio-visual aids as part of their teaching aids.

## **1.9 Overview of the thesis**

This study consists of six chapters. This section gives an overview of what each chapter entails.

### **Chapter One:**

This chapter provides a comprehensive background of the study where the study originated, a statement of the problem, the significance of the study, limitations, and delimitations. It also presents the research questions, and the definitions of the key terms used in the study. **Chapter**

**Two:** This chapter reviews relevant literature, focusing on how teachers use audiovisual aids to teach English speaking skills. It emphasises the study's theoretical framework and explores teachers' views on enhancing learners' English-speaking abilities with audio-visual aids. The chapter also discusses the challenges junior primary teachers face in using these aids and concludes with effective strategies for improving learners' English-speaking proficiency.

**Chapter Three:** This section presents the research design as well as the technique utilised in the study. The chapter contains a description of the research design, as well as the participants and the location of the investigation. This chapter also contains information regarding the procedures and instruments that were utilised to gather data, as well as the significance of those terms and the rationale for the selection of those elements for this investigation. These include semi-structured interviews as well as questionnaires with predetermined answers.

**Chapter Four:** This chapter focuses on the presentation of findings.

**Chapter Five:** This chapter looks at the analysis of data and its interpretation. In this chapter, literature was used to compare the study findings to have a broader insight into the study findings.

**Chapter Six:** This section provides a comprehensive summary of the study, conclusion and recommendation based on the study findings.

## **1.10 Chapter Summary**

This chapter focuses on the background information of the study, which sought to determine how English-speaking skills should be taught to Grade 3 learners at selected schools in the Ohangwena Circuit. In addition, the chapter offers a summary of the problem statement, research questions, the significance of the investigation, the constraints of the study, delimitations, and definitions of terms. Therefore, the review of previous research will be presented in the following chapter.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter provides an overview of the literature that informed the study, including the theoretical framework. The study was grounded on Vygotsky's (1978) social constructivist theory which emphasises the importance of social interaction in language development. The theoretical framework aimed to explore how the use of audio-visual aids can improve English speaking skills in Junior Primary learners. In addition, the literature review presents various research studies on teachers' views on the usefulness of audio-visual aids in improving learners' English-speaking skills. It further explored the methods used by Junior Primary teachers to incorporate audio-visual aids into English teaching and identifies valuable audio-visual aids that teachers can use to enhance learners' English-speaking skills. Moreover, the chapter highlights the challenges faced by teachers in using audio-visual materials, such as a lack of training and resources, as well as the challenges associated with teaching English-speaking skills, such as learners' shyness and poor linguistic ability. Despite these challenges, the use of audio-visual aids has been shown to be effective in improving learners' concentration, motivation, and confidence in English-speaking skills activities. The chapter concludes by presenting the best strategies to improve Junior Primary learners' speaking skills, including using a variety of audiovisual aids, providing learners with opportunities to practice speaking English in a supportive environment and encouraging learners to use English in real-life situations.

## **2.2 Theoretical framework**

According to Saleem, Kausar, and Deeba (2021) social constructivist theory is highly suitable to explore how the teachers use audio-visual aids in teaching English speaking skills to junior primary learners in the Ohangwena Circuit. This is because the theory emphasises the importance of social interactions and collaborative learning in the acquisition of knowledge and skills, which is relevant to the context of teaching English-speaking skills to young learners. According to Vygotsky (1978), learning occurs through social interaction and collaboration, as learners engage in joint activities and receive guidance and feedback from more knowledgeable others. In the context of teaching English speaking skills, the use of audio-visual aids can promote social interaction and communication among learners, which might help to build their confidence and fluency in speaking the language (Hassan, 2024). Further, the social constructivist theory emphasises the importance of the cultural and social context in which learning takes place, and how this context influences the learners' understanding and interpretation of knowledge (Bruner, 1990). In the case of teaching English-speaking skills to learners in the Ohangwena Circuit, the cultural and social context is important in shaping the learners' motivation and engagement with the language, and how they perceive the relevance and importance of the language in their lives. Therefore, by adopting a social constructivist perspective, researchers can investigate how teachers use audio-visual aids to create opportunities for social interaction and collaborative learning, and how they incorporate the cultural and social context into their teaching practices. This can provide valuable insights into how to design effective language teaching interventions that are culturally and socially relevant to the learners (Villegas & Lucas, 2020).

In addition, the social constructivist theory provides a useful framework for understanding how teachers' use of audio-visual aids can facilitate language learning through the creation of a zone of proximal development (ZPD) (Vygotsky, 1978). The ZPD is the range of tasks that a learner can accomplish with guidance and support from a more knowledgeable other. By providing learners with opportunities to interact with audio-visual aids in a supportive and collaborative environment, teachers can scaffold learners' understanding and help them to achieve tasks that would be difficult to accomplish on their own. Furthermore, the social constructivist theory can help to illuminate the role of feedback in language learning. Feedback is an essential component of the social constructivist theory, as it helps learners to understand the gap between their current level of understanding and the desired level of understanding (Aljohani,2017). By using audiovisual aids, teachers can provide learners with feedback on their pronunciation, grammar, and other aspects of language use, which helps to improve their English-speaking skills.

Finally, the social constructivist theory can help to highlight the importance of learner agency in language learning. Learner agency refers to the ability of learners to take an active role in their own learning and to make choices about how they learn and what they learn (Murray and Christison, 2012). By providing learners with opportunities to interact with audio-visual aids and to collaborate with their peers, teachers can encourage learners to take an active role in their own learning and to develop agency over their language learning processes. The social constructivist theory provides a rich theoretical framework for investigating teachers' use of audio-visual aids in teaching English speaking skills to junior primary learners in the Ohangwena Circuit. By adopting a social constructivist perspective, researchers can gain valuable insights into how teachers can use audio-visual aids to promote social interaction, collaboration, feedback, and learner agency in language learning.

### **2.3 The uses of audio-visual aids in teaching English speaking skills**

Studies conducted by Kurniawan (2016), Boer & Asino (2022), Asfaw & Belay (2016), indicate that junior primary teachers use audio-visual aids in a variety of ways when teaching English speaking skills in their classrooms. Boer and Asino (2022) explored how teachers use audiovisual aids in the classroom. The study utilised ethnographic design, it was found that teachers used a range of audio-visual materials such as videos, PowerPoint presentations, and picture books to engage learners and facilitate language learning. The study also found that teachers used these materials to scaffold learners' understanding of complex language structures and to provide feedback and guidance on their language production.

Indrayanti et al. (2023) investigated the use of audio-visual aids media, language acquisition and attitude in the English first language classrooms. A quantitative approach was used. The aim of the study was to determine the influences of the use of the media on learners' attitudes. The study findings revealed that the availability of audio-visual aids can be a good strategy to improve junior primary learners' English-speaking skills at their school. Studies have shown that audio-visual aids, such as videos, audio recordings, and multimedia materials, can enhance language learning by providing learners with opportunities to engage with and practice the language in a variety of contexts. Indrayanti et al. (2023) indicate that audio-visual aids can help to improve learners' listening and speaking skills by exposing them to authentic language use and providing them with models for pronunciation and intonation. Moreover, audio-visual aids can help to make language learning more engaging and interactive, leading to increased learner motivation and interest in learning.

Kurniawan (2016) conducted a mixed-method study to examine how teachers teach with the aid of audio-visual aids in their teaching speaking skills in Bener Meriah District, Aceh

Province. This study compared the results of the students' achievements in speaking before and after using the Audio-Visual Media (AVM) method of teaching. The population of this study was 154 students, and the sample was 18 students from class VIII-1. The results showed that the average score from the pre-test was 58, while the post-test score was 67, an improvement of 9 points. Therefore, it is suggested that English teachers who have similar problems with using audio-visual aids should try using Audio Visual Method for teaching speaking.

Amel (2021) investigated the effect of audio materials on vocabulary learning using a mixedmethod approach.". The results from the study revealed that tape recorder was found as effective audio-visual aids, which can be used to train weak learners to pronounce correct sounds. It is used in a way of recording plays, songs and speeches and these increase interest in the speaking lesson. In addition, Amel (2021) and Elyamna (2019) state that radio helps to improve the learners speaking skills as learners imitate the radio presenters which makes the teaching and learning process creative and more interesting. The study explained that through listening to English radio programs the learners start to acquire the features of English practically and use them correctly when they speak, and these will eventually improve the learners' English speaking skills.

Amel (2021) and Elyamna (2019) observed that the use of a video is one of the most accepted materials and most valuable resources for teaching English-speaking skills as it stimulates lesson enjoyment and interest and promotes speaking interactions. Amel (2021) highlights some points on the use of television when teaching English-speaking skills whereby it was pointed out that television is an important resource for learning a language since a wide range of television programs are available in English and thus, televisions are proven to be motivating

tools to learn English-speaking skills and it improves learners' pronunciation as well as speaking skills. It was also pointed out that the second audio-visual aid is an audio book, which is a technology instrument that gives an audio form of a printed book and is best at developing the learners' speaking skills.

The studies highlight the use of audio-visual aids in enhancing English-speaking skills but face limitations. Boer and Asino (2022) and Bagila et al. (2019) focus on the benefits, such as engagement and scaffolding, but lack details on resource challenges and long-term outcomes. Asfaw and Belay (2016) emphasize the ineffectiveness of audio-visual materials due to resource and expertise limitations but do not explore potential solutions. The studies are limited by narrow contexts, unclear sampling, and a lack of focus on measurable learner outcomes, practical guidelines, and generalizability to diverse educational settings.

### **2.3.1. Engaging learners and facilitating language learning**

A study by Karami (2019) explored the impacts of audio-visual aids among Iranian pre intermediate EFL learners on teaching listening. The experimental group was instructed to use genuine video during the therapy sessions, while the control group used Compact Disc audio as the most common teaching aid used by ESL educators in learning. The investigator administered a post-test after the therapy that lasted 15 sessions to determine the impact of audio-visual aids on teaching listening. T-tests of Independent and Paired Samples were conducted to evaluate them when the information was obtained. The findings showed that the learners of the experimental group instructed using genuine video obtained greater listening outcomes than those taught by an audio compact disk (CD). The study's consequences indicate that using audio-visual aids can help EFL students grow their understanding of listening.

In addition, Kathirvel and Hashim's (2020) study aimed to explain how audio-visual materials assist in improving speaking skills and the benefits of using audio-visual materials among ESL young learners in Malaysia. The study followed a qualitative approach. Further, the study encouraged the use of audio-visual materials to be used, since the learners are able to pronounce the word correctly and they can be able to hear the correct pronunciation from the audio before they talk. This will indirectly boost the learner's confidence level in speaking and they can overcome their shyness as well.

Akmal (2019) examined how audio-visual media was used for English-speaking students at Stmik Royal Kisaram. This was a qualitative descriptive study. The purpose of the study was to find out if the use of audio-visual learning in English can develop the ability of learners' speaking skills so that the learners will be able to speak and communicate in English. The study revealed that the audio-visual aids method is used to deliver or produce the materials by using mechanical and electronic machines to present audio-visual messages, whereby teaching through audio-visual is characterised using hardware during learning such as television, tape recorder, visual projector, laptop. Further, the results from the study revealed that the learners' speaking ability made progress so significantly and that the use of audio-visual aids improved the learners' speaking skills in English. The studies suggest that the use of audio-visual aids in teaching English-speaking skills can be an effective way to engage learners and facilitate language learning. By incorporating audio-visual aids into their teaching practices, junior primary teachers can create a more dynamic and interactive learning environment that promotes learners' language acquisition and speaking skills.

The studies show that using audio-visual aids can improve language skills, but they have some issues. Karami (2019) and Mustikawati (2013) found that videos helped with listening and speaking, but their small sample sizes make it hard to apply the results to all students. Kathirvel and Hashim (2020) mention that audio-visual aids motivate students, but they don't show clear improvements in speaking. Alghamdi and Alrabai (2016) and Akmal (2019) saw improvements in speaking but did not measure it in detail or compare with other methods. The studies could be improved by using bigger samples, clearer guidelines, and checking the long-term effects.

### **2.3.2 Scaffolding learners' understanding of complex language structures**

Hsu (2015) examined how teachers use video picture books in the teaching of EFL learners' idiomatic expression on learning and visualisation in Taiwanese EFL classrooms. The picture books do scaffold learners' understanding of idiomatic expressions and cultural references. The study concluded that audio-visual aids could provide learners with a visual and contextual understanding of complex language structures that might otherwise be difficult to comprehend. Consequently, a qualitative study by Akbari and Razmjoo (2015) investigated the use of videos in Iranian EFL classrooms. In this study, the teachers used videos to scaffold learners' understanding of listening comprehension and pronunciation. The study concluded that videos can be used to model correct pronunciation and intonation and to provide learners with a visual representation of the language structures in context. Furthermore, Farooqui (2020) conducted a qualitative study which examined the importance of using audio-visual aids for teaching English in India. The study recommended that teachers should use recorded poems and speeches in the voice of native speakers to teach speaking skills and to teach accurate pronunciation. Farooqui (2020) further states that utilising audio-visual aids with sight and sound can help the learners practice the target language. This type of language learning is immensely useful for learners

who are excessively shy to talk. Moreover Fernández-Toro and Rodríguez-González (2020) conducted a study on the use of video and audio feedback in English language teaching and found that teachers used video and audio recordings to provide learners with feedback on their language production and to encourage self-reflection and self-evaluation. The study concluded that video and audio feedback can be used to provide learners with a more accurate and detailed understanding of their language production and to promote autonomous learning and self-evaluation.

The studies suggest that audio-visual aids can help improve language skills, but they have some limitations. The research was done in different countries, and the results may not apply everywhere. The sample sizes were often unclear, and the studies didn't always measure long term effects or improvements in speaking skills. The studies also lacked clear guidance for teachers on how to use audio-visual aids effectively. Overall, more detailed and practical research is needed to fully understand the benefits of audio-visual aids for language learning.

### **2.3.3 Creating opportunities for learners to practice their speaking skills in a supportive and interactive learning environment**

Audio-visual aids are essential to junior primary teachers through teaching in a real classroom situation. A qualitative study by Sosas (2021) investigated how students are taught to speak in English by their instructors in Philippines classrooms. This paper presents the technology used in teaching speaking and its effects on students as they learn to speak in English.

Phenomenology was used to gather the data with the three groups of Focus Group Discussion (FGD) of 21 participants from the junior, sophomore and senior students in language classes in Philippines. Results revealed that students are taught to speak in English using the technologies of today such as video conferencing, email correspondence, social media interaction and real

time actual emceeing and onstage speaking performances where students are engaged in real academic and professional situations. In addition, the findings revealed that these technologies in teaching speaking build rapport, increase fluency and accuracy, ease anxiety and apprehension, and build confidence among students. The researcher found that the technology used in teaching speaking can be aligned with the communicative way of teaching which allows students to convey themselves skilfully and competently in communication.

Rustambekovna and Adambayevna (2020) conducted a study, The study aimed at identifying and determining the positive effects of using videos in motivating learners and how teachers can use them to improve and enhance communicative skills. With the advancement of technology, the use of video to facilitate language teaching and learning became popular among language teachers. Besides its ability to offer learners content, context, and language, video could also be creatively exploited by language teachers in various ways and for various language teaching and learning purposes.

A study conducted by Lialikhova (2014) explored the use of video in English language teaching (ELT) in a Norwegian lower school. The aim of the study was to find out how videos in English lessons helped to achieve the goals of the LK06 English curriculum. The main hypothesis was that teaching with video would develop pupils' communicative skills. The study used mixed methods with interviews, observation and questionnaires as methods of collecting data. The study showed that the lessons with video in the school were aimed at developing primarily oral and written communicative skills. The findings of the study suggest that teaching with video can effectively promote communicative language teaching, bring variety into ELT classrooms, motivate pupils to learn a foreign language, benefit the development of the four language skills

and vocabulary growth, supplement texts in textbooks, and approach the curriculum topics via a different medium.

The reviewed studies show that using audio-visual aids, such as videos, video conferencing, and social media, enhances students' speaking and communication skills. For example, Sosas (2021) found that these technologies helped students build confidence, reduce anxiety, and improve fluency in the Philippines. Similarly, Rustambekovna and Adambayevna (2020) and Lialikhova (2014) highlighted how videos motivate students, develop communicative skills, and enrich language learning. However, these studies are limited by their focus on specific contexts, which may not apply to regions with fewer technological resources. The studies also do not address challenges such as teachers' preparedness or the long-term effects of using these tools. More research is needed to explore how to effectively integrate audio-visual aids in various educational settings and for different types of learners.

#### **2.4 Teachers' views of the use of audio-visual aids in promoting learners' English speaking skills**

A study by Make and Yonas (2018) explored teachers' perceptions of the use of audio-visual materials to teach English-speaking skills at Abba Pascal Girls School, the only girls' school in the Wolaita Zone in Ethiopia. A descriptive research design was employed collecting the qualitative data through interviews. The study revealed that most teachers had a positive attitude towards using audio-visual aids in the classroom, and they believed that these aids could enhance learners' speaking skills by providing visual and auditory stimulation. Participants of the study reported that audio-visual aids helped to create a more engaging and interactive learning environment, which encouraged learners to participate more actively in speaking activities. The study concluded that the use of audio-visual aids can be an effective way to

promote learners' speaking skills in the classroom and that it is important for teachers to be trained in the effective use of these aids.

Equally, Bhatti et al. (2019) investigated the teaching of speaking skills through audio-visual aids for ESL learners in Pakistani classrooms. The collective problems of the teacher and the students during speaking skills were the focus of the study. It was a pre-test and post-test experimental design. Fifty students participated in the study. The sample of the study was teen ageing ESL learners. Observation and questionnaires were used as a tool to collect data from respondents. There was a significant difference between pre-test and post-test results. It was suggested that speech practice training with the help of Audio-Visual aids should be encouraged at the secondary level. The study found that most teachers had a positive attitude towards using audio-visual aids in the classroom as the use of audio-visual aids to enhance motivational levels of learners, boosts learners' confidence and they believed that these aids could enhance learners' speaking skills by providing visual and auditory stimulation. The study concluded that the use of audio-visual aids is an effective way to promote learners' speaking skills in the classroom. However, it is recommended as essential for teachers to be trained on how to use necessary audio-visual aids.

The studies by Make and Yonas (2018) and Bhatti et al. (2019) show that audio-visual aids can enhance English speaking skills by making learning more interactive and engaging. They found that these aids increase student participation, boost confidence, and improve speaking abilities. Both studies also highlight the importance of teacher training to effectively use these aids.

However, the studies have limitations, such as focusing on specific groups in Ethiopia and Pakistan, which may not be applicable to broader educational contexts, especially in areas with

limited technology. They also focus on teacher perceptions rather than examining the challenges of using audio-visual aids or long-term effects on students. More research is needed to explore these challenges and how to implement these aids in diverse settings.

#### **2.4.1 Feeling unprepared to use audio-visual aids**

Feeling unprepared to use audio-visual aids is another significant challenge that junior primary teachers face in their efforts to integrate audio-visual aids into their teaching. According to a study by Şahin et al. (2016), some teachers reported feeling unprepared to use audio-visual aids effectively in their lessons. They lacked the necessary skills and knowledge to use audio-visual aids and use them seamlessly in their teaching. Moreover, Elyamna (2019) points out that even though audio-visual aids are designed to facilitate learning and teaching, some factors interrupt the utilisation of audio-visual aids and they are as follows: improper selection of audio-visual aids as that might not be related to the subject; quality of sound may not be good and the vision quality may be poor; some teachers may not be able to use technology as they are maybe incompetent in using technical materials; the language level used in the audiovisual aid may not be appropriate for the learners; there might be lack of proper preparation in the use of audiovisual aids; there might be a lack of finances and poor maintenance of audio. Similarly, James

(2018) "The study analyzed the teacher's point of view towards using visual aids in learning".

The study used a qualitative approach. The aim of the study was to probe the teachers' perceptions towards the use of audio-visual aids. The findings of the study indicated that not all schools were provided with the required audio-visual aids neither were they trained in using audio-visual materials. As a result, most of them resorted to using traditional methods, as this does not require much effort for teachers to prepare.

In addition, a study by Songbatumis (2017) further investigated the challenges in teaching English faced by English teachers at MTsN Taliwang, Indonesia. The study employed a qualitative approach. The aim of the study was to capture English teachers' points of view on the challenges they face when teaching English in the classroom and the solutions they implemented to solve them. The study findings indicated that some teachers indicated that they feel unconfident in what and how they teach. In addition, it was further stated that teachers experience the mystery of teaching methods whereby teachers find it difficult to merely think of how to teach English-speaking skills, how to motivate the learners and enthusiasm in learning English-speaking skills.

The other challenge as indicated by Songbatumis (2017) is unfamiliarity with audio visual aids which indicates that when teachers are teaching, they do not involve electronic devices and some do not have an idea of how to operate electronic devices when teaching such as projectors, laptops and online materials. Moreover, from Songbatumis' (2017) study, several challenges emerged, partly coming from students, partly from teachers, and partly from the school's facility, namely, students' lack of vocabulary mastery, low concentration, students' low motivation, lack of discipline, boredom, speaking problem, shortage of teachers' training, teachers' language proficiency issue, limited mastery of teaching methods, teachers' unfamiliarity to high-tech, teachers' lack of professional development, inadequate resources and facilities, and time constraint. The solutions to overcome these challenges were also suggested in this study. Reforming attitude, applying various teaching methods and techniques, improving resources and facilities, matching students' level and learning situation, using and providing dictionary, making use of available resources and facilities, providing motivational feedback, looking for appropriate methods or materials, and teachers' self-reflection might be quite helpful in coping

the English teaching challenges in classroom situation. Therefore, the study concluded that some schools were not using audio-visual aids when teaching thus, the views of the teachers about the use of audio-visual aids in teaching are more important to enhance learners learning.

Similarly, a study by Albahiri and Alhaj (2020) examined the role of visual elements in spoken English discourse: implications for YouTube technology in EFL classrooms in Saudi Arabia.

The study used a quantitative approach. The purpose of this paper was to provide a guideline for more systematic utilisation of YouTube. The study outcome was some teachers lacked confidence in their ability to use audio-visual aids effectively. They felt that they were not prepared to use audio-visual aids and were unsure of how to use audio-visual aids in their lessons.

Moreover, a qualitative study by Nwokedi (2023) explored the efficacy of the use of audiovisual facilities in the Teaching and Learning of English Phonology. The study used a qualitative approach. The aim was to discuss the efficacy of the use of audiovisual facilities in the teaching and learning of English phonology. The findings of the study indicated that teachers felt that they were not prepared to use audio-visual aids in their teaching and were uncertain about how to use audio-visual aids in their lessons. These studies emphasise the importance of providing teachers with the necessary skills, training, and support to use technology effectively in their teaching. Offering ongoing professional development opportunities and support systems can help teachers feel more confident and prepared to use audio-visual aids in their lessons, and ultimately enhance the learning experience for learners.

The studies reviewed highlight common challenges teachers face in using audio-visual aids effectively, such as feeling unprepared and lacking training, resources, and technical skills. However, these studies span different contexts (e.g., Turkey, the US, Indonesia, Saudi Arabia,

and Nigeria), which may affect the generalizability of the findings. A critique would focus on the contextual differences, sample size limitations, and the need for more detailed, actionable solutions. While teacher training is a central theme, the studies often lack specificity regarding the types of training needed. Additionally, the broader issues, such as resource limitations and infrastructure challenges, are not always fully explored. To provide a more balanced discussion, the current study should consider these contextual factors and offer more targeted interventions or strategies to address the challenges identified.

#### **2.4.2 Auditory stimulation to enhance learners speaking skills**

According to the analysis of the data collected using focus group interviews, the challenges, encountered in the use of video, are concluded to arise from curriculum design, technical constraints and video selection. Wazeema and Kareema (2017) illustrated the implication of multimedia audio-visual aids in the English language classroom in Sri Lanka. The study through a qualitative method, further explored teachers' view of the use of audio-visual aids in comparison to the traditional method of teaching class as an effective tool since the students pay more attention and show interest in the classroom where audio-visual aid teaching method is used, and it also increase English proficiency among learners.

Also, a qualitative study conducted by Yunus and Hashim (2017) The study examined the perception of using audio-visual aids to develop speaking skills in Malaysia. The purpose of the study was to explain how audio-visual materials assist in improving speaking skills and the benefits of using audio-visual materials. The study also specified that the use of audio-visual aids in teaching English speaking skills is practicable and convenient, and they display more interest as well as focus during the teaching process and that audio-visual aids could encourage learners to be better speakers. The study further indicated that learners' speaking skills are

developed using various types of audio-visual aids used during English-speaking lessons. Thus, the study further recommended that it is wise for teachers to assimilate audio-visual aids in teaching English-speaking skills to improve the learners' skills. The results from the study suggest that teachers should be creative in designing, planning and choosing the teaching materials with the integration of audio-visual aids in teaching. A study by Gistituati et al. (2019) the study described how teachers use visual aids to develop speaking skills. The study was aimed at improving the learners low speaking skills by using visual aids. The findings of the study showed that the students had low speaking skills due to students' hesitation in making mistakes in grammar. It was further found that there was an improvement of the students' speaking skills under the use of visual aids which implies that visual aids can help the students to improve their speaking skills. Similarly, Singh (2021) The study analyzed a review of research on the use of audio-visual aids in English language learning. A qualitative approach was used in the study. The purpose of the study was to review the literature on the use of audiovisual to improve lower proficiency learners' English Language. The study findings show that Audio-visual aids have been very beneficial in making learning interesting in the English as a second language (ESL). The findings further indicated that teachers are no longer dependent on traditional methods of teaching instead they have adapted different techniques to teach language. Furthermore, the results revealed that past studies have reported that teachers opted to use audio-visual because students showed less interest towards the English language. Besides, students viewed the English language as a subject to fulfil the examination requirement and they displayed reluctance to speak due to their fear of making mistakes in pronunciation. Hence, the study suggested that teachers have to be innovative in their pedagogy approach to make language

teaching effective and that there is a need to investigate the issues that are related to the usage of audio-visual aids in the teaching of the English language which needs immediate attention.

Mamun (2014) investigated the effectiveness of Audio-visual Aids in Language Teaching at the Tertiary Level using a qualitative approach. The purpose of the study was to investigate the benefits that the language teachers as well as the learners get in using audio-visual aids in teaching the English language. The study pointed out that in the era of modern language teaching, a new dimension has been added to the existing methods and techniques. With the development of technology, innovations are being brought up in language teaching. Besides, language teachers are using different audio-visual aids to facilitate the teaching process. Along with textbooks, language teachers are likely to use related pictures, audio clips, videos, PowerPoint slides, posters etc., in language classrooms. It has been found that the use of audiovisual aids assists both the teacher and the learners in teaching and learning language skills.

A quantitative study conducted by Nuraeni (2018) explored the use of audio-visual material to enhance learners' speaking skills at Stikes Stella Maris Makkasar in Indonesia. The study was aimed at finding out whether audio-visual materials had a significant impact on learners speaking skills. The study findings revealed that there was a significant improvement in the students' speaking skills after the treatment. It was emphasised that the use of visual materials especially video enhanced learners' interest, gained curiosity and it improved learners' classroom interaction as they could explore their ideas. In addition, Nuraeni (2018) further indicates that the study findings indicated that the students' speaking skills increased

significantly after being taught by using audio-visual materials in the classroom as the use of audio-visual aids in teaching speaking made the learners excited and eliminated boredom. It further stimulates the student's interest to actively participate in the lesson. The study concluded that the use of audio-visual materials is more effective in enhancing speaking skills than the use of group discussion since it improves learners' speaking skills more productively better than the use of non-audio-visual aids.

The studies reviewed highlight the benefits of using audio-visual aids in teaching English speaking skills, such as increased student motivation, engagement, and proficiency. Mathew and Alidmat (2013) found that students in Saudi Arabia perceive audio-visual aids as helpful, particularly when directly related to course content. Sahin and Secer (2016) identified challenges in using videos for aviation English in Turkey, such as curriculum design and technical issues. Wazeema and Kareema (2017) observed that audio-visual aids improved engagement and proficiency in Sri Lanka, while Yunus and Hashim (2017) noted that students in Malaysia found audio-visual aids effective in improving speaking skills. However, these studies often overlook challenges like technical difficulties, teacher training, and resource limitations. Additionally, they primarily focus on immediate student reactions, without examining the long-term impact of these tools on speaking skills across diverse educational contexts.

Salamea-Avila and Fajardo-Dack (2023) studied the effects of audio-visual materials on the speaking skills and engagement of 8-9-year-old learners in an Ecuadorian public school. Using a mixed-method approach, the study highlighted challenges in assessing foreign language speaking skills and the impact of Affective Factors (AF) like anxiety and motivation. Findings

revealed that audio-visual materials significantly improved grammar and vocabulary while reducing anxiety and enhancing intrinsic motivation, positively influencing speaking skill development. Moreover, Ilomo (2021) emphasises the role of audio-visual aids in confidence building during language learning. By engaging with audio-visual aids, learners gain more opportunities to practice speaking, which in turn increases their confidence in oral activities both in the classroom and in real-life situations.

The studies discussed highlight the benefits of audio-visual aids (AVAs) in improving students' speaking skills and motivation, with findings showing increased engagement and interest in learning. However, critiques suggest that the studies are limited by small sample sizes, specific educational contexts, and the use of qualitative methods, which may lack objectivity. The studies focus mainly on the positive teacher and student perceptions but do not sufficiently explore how audio-visual aids affect actual language skills, such as pronunciation or fluency. Additionally, the impact of technological limitations and the challenges teachers face in integrating audio visual aids effectively are not adequately addressed. Future research should examine the long-term effects of audio-visual aids, compare them with other methods, and explore how to overcome barriers like limited resources in different educational settings.

### **2.4.3 Creating an engaging and interactive learning environment**

Teachers believe that the use of audio-visual aids can help to create a more engaging and interactive learning environment, which can promote learners' English-speaking skills. Bhatti et al. (2019) state that teachers believed that audio-visual aids could create a more engaging and interactive learning environment, which could help learners to develop their speaking skills. This is in line with Make and Yonas (2018) who expressed that teachers have a positive

perception of the use of audio-visual as they believe that audio-visual materials substitute monotonous teaching environments and make the teaching process alive since they stimulate thinking and improve the learning environment in the classroom. The findings further presented that the respondents are interested in teaching speaking skills using audio-visual materials. It was further indicated that learners have a high interest in learning English speaking skills through audio-visual materials and showed active participation during speaking sessions with the help of audio-visual materials.

Guterres and Quintas (2018) analysed the use of audio-visual tools to develop speaking skills for the second-grade students of Ensino Secundariu Cristal school. The purpose of the study was to know the extent of the student's ability level in using audiovisuals to develop students' ability in using audiovisuals. This study used the quantitative and descriptive methods. The result of the test was analysed to know the students' ability to use audiovisuals to develop speaking skills. The finding of this research shows that the score of pre-tests of the speaking skill form before using audio-visual was 5.8. It means that students did not understand the form of using audiovisuals to develop speaking skills and students still had difficulties in speaking skills. And the score of researchers after the implementation using audiovisual was 8.5. It concluded that using audio-visual tools was an effective way, and it could develop students' speaking skills.

#### **2.4.4 Encouraging learners to participate more actively in speaking activities**

A study by Make and Yonas (2018) and Wang (2014) point out that teachers believed that audiovisual aids could encourage learners to participate more actively in speaking activities and practice their speaking skills. In addition, Akmal (2019) states that when learners are taught

English speaking skills with the use of audio-visual aids they get excited and happy, the use of audio-visual aids further makes learners actively communicate and engage in conversations since their speaking and communication skills are stimulated when they are looking and listening at audio-visual aids. The teachers also viewed the use of audio-visual aids as helpful because audio-visual aids help the learners to see the real things directly and not only limited to theories. Further, the teachers viewed the use of audio-visual aids positively since they indicated that the use of audio-visual aids makes learning more interactive because, with the use of audiovisual aids, teachers can directly interact with their learners which enables the learners to answer the questions that arise during or at the end of the lesson presentation. In addition, teachers also viewed the use of audio-visual aids as very useful since audio-visual aids make learning more interactive, they stimulate learners' expression skills since they motivate learners to provide their opinions based on what they saw or heard from audio-visual aids and also interact with other learners. Moreover, Akmal's (2019) study points out that the use of audio-visual aids in teaching English speaking skills is more creative and not boring since it makes the classroom atmosphere more lively and enables learners to express their feelings in the form of English in their own words and that makes them not to feel bored, since audio-visual aids is a tool which can be used by learners to watch directly as speakers speak English. Thus, different from learning in the regular class which only relies on oral instructions and books that have been made. Teachers also viewed the use of audio-visual aids as more creative and not boring because they are more entertaining, and more spoken words are obtained which makes learners feel brave enough to express themselves in English.

Aruan's (2018) the study presents audio-visual aids as one of the most helpful teaching media in the field of foreign language learning. The study investigated students' perceptions of the use

of audio-visual aids as a motivational teaching media in enhancing students' speaking motivation in Speaking for Social Purposes classes in the English Language Education Program. An open-ended questionnaire was distributed to 50 participants 10 interviews were conducted. The findings signified that there were three most common reasons for the use of Audio-visual aids in enhancing students' learning and motivation such as substituting a monotonous learning environment, improving students' pronunciation, and providing in-depth and detailed knowledge of the materials. Ultimately, this study hopes that with the implementation of Audiovisual aids prudently, language teaching and learning can enhance students' learning, particularly in English as a foreign language (EFL) speaking classes.

Waad and Younus (2022) the study investigated the role of audio-visual aids in teaching English. The study was aimed at showing the role of audio-visual aids used in teaching English as well as investigating the effect of audio-visual aids in teaching English. The findings highlighted that the use of audio-visual aids encourages learning and makes it easier and more interesting. The results of the study again, show that audio-visual aids help our students in verbalisation. However, teachers do not use these aids which have great educative value. These are not ordinary materials rather these are teaching materials, although, audiovisual aids give direct sensory experience to the students. Similarly, a quantitative study by Khan et al. (2020) investigated the impact of audio-visual aids on the teaching-learning process of the English language at the primary level. A quantitative approach was used. The purpose of the study was to find out how audio-visual aids make the learners learn English language easily. The study found that teachers believed that audio-visual aids could create a more interactive and communicative learning environment by providing more opportunities for learners to engage in speaking activities and interact with their peers and the teacher. Also, Vishnupriya and Bharathi

(2022) who highlight that early exposure to audio-visual aids helps learners develop confidence in speaking.

Younus (2022) and Khan (2020) highlight the role of audio-visual aids in boosting student engagement and interaction in English teaching. However, their findings are limited by context specific factors, small sample sizes, and reliance on teacher perceptions. The studies overlook reasons for underuse, technological barriers, and audio-visual aids effects on specific skills like pronunciation and fluency. Future research should address these gaps, examine long-term impacts, and explore diverse contexts and learner responses.

### **2.5 Challenges Junior Primary Teachers Experienced in using audio-visual aids**

While the use of audio-visual aids can have many benefits in promoting English speaking skills among junior primary learners, teachers may also face some challenges in incorporating these aids into their teaching. One common challenge is the lack of access to appropriate audio-visual aids. According to Nelson (2016), the study explored the practices and challenges of English teachers in using audio-visual aids to teach vocabulary in Saudi Arabia. The study used a mixed-method approach. The main purpose of this study was to explore the practices and challenges of English teachers in using audio-visual aids to teach vocabulary to primary, secondary and tertiary-level EFL students. The study findings revealed that many schools do not have the necessary resources, such as computers, projectors, or internet access, to effectively use audio-visual aids in the classroom. The results again indicated that many English teachers were not familiar with audio-visual aids while teaching vocabulary. It seemed that they were reluctant even to use the audio-visual aids from the student's textbook. The findings of the study also, showed that English language teachers do not give due attention towards employing audiovisual aids in teaching English.

Another challenge is the lack of training or support for teachers in using these aids effectively. Shabiralyani et al. (2020) explored the impact of visual aids in enhancing the learning process case research: District Dera Ghazi Khan. The aim of this study was to probe the teachers' opinions on the use of visual aids (e.g., pictures, animation videos, projectors and films) as a motivational tool in enhancing students' attention in reading literary texts. The study findings emphasised that few teachers are trained in the use of visual aids, and this can hinder the direct purpose of using visual aids.

On the contrary, Nuuyoma (2012) explored the challenges faced by English teachers in integrating information and communication technology (ICT) in the teaching of reading and writing in two rural primary schools in the Omusati Region and four urban primary schools in the Khomas Region of Namibia. The main aim of the study was to investigate challenges faced by teachers when integrating ICT into their lessons. The study findings revealed that rural and urban teachers lack appropriate skills in utilising the available resources, lack training on how to use some of the teaching materials, lack continuous support both at the school level and at the national level, and lack training. Even though most schools were beneficiaries of the deployment of ICTs, teachers were still unable to utilise the resources made available to them.

In addition, some teachers may also face challenges in adapting their teaching styles to incorporate audio-visual aids, particularly if they have traditionally relied on more traditional, teacher-centered methods of instruction. Anas and Zakaria (2019) investigated ESL learners' perceptions of English-subtitled audio-visual materials in Malaysia. The study aimed to study ESL learners' perceptions of English-subtitled audio-visual materials. The study used a mixed method with the usage of both a questionnaire survey and an interview to provide insight into

the perceptions of this group of learners on English-subtitled audio-visual materials. The study revealed that some teachers reported feeling unsure of how to incorporate these aids into their existing teaching methods and found it challenging to shift towards a more student-centred approach. These challenges highlight the importance of providing adequate resources, training, and support for teachers in using audio-visual aids effectively in promoting English-speaking skills. Hence, it can be concluded that teachers highly appreciated the benefits of having audiovisual materials for better language learning experience but determined to say that it is extremely vital to carefully choose the suitable materials to be used according to students' needs and proficiency level.

The studies highlight the benefits of audio-visual aids (AVAs) in enhancing English language learning, but they also point out several challenges teachers face in integrating them into their teaching practices. Key challenges include a lack of resources, insufficient teacher training, and difficulties adapting to student-centred approaches. For instance, Nelson (2016) highlights resource limitations in Saudi Arabian schools, while Shabiralyani et al. (2020) and Nuuyoma (2012) emphasize the need for better teacher training. Anas and Zakaria (2019) further note that teachers accustomed to traditional methods may struggle to incorporate AVAs effectively. Despite these challenges, teachers acknowledge the value of AVAs in improving learning, though they emphasize the need for careful selection based on students' needs and proficiency levels. To provide a more comprehensive view, future research could compare these findings across different contexts and educational settings.

### **2.5.1 Lack of access to appropriate audio-visual aids**

The lack of access to appropriate audio-visual aids is a significant challenge that junior primary teachers face in using audio-visual aids in their teaching. George and Ige (2022) the study investigated the availability and utilization of audio-visual aids for teaching and learning. The study used a qualitative approach. The finding shows the availability and utilization of a good number of audio-visual aids, which include interactive whiteboards, computers, and maps/charts, among others. The utilisation of these Audio-visual resources was found to have effects in the areas of making learning easy, reducing the cost of acquiring learning materials, increasing the academic performance of the students, etc. However, teachers in Nigerian primary schools often lacked access to appropriate audio-visual aids, such as projectors or interactive whiteboards, which made it difficult to effectively audio-visual aids into their teaching. Further, the study discovered numerous challenges facing the utilisation of audiovisual resources for teaching and learning with their solutions, revealed. The findings also revealed that management should support and further increase the training and retraining programmes given to staff and students on the use of modern teaching and learning technologies. Internet connectivity should be provided at a subsidised rate to the students. Furthermore, there is a need for an upgrade in Internet bandwidth. Staff should be encouraged and allowed to engage in capacity development programmes to enable them to acquire required ICT skills, which is a vital tool for the utilization of audiovisual resources in teaching and learning. Based on the findings, it was recommended, among other things, that the need for authorities of Nigerian universities invest more in the deployment of audio-visual resources for teaching and learning as they will go a long way in creating a good learning environment and making teaching and learning.

A study by Wazeema and Kareema (2017) examined the implication of multimedia audio-visual aids in the teaching of English language classrooms in Sri Lanka. The purpose of the study was to illustrate the importance of using multimedia audiovisual aids in English language learning classrooms. The study indicated that technology development blessed teachers and students with multimedia audiovisual aids which increased interest in the language learning classroom. Even though these multimedia audiovisual aids are not being fully utilised in the Sri Lankan education system, teachers experience the following challenges, a lack of technical facilities, absence of proper training, and knowledge and experience among instructors are identified barriers behind the inadequate use of multimedia audio visual aids in the English language learning classrooms. Compared to the traditional method of teaching class, the students paid more attention and interest in the classroom where multimedia audio-visual aid teaching method is used. Students were very responsive, performed well and obtained more marks when the facilitators used multimedia audiovisual aids. Using multimedia audiovisual aids in the language learning classroom is essential to increase the interest, knowledge and proficiency in English.

Even though the use of video as an audio-visual aid is a proper modern technology tool to motivate learners, it prevails a set of challenges, including a lack of access to high-quality videos or animations, or a lack of suitable software or equipment to create their own materials. The lack of access to appropriate audio-visual aids can be particularly challenging in resource-poor settings, where schools may lack funding or infrastructure to provide the necessary resources, low computer capacity such as electricity, phone lines, technological gadgets such as computer drives, low standards of language, computer laboratories and the incompetence of instructors in using technical facilities, learners' linguistic competence and subject interest.

Haryudin and Jamilah (2018) investigated teachers' difficulties in teaching speaking using audio-visual aids for autistic learners. The study employed a qualitative approach. The aim of the study was to identify and find out the teacher's difficulties in teaching speaking to autistic learners using audio-visual. The study findings indicated that the identified difficulties in teaching speaking using audio-visual aids which ranged from, "poor funding, inadequate infrastructure, lack of maintenance culture and lack of regular electricity supply.

These studies highlight the importance of addressing infrastructure and resource constraints to support the effective use of audio-visual aids in teaching. Providing access to appropriate audiovisual aids can help to ensure that teachers are able to effectively use audio-visual aids in their lessons and enhance the learning experience for students.

The studies reviewed emphasize the positive impact of AV aids on learning but highlight significant challenges in terms of resource access, teacher training, and infrastructure. To balance the discussion, it would be beneficial to explore more comparative research that examines how schools with varying levels of resources and teacher training have addressed these challenges. Furthermore, investigating how teachers in resource-poor settings adapt to these limitations, and the effectiveness of such adaptations, could provide more practical solutions for integrating AV aids into junior primary classrooms.

### **2.5.2 Lack of support for teachers in using audio-visual aids effectively**

A study by Amel (2021) claims that some of the challenges encountered by teachers when using audio-visual aids are a lack of facilities for training teachers in education institution colleges or specialised agencies should make special provisions for preservice and in-service training for teachers and workers on the use of audio of audio-visual aids. In addition, Yonas and Senapathy

(2020) explored the factors that impede teachers' effective use of audio-visual materials to teach English speaking skills: ABBAPASCAL girls' school in focus, Wolaita zone, Southern Ethiopia. The study utilised a mixed research approach. The purpose of this study was to explore factors that impede teachers' effective use of Audio-Visual Aids to teach ESS at Abba Pascal Girls' School. The findings indicated that teachers often lacked the necessary training and support to effectively use audio-visual aids in their teaching. Similarly, a mixed study by Hsieh and Lin (2017) examined the use of mobile devices to enhance learners speaking confidence, however, the study findings pointed out that many teachers lacked the necessary training to use audio-visual aids effectively in their lessons. This lack of training often led to difficulties in integrating audio-visual aids into lessons and resulted in ineffective use of audio-visual aids. Moreover, a study by Al-Emran et al. (2016) investigated attitudes towards the use of mobile learning in higher education in Saudi Arabian primary schools. A quantitative approach was utilised. The aim of the study was to explore students' and educators' attitudes towards the use of M-learning in higher educational universities within Oman and UAE; two neighbouring countries in the Arab Gulf region. The findings of the study indicated that those teachers often lacked the necessary support and resources to effectively use technology in their teaching. This lack of support often resulted in teachers feeling overwhelmed or frustrated using audio-visual aids and led to a lack of motivation to incorporate technology into their lessons. Also, Rasul et.al (2011) point out that inadequate training in using audio-visual aids effectively in lessons contributes to challenges faced by teachers, impacting the successful implementation of audiovisual aids. Wondimtegen (2020) points out that teachers often lack the necessary skills and knowledge to use audio-visual aids in their teaching practices, further worsening these challenges. These studies highlight the importance of providing adequate training and support for teachers in using

audio-visual aids effectively in their teaching. Providing training programs, ongoing professional development opportunities and support systems can help teachers develop the necessary skills and confidence to effectively integrate technology into their lessons and enhance the learning experience for learners.

Amel (2021), Yonas and Senapathy (2020), Hsieh and Lin (2017), and Al-Emran et al. (2016) all highlight the critical issue of teacher training and support for effectively using audio-visual aids. However, they are limited by specific contextual and methodological factors that may impact the generalizability of their findings. The studies primarily focus on localized regions, such as Ethiopia and the Middle East, which may not reflect the challenges in other settings. Additionally, while the studies emphasize the need for training, they lack detailed recommendations on how to improve teacher professional development. A critique could suggest that the current study should consider these contextual differences and provide actionable strategies for improving teacher support in integrating audio-visual aids.

### **2.5.3 Time constraints**

In a qualitative study, Kathirvel and Hashim (2020) state that the other challenge which teachers face in the use of audio-visual aids is that teachers choose a video with eye-catching visuals to attract learners rather than focusing on pronunciation as well as the vocabulary used in the video. In addition, Kathirvel and Hashim (2020) further state that the use of audio visuals is time-consuming as they need to search for appropriate audio-visual material which is in alignment with the textbook content they are teaching.

Moreover, in a mixed-method study, Ranjit (2022) explored secondary-level English teachers' classroom challenges in the government schools of remote Nepal. The purpose of the study was to identify classroom challenges of English teachers at the secondary level and analyse how the

factors affect English Language Teaching in the classroom. The study findings revealed that some of the challenges experienced by teachers when teaching English speaking skills are as follows: overcrowded classrooms, learners mostly using their native language to communicate, limited lesson hours, learners' poor linguistic background and poor classroom conditions. Gómez- Martínez and García-Sánchez (2019) highlighted the importance of avoiding codeswitching in English instruction, as it negatively affects learners' language development and proficiency, reinforcing the need for consistent language exposure.

The studies reviewed highlight common challenges teachers face in using audio-visual aids effectively, such as feeling unprepared and lacking training, resources, and technical skills. However, these studies span different contexts (e.g., Turkey, the US, Indonesia, Saudi Arabia, and Nigeria), which may affect the generalizability of the findings. A critique would focus on the contextual differences, sample size limitations, and the need for more detailed, actionable solutions. While teacher training is a central theme, the studies often lack specificity regarding the types of training needed. Additionally, the broader issues, such as resource limitations and infrastructure challenges, are not always fully explored. To provide a more balanced discussion, the current study should consider these contextual factors and offer more targeted interventions or strategies to address the challenges identified.

## **2.6 Strategies to improve junior primary learners' English-speaking skills**

One of the best strategies to improve junior primary learners' English-speaking skills at their school is to incorporate the use of audio-visual aids in the classroom. Boer and Asino (2022) indicate that integrating audio-visual aids can provide visual and auditory stimulation that can enhance learners' speaking skills and create a more engaging and interactive learning environment. Teachers can also use these aids to scaffold learners' understanding of complex

language structures, provide feedback and guidance on their language production, and enhance their motivation to participate in speaking activities. Another effective strategy is to provide learners with opportunities for speaking practice in a supportive and interactive learning environment. As reported by Singh (2021) the study findings revealed that activities such as role-playing, group discussions, and debates can provide learners with opportunities to practice their speaking skills and develop their confidence when teaching English using audio-visual aids. In addition, creating a language-rich environment in the classroom and school can also help improve learners' speaking skills. This can include providing learners with access to English-language materials such as books, videos, and songs, as well as encouraging them to use English outside of the classroom through activities such as language clubs or language exchange programs.

Finally, professional development opportunities for teachers can also be an effective strategy for improving learners' English-speaking skills. In a qualitative study using a mixed methods design, Valizadeh (2021) explored the challenges and opportunities in English language teaching for young learners in Turkey. The aim of the study was to probe the effects of age, years of teaching experience, and teaching sector (i.e. state vs. private) on English language teachers' perceptions of challenges in terms of the school environment, students, community and parents, teachers' skills, and curriculum. The study results revealed that teacher training programs that focus on effective English language teaching practices and the use of audio-visual aids help teachers develop the skills and knowledge needed to support learners' speaking skills development.

The critique highlights the importance of considering the context and applicability of the studies cited. It questions whether findings on audio-visual aids (Boer and Asino, 2022) and activities

like role-playing (Singh, 2021) are universally practical, particularly in resource-constrained or diverse classrooms. The feasibility of creating language-rich environments is examined, especially in underprivileged settings. Valizadeh's (2021) findings on teacher training are critiqued for their relevance to junior primary learners and differences in educational systems. Finally, potential challenges such as over-reliance on technology, accessibility of professional development programs, and systemic barriers for teachers are discussed to balance the recommendations.

### **2.6.1 Providing learners with opportunities for speaking practice in a supportive and interactive learning environment**

A qualitative study by Dörnyei (2005) investigated the psychology of the language learner: individual differences in second language acquisition. The study findings discovered that providing learners with opportunities for speaking practice in a supportive and interactive learning environment can improve their English-speaking skills by allowing them to practice using the language in a low-pressure setting. This can help build their confidence and reduce anxiety, which are important factors in language learning.

Furthermore, Omar (2020) analysed interactive language learning activities for learners' communicative ability in Malaysia. The study aimed to analyse the effectiveness of interactive language learning activities in motivating learners to speak in language classrooms. The study findings indicated that an interactive learning environment can encourage learners to engage more actively with the language and with each other, leading to increased motivation and interest in learning. Nation and Newton (2009) teaching ESL/EFL Listening and Speaking. Also, expressed that an interactive learning environment can help learners to better retain and internalize new language forms and structures through repeated exposure and practice in

context. Providing learners with opportunities for speaking practice in a supportive and interactive learning environment can lead to improved English-speaking skills and increased motivation and engagement in the language-learning process.

The studies highlight the benefits of interactive, supportive environments for improving language learners' speaking skills. However, critiques include a limited focus on diverse cultural and educational contexts, different proficiency levels, and the role of technology. Additionally, peer interaction and the long-term impact of such environments are not fully explored. A broader examination of these factors would offer a more comprehensive understanding of how interactive learning affects language acquisition.

### **2.6.2 Availing sufficient English lessons teaching time**

Availing sufficient English teaching time can be a good strategy to improve junior primary learners' English-speaking skills at their school. A mixed method study by Zhang and Rahimi (2020) The study explored non-native English-speaking teachers' cognitions about corrective feedback in teaching English oral communication the findings has shown that increasing the amount of English teaching time can improve learners' language proficiency and communication skills. Zhang and Rahimi (2020) explain that English teaching time refers to the amount of time allocated to the teaching and learning of English language skills. By increasing the English teaching time in schools, learners can have more opportunities to practice their speaking skills and receive feedback from their teachers. This can help to improve their pronunciation, grammar, and vocabulary, as well as their confidence in using the English language Moreover, availing sufficient English teaching time can help to address the challenges faced by learners from non-English-speaking backgrounds. These learners may require more time and support to develop their English language skills and increasing the English teaching

time can provide them with the necessary resources and opportunities to do so (Zhang & Rahimi, 2020).

Additionally, availing sufficient English teaching time can help to promote a positive learning environment and improve learner engagement and motivation. By increasing the amount of time dedicated to the teaching and learning of English language skills, learners can develop a deeper understanding and appreciation of the language, leading to increased motivation and interest in learning (Zhang & Rahimi, 2020).

Zhang and Rahimi's (2020) study highlights that increasing English teaching time can improve learners' language proficiency and communication skills. However, their findings were based on non-native English-speaking teachers at a university in New Zealand, which may not directly apply to junior primary school contexts. The effectiveness of extra teaching time may vary for younger learners, who have different developmental needs, attention spans, and motivations compared to university students. Additionally, the study focused on corrective feedback, but the type and quality of feedback are also crucial for improvement. For primary learners, engaging, age-appropriate lessons are essential to maintain motivation. Overall, while more teaching time can help, it must be tailored to the specific needs and context of younger learners for optimal results.

### **2.6.3 Need for support from the school management**

The need for support from the school management can be a good strategy to improve junior primary learners' English-speaking skills at their school. Fan and Yan (2020), in a mixed method study, examined speaking proficiency: a narrative review of speaking assessment research within the argument-based validation framework. The study revealed that support from the school management is essential for the successful implementation of language learning

programs. Fan and Yan (2020) further state that school management support can come in the form of providing adequate resources and facilities, such as language labs and multimedia equipment, to support the teaching and learning of English language skills. This can help to enhance the quality of instruction and improve learner engagement and motivation. Moreover, Fan and Yan (2020) reveal that school management support can also involve the provision of professional development opportunities for teachers to improve their English language teaching skills. By investing in teacher training and development, schools can ensure that teachers are equipped with the necessary skills and knowledge to deliver effective English language instruction additionally, school management support can help to create a positive learning environment that promotes language learning and communication. Furthermore, Fan and Yan (2020) indicate that by promoting a culture of language learning and providing support and encouragement to learners, schools can help to improve learner confidence and motivation to use English language skills in and outside the classroom.

Fan and Yan (2020) highlight that support from school management is crucial for improving junior primary learners' English-speaking skills. This support includes providing resources like language labs and multimedia equipment, offering professional development for teachers, and fostering a positive learning environment. Such efforts can enhance teaching quality, increase student engagement, and boost learner confidence. However, their findings, based on a narrative review, may not fully apply to junior primary learners, as younger students require age appropriate teaching strategies and management support tailored to their developmental needs.

#### **2.6.4 Collaboration between the teachers, the school management and neighbouring schools to share information**

Yang (2019) examined a research review of English audio-visual speaking teaching in China within the Multi-Modality Symbol Framework. A mixed-method approach was used. The study findings indicated that collaboration between teachers, school management, and neighbouring schools to share information can be a good strategy for improving junior primary learners' English-speaking skills at their schools. Studies have shown that collaboration among teachers and schools can enhance language learning by providing learners with a more diverse and comprehensive learning experience. In addition, Yang (2019) states that collaboration can involve sharing teaching resources, strategies, and best practices among teachers and schools. By sharing their knowledge and experiences, teachers can improve their teaching skills and enhance the quality of English language instruction. Moreover, collaboration can help to promote a culture of professional development and continuous learning, leading to improved learner outcomes.

Additionally, Yang (2019) emphasises that collaboration between schools can help to create a network of support and resources that can benefit learners and teachers. By working together, schools can share resources, such as audio-visual materials and language learning software, and provide learners with more opportunities to engage with the language in a variety of contexts.

This can lead to improved learner outcomes and enhanced language learning experiences. Furthermore, collaboration between schools can help to create a sense of community and belonging among learners and teachers. Also, by working together, schools can promote cultural exchange and understanding, leading to improved language learning outcomes and enhanced intercultural competence (Yang, 2019).

Yang (2019) emphasizes the benefits of collaboration between teachers, school management, and neighbouring schools to improve junior primary learners' English-speaking skills. The study suggests that sharing resources, teaching strategies, and fostering professional development can enhance language learning. However, the study's focus on college-level education makes it less applicable to junior primary learners, who require more tailored, age-appropriate approaches. Collaboration at the primary level might also face logistical challenges and may not fully address the developmental needs of younger learners. Moreover, the emphasis on cultural exchange and intercultural competence may be more relevant for older students. More specific strategies for primary teachers and learners are needed for successful implementation.

#### **2.6.5 In-service training on the use of audio-visual aids**

Irmawati et al. (2020) explored the utilisation of audio-visual aids to improve English-speaking skills for the third-grade students of SMP Negeri 3 Banawa in Nigeria. The study employed a qualitative approach. The study aims to improve the speaking skills of the third-grade students of SMP Negeri 3 Banawa with the use of audio-visual aids. The study findings revealed that sending teachers for in-service training to make use of audio-visual aids can be a good strategy to improve junior primary learners' English-speaking skills at their schools. Irmawati et al.

(2020) further show that teacher training and development programs can enhance teacher effectiveness and improve learner outcomes. In-service training can help teachers develop the necessary skills and knowledge to effectively integrate audio-visual aids into their English language instruction. Irmawati et al. (2020) also indicate that by providing teachers with training on how to select and use audio-visual aids, teachers can improve their pedagogical practices and enhance the quality of English language instruction. Moreover, Irmawati et al. (2020) state that in-service training can help to address the challenges and barriers that teachers face when using

audio-visual aids in the classroom. By providing teachers with training on how to use technology and multimedia materials, schools can ensure that teachers are equipped with the necessary skills to effectively use audio-visual aids to enhance learners' English-speaking skills). Furthermore, Irmawati et al. (2020) indicate that in-service training can help promote a culture of professional development and continuous learning among teachers. By investing in teacher training and development, schools can promote teacher effectiveness and enhance the quality of English language instruction, leading to improved learner outcomes.

Irmawati et al. (2020) highlight the benefits of in-service teacher training for using audio-visual aids to improve English-speaking skills, based on their study with eighth-grade students in Nigeria. However, the applicability of these findings to junior primary learners is limited. The study's context, focused on older students, differs significantly from the needs of young children, who may require more hands-on, interactive language learning methods. Additionally, the overemphasis on the use of audio-visual aids could overshadow traditional language acquisition techniques, which are crucial for younger learners. Furthermore, the study assumes that schools have adequate resources, which may not be the case in under-resourced primary schools. A more balanced approach should focus on age-appropriate teaching methods and equitable resource access.

#### **2.6.6 Installation of solar power stations for teachers to make use of audio-visual aids**

Installing solar power stations for teachers to make use of audio-visual aids can be a good strategy to improve junior primary learners' English-speaking skills at their school. Access to reliable and affordable electricity is a critical factor in enhancing the quality of English language instruction (UNESCO, 2019). Solar power stations can provide a sustainable and reliable source of electricity for schools, which can enhance the availability and effectiveness of audio-visual

aids in the classroom. Shilongo (2023) examined factors that impede the effective implementation of ICT-based curriculum in Namibian Primary Schools. The study used a qualitative approach and sought to investigate the barriers to the effective implementation of an ICT-based curriculum in Namibian primary schools in the Otjozondjupa Region. The study findings indicated that by installing solar power stations, schools can ensure that they have access to reliable electricity, even in areas where the national grid is not available or unreliable. Moreover, solar power stations can help schools to reduce their energy costs and environmental footprint. By harnessing renewable energy, schools can reduce their reliance on fossil fuels and decrease their carbon emissions, leading to a more sustainable and environmentally friendly learning environment. Furthermore, Shilongo (2023) reveals that installing solar power stations can help to promote community development and resilience. By providing schools with a reliable source of electricity, solar power stations can enable schools to provide essential services, such as health care and communication, to the surrounding community, leading to improved community development and resilience.

Shilongo (2023) advocates for installing solar power stations to provide reliable electricity for using audio-visual aids in Namibian primary schools, particularly in areas with unreliable power stations. However, the study could be critiqued for focusing primarily on infrastructure without addressing the broader educational context. While solar power offers sustainability and community development benefits, the high initial costs and ongoing maintenance could be a barrier for underfunded schools. Additionally, without adequate teacher training and pedagogical support, the effectiveness of solar-powered audio-visual aids may be limited. The approach may also not be easily accessible to other regions with different needs and resources.

A more balanced approach would include both infrastructure improvements and teacher development to ensure sustainable and impactful learning outcomes of English-speaking skills.

### **2.6.7 Encouraging teachers to minimise the use of code-switching**

Memory et al. (2018) in a qualitative study, explained the effects of code-switching on English language teaching and learning at two schools in Sibbinda Circuit. The study findings indicated that code-switching has positive effects on English language learning and teaching. It helps learners to understand difficult aspects of the lesson taught and therefore can follow the instructions given. When the teacher explains what was said in the mother tongue, it helps learners to participate especially those with English learning difficulties. It also helps them to express themselves if they do not know how to say certain things in English. Furthermore, codeswitching helps teachers manage their classrooms. On the contrary, encouraging teachers to minimise the use of code-switching can be a good strategy to improve junior primary learners' English-speaking skills at their schools. Jabeen (2023) analyzed code-mixing and codeswitching problems among English language learners. The study used a quantitative approach. This study discusses the code-mixing issues that university students encounter while analysing how they affect linguistic ability, communication effectiveness and academic performance. The study further explores the causes of code-mixing among university students and looks at its trends and prevalence. The research shows that code-mixing can impede the acquisition of language skills and make it more difficult for listeners and speakers to understand each other. Additionally, it might lead to less correctness and clarity in academic writing. Code-mixing may also make it more difficult to negotiate one's identity and maintain linguistic hierarchy within student communities. The findings of this study recommend putting language support programs in place, raising language awareness, and introducing code-mixing

knowledge into language education approaches to solve these issues. Universities can promote effective communication, improve language proficiency, and create inclusive learning environments by comprehending and addressing code-mixing difficulties for their varied student populations. Thus, Codeswitching, or the use of multiple languages within a single conversation, has been shown to have a negative impact on learners' English language development and proficiency (Jabeen, 2023). When teachers use code-switching in the classroom, it can create confusion for learners and hinder their ability to develop their English-speaking skills. It can also reinforce learners' dependence on their first language and undermine their confidence in speaking English (Jabeen, 2023). By minimising the use of code-switching, teachers can create a more immersive and English-rich environment, which can enhance learners' exposure to the language and support their English language development. This can help to improve learners' English-speaking skills and proficiency over time (Jabeen, 2023). Moreover, by minimising the use of code-switching, teachers can promote a culture of English language learning and reinforce the importance of developing English language skills. This can help to enhance learners' motivation and engagement in English language learning and support their long-term language development and proficiency (Jabeen, 2023).

Memory et al. (2018) and Jabeen (2023) offer differing views on code-switching and codemixing in English language learning. Memory et al. (2018) argue that code-switching supports younger learners by aiding comprehension, participation, and classroom management, particularly in multilingual contexts such as at Sibbinda Circuit. In contrast, Jabeen critiques code-mixing at the university level, stating it hinders English proficiency, reduces clarity, and affects academic performance. Both studies, however, are limited by their specific contexts of

junior primary learners versus university students and may not be generalizable. The cultural and linguistic environment, learners' age, and proficiency levels significantly influence the effectiveness of code-switching. Neither study addresses the role of teacher training in managing these practices effectively. A balanced approach would involve strategic, context sensitive use of code-switching, supported by teacher training, to maximise its benefits while minimising its weaknesses.

## **2.7 Chapter Summary**

This chapter emphasized the importance of audio-visual aids (AVAs) in enhancing English speaking skills, showcasing their benefits in improving learner engagement, motivation, and proficiency. Tools like videos, audio recordings, and interactive whiteboards help learners connect content to their experiences, build confidence, and master complex language aspects, such as pronunciation and idiomatic expressions. Additionally, AVAs provide personalized feedback, fostering motivation and reducing anxiety. However, challenges such as limited resources, insufficient teacher training, and time constraints hinder their effective use. Teachers often feel unprepared due to a lack of technical skills and support, and aligning AVAs with curriculum demands can be time intensive. The research on AVAs also lacks insight into long term outcomes and diverse applications. The chapter concluded with recommendations to enhance the effectiveness of audio-visual aids, including improved resource access, targeted teacher training, and further research in varied educational contexts. Collaboration among schools, teachers, and communities was highlighted, alongside creating more practice opportunities for learners to build their speaking skills. The next chapter will focus on the research paradigm and methodology.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 Introduction

Research methodology plays a critical role in the research process. It refers to the systematic approach used to design, conduct, and analyse research studies. The importance of research methodology lies in its ability to ensure that the research is conducted logically and that the results obtained are reliable and valid. This chapter presents the study research methodology which entails an outline of the research design, a description of the population of the study, the sample and sampling procedure, the research instruments, data collection procedures, data analysis as well as research ethics. This study explored how junior primary teachers in the Ohangwena Circuit use audio-visual aids to teach English-speaking skills. It aimed to answer the main research question: How do junior primary teachers use audio-visual aids when teaching English-speaking skills in their classrooms in Ohangwena Circuit? The following sub-questions were also addressed 1. What are junior primary school teachers' views on the use of audiovisual aids in promoting learners' English-speaking skills? 2. What challenges do junior primary teachers experience in using Audio-visual aids? 3. What do teachers suggest as the best strategies to improve junior primary learners' English-speaking skills in their classrooms?

#### 3.2 Research Paradigm

This study follows a constructivist paradigm, which is based on the belief that people create their understanding of the world through their experiences and interactions (Creswell, 2014). In this context, the study emphasises understanding the subjective experiences of teachers on how they perceive and use audio-visual aids to help learners improve their English-speaking skills. Thus, the study recognises that knowledge is constructed through lived experiences,

interactions, and interpretations.

### **3.3 Research approach**

The current study utilised the qualitative research approach. According to Creswell and Poth (2018), qualitative research is a methodology that "seeks to understand how people interpret and make sense of their experiences, and how they construct their social world" (p. 4). It involves collecting and analysing non-numerical data, such as observations, interviews, and textual or visual materials, to generate insights into complex phenomena that cannot be easily quantified. Similarly, Denzin and Lincoln (2017) define qualitative research as "a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self" (p. 3).

It often involves a close relationship between the researcher and the participants and can be time-consuming and resource intensive. However, qualitative research can provide rich, detailed, and nuanced insights into complex phenomena that quantitative research cannot capture. According to Gay et al. (2011), the qualitative approach aims to broaden the understanding of how things came to be the way they are in our social world. Therefore, the approach suited this study, because it was aimed to explore if and how junior primary teachers use audio-visual materials in teaching English-speaking skills. Essentially, qualitative research emphasises understanding people's experiences, beliefs, perceptions, and behaviours in their natural context and aims to generate rich, detailed, and nuanced insights into complex phenomena.

### **3.4 Research design**

Research design refers to the overall strategy and plan that a researcher uses to answer a research question (Creswell & Poth, 2018). It includes decisions about the type of study to conduct (e.g., descriptive, correlational, experimental), the data collection methods to use (e.g., surveys, interviews, observations), the sampling strategy (e.g., probability, nonprobability), the data analysis techniques (e.g., qualitative, quantitative), and the ethical considerations involved in the research. According to Babbie and Mouton (2016), research design "is the blueprint for the collection, measurement, and analysis of data" (p. 85). It provides a framework for conducting the study and helps ensure that the data collected are valid, reliable, and relevant to the research question. Research design is a critical component of the research process, as it determines the quality and validity of the data collected and the conclusions that can be drawn from them. It requires careful consideration of the research question and the available resources, as well as an understanding of the strengths and limitations of different research methods and designs.

A case study design was used to conduct this study. Bertram and Christiansen (2014) define a case study as "a systematic and in-depth study of one particular case in its context" (p. 42). Case studies are used to collect in-depth data through serious examination of an event in a particular group, organisation or situation (Roshan & Deeptee, 2009). Using this approach, the researcher explored if and how selected junior primary teachers are using audio-visual materials in teaching English speaking skills in the Ohangwena Circuit.

### **3.5 Positionality statement**

Guba (2024) explained that research positionality pertains to a researcher's background and perspective, including their beliefs, values, and experiences, all of which can shape how they interact with participants and interpret data. By bringing in a positionality statement, the

researcher is explaining to the readers the nature of her interaction with the research participants. I wanted to ensure that the study was honest, fair, and based on real experiences of teachers. As a staff development fellow at the University of Namibia, I am pursuing a master's degree in early childhood education. I teach Oshikwanyama, and am not involved in teaching English, and had no connections with the schools where the study was conducted; the participants were unknown to the researcher. This distance ensured that my role does not influence the findings, allowing me to objectively investigate how teachers used audio-visual aids in class. The researcher interviewed teachers to learn about their experiences, challenges, and opinions on using audio visual aids when teaching. Data analysis was based on the data which was collected.

### **3.6 Population**

Creswell (2014) defines a population as a group of individuals who have the same characteristics. Ohangwena Circuit comprises 26 junior primary schools with a total of 147 junior primary teachers of which two schools were sampled in this study.

### **3.7 Sample and Sampling Procedures**

Check and Schutt (2012) define a sample as a subgroup of the targeted population that the researcher plans to study. Among the 26 schools, two schools were selected to participate in the study, while from a total number of 147 teachers, six Grade 3 teachers were sampled to be participants of the study. Purposive sampling was used to select two schools which participated in the study, using the following criteria: the school should have three Grade 3 classes (Grade 3 A, B and C) each with a different teacher, and have three teachers from each school and the school should also have audio-visual aids available. Purposive sampling is a non-probability

sampling technique that involves selecting participants based on specific criteria that are relevant to the research question or objectives.

Purposive sampling allows researchers to select participants who represent diverse perspectives and experiences relevant to the research question, which can increase the richness and depth of the data collected. Purposive sampling can be a time- and cost-effective sampling method, as it allows researchers to identify and recruit participants who meet specific criteria without having to sample from the entire population (Creswell, 2014). In addition to the advantages listed, there are some potential disadvantages of purposive sampling that researchers should consider. Purposive sampling may introduce selection bias, as the researcher is selecting participants based on specific criteria, rather than randomly selecting from the population of interest. This can limit the generalisability of the findings to the broader population. The criteria used to select participants in purposive sampling may be subjective and based on the researcher's own biases and assumptions, which can introduce a level of subjectivity into the sample selection process.

### **3.8 Research instruments**

#### **3.8.1 Interview guide**

The main data collection method for this study was an interview. Bertram and Christian (2014) define an interview as a two-way conversation in which the interviewer asks the participants questions about the ideas, beliefs, views, and opinions of the phenomenon. Through a semi structured interview, Grade 3 teachers were interviewed through face-to-face individual discussion. Semi-structured interviews allow researchers to explore a wide range of topics and questions while also allowing participants to elaborate on their responses and provide additional information. Further, semi-structured interviews can provide a deeper understanding of participants' experiences, perspectives, and attitudes, as they allow participants to describe their

experiences and opinions in their own words (Creswell & Poth, 2018). Semi-structured interviews are subjective in nature, and the researcher's biases and assumptions can influence the questions asked and the interpretation of the data. They can be time-consuming to conduct and analyse, as the researcher must transcribe and code the data collected. The data collected in semi-structured interviews are often specific to the participants being interviewed and may not be generalisable to a larger population.

To address the limitations of semi-structured interviews, the study adhered to four ethical principles: replicability, credibility, transferability, and confirmability. These principles ensured the reliability and validity of the research findings.

To enhance replicability, an interview guide was developed with structured questions focused on teachers' views on the use of audio-visual aids, their application in teaching English-speaking skills, challenges faced, and strategies for improvement. This standardized approach ensured that the interview process could be repeated in similar contexts while maintaining consistency in data collection. Additionally, the interviews were audio-recorded and securely stored, allowing future researchers to verify and analyse the data. To ensure credibility, which refers to the accuracy and trustworthiness of the findings, the researcher minimized bias by maintaining a reflexive journal throughout the study. This journal documented personal reflections and potential biases, ensuring transparency in the research process. Furthermore, purposeful sampling was used to select participants with relevant teaching experience, strengthening the authenticity of the data. Transferability was achieved by providing detailed descriptions of the research setting, participants, and findings. The study presented thick descriptions of Grade 3 teachers' experiences with audio-visual aids, making it possible for other researchers to determine whether the findings could be applicable to similar educational contexts. To establish

confirmability and reduce researcher bias, the findings were triangulated with field notes. By cross-referencing the interview data with observational notes, the researcher ensured that interpretations were grounded in participants' actual responses rather than personal assumptions. Additionally, the recorded data was securely stored on a password-protected computer for five years, maintaining the integrity and traceability of the research. By implementing these ethical principles, the study addressed the limitations of semi-structured interviews, ensuring that the findings were reliable, valid, and applicable to educational research.

Therefore, an interview guide was generated with questions on views on the use of audio-visual aids, how teachers use audio-visual aids when teaching English-speaking skills, the challenges experienced by teachers in using audio-visual aids as well as strategies to improve learners' English-speaking skills (see appendix 2 attached). The participants were audio recorded, and the recorded information is kept in a computer with a password for a period of five years.

### **3.8.2 Observation Guide**

A non-participant observation method was used to collect data. Bertram and Christiansen (2014) state that in non-participant observation, the observer is not directly involved in the situation being observed. Non-participant observation allows researchers to observe natural behaviour and interactions in real-life settings, without disrupting the situation or influencing the participants. On-participant observation can be more objective than participant observation, as the researcher is not actively participating in the situation and is less likely to influence the behaviour of the participants (Bertram & Christian, 2014). Non-participant observation can be influenced by observer bias, as the researcher's expectations, beliefs, and assumptions can influence the interpretation of the data collected. Non-participant observation does not allow for

interaction between the researcher and the participants, which can limit the researcher's understanding of the behaviour and the context in which it occurs. The limitations of nonparticipant observation were addressed through giving the observation guide to the study supervisor to check if the checklist was comprehensive to cover the research objectives. Such feedback was received, and the checklist was revised as advised. Thus, an observation guide was used for classroom observation to record if and how teachers use audio-visual aids in teaching English-speaking skills (see appendix 1 attached).

### **3.8.3 Field notes**

Field notes which are defined by Creswell (2014) as transcribed notes or written accounts derived from data collected during observations and interviews, were taken during observation and interview. The observer recorded thoughts, ideas, questions, and concerns based on the observations and interviews.

### **3.9 Data collection procedures**

Creswell (2014) pointed out that seeking permission from relevant authorities, such as the Director of Education, is crucial in ensuring that the research is conducted in an ethically responsible manner, particularly when it involves humans. The researcher requested permission from the Director of Education in the Ohangwena Region before collecting the data. All the participants in the study were requested to complete and sign an informed consent form. Further, Creswell (2014) argues that participants should be fully aware of the purpose, procedures, and potential risks associated with a study. The purpose of this study was to explore how teachers use audio-visual aids when teaching English-speaking skills to junior primary school learners. Therefore, the purpose of the study was explained, appointments were made, and participants were informed of when they would be interviewed. Furthermore, classroom teachers were

informed about the observation and interviews. The observations were recorded in the observation schedule, field notes were taken, interviews were recorded using an audio recorder, and the recordings were transcribed. Confidentiality was assured, and participants were given pseudonyms. These practices align with key ethical principles in research, such as informed consent, privacy, and confidentiality (Creswell, 2014).

### **3.10 Data analysis**

Data were analysed using a thematic analysis approach. The use of thematic analysis in this study is justified by its flexibility and suitability for identifying, analysing, and reporting patterns (themes) within qualitative data. Creswell (2014) noted that, thematic analysis is a widely used and accessible method that allows researchers to engage deeply with the data and uncover meaningful patterns without being constrained by a rigid theoretical framework. This approach is particularly effective when the goal is to explore participants' perspectives and experiences, as it provides a rich, detailed understanding of the data. Therefore, the researcher followed Creswell's (2014) six steps of analysing data: After collecting the data, the researcher prepared, organised and transcribed the data; the second step was to read through the data and reflect on its overall meaning; the third step was coding the data; the fourth step was coming up with themes; then in the fifth step the data were presented in themes and descriptions; the last step was to interpret the findings or the results.

### **3.11 Research Ethics**

After the proposal was approved by the Postgraduate Committee, the researcher applied for an ethical clearance certificate from the Decentralized Ethics Committee. Upon granting of ethical clearance certificate (see appendix 4 attached), the researcher applied for a permission letter

from the Centre for Research and Publications. Then the researcher sought permission from the Ministry of Education Arts and Culture, Ohangwena education regional director. Permission was sought from school principals and appointments were made with teacher participants to seek their consent and to sign a consent form. Bertram & Christian (2014) explains that keeping participants' personal information private is an important part of following ethical standards. It helps protect their privacy and prevents any harm that could come from revealing sensitive details. Using fake names and removing identifying information also follows the ethical rule of confidentiality, which is a key part of research ethics. Thus, the researcher ensured confidentiality and anonymity by not writing the real names of participants throughout the study. Participants were informed that they had the right to agree and to withdraw from participating in the study at any stage if they wished (Creswell, 2014). Interview sessions took 40 minutes, and they were recorded with permission from the participants. Assent from parents was also sought. The research data folder was protected with a code and locked up in a safe place for a period of five years before being discarded, following best practices in data protection (Bertram & Christian, 2014).

### **3.12 Trustworthiness**

In qualitative research, Guba (2024) highlighted that ensuring trustworthiness involves demonstrating credibility, transferability, dependability, and confirmability. Credibility means that the data accurately reflects the phenomenon under study. In this research, it was achieved by spending enough time with teachers and learners and using varied methods such as interviews, classroom observations, and field notes, with data cross-checked through triangulation. Transferability, which considers how applicable the findings are to similar contexts, was addressed by providing detailed descriptions how audio-visual aids were used

when teaching audio visual aids, allowing others to judge the study's relevance to their own settings. Dependability was maintained by carefully documenting every step of data collection and analysis, ensuring that the process could be replicated. Confirmability, ensuring that the findings are based on solid evidence rather than personal bias, was achieved by keeping a reflective journal. The research data folder was protected with a code and locked up in a safe place for a period of five years best practices in data protection (Bertram & Christian, 2014) before being discarded. The data availability over such a lengthy period could permit further verifications should the need arise.

### **3.13 Conclusion**

The chapter described the research design, the population of the study, the sample and sampling procedure, and the research instruments which included semi-structured interviews, an observation checklist as well as field notes. It further highlighted a description of data collection procedures, data analysis as well as research ethics. The next chapter will present the study's findings and analyse the collected data.

## CHAPTER 4

### PRESENTATION OF FINDINGS

#### 4.1 Introduction

The study explored how teachers use audio-visual aids to teach English-speaking skills to junior primary learners in the Ohangwena Circuit. The study sought to address the following research questions: 1. How do junior primary teachers use audio-visual aids when teaching English speaking skills in their classrooms in Ohangwena Circuit? 2. What are junior primary school teachers' views on the use of audio-visual aids in promoting learners' English-speaking skills? 3. What challenges do junior primary teachers experience in using Audio-visual aids? 4. What do teachers suggest as the best strategies to improve junior primary learners' English-speaking skills in their classrooms? The following themes emerged from the study: The role of audiovisual aids in enhancing English speaking skills. Teachers' views of the effectiveness of audiovisual aids in enhancing learners' English speaking. Challenges faced by junior primary teachers in using audio-visual aids at school. Effective strategies to enhance junior primary learners' English-speaking skills.

The data from the interviews were examined in conjunction with the data from the classroom observations. The findings covered the role of audio-visual aids in enhancing English speaking skills. teachers' views of the effectiveness of audio-visual aids in enhancing learners' English speaking. Challenges faced by junior primary teachers in using audio-visual aids at school as well as effective strategies to enhance junior primary learners' English speaking skills

## 4.2 School A

### 4.2.1 Demographic information of the participants at School

Table 4.1: Demographic details of participants for School A

Title	Name	Gender	Age	Qualification	Experience
Teacher	Mirjam	Female	30	Bachelor Degree	4 Years
Teacher	Winy	Female	30	Bachelor Degree	5 Years
Teacher	Salmi	Female	31	Bachelor Degree	6 Years

All teachers at school A attained a teaching bachelor's degree in junior primary education. One of the teachers has 4 years of teaching experience, the other teacher has 5 years of teaching experience and other teacher has 6 years teaching experience.

The data was collected from two schools with similar backgrounds. School A is in a rural area of the Ohangwena Region, Namibia, near the Ohangwena Regional Library. The school has 1,243 learners and 38 teachers. Most families in the area depend on farming to survive and have low incomes because there are few jobs available. The school faces problems like not having enough resources, crowded classrooms, and little access to audio visual aids. Many learners come from homes where parents have low literacy levels, which makes it harder for them to get support with their studies. Despite these challenges, the school is very important for education in the community.

#### **4.2.2 The role of Audio-Visual Aids in enhancing English Speaking Skills at School A**

The teachers at the school employed a variety of audio-visual aids, including computers, cell phones, radios, televisions, projectors, laptops, Bluetooth speakers, posters, and flashcards, to enhance English-speaking lessons. Teachers Winny, Salmi, and Mirjam confirmed having access to these tools, though their usage varied. Teacher Winny mentioned using posters, flashcards, cell phones, and a radio, while Teacher Salmi utilized laptops, flashcards, cell phones, and occasionally Bluetooth speakers. Teacher Mirjam highlighted using computers, a radio, television, projector, laptop, posters, and flashcards. Observations revealed that Mirjam and Salmi incorporated Bluetooth speakers, laptops, televisions, computers, radios, and projectors in their lessons, with Salmi also using posters and picture cards. However, Teacher Winny did not use any audio-visual aids during the observed sessions. Notably, some participants misclassified posters and flashcards as audio-visual aids.

The teachers at the school employed a variety of audio-visual aids, including computers, cell phones, radios, televisions, projectors, laptops, Bluetooth speakers, posters, and flashcards, to enhance English-speaking lessons. Teachers Winny, Salmi, and Mirjam confirmed having access to these tools, though their usage varied. Teacher Winny mentioned using posters, flashcards, cell phones, and a radio, while Teacher Salmi utilized laptops, flashcards, cell phones, and occasionally Bluetooth speakers. Teacher Mirjam highlighted using computers, a radio, television, projector, laptop, posters, and flashcards. Observations revealed that Mirjam and Salmi incorporated Bluetooth speakers, laptops, televisions, computers, radios, and projectors in their lessons, with Salmi also using posters and picture cards. However, Teacher

Winnie did not use any audio-visual aids during the observed sessions. Notably, some participants misclassified posters and flashcards as audio-visual aids.

#### **4.2.2.1 Engage learners through drama**

Ms. Winnie and Ms. Salmi both used audio-visual aids to enhance the English-speaking skills of their learners. Ms. Winnie showed video clips of stories, like "The Three Little Pigs," on television and then had learners dramatize the story. Similarly, Ms. Salmi played English action songs from the internet in class, instructing learners to listen and watch, then re-sing and acting out the songs to improve their speaking skills.

The researcher concluded that most teachers use audio-visual aids to engage learners by having them imitate what they hear and see. Observations of Ms. Salmi's class showed that using a laptop and speakers to present a story led to high participation, as all learners were eager to retell and describe what they had experienced. From my observations, I have noticed that various teachers employed different strategies to engage learners through listening, watching, and dramatizing activities. To provide further context, a few examples from the participants' experiences are:

Ms. Winnie stated that:

I show my learners a video clip of a particular story or event. For example, I play them the story of 'The Three Little Pigs' on television. The learners listen and watch the story, and later, I instruct them to dramatize what they have watched." Similarly, Ms. Salmi explained that:

"I use audiovisual aids to download English action songs from the internet. I then play these songs in class and instruct the learners to listen attentively and watch the actions demonstrated

in the song. Afterwards, I have them re-sing the song they heard. By doing so, it improves their speaking skills, as they imitate the words from the song and act out the actions while singing."

I found that most teachers effectively use audio-visual aids to enhance learning. They allow learners to listen to and watch the audio-visual aids to imitate what they have heard and seen. Specifically, I observed Ms. Salmi utilizing audio-visual aids such as a laptop and speakers. She showed the learners a story on the laptop and subsequently asked them to retell what they had heard and describe what they had seen.

These teaching resources proved to be highly effective, resulting in active participation from all learners. Each learner was eager to share their observations and interpretations of the story. This engagement indicates that incorporating audiovisual aids not only captures the learners' attention but also encourages active involvement and enhances their comprehension and speaking skills.

#### **4.2.2.2 Storytelling**

Ms. Salmi explained how she uses animations to engage her learners. In addition, she said,

"I play an animation on a laptop, which is a video without sound, and then I instruct my learners to tell a story out loud using the presented animations. I found this method quite intriguing, especially because it allows learners to use their creativity and oral storytelling skills."

Similarly, Ms. Mirjam,

"Sometimes showed the learners pictures on PowerPoint and instruct them to construct sentences based on the displayed picture and also to formulate their own stories based on the

pictures". This approach encourages learners to not only describe what they see but also to build narratives around the images, enhancing both their descriptive and imaginative abilities.

It was also observed that Ms. Salmi displayed pictures on her laptop and asked the learners to make predictions orally about what the story might be about. This exercise not only engaged the learners but also fostered their predictive skills, making the learning process both interactive and enjoyable.

These interactions highlight the value of incorporating visual aids and storytelling in teaching. It not only stimulates learners' creativity but also improves their verbal communication and critical thinking skills. Some participants incorrectly referred to posters, flash cards as audio visual aids.

#### **4.2.2.3 Scaffolding learning through reciting stories, rhymes, and poems**

Teachers indicated that they use audio-visual aids when teaching English-speaking skills in various ways. They pointed out that they use a laptop to access the internet to download pictures, songs, animations, and video clips of stories or events to be used during English-speaking lessons. Teachers used audio-visual aids in the sense that they let learners listen and watch audio-visual aids to imitate what they have heard and watched in the presented audio-visual aids. Flashcards and posters were used to display visuals to the learners to say out loud what was on the flashcards as well as on the posters. The radio was used to record a story that is on air and then play it in class during English-speaking lessons for the learners to listen and then re-tell the story, as well as ask the learners questions based on the story for them to answer

verbally thus improving their English-speaking skills. The cell phone was used for recording songs, poems, and rhymes for reciting during English-speaking lessons. To demonstrate these,

I will cite some examples from the teachers' narratives.

Teacher Salmi stated that:

“I use the laptop to let the learners listen to different recording and ask them to re- tell what they have heard in the recordings.”

On the other hand, teacher Winny responded that,

“I use the laptop to download pictures to be used during English speaking lessons; by asking the learners to read the pictures and then I ask them to tell a story based on the presented pictures.”

Also, Winny mentioned that,

“I record a story on the radio and then I play it in class during English speaking lessons for the learners to listen and then I ask the learners to re-tell the story. I also ask the learners questions based on the story for them to answer verbally and this improves the learners English speaking skills.”

Further Teacher Winny stated that,

“I play a recording, such as a poem or a rhyme, on a radio and sometimes on Bluetooth speakers and let my learners listen to the recordings. Then I ask them questions based on the text.”

One of the teachers, Mirjam further stated,

“I instruct the learners to listen to the cell phone recording for example song, poems and rhymes when teaching English speaking skills. I instruct the learners to recite the rhymes and poems, re-sing the song they have heard on the cell phone.”

Additionally, Ms. Mirjam reported that she uses flashcards during English lessons, showing them to the learners and asking them to respond orally to the images.

During my observations, I noted that Ms. Mirjam did not employ any audio-visual aids in one of her English lessons. Instead, she used a method of asking probing questions, such as asking learners to mention their parents' occupations. Unfortunately, only one learner responded, and the rest remained silent. Later, she attempted to engage the learners in a role play about different occupations, but they still did not participate. Realizing this, she distributed flashcards with different occupation headings, asking the learners to read the words and construct sentences orally. Based on my observations, only a few learners were able to construct sentences successfully. Ms. Salmi, for example, used audio-visual aids such as the overhead projector for the learners to visualize the rhymes and then let the learners reproduce the rhymes, they heard by reciting them. It was also observed that Ms. Salmi and Ms. Winny had a USB with recorded poems, which they inserted into a laptop during classes. They allowed the learners to listen to the recorded poems, and afterwards, they asked the learners to recite the poems they had heard. Some participants incorrectly referred to posters and flash cards as audio visual aids.

#### **4.2.3 Teachers' views on the effectiveness of Audio-Visual Aids in enhancing learners' English-Speaking Skill**

##### **4.2.3.1 Stimulation of learners' interest in learning and improved concentration**

Teachers indicated that the use of audio-visual aids arouses the learners' interest, it stimulates learners' English-speaking skills as well as their critical thinking skills. Learners are better

motivated to participate in the lessons. The multisensory approach, such as the use of hearing, listening, sight, and speaking offered by using audio-visual aids appeals to learners and encourages them to participate in the lessons.

The claim above is supported by Ms. Salmi when she said,

“I think it arouses the learners' interest in the lesson.”

Furthermore, Ms. Winny stated,

“I think the use of audio-visual aids is very effective in stimulating the learners' interest in the lesson rather than teaching learners while only listening to the teacher. It improves the learners' concentration. For example, when I am teaching, I record the learners during English speaking lessons and let them listen to the recordings later. This motivates the learners to participate in speaking lessons since every learner will want his or her recording to be listened to later.”

It was observed during a traditional English-speaking lesson of Ms. Mirjam's that did not use any audio-visual aid, that most of the learners could not retell the story. As the teacher was reading the story, the learners were not paying attention.

In Ms. Winny's English-speaking lesson that used audio-visual aids, the learners' interest was aroused during the lesson. When the teacher asked the learners to tell them what they could see in the displayed poster on power point, every learner was able to describe what they saw, relating it to what they heard in the story.

#### **4.2.3.2 Improving learners speaking skills**

Ms. Winny emphasises the effectiveness of audio-visual aids in enhancing learners' speaking skills by providing both visual and auditory stimuli. By combining what learners see and hear, they can better understand and learn English words. During her lesson, visual aids encouraged active participation, as learners were engaged in asking questions and constructing sentences based on the provided pictures on power point. Importantly, learners participated willingly, indicating the effectiveness of the approach in fostering a supportive learning environment.

Ms. Winny noted that,

“The use of audio-visual aids stimulated the learners' speaking skills as they visualized and heard what was being said, and this helped the learners speak English better since they learned some of the words through what they have seen and heard.”

Throughout Ms. Winny's lesson, it could be observed that the use of visual aids helped to improve the learners' speaking skills. For instance, towards the end of the lesson, the teacher gave the learners picture cards of different types of transport and instructed them to ask each other questions about what they could see in the pictures. Besides, the teacher gave each learner a picture of different types of transport and asked them to mention the names of the different transportation they had and construct simple sentences orally based on the pictures. This really improved the learners' speaking skills because every learner had a chance to say what they had in the picture and each learner could construct a sentence orally as they were guided by the pictures they had. It was also observed that the teacher did not force any learner to participate in the lesson, as all the learners were willingly participating by raising their hands voluntarily to construct sentences. However, some participants incorrectly referred to posters, flash cards as audio visual aids.

#### **4.2.3.3 Boosting learners speaking confidence**

Ms. Winny and Ms. Salmi highlighted how audiovisual aids can significantly enhance learners' confidence in speaking English. By listening to audio or watching videos, learners gain confidence in retelling what they have heard. Further, visualizing and hearing correct English pronunciation through audiovisual aids allowed learners to imitate and thus boost their confidence. This method motivated learners by providing them with the opportunity to mimic what they have heard, ultimately increasing their confidence in speaking. For instance:

Ms. Salmi added,

“For learners to gain English speaking confidence, they needed to correctly pronounce words. This entailed visualizing or hearing someone speaking English correctly, which was facilitated using audio-visual aids. By imitating what they hear and see, learners' confidence was boosted, as they were motivated by the act of imitation.”

#### **4.2.3.4 Improving learners' English language pronunciation**

Ms. Salmi and Ms. Winny emphasized how audio-visual aids assist learners in improving their pronunciation. Ms. Salmi noted that when learners mispronounce a word, playing the recorded audio helped them correct their pronunciation. Similarly, Ms. Winny highlighted how internet resources could be utilized to find and listen to correct word pronunciations, aiding both learners and teachers in mastering pronunciation skills. Ms Salmi further indicated that,

“When teaching using audio visual aids, a learner who mispronounces a word, listen to the audio recorded content and do self-correction. This illustrates how the use of audio-visual aids helps learners pronounce words correctly because they replicate what they hear.”

Ms. Winny added that,

“If learners encounter a word they don't know how to pronounce they go online, searches for the word, and listens to the pronunciation together using voice clips from internet dictionaries.”

#### **4.2.4.5 Increasing learners' participation**

Ms. Salmi and Ms. Winny highlighted the effectiveness of audiovisual aids in boosting learners' concentration, participation, and English-speaking skills. Ms. Salmi observed that using a laptop and Bluetooth speakers helped learners to express themselves in English. Visual aids, such as posters, engaged students who were initially unresponsive, leading to active participation and improved speaking skills. In Ms. Winny's class, visual aids turned a noisy, distracted group into focused learners who could answer questions and retell stories based on the visuals presented. The use of audiovisual aids significantly enhanced learners' ability to concentrate, participate, and speak English more effectively.

Ms. Salmi, in appreciating the value of audio-visual aids, also stated that,

“I came to realize that there were some learners who came into class and were unable to express themselves in English, since at the beginning I was only teaching the learners using a traditional method that did not use any audio-visual aids when teaching. When I started using audio-visual aids such as a laptop and Bluetooth speakers, I was surprised to realize that now my learners can express themselves in English.”

During Ms. Winny's observation lesson, the teacher asked the learners probing questions on a topic without displaying a poster and the learners were unable to answer the questions.

However, when the teacher displayed a poster with pictures on the chalkboard and asked the learners questions, the learners were able to answer the questions based on the pictures in the poster because they could visualize what the teacher asked. This showed that at first, the learners seemed to be very bored, but when the teacher presented the teaching aids, every learner was excited and willing to participate in the lesson.

In Ms. Salmi's lesson, it could be observed that the use of audio-visual aids assisted in improving learners' speaking skills. After the teacher showed the learners a video, most of the learners were willing to participate, and most of them engaged in speaking activities as they were retelling what they heard from the video and were able to tell each other what they saw in the video.

During Ms. Mirjam's lesson, the researcher observed that the use of visual aids helped in improving learners' speaking skills because at first, the learners could not say anything. But when the teacher asked them, questions using a poster, the learners started to participate in the lesson. Some participants incorrectly referred to posters, flash cards as audio visual aids.

#### **4.2.3.6 Improving learner's vocabulary**

This claim is supported by Ms. Mirjam, who said that learners' English-speaking skills will improve because the learners will listen to new words, and their pronunciations through the recorded items, which they will be able to imitate in terms of word pronunciations and use (vocabulary) in sentences. By doing so, their vocabulary will be developed as they will learn new words in terms of pronunciation and meaning.

#### **4.2.4 Challenges faced by Junior Primary teachers in using Audio-Visual Aids at School A**

##### **4.2.4.1 Poor Network Coverage**

Ms. Salmi and Ms. Winny both acknowledged the effectiveness of audio-visual aids in teaching

English speaking skills but highlighted significant challenges due to poor network connectivity. Ms. Salmi struggles with weak internet connections, making it difficult to download necessary videos. Similarly, Ms. Winny faces network issues that prevent video downloads and finds using personal data costly. During an observation, Ms. Winny planned to use a YouTube video in her lesson, but due to poor network coverage, she had to resort to reading a story to the learners instead.

For example, Ms. Winny said,

“Downloading with my personal cell phone to transfer the videos to a computer is very expensive as it consumes a lot of data.”

#### **4.2.4.2 Poor classroom management**

Ms. Salmi and Ms. Mirjam both identify classroom management issues as challenges when using audio-visual aids. Ms. Salmi notes that showing videos on a laptop often leads to unnecessary noise and disruptions, as learners move chairs and desks to get closer to the screen. Similarly, Ms. Mirjam observed that the small laptop screen can cause students to fight for front seats, leading to further classroom management difficulties. To reinforce these points, here are the participant’s stories,

Ms. Salmi indicated that,

“The other challenge I encounter is learners making unnecessary noise when I am using a laptop to show them a video, since every learner wants to be next to or closer to the laptop. The moment I switch on my laptop to display lesson content, the learners start to move their chairs and desks, and by doing so, there tends to be a lot of noise and interruptions in the class.”

Ms. Mirjam added that,

“The use of audiovisual aids can lead to poor classroom management in such a way that the learners may start fighting for front seats, especially when you are showing them a video on a laptop. Since the laptop screen is too small, everyone wants to sit in front.”

#### **4.2.4.3 Lack of skills in utilising the available audio-visual aids**

One of the teachers stated that some teachers do not know how to use audio-visual aids, which makes it difficult for them to use available audio-visual aids.

Ms. Winny confirmed this by saying:

“Some teachers at our school do not know how to use audio-visual aids, which makes it hard for them to use the available audio-visual aids.”

All the participants pointed out that not having enough training and skills in using audiovisual aids is a common problem, which makes it difficult to use them effectively in teaching.

#### **4.2.4.4 Availability of audio-visual aids**

Ms. Winny highlighted that teachers have limited access to these aids, not knowing where they are stored or whom to contact to borrow them, and insufficient quantity for large classes. With only one laptop, many students may struggle to see or hear the content effectively.

Ms. Winny raised the challenges of using audio-visual aids as follows,

“I encounter the challenge of lack of access to audio-visual aids, not knowing where they are kept at schools, and not knowing who to contact when I want to borrow them. Having only one laptop to use in class, for instance, is not sufficient, as some of the learners may not be able to see what is being displayed, and they may not be able to hear.”

#### **4.2.4.5 Lack of training on how to use audio-visual aids**

One of the teachers shared that she struggles with using audio-visual aids such as laptops, televisions, and projectors because she has not received training in their use. She observed that other teachers at her school face the same issue.

Ms. Salmi shared her experience, saying that

“I cannot use audio visual aids like a laptop, television, or projector because I was not trained on how to use them I have also noticed that other teachers at my school have the same problem because they also do not know how to use these audio visual aids.”

#### **4.2.4.6 In adequate time**

Using audio-visual aids is time-consuming due to the need to find relevant online content.

Observations also showed that participants faced difficulties connecting devices, which took up a lot of their time.

Ms. Winny indicated that,

“I think the use of audio-visual aids is time-consuming since one must go on the internet and search for relevant videos and audios to suit a specific lesson content.”

During observation, the researcher noted that some participants faced challenges when teaching.

For instance, they struggled with connecting their gadgets, such as linking a cell phone to a laptop, and this consumed a significant amount of their time.

#### **4.2.4.7 Shallow lesson planning**

Ms. Mirjam emphasised that poor lesson planning hinders the effective use of audio-visual aids in English lessons. Ms. Mirjam stressed that without sufficient planning, teachers struggle to decide which audio-visual tools to employ, how, and when. Teachers must plan carefully to choose the right audio-visual aids, timing, and manner.

## **4.2.5 Effective strategies to enhance Junior Primary learners' English-Speaking Skills**

### **4.2.5.1 Availing more English lessons teaching time**

Ms. Winny and Ms. Mirjam stressed the necessity of giving students enough time to practise English speaking. They recommended 80 minutes every day for successful involvement. The researcher found that some schools only gave learners 40 minutes per day to talk. Many teachers did not follow the national policy guide, which prescribes six hours per week for English classes, resulting in insufficient language practice. Participants recounted the following,

Ms. Winny stressed the need of maintaining learners' freedom and providing ample time for English speaking practice.

“I think English classrooms should give learners plenty of time to talk rather than just teaching.”

According to Ms. Mirjam,

“Daily English sessions should be 80 minutes to provide for sufficient time for speaking activities. I think individual speaking practice is essential for enhancing English speaking skills in many learners.”

The researcher found that some schools only taught English for 40 minutes per day. This limited time makes it hard for teachers to give learners significant speaking chances. The researcher further found that some teachers are not following the national junior primary policy guide, which suggests dedicating 9 periods (equal to 6 hours) each week to English. Inconsistency in following the policy guide affects English education at these schools.

#### **4.2.5.2 Need for support from the school management**

Ms. Mirjam suggested that teachers would be more motivated to use audio-visual aids in teaching English speaking skills if encouraged by school principals or department heads. Noting her own positive experience with such support, she said:

“I think for teachers to be motivated to use audiovisual aids when teaching English speaking skills, they should be encouraged by their school principals or heads of departments, and I personally received encouragement from the school principal and from the head of department on the use of audiovisual aids when teaching English speaking skills, as we have those audiovisual gadgets at our school, thus this motivated me to use them.”

#### **4.2.5.3 Provision of audio-visual aids to schools**

Ms. Salmi advised teachers to use laptops, computers, and cell phones for teaching English speaking skills, as learners learn best with these tools by listening to recordings. Ms. Winny suggested that the ministry should provide audio-visual aids to schools, as these tools enhance learners speaking skills by allowing them to see and hear content. She also recommended activities like classroom greetings, sharing ideas, and news exercises to further stimulate English-speaking skills.

Ms. Salmi stated,

“I advise teachers to use laptops, computers, and cell phones for the learners to listen to different recordings and be able to learn how to speak English language.”

Ms. Winny stated,

“The ministry should avail audiovisual aids to schools for teachers to use during English speaking lessons so that the learners will be able to see and hear things, as this stimulates the learners' speaking skills. For example, a teacher can ask the learners to do greetings in class, ask the learners to share ideas in English, as this will improve the learners' English-speaking skills. To add to that, I think teachers can do English news activities with the learners, as it will stimulate the learners' English-speaking skills.”

#### **4.2.5.4 Promoting the use of audio-visual aids in teaching English-speaking skills**

All participants in the study emphasized that collaboration among teachers, school managers, and other schools is essential to enhance the use of audiovisual aids in teaching English speaking skills. Ms. Salmi suggested that collaboration would help teachers plan lessons effectively and utilise the best audio-visual aids. Ms. Mirjam pointed out that collaboration could ensure access to necessary teaching aids not available at the school. Ms. Winny stressed that collaboration would increase teachers' motivation and support from various stakeholders, including other teachers, school managers, and neighbouring schools.

Ms. Salmi said,

“The use of audiovisual aids will be improved when there is collaboration between the teachers, the school managers, as well as other surrounding schools. In a way, when teachers are working together in school-related activities, more especially when they are teaching, they help each other when they are planning their lessons to think of the best audiovisual aids they can use to teach their learners English speaking skills.”

#### **4.2.5.5 Professional development for improving the use of audio-visual aids**

Ms. Mirjam expressed a need for training on various audio-visual aids to effectively use them in teaching English speaking skills, emphasising that if she does not know how to use audiovisual aids, it prevents her from incorporating them into my teaching, thereby limiting the learners' ability to improve their English-speaking skills. Similarly, Ms. Winny noted that,

“I am permitted to use audiovisual aids when teaching English speaking skills, and I have received training on how to use them, which has encouraged me to utilize the available audiovisual aids.”

#### **4.2.5.6 Collaboration with Service Providers**

All participants in the study agreed that schools should collaborate with network providers such as MTC, and electricity suppliers to ensure consistent access to internet and electricity. They emphasised that while some schools may already have electricity, it is crucial for those without access to work closely with providers like Nored to obtain it. This access is essential for utilising audiovisual aids effectively, as many of these devices require electricity to operate.

#### **4.2.5.7 Use of solar power as an alternative power source**

Ms. Mirjam highlighted the challenge faced by schools without electricity, preventing teachers from using audio-visual aids effectively. She suggested that such schools should consider installing solar power systems to enable the utilisation of audio-visual aids in teaching English speaking skills. This is confirmed as follows:

“There are schools out there which do not have access to electricity, and the teachers cannot use audio-visual aids due to this issue. I am suggesting that schools without electricity should install solar power for them to be able to utilise audio-visual aids when teaching English speaking skills.”

#### **4.2.5.8 Minimising the use of code-switching**

Ms. Mirjam advocated for teaching English in English without resorting to translation or codeswitching, suggesting the use of audiovisual aids and simple language accompanied by body language to facilitate understanding. Ms. Winny emphasized the importance of focusing on English-speaking skills during English lessons. To affirm the above point, Ms. Mirjam argued that:

“Texts and interactions should not be translated, meaning code-switching should be strictly avoided. Teachers should teach using audiovisual aids and speak in a simple language.”

### **4.3 School B**

#### **4.3.1 Demographic information of the participants at School B**

As shown in Table 4.2, three teachers participated at School B. They attained a teaching Diploma in junior primary education. Two had many years of teaching experience one teacher with 34 years of teaching experience and the other one with 37 years of teaching experience, there was also one teacher with four years of teaching experience. School B is in a rural area of Ohangwena Region, Namibia, where most families rely on subsistence farming and have low incomes due to limited job opportunities. The school serves 935 learners with 21 teachers but faces challenges such as limited resources, overcrowded classrooms, and minimal access to audio visual aids. Many learners come from households with low literacy levels, impacting their

educational support. Despite these challenges, the community values education and receives support from local institutions like hospital, church and government initiatives such as free primary education. The school remains a vital pillar of hope for improving the socio-economic conditions of the area.

Table 4.2: Demographic details of participants for School B

Title	Name	Gender	Age	Qualification	Experience
Teacher	Christine	Female	57	Diploma	34 Years
Teacher	Penelao	Female	58	Diploma	37 Years
Teacher	Faith	Female	30	Diploma	4 Years

#### 4.3.2 The role of Audio-Visual Aids in enhancing English Speaking Skills at School B

Teachers Penelao, Faith, and Christine acknowledged the availability of various audio-visual aids at their school but admitted to infrequent usage. Teacher Penelao mentioned having access to laptops, computers, and posters but rarely using them. Teacher Faith highlighted speakers, a laptop, posters, and a cell phone, which she occasionally used for teaching English-speaking skills to Grade 3 learners. Teacher Christine listed Bluetooth speakers, a cell phone, a personal computer, posters, flashcards, and books, stating that she uses some of these aids during lessons. While all three teachers agreed that audio-visual aids are available, they noted they are not used regularly. Observations revealed that Teacher Christine incorporated Bluetooth speakers, a laptop, a cell phone, a television, a computer, a radio, and a projector when teaching English speaking skills, while Teacher Faith used picture cards, and Teacher Penelao utilized flashcards

and picture cards in certain lessons. However, some participants mistakenly classified posters and flashcards as audio-visual aids.

#### **4.3.2.1 Engage learners through drama**

Ms. Faith mentioned that she uses a laptop to teach rhymes, phonics, and stories by having learners watch and listen to recorded content and then imitate it. Similarly, Ms. Christine stated that she uses a laptop to show videos to the learners, asks them to describe what they saw, and sometimes has them act out the videos through dramatization.

During observations, on the first day, Ms. Christine used audiovisual aids such as Bluetooth speakers, a laptop, and a cell phone in such a way that she connected the cell phone with recorded sentences accompanied by pictures on a laptop, and she connected the Bluetooth speakers to make the sound loud and clear enough. She then let the learners listen to the sentences while watching the pictures.

#### **4.3.2.2 Storytelling**

Ms. Faith explained that she uses flashcards by writing a word on them and instructing a learner to pick a flashcard and construct a sentence using the word. However, the participants incorrectly referred to flash cards as audio visual aids. In contrast, Ms. Penelao stated that she does not use any audio-visual aids when teaching English speaking skills but suggested that teachers could use such aids by showing learners a slideshow of a story presented in pictures and then having them formulate stories based on those pictures.

During the observation, Ms. Christine showed the learners a picture of a dog on a laptop and gave the learners an instruction which said,

“Use the picture you saw on the laptop screen to orally construct sentences which best describe the dog you saw using the dog’s features in the picture.

#### **4.3.2.3 Scaffolding learning through reciting stories, rhymes and poems**

Ms. Faith said that she utilises posters and flashcards by instructing learners to select a picture and tell a story about it, however the participants incorrectly referred to flash cards as audio visual aids. She also said she downloads conversations on her phone and plays them for learners to listen to and role-play, saving time and avoiding technological issues during lessons. Teacher Christine mentioned that she downloads educational games from the internet as part of her lesson preparation and uses them to teach English speaking skills, allowing students to watch and act out the games. Teacher Christine further stated that she uses audio-visual aids by having her learners watch a motion rhyme on a laptop and then recite it. Ms. Faith mentioned that she uses a DVD from the English textbook teacher’s manual, inserts it into a laptop, and asks the learners to listen to and recite the poems and rhymes from the DVD.

During observation, the researcher found out that Ms. Faith did not use any audiovisual aids; she only used a textbook to read a story to the learners. Ms. Faith also used flashcards and instructed the learners to read the words written on the flashcards, asking them to give them the meanings, but some learners could not even mention a single word. Moreover, during the observation, it was observed that Ms. Penelao used flashcards with words starting with consonants and some with vowels by displaying them on the chalkboard. She instructed the learners to categorize them, but most of the learners failed to categorize them correctly. The teacher further displayed a poster with incomplete sentences accompanied by pictures and instructed the learners to fill in indefinite articles such as "a" and "an" and to retell the sentences orally, but most of the learners in class failed to retell the sentences. The active use of

audiovisual aids in class could not be observed at school B even if the indications were that they had them and were using them.

### **4.3.3 Teachers' views on the effectiveness of audio-visual aids in enhancing learners' English-speaking skill**

**4.3.3.1: Stimulation of learners' interest in learning and improved concentration** During Ms. Christine's English-speaking lesson, the researcher observed that audio-visual aids significantly increased learners' interest and participation. Initially, only a few learners responded to vocabulary exercises. However, when pictures were displayed on the chalkboard, more learners constructed sentences using the given vowels. The upcoming video excited the learners, leading them to rearrange their seating for a better view and increase their concentration and participation. After watching the video, many learners could correctly pronounce and construct sentences using words with "a-e" sounds, demonstrating improved English-speaking skills.

Similarly, during Ms. Penelao's lesson, the use of audio-visual aids, such as recorded rhymes and visual aids like posters and flashcards, stimulated the learners' interest and participation. Learners were excited and attentive, repeating the rhymes and engaging in the lesson. Visual aids helped learners use correct indefinite articles and tell stories based on the pictures. In contrast, during Ms. Faith's lesson, the absence of audio-visual aids resulted in a lack of engagement. Most learners were distracted, not paying attention, and doing other activities instead of listening to each other's stories. The observation classes in which the audio-visual aids were used showed enhanced learners' interest, concentration, and English-speaking skills.

#### **4.3.3.2 Improve learners' speaking skills**

Ms. Faith highlighted the effectiveness of audio-visual aids in stimulating learners' ideas and improving their ability to recall and express themselves in English. She noted that learners respond better to questions when shown pictures or videos compared to oral questions alone.

However, during an observed lesson where she did not use any audio-visual aids, there was no change in learners' English-speaking skills and there was poor learners' participation in speaking skills activities and only active learners continued to participate. Ms. Penelao's lessons showed that using audio-visual aids greatly enhanced learners' participation and speaking skills. Initially, many learners struggled to retell a rhyme, but after listening to a recorded version, most were able to retell it correctly, though with some minor omissions. Despite the lack of audio-visual aids in her speaking lessons, where participation was low and only a few learners remained active, the recorded audio helped improve learners' ability to retell the rhyme, highlighting the positive impact of using such aids in teaching.

#### **4.3.3.3: Boost learners' speaking confidence**

Ms. Christine stated that using audio-visual aids in teaching English speaking skills is very effective. It encourages learners to speak, boosts their English-speaking confidence, increases their interest in English speaking lessons, and motivates them to improve their English-speaking skills. During Ms. Faith's lesson, a learner was instructed by the teacher to retell the story of a cow, dog, and goat, which was shared with the class orally, without pictures on power point, the response was negative. However, when the learners were asked questions based on the story but with the help of the pictures on power point, all the learners were raising their hands to provide answers since they had pictures to look at. This gave the learners confidence to talk because they had something to relate to.

#### **4.3.3.4: Improving learners' English language pronunciation Ms.**

Penelao highlighted that the use of audio-visual as follows:

“Improves the learners' confidence in such a way that it will remove shyness amongst the learners. The learners will not be shy to express themselves in English since at times they will be asked to retell what they have heard or seen in the presented audiovisual aids. This means they will have the confidence to talk as they have something to relate to”.

On the contrary, Ms. Christine indicated that the use of audio visual is effective in improving the learners' English pronunciation in a way that at first, the learners were not able to mention some words with a-e sounds nor able to construct sentences using words with a-e, but after watching the video most of the learners were able to mention word with a-e sounds and amazingly they were able to construct sentences using word with a-e sounds orally with an excellent pronunciation. Since the beginning, the learners were not able to pronounce words correctly as they were struggling with pronunciation.

#### **4.3.3.5 Increase learners' participation**

Ms. Christine highlighted the effectiveness of audio-visual aids in English lessons. She noted that their use increases learners' attention and concentration levels, providing ample opportunities for learning and exploration. Additionally, by relating lessons to real-life objects, such as asking learners to mention the name of a horse orally and asking the learners to repeat after me, doing so, will improve the learners' speaking skills.

During observation, Ms. Penelao's lesson revealed that the use of audiovisual aids has a useful impact on the learners' speaking skills. Initially, when the teacher introduced the lesson topic, the learners seemed not to understand what the teacher was talking about. However, when the

teacher displayed the poster on the chalkboard, the learners began to participate because they were able to visualize what was asked. This stimulated their eagerness to talk, indicating that the use of visual aids also helped in stimulating the learners' English-speaking skills, as they were willing to describe what they could see in the poster.

#### **4.3.3.6 Improving learners' vocabulary**

Ms. Christine emphasized that the use of audio-visual aids enhances learners' vocabulary by sparking their curiosity to learn new words through exposure to images and videos. She suggested that animated pictures with sounds can introduce learners to unfamiliar vocabulary, expanding their knowledge as they listen to the animations. Similarly, Ms. Penelao suggested recording vocabulary words with their meanings on a radio recorder and having learners listen to the recordings to improve their vocabulary skills.

### **4.3.4 Challenges Faced by Junior Primary Teachers in Using Audio-Visual Aids at School B**

#### **4.3.4.1: Poor network coverage**

Ms. Penelao mentioned the unreliability of the internet connection, highlighting instances where downloading videos can be particularly challenging. She noted that attempts to download videos might result in prolonged loading times or even failure to download, ultimately wasting time without achieving the intended outcome. She expressed this as follows:

“Sometimes the internet connection here is unreliable. At times, one may want to download a video, for example, but the downloads are just loading. You can spend the whole day waiting for the video to download, but you will end up downloading nothing and wasting your time.”

#### **4.3.4.2 Poor classroom management**

Ms. Christine stated that,

“The use of audiovisual aids can cause classroom distractions as well. Sometimes, the DVD which will be used can scratch, the screen display might be blurry, and the sound quality might be poor, which might bring a lot of distractions from the learners as they might start making noise claiming they cannot see and hear properly.”

Ms. Faith added that,

“The use of audiovisual aids may lead to classroom disruption. If a teacher presents a video to the learners which is boring, the learners might fall asleep during the lesson.”

During observations, the researcher observed that during Ms. Christine’s lesson, the learners were making too much noise as the teacher was experiencing connection issues.

#### **4.3.4.3: Lack of skills in utilising the available audio-visual aids**

During Ms. Christine's lesson, a challenge arose due to her lack of technical expertise in using audio-visual gadgets. She struggled to connect a cell phone to a laptop to play a video, seeking assistance from a colleague, which consumed valuable lesson time.

The researcher observed that the teacher experienced a challenge of lack of technical knowhow in utilising the technological audiovisual gadgets. The teacher was struggling to connect the cell phone to the laptop since the played video was on a cell phone, and the laptop screen was bigger than a cell phone screen. Consequently, the teacher sought assistance from a colleague to connect the cell phone to the laptop so that the learners would be able to watch and listen to the

video. This posed a challenge in terms of time management as it consumed some of the lesson time, requiring the teacher to run around to seek assistance.

Similarly, in Ms. Faith's lesson it was observed that she had a laptop but did not use it effectively, possibly due to a lack of knowledge of its operation. This highlights a broader issue among participants where they may be willing to use audio-visual aids but lack the technical know-how to do so effectively.

The findings indicate that some participants are willing to use audiovisual aids, however, they lack the technical know-how to utilize the available audiovisual aids effectively.

#### **4.3.4.4: Availability of audio-visual aids**

Ms. Faith outlined several challenges related to the availability of audio-visual aids in her teaching. These included issues with laptops freezing and insufficient availability of color printing, posters, projectors, and speakers. She also highlighted the difficulty of showing videos on small laptop screens to large classes.

Similarly, Ms. Christine noted a lack of technological facilities such as laptops, microphones, and projectors at her school. She mentioned difficulties in displaying videos on small laptop screens to large classes and the absence of projectors, leading her to sometimes use her own laptop.

Ms. Penelao echoed with these challenges, noting a shortage of computers and difficulties in accessing speakers and projectors due to their limited availability at the school. These constraints hinder her ability to effectively utilize audio-visual aids in teaching English speaking skills. The researcher outlined the participants' views as follows:

Ms. Faith stated that,

“Additionally, the other challenge I experiences is the lack of colour printing. Sometimes I would want to print colour pictures to use in my English-speaking skills lessons, but I cannot because we are not permitted to do colour printing at their school, which discourages me from using visual aids. I also experience a challenge of posters not being distributed on time, such as at the beginning of the year. Another challenge is the unavailability of some teaching aids, such as projectors and speakers.”

During observations, the researcher noted that some participants were using audiovisual aids such as laptops, overhead projectors, cell phones, Bluetooth speakers, and radio recorders, while some were not using them as they were not available. Moreover, the researcher observed that during Ms. Faith’s lesson, learners were not able to say a single sentence or word in English due to the lack of audiovisual aids, lack of confidence among learners when speaking, speaking too low, shyness amongst learners when they are speaking, and lack of teacher guidance, encouragement, and support assisting learners to speak. Since the teacher is not motivating the learners to speak and is not guiding them on what to say and how to say it.

#### **4.3.4.5 Lack of training on how to use audio-visual aids**

Ms. Penelao mentioned that she does not know how to operate audio-visual aids because she never received training on their use during her schooling or teacher training education. She spoke

“I do not know how to operate audiovisual aids as I was never trained on how to operate them during my years of schooling nor during my tertiary education in my teacher’s training education.”

During observations, the researcher observed that some of the participants were not using audiovisual aids as they did not have the skill to use them, as they were not trained on how to operate them.

#### **4.3.4.6 In adequate time**

Ms. Faith mentioned that she lacks time to download audio-visual aids due to her busy schedule with lesson planning. Thus, not give her ample time to download my videos or do my recordings using audiovisual aids. Ms. Penelao added that downloading content can be very time consuming, sometimes the time is not sufficient, as one must wait for the downloaded content to load. Ms. Christine stated that using audio-visual aids during lessons consumes a lot of time, as projecting and watching videos or listening to recorded audio takes up a significant portion of the lesson.

During observation, the researcher observed that when some participants were teaching, they had a challenge connecting their gadgets, for example, connecting a cell phone to a laptop, and this consumed much of their time.

#### **4.3.4.7 Shallow lesson planning**

Ms. Faith stressed that poor lesson planning contributes to the challenges of using audio-visual aids in teaching English speaking skills. She explained that effective use of audio-visual aids requires proper planning, as these aids need to be included in the lesson plan for them to be utilised successfully.

### **4.3.5 Effective strategies to enhance Junior Primary Learners' English-speaking Skills**

#### **4.3.5.1 Availing more English lessons teaching time**

The researcher noted that in some schools, English lessons are only allocated 40 minutes per day, totalling 3 hours and 20 minutes per week. This limited time makes it difficult for teachers

to give each learner a chance to speak. Additionally, some schools are not following the national policy guide for junior primary period allocations, which prescribes 9 periods (equivalent to 6 hours) per week for English. Consequently, insufficient time is allocated to English lessons, affecting the effectiveness of teaching. This makes it difficult for the teachers to give every learner a chance to speak since the time is not enough.

#### **4.3.5.2 Need for support from the school management Ms.**

Christine stated that

“I think there is a high need for support from the school management in terms of providing encouragement, providing audio-visual aids, as well as rendering a helping hand on the use of audio-visual aids. This simply implies that if one does not have support from the school management, for instance, if I request from the school to buy a certain audio-visual aid and they happen not to buy it, then I will feel more discouraged to use audio-visual aids during my lessons.”

#### **4.3.5.3 Provision of audio-visual aids to schools**

Ms. Faith suggested that learners should be taught using posters, television, and radio, as exposure to these media improves English speaking skills. She noted that learners with access to television at home speak better English. Ms. Christine agreed, stating that audio-visual aids should be available in schools to help teachers improve learners' English by showing videos and using radio programs. Ms. Penelao advised that the ministry should provide audio-visual gadgets like laptops, cell phones, and speakers for teachers to use. Ms. Christine added that the ministry should supply these aids because they are expensive, and schools are often unwilling to purchase them with limited funds.

Ms. Faith added that,

“I have realized that learners who speak better English, especially at our school, are those who are exposed to televisions at home. Learners who do not watch television at home cannot express themselves in English and their English-speaking skills are very poor.”

Ms. Christine stated that,

“Audio-visual aids should be made available to schools so that teachers can make use of them, and that learners should be taught in a way that includes showing videos and letting them listen to the radio for their English-speaking skills to improve.”

In addition, Ms. Penelao stated that,

“I advise the ministry to provide audio-visual gadgets for teachers to use, such as laptops, cell phones, and speakers, to let the learners listen to the stories.”

**4.3.5.4 Promoting the use of audio-visual aids in teaching English speaking skills** Ms. Faith suggested that schools should collaborate by sharing information on the use of audiovisual aids and where they purchase them. By doing so, other schools will get an idea of where to get useful English-speaking skills audio-visual aids, and how to use them, and they will also have an idea of what audio-visual aids to use when teaching learners English-speaking skills. This would help other schools gain useful insights. Ms. Penelao emphasised that collaboration among teachers can promote the use of audio-visual aids. Teachers proficient in using these aids can assist those who are not, and they can share ideas on which aids to use and how to use them effectively.

**4.3.5.5 Professional development for improving the use of audio-visual aids**

The three teachers emphasised the necessity of training and encouragement for teachers to use audio-visual aids in teaching English speaking skills. Ms. Faith noted the lack of support and

training she received, highlighting the need for such training to enable the effective use of audiovisual aids. Ms. Christine added that this lack of training has left her uncertain about strategies and types of aids to use, pointing out the syllabus's lack of clarity on teaching speaking skills.

Ms. Penelao concurred, stressing that teachers should be encouraged and trained on the use of audio-visual aids and effective teaching strategies for English speaking skills.

#### **4.3.5.6 Collaboration with service providers**

Ms. Penelao suggested that schools should collaborate with MTC to provide internet connectivity, enabling teachers to download audio-visual materials for learners. Similarly, Ms. Christine recommended that the schools partner with network providers, particularly telecommunication companies with fast internet connections, to facilitate the downloading of English-speaking activities like poems, rhymes, and stories, which are mainly available online.

Ms. Christine noted that,

“There is no way that teachers can download audio-visual aids without having access to the internet, as most of the English-speaking activities such as poems, rhymes, and stories are readily available on the internet.”

It is, therefore, imperative that to improve the use of audio-visual aids, schools should work in collaboration with Nored and network providers. This is crucial since most of the audio-visual aids' clips are readily available on the internet, and for one to have access to the internet, there must be electricity and network connections, as the two operate together.

#### **4.3.5.7 Use of solar power as an alternative power source**

All participants expressed the need for schools to have solar systems installed. Ms. Faith emphasised the importance of solar systems in case of power outages, enabling teachers to utilise the Internet for teaching purposes. Ms. Christine shared her experience of planning lessons involving audio-visual aids, stating:

“Sometimes I plan my lesson in such a way that I will use audio-visual aids during my lesson presentation. However, to my surprise, when I go to school the following day, there is no electricity to show the videos I planned for my learners to watch. This makes me teach without any audio-visual aid. But if there were solar systems at the school, I could have switched on the solar power and then shown the video I planned for the learners to watch on the internet.”

#### **4.3.5.8 Minimising the use of code switching**

Ms. Faith stated that

“I think when teaching English speaking skills, teachers should use audio-visual aids and give more speaking activities. The teacher should put an emphasis on speaking English only during English lessons, and teachers should refrain from code-switching.”

Ms. Christine stated that,

“I will advise teachers to do more speaking activities with the learners and to let the learners speak more than the teacher.”

#### **4.4 Conclusion**

This chapter presented findings regarding the use of audio-visual aids by junior primary school teachers to promote English-speaking skills among learners at School A and School B. In

examining the use of audio-visual aids between two schools, it becomes clear that School A employs audio-visual aids more frequently and effectively than School B. The teachers at School A, including Ms. Winny, Ms. Salmi, and Ms. Mirjam, extensively use a variety of audiovisual aids, including laptops, cell phones, and radios to enhance their English-speaking skills. They incorporate a wide range of resources like downloaded pictures, songs, videos, flashcards, and posters. Learners engage in activities such as re-telling stories, dramatizing video clips, listening to songs, and reciting rhymes and poems. Observations indicate a high level of learner participation and engagement with these audiovisual aids.

Although teachers at School B also mention using audiovisual aids like laptops, flashcards, and videos, the actual use during lessons seems less consistent. Observations revealed that some teachers primarily rely on traditional methods like reading from textbooks, with only occasional use of audiovisual tools like laptops and Bluetooth speakers. The active engagement with audiovisual aids in School B appears more limited compared to School A. This lack of using audiovisual aids at School B seems like a missed opportunity to help learners improve their English speaking skills. This implies that some participants incorrectly referred to flash cards as audio visual aids.

The data further indicates that the consistent and varied use of audio-visual aids at School A contributed to better outcomes in advancing learners' speaking skills. Learners at School A were observed to be more engaged, participating actively in lessons where they were encouraged to imitate what they saw and heard through the audio-visual aids. This led to noticeable improvements in their speaking skills, pronunciation, and vocabulary. On the other hand, the inconsistent use of audio-visual aids at School B appeared to limit learners' progress, with many

struggling to respond to even basic prompts during English-speaking lessons. However, several challenges were identified, including poor network coverage, classroom management issues, and lack of skills in utilizing available aids, resource scarcity, insufficient training, time constraints, and inadequate lesson planning. Recommendations to address these challenges included providing sufficient teaching time, school management support, access to aids, collaboration between teachers and management, sharing information with neighbouring schools, in-service training for teachers, collaboration with network providers for electricity availability, installation of solar power stations, and minimizing code-switching. The next chapter presents a discussion of the study's findings on the use of audio-visual aids in enhancing English speaking skills.

## **CHAPTER 5**

### **DISCUSSION OF FINDINGS**

#### **5.1 Introduction**

This chapter outlines a discussion of the study findings on the use of audio-visual aids in teaching English-speaking skills. The discussion focuses on the following research questions: How teachers use audio-visual aids when teaching English speaking skills in their classrooms; junior primary school teachers' views on the use of audio-visual aids in promoting learners English-speaking skills; challenges junior primary teachers experienced in using audio-visual aids as well as best strategies to improve junior primary learners' English-speaking skills. In the exploration of the impact of audio-visual aids in teaching English-speaking skills at School A and School B, the research looked at whether teachers used available audio-visual aids for teaching English-speaking skills in two schools: School A and School B.

#### **5.2 The uses of audio-visual aids in teaching English speaking skills**

The study investigated the availability and utilization of audio-visual aids in teaching English speaking skills at two schools, School A and School B. Despite both schools being equipped with various audio-visual resources, the research highlighted significant differences in how audio-visual aids were used by the teachers. Schools A and B have access to various audiovisual aids, but their usage differs. Teachers at School A, like Winny and Salmi, creatively use aids such as laptops, radios, and televisions to create interactive and engaging English-speaking lessons, aligning with studies by Kurniawan (2016) and Elyamna (2019). However, some teachers at School A, like Mirjam, underutilize these resources, highlighting inconsistent practices. In contrast, School B shows less frequent and varied use of audio-visual aids. While some teachers, like Christine, use tools like Bluetooth speakers effectively, others, like Penelao,

rely on traditional methods despite the availability of resources. This inconsistency suggests a gap in training and motivation, limiting the potential benefits of audio-visual aids. Generally, effective use of audio-visual aids enhances learning, but their impact depends on thoughtful and consistent implementation, as emphasized by Kurniawan (2016) and Elyamna (2019).

### **5.2.1 Engage learners through drama**

Teachers at both School A and School B use various strategies on how to use audiovisual aids to enhance English-speaking skills among learners. At School A and School B, teachers use audiovisual aids to help learners improve their English-speaking skills, but they do it in different ways. At School A, teachers use video clips of stories like "The Three Little Pigs" shown on TV. This helps learners get involved by acting out the stories and participating in interactive storytelling. Another teacher at School A uses a laptop and speakers to play English action songs from the internet. This makes learning fun as learners listen, watch, sing along, and act out the songs.

This corresponds with Akbari and Razmjoo (2015) when it was revealed that teachers used videos to scaffold learners' understanding of listening comprehension and pronunciation. The study concluded that videos can be used to model correct pronunciation and intonation and to provide learners with a visual representation of the language structures in context. At School B, teachers also use audiovisual aids, but their focus is a bit different. One teacher uses a laptop to play recorded rhymes, phonics, and stories. This helps learners with listening, watching, and mimicking, which builds a good base for speaking skills. Another teacher shows videos on a laptop and asks learners to describe what they see and act out scenes, which improves their ability to speak and express themselves in English. A particularly effective method used at

School B involved Bluetooth speakers and a cell phone to show sentences and pictures on a laptop, helping learners to hear and see the content at the same time.

The use of audio-visual aids is very helpful for learners at both schools. They make learning English more engaging and effective. However, there is room for improvement. Adding a wider variety of content, like different accents and cultural contexts, could provide better learning experiences. More interactive activities and new technologies, such as interactive whiteboards or language learning apps, could also enhance the learning of English-speaking skills.

### **5.2.2 Storytelling**

Using audio-visual aids in schools helps improve learners' storytelling and English-speaking skills. Teachers at School A and School B use different audio-visual aids, and research shows that these audio-visual aids are effective. At School A, Ms. Salmi uses animations and pictures to help learners tell stories and guess what happens next. This boosts their creativity and speaking skills. Research by Mamu (2024) supports this, showing that audio-visual aids can improve speaking skills for English learners. Ms. Mirjam also uses PowerPoint images to help learners build sentences and stories, which enhances their descriptive and creative skills. At School B, Ms. Penelao uses flashcards to help with sentence building, and Ms. Christine uses pictures on a laptop for sentence construction. Although Ms. Penelao did not use audio-visual aids, research by Fernández-Toro and Rodríguez-González (2016) shows that video and audio aids can help learners understand their language use better and encourage them to learn English speaking skills independently.

It is evident that at both schools the use of audio-visual aids effectively boosts learners' English speaking skills and critical thinking. Studies by Mamum (2014); and Fernández-Toro and

Rodríguez-González (2016) support that these tools make learning more engaging and improve English speaking skills.

### **5.2.2 Scaffolding learning through reciting stories, rhymes and poems**

Looking at how School A and School B use audio-visual aids shows that audio-visual aids are important for helping learners retell texts, but they work differently in each school. At School A, teachers used online resources like pictures, songs, and videos to help learners interact and learn. They also used posters on power point presentation, and radios for visual and oral activities. However, in Ms. Mirjam's English speaking lessons, there were no audio-visual aids used, and this led to lower learners' engagement and success in forming sentences. Research by Boer and Asino (2022) and Hsu (2015) supports this, showing that audio-visual aids like films, picture books, and videos help make language easier to understand and remember.

At School B, teachers used posters, flashcards, and digital content like pre-downloaded dialogues and educational games to make lessons more interactive. Despite these efforts, there were some issues, like depending too much on textbooks and challenges with learners' participation. Nuraeni's (2018) research confirms that using audio-visual materials can improve learners' understanding and involvement. School A and School B used audio-visual aids to help learners retell what they have heard during English speaking skills lessons, but how well the audio-visual aids worked varied. Studies conducted by Boer and Asino (2022) and Hsu (2015) show that audio-visual aids are generally helpful for learning, but their success depends on how they are used during English-speaking skills lessons.

The study findings revealed that in both School A and School B, the use of audio-visual aids proved effective in developing learners' storytelling and overall English-speaking skills. At School A, teachers utilized devices such as cell phones, radios, Bluetooth speakers, and overhead projectors to play recordings of songs, poems, and rhymes. This helped improve pronunciation, comprehension, and verbal interaction, aligning with Stockwell's (2010) findings on the benefits of mobile devices in language learning. Similarly, in School B, Teacher Christine incorporated laptops and DVDs to present motion rhymes and video materials, which promoted active engagement and improved speaking proficiency. This approach is supported by Rustambekova and Adambayevra (2020), who found that audio-visual aids enhance opportunities for practice and feedback in speaking activities. The literature thus supports the conclusion that audio-visual methods foster multi-sensory engagement, active participation, and oral expression, contributing to the development of learners' storytelling abilities and speaking skills.

The study examined the use of audio-visual aids in teaching English-speaking skills at two schools, highlighting differences in their application and effectiveness. School A used a variety of resources, including pictures, songs, and digital tools, while School B incorporated flashcards, digital dialogues, and educational games. Research supports that these aids improve comprehension, engagement, and pronunciation.

### **Overall analysis on the use of audio-visual aids in teaching English-speaking skills**

Teachers at both schools used animations, PowerPoint presentations, and storytelling videos to enhance creativity and sentence-building skills. Interactive activities like role-playing, dramatization, and singing were particularly effective in reinforcing pronunciation and oral

expression. Despite these benefits, challenges such as overreliance on textbooks and inconsistent use of audio-visual aids were noted. The study suggests that expanding content to include diverse accents and cultural contexts, along with integrating new technologies like interactive whiteboards and language-learning apps, could further enhance English-speaking proficiency.

### **5.3 The teachers' views on the use of audio-visual aids in promoting learners' English speaking skills**

#### **5.3.1 Stimulation of learners' interest in learning and improved concentration**

The use of audio-visual aids in both School A and School B has proven highly effective in promoting learners' English-speaking skills. Teachers' use of these aids significantly enhanced learners' participation, comprehension, and interest. In School A, audio-visual aids like pictures, videos, and recorded rhymes also increased learner and interest. These tools helped learners actively construct sentences and pronounce words correctly, leading to improvements in their English-speaking skills. These findings align with literature. Wazeema and Kareema (2017) emphasized that audio-visual aids are more effective in improving speaking skills than traditional methods, as they capture learners' attention and increase English proficiency. Further, Nuraeni (2018) supports this, noting that audio-visual materials eliminate boredom, stimulate interest, and promote active participation. Yunus and Hashim (2017) highlight that these aids are practical and increase focus and interest, making learners better speakers. Farooqui (2020) and Kurniawan (2016) also confirm that audio-visual aids motivate learners, even those who are less engaged, by increasing concentration and interest. Additionally, Make and Yonas (2018) found that teachers have a positive attitude towards using audio-visual aids, believing that they enhance speaking skills by providing visual and auditory stimulation. At

School B, the absence of audio-visual aids led to challenges in retention and recall, underscoring their importance in language learning. Conversely, when used, audio-visual aids such as posters and interactive storytelling boosted learner engagement, helping them connect visual cues with spoken English, thus enhancing comprehension and speaking abilities.

In contrast, observations of lessons without audio-visual aid revealed reduced engagement and attention, further highlighting their benefits. The use of audio-visual aids in both schools promote active participation, improves comprehension, and enhances learners' English speaking skills, consistent with the reviewed literature.

### **5.3.2 Improving learners speaking skills**

The use of audio-visual aids in promoting learners' English-speaking skills at both School A and School B has proven to be highly effective. In both schools, some teachers utilized audiovisual aids like picture cards, videos, and recorded rhymes to engage learners in constructing sentences, asking questions, and improving oral expression. This aligns with Mamum (2014) research, which validates the effectiveness of audio-visual aids in enhancing English-speaking skills and engagement in language lessons. At School A, the active participation observed during lessons that incorporated visual aids, such as picture cards, highlighted how these aids facilitated English language acquisition. Similarly, at School B, the use of audio-visual aids, such as videos and recorded rhymes, significantly improved learners' recall, sentence construction, and oral proficiency. In contrast, lessons without these aids showed no notable improvement in learner participation or speaking skills. These findings are supported by literature. Elyamna (2019) emphasizes that audio-visual aids eliminate speaking problems and improve learners' ability to speak English by providing contextual language experiences.

Moreover, Akmal (2019) confirms that the use of these aids results in significant progress in speaking skills. Kurniawan (2016) also supports this, noting that audio-visual aids motivate learners by offering diverse learning experiences, thus enhancing their speaking proficiency. Additionally, Bhatti et al. (2019) and Salamea-Avila and Fajardo-Dack (2020) agree that audiovisual aids provide valuable visual and auditory stimulation, which is essential for improving English-speaking skills. The use of audio-visual aids in both schools play a crucial role in enhancing learners' engagement, comprehension, and speaking proficiency, consistent with the findings of the reviewed literature.

### **5.3.3 Boosting learners' speaking confidence**

The use of audio-visual aids in teaching English speaking skills at both schools has been effective in boosting learners' confidence in speaking English. Teachers utilize audio-visual aids like audio recordings and videos to help learners practice and mimic spoken English, creating supportive environments that encourage active participation. This approach aligns with Ilomo's (2021) teacher-focused framework, which emphasizes the role of audio-visual aids in confidence-building during language learning. By engaging with audio-visual aids, learners gain more opportunities to practice speaking, which in turn increases their confidence in oral activities both in the classroom and in real-life situations. This finding is supported by Vishnupriya and Bharathi (2022) who highlight that early exposure to audio-visual aids helps learners develop confidence in speaking. Similarly, Wang (2014) emphasizes that these aids encourage active participation and enhance confidence in using the language. The use of audiovisual aids in English speaking lessons, as demonstrated by the teachers' practices, not only improves learners' speaking abilities but also builds their confidence. However, it supports

educational strategies that prioritize confidence-building through interactive and engaging methods, ultimately leading to more effective English-speaking skills learning.

#### **5.3.4 Improving learners' English language pronunciation**

The use of audio-visual aids in both School A and School B has proven essential in improving learners' pronunciation skills. Teachers, such as Ms. Salmi, Ms. Winny, and Ms. Penelao, utilized audio-visual aids like recorded audio, internet resources, and audio recordings to correct pronunciation errors and provide accurate pronunciation models for learners to replicate. At School A, Ms. Salmi uses recorded audio to allow learners to hear and mimic correct pronunciations, aligning with Vygotsky's theory of cognitive development, which emphasizes the role of external aids in supporting learning. Similarly, Ms. Winny leverages internet resources to play accurate word pronunciations, in line with Mayer's cognitive theory of multimedia learning on enhancing language learning through external aids. At School B, Ms. Christine employs audio recordings of English sentences, encouraging learners to improve their pronunciation through auditory learning. This method integrates both Vygotsky's and Mayer's cognitive theory of multimedia learning, reinforcing the idea that external aids are crucial for language development. Farooqui (2020) also supports this approach, advocating for the use of recorded materials in the voice of native speakers to teach accurate pronunciation. Besides, Gistituati et.al (2019) highlight the effectiveness of audio-visual aids in promoting speaking skills by providing necessary auditory and visual input. The use of audio-visual aids in both schools is important for enhancing learners' pronunciation skills. The use of audio-visual aids allows learners to hear and imitate correct pronunciations, leading to improved proficiency in English speaking skills, as supported by the reviewed literature.

### **5.3.5 Increasing learners' participation**

The use of audio-visual aids in both School A and School B has significantly increased learners' participation and engagement in English speaking lessons this was measured through observed learners interactions and teacher perceptions .Teachers in both schools, such as Ms. Salmi, Ms. Winny, and Ms. Christine, utilized tools like laptops, Bluetooth speakers, videos, and posters to create interactive learning environments that encourage active participation. At School A, Ms. Salmi and Ms. Winny effectively use audio-visual aids to engage previously hesitant or distracted learners. By incorporating visual and auditory stimuli, they transform these learners into active participants, improving their concentration and speaking skills. This aligns with Yonas and Senapathy (2020) research, which emphasizes that audio-visual aids foster active learner involvement by creating engaging and interactive environments. The findings are further supported by Make and Yonas (2018), who highlight that learners show high interest and active participation when audio-visual materials are used in teaching speaking skills. In contrast, Kurniawan (2016) warns that the absence of such aids can lead to boredom, reduced attention, and decreased participation. At School B, two of the participants also emphasized the benefits of audio-visual aids in increasing learners' attention, concentration, and participation. Ms. Christine connects lessons to real-life objects through audio-visual aids, which enhances learners' focus and improves their English-speaking proficiency. Similarly, Ms. Penelao uses visual aids to stimulate participation and encourage learners to actively engage in discussions, further improving their speaking abilities. The use of audio-visual aids in both schools enhance learners' concentration, participation, and English-speaking skills by creating interactive and engaging learning environments. These findings align with the research of Yonas and Senapathy

(2020), which supports the effectiveness of multimedia approaches in promoting active learner participation.

### **5.3.6 Improving learners' vocabulary**

The use of audio-visual aids in both School A and School B has proven to be effective in increasing learners' vocabulary. In School A, audio-visual aids make lessons more engaging, helping learners retain and recall new words. Ms. Mirjam highlights that exposure to various pronunciations through recordings enables learners to imitate and expand their vocabulary, both in pronunciation and meaning. Video storytelling, where learners retell stories from videos, further enhances vocabulary acquisition by encouraging active participation and discussion. Similarly, at School B, Ms. Christine emphasizes that audio-visual aids, such as images and videos, trigger learners' curiosity and help them discover new words. Ms. Penelao recommends using recorded vocabulary words with meanings, which reinforces vocabulary learning and retention. These findings align with Akmal (2019), who found that teachers consider audiovisual aids effective for teaching English vocabulary. Such aids help learners acquire more spoken words and build confidence in expressing themselves in English. Thus, the use of audiovisual aids in both schools support vocabulary growth, active participation, and improved English-speaking skills.

### **Overall analysis on the teachers' views on the use of audio-visual aids in promoting learners' English-speaking skills**

The use of audio-visual aids in School A and School B has proven highly effective in enhancing learners' English-speaking skills. At School A, tools like pictures, videos, and recorded rhymes increased engagement, motivation, and pronunciation accuracy. In contrast, School B initially

faced challenges due to the absence of these aids, but their later incorporation improved participation and comprehension. Teachers in both schools used audio recordings, videos, and interactive storytelling to boost confidence, pronunciation, and vocabulary acquisition. The findings align with existing research, emphasizing that audio-visual aids play a crucial role in improving language proficiency and learner engagement.

#### **5.4 Challenges that junior primary teachers experienced in using audio-visual aids**

##### **5.4.1 Poor network coverage**

In both School A and School B, teachers face significant challenges with weak internet connections, hindering their ability to download videos for lessons and impacting the use of audio-visual aids, potentially affecting vocabulary exposure. At School A, unreliable internet makes it difficult for teachers to use videos effectively, supporting Sahin and Secer (2016) who noted that technical constraints like unreliable internet access pose challenges in using audiovisual aids. Similarly, at School B, poor network coverage frequently disrupts internet connectivity, impeding the use of audio-visual aids for teaching English speaking skills. This aligns with several studies (Sahin & Secer, 2016; Nelson, 2016), which highlight the lack of necessary internet access in many schools as a barrier to effectively using audio-visual aids. This is also in support of Sahin and Secer (2016) who state that another challenge in the use of audio-visual aids is technical constraints which refers to the challenges in using videos due to unreliable internet access. This is further supported by Nelson (2016) who claims that many schools do not have the necessary internet access, to effectively use audio-visual aids in the classroom. School A and School B emphasized the importance of audio-visual aids but also highlight the significant obstacles posed by unreliable internet connections.

### **5.4.2 Poor classroom management**

In both School A and School B, teachers identified challenges in classroom management when utilizing audio-visual aids. At School A, concerns were raised about potential noise and disruptions caused by using laptops and videos, impacting the delivery of audio-visual content and potentially affecting vocabulary acquisition. Managing learners' behaviors during these activities was also highlighted. These findings resonate with Farooqui (2020), who observed that globally, language teachers have successfully engaged even the most challenging learners with audio-visual aids, leading to improved classroom management. Similarly, at School B, teachers noted that improper use of audio aids could lead to distractions and hinder classroom management. This observation is consistent with Farooqui (2020), who emphasizes that effective use of audio-visual aids helps manage learners and maintain order in the classroom. Additionally, Make and Yonas (2018) support this by explaining that audio-visual aids enhance the visualization of content, making students more attentive and engaged thereby improving classroom management. They also noted that using these aids in teaching English speaking skills helps learners better comprehend lessons and generate ideas. Both schools encounter challenges with using audio-visual aids, their effective use can significantly improve classroom management and learner engagement, aligning with the findings of Farooqui (2020) and Make and Yonas (2018).

### **5.4.3 Lack of skills in utilising the available audio-visual aids**

In both School A and School B, teachers encounter challenges in effectively utilizing audiovisual aids for teaching English speaking skills, primarily due to inadequate technical skills. At

School A, some teachers lack the necessary proficiency to use audio-visual aids in lessons effectively, which limits their ability to implement diverse vocabulary-enhancing activities. This challenge is supported by Shabiralyani (2015) and James (2018), and Songbatumis (2017), who noted that while audio-visual materials are beneficial, insufficient teacher training in using visual aids impedes their effective use. Nuuyoma (2012) further underscores this point by highlighting that both rural and urban teachers often lack the necessary skills and training to utilize teaching resources effectively.

Similarly, at School B, teachers face issues ranging from a lack of technical expertise, to hindering their effective use of available audio-visual aids. Observations confirm that while some teachers are willing to incorporate these aids, they struggle with the requisite skills. This difficulty aligns with the findings of Shabiralyani et al. (2015), who emphasized the negative impact of inadequate teacher training on the effective use of audio-visual aids in teaching English-speaking skills. Additionally, Sahin and Secer (2016) note that teachers' incompetence in using technical facilities poses another obstacle to effectively using audio-visual aids in English-speaking lessons. Wazeema and Kareema (2017) further support these findings by highlighting the general lack of proper training, knowledge, and experience among teachers in utilizing audio-visual aids. School A and School B emphasized the critical need to enhance teachers' technical skills and provide adequate training to facilitate the effective use of audiovisual aids in teaching English-speaking skills, as supported by existing literature.

#### **5.4.4 Availability of audio-visual aids**

In both School A and School B, teachers encounter significant challenges regarding the availability and access to audio-visual aids, which hinder their effective use of audio-visual aids

in teaching English speaking skills. At School A, teachers face obstacles such as lack of access to audio-visual aids, uncertainty about where resources are located, and insufficient materials for the number of learners. These challenges restrict their ability to teach English speaking skills very well using audio-visual aids. This situation aligns with findings from Sahin and Secer (2016), who highlighted issues like low computer capacity and inadequate technological equipment for utilizing audio-visual aids effectively. Additionally, Wazeema and Kareema (2017) pointed out that many teachers lack essential technical facilities, impairing their use of audio-visual aids in teaching. Moreover, George and Ige (2022) identified a lack of access to suitable audio-visual aids, such as projectors or interactive whiteboards, which further complicates the use of audio-visual aids in classrooms. Similarly, at School B, all participants identified challenges related to insufficient availability and unclear storage locations of audiovisual aids within the school premises. These difficulties are consistent with research findings (Sahin & Secer, 2016; Wazeema & Kareema, 2017; George & Ige (2022) which emphasize the impact of inadequate technical facilities and limited access to necessary audio-visual aids on teaching practices. Furthermore, Sahin and Secer (2016) support these findings by highlighting teachers' struggles in accessing high-quality videos, animations, and appropriate software or equipment for creating educational materials. Both schools suggest the need for improved access to and availability of audio-visual aids, alongside enhanced technical support, to facilitate the effective use of audio-visual aids in English-speaking lessons. These challenges and recommendations are supported by existing literature, highlighting the ongoing barriers teachers face in utilizing audio-visual aids effectively in English-speaking lessons.

#### **5.4.5 Lack of training on how to use audio-visual aids**

In both School A and School B, teachers encounter challenges due to inadequate training in effectively utilizing audio-visual aids for teaching English. At School A, teachers highlighted a need for training in using available audio-visual aids such as laptops, televisions, and projectors. The lack of training hinders their ability to use audio-visual aids in teaching English-speaking skills, potentially affecting the acquisition of English-speaking skills. This training gap emphasizes the findings of Amel (2021), on the importance of teacher training programs that specifically address the effective use of audio-visual aids both inside and outside the classroom.

Similarly, at School B, participants noted that some teachers avoid using audio-visual aids because they lack training on their effective utilization. This observation highlights the necessity for comprehensive teacher training programs, as emphasized by Amel (2021), teachers' skills in using audio-visual aids in teaching English speaking skills should be enhanced. Additionally, Rasul et.al (2011) point out that inadequate training in using audio-visual aids effectively in lessons contributes to challenges faced by teachers, impacting the successful implementation of audio-visual aids. All schools emphasized the critical importance of targeted teacher training programs aimed at improving teachers' proficiency in using audio-visual aids. Addressing these training gaps is crucial for enhancing the use of audio-visual aids in English speaking skills, aligning with current literature and reflecting the experiences of teachers in this study.

#### **5.4.6 In adequate time**

In both School A and School B, teachers face significant challenges related to the time consuming nature of using audio-visual aids in English teaching. At School A, teachers find that

using audio-visual aids, such as searching for relevant videos and resolving technical issues, consumes time. In this regard, the preparation required to align audio-visual aids with lesson content is highlighted (Sahin & Secer, 2016; Kathirvel & Hashim, 2020; Ranjit, 2022). Ranjit (2022) additionally notes the constraint of limited lesson hours, further complicating the effective use of audio-visual aids. Similarly, all participants at School B acknowledge that using audio-visual aids takes time with actions like downloading content and setting up equipment. Some teachers express willingness to incorporate these aids into English speaking lessons but cite insufficient time as a significant barrier. These observations reflect the findings of Sahin and Secer (2016), Kathirvel and Hashim (2020), and Ranjit (2022), emphasizing the time intensive nature of preparing suitable audio-visual materials. Ilomo (2021) further indicates time constraints as a major burden for teachers in effectively using audio-visual aids in their English speaking lessons.

Both schools indicated that there is a challenge of time management in using audio-visual aids effectively when teaching English speaking skills. Addressing these time constraints is important for enhancing the use of these audio-visual aids in the lessons and improving vocabulary acquisition, as highlighted by the literature and the experiences of teachers who participated in this study.

#### **5.4.7 Shallow lesson planning**

In both School A and School B, teachers face challenges due to inadequate lesson planning, impacting the effective use of audio-visual aids in teaching English speaking skills. At School A, participants noted that insufficient planning hindered their ability to select, use, and use audio-visual aids effectively in lessons aimed at enhancing English speaking skills. This finding

is proved by Amel (2021) and Elyamna (2019), who highlight the lack of preparation and readiness among teachers in utilizing audio-visual aids. Similarly, teachers at School B also identified poor lesson planning as a barrier to effectively utilizing audio-visual aids in teaching English speaking. Teachers encountered difficulties in deciding which aid to employ and how to use them accurately in lessons. Amel (2021) and Elyamna (2019) support this by emphasizing the importance of adequate preparation and readiness in leveraging audio-visual aids in educational contexts. Additionally, Wondimtegeng (2020) points out that teachers often lack the necessary skills and knowledge to use audio-visual aids in their teaching practices, further worsening these challenges.

Both schools highlighted the critical role of lesson planning in maximizing the benefits of audiovisual aids for teaching English speaking skills. Addressing these challenges requires enhancing teachers' preparedness, skills, and willingness to embrace the use of audio-visual aids when teaching English speaking skills, as highlighted in the provided literature and the participant's experience.

### **Overall analysis on the challenges that junior primary teachers experienced in using audio-visual aids**

Teachers in Schools A and B face significant challenges in integrating audio-visual aids into English-speaking lessons. Poor network coverage disrupts video streaming, limiting vocabulary acquisition. Classroom management issues arise due to distractions caused by laptops and videos. Teachers also struggle with a lack of technical skills and inadequate training, making it difficult to use these tools effectively. Limited availability of resources further hinders integration. Time constraints and insufficient lesson planning add to the challenges. Addressing

these issues through improved internet access, training, resource availability, and better planning can enhance the effective use of audio-visual aids in language instruction.

## **5.5 Strategies to Improve Junior Primary Learners' English-Speaking Skills**

### **5.5.1 Availing more English lesson teaching time**

In both School A and School B, teachers emphasized the importance of allocating sufficient time for English speaking lessons to effectively enhance learners' speaking skills. At School A, teachers emphasized the need for English speaking lessons to be appropriately scheduled to allow learners ample practice and mastery of speaking skills. They advocate for sufficient time to facilitate active participation and English-speaking skills practice, which aligns with the findings from Zhang and Rahimi (2020). This research supports the idea that increasing the duration of English teaching time can improve junior primary learners' English-speaking skills, enhancing English speaking skills. Similarly, at School B, the study pointed out for English speaking lessons to be sufficiently long to enable learners to practice and acquire speaking skills effectively. This finding is reinforced by Zhang and Rahimi (2020), who suggest that providing generous English teaching time can enhance junior primary learners' English-speaking skills, thereby boosting their English proficiency. The findings from all schools indicated that teachers stated that allocating adequate time for English speaking lessons helps enhance learners English-speaking skills. Thus, the teachers from all schools pointed out that addressing this need is important for improving English speaking skills proficiency and fostering better English communication abilities among learners.

### **5.5.2 Need for support from the school management**

In both School A and School B, teachers indicated the importance of receiving support and encouragement from school principals or heads of departments to effectively use audio-visual aids in teaching English-speaking skills. At School A, participants emphasized the importance of positive reinforcement and support from school management to motivate the use of audiovisual aids in English-speaking lessons. This will overcome challenges and ensure the successful implementation of audio-visual aids, aligning with findings from studies such as Fan and Yan (2020), which point out that it is the essential role of school management in facilitating effective language learning programs. Similarly, at School B, teachers expressed the need for encouragement and support from school leaders to excel in using audio-visual aids for teaching English speaking skills. The study highlighted that without such encouragement, teachers might feel discouraged from utilizing audio-visual aids effectively. This is emphasized by Fan and Yan (2020) that school management support is essential in creating an environment conducive to successful language instruction.

Schools A and B highlight the significant role of school management in supporting teachers' use of audio-visual aids. This support involves providing necessary resources and facilities, such as audio-visual aids, which not only enhance instructional quality but also improve learner engagement and boost teacher motivation in teaching English speaking skills.

### **5.5.3 Provision of audio-visual aids to schools**

In both School A and School B, teachers advocate for ministry-provided audio-visual aids to enhance English speaking skills among learners. At School A, teachers recommend that the

ministry supply schools with audio-visual aids to address resource challenges and ensure all learners have equal access to such audio-visual aids. This suggestion aligns with Indrayanti et al. (2023) who note that audio-visual aids can significantly improve junior primary learners' English-speaking skills. Also, at School B, all participants stated that it should be the ministry's role to provide audio-visual gadgets like laptops, cell phones, and speakers for English-speaking lessons. They argue that these tools are important for enhancing learners' English-speaking skills. This viewpoint is supported by research indicating that audio-visual tools offer diverse opportunities for language engagement, benefiting learners' language skills Indrayanti et al. (2023). In cooperation the two schools advocate for ministry support in supplying audio-visual aids, highlighting their positive impact on improving English speaking skills.

#### **5.5.4 Promoting the use of audio-visual aids in teaching English-speaking skills**

In both School A and School B, collaboration among teachers, school managers, and other schools emerges as crucial for enhancing the effective use of audio-visual aids in teaching English-speaking skills. At School A, participants emphasized the need for collaboration to enhance the use of audio-visual aids in English speaking lessons. This corresponds with Yang (2019), who argues that collaboration among teachers and schools enriches language learning by offering diverse learning experiences and sharing teaching resources and strategies.

Similarly, at School B, participants highlighted the effectiveness of collaboration in increasing the utilization of audio-visual aids. They pointed out that collaboration among teachers, school managers, and other schools facilitates access to a range of audio-visual aids and teachers' competence in using audio-visual aids in English-speaking lessons. This collaborative approach encourages the exchange of information and resources, which supports the use of audio-visual

aids in teaching practices. Yang (2019) reinforces these findings, indicating that collaborative efforts between teachers and schools significantly contribute to improving language acquisition through shared practices and resources. All schools support collaboration as an important strategy to increase the use of audio-visual aids in teaching English speaking skills.

#### **5.5.5 Professional development for improving the use of audio-visual aids**

At both School A and School B, teachers stressed the critical need for training and encouragement in using audio-visual aids for teaching English speaking skills. At School A, Ms. Faith and Ms. Penelao all highlighted the absence of training and support, emphasizing that such training is essential for effectively utilizing audio-visual aids. Ms. Faith noted that the lack of training left her unsure about strategies and types of audio-visual aids to use, emphasizing the need for clearer syllabus guidelines. Similarly, Ms. Penelao called for encouragement and training on using audio-visual aids and strategies for teaching English speaking skills. At School B, participants restated the importance of in-service training for teachers to acquire the knowledge and technical skills necessary for using audio-visual aids effectively. They emphasized that such training would help teachers learn about suitable audio-visual aids and how to use them in teaching English speaking skills. The findings align with Irmawati et al. (2020), who found that teacher training and development programs can enhance teacher effectiveness and improve learner outcomes. In-service training equips teachers with the appropriate skills to use audio-visual aids in their teaching, thereby improving pedagogical practices and the quality of English-speaking skills teaching. All schools recognize the necessity of training and encouragement for teachers in the use of audio-visual aids. This training is seen

as crucial for enhancing teaching strategies, selecting appropriate aids, and ultimately improving the quality of English-speaking skills teaching.

#### **5.5.6 Collaboration with Service Providers**

Both School A and School B underscore the importance of collaborating with network providers to ensure internet connectivity for downloading audio-visual materials. Ms. Penelao and Ms. Christine from School A suggest partnerships with MTC and other telecom providers, while participants from School B stress collaborating with MTC and Nored for both electricity and internet connectivity. The researcher concludes that effective use of audio-visual aids in teaching English requires both electricity and internet connections. This view is supported by UNESCO (2019), which states that access to electricity and network is crucial for using audiovisual aids in the classroom, thereby enhancing English-speaking skills. Collaborating with network providers can ensure reliable access to these resources, improving the quality of English language instruction.

#### **5.5.7 Use of solar power as an alternative power source**

Participants from both School A and School B agreed on the necessity of installing solar power stations to ensure continuous electricity access by using audio-visual aids. Ms. Faith from School A highlighted that solar systems would allow internet use during power outages, and Ms. Christine shared how solar power could prevent lesson disruptions caused by unexpected power cuts. Participants from School B also emphasised that solar power systems are essential for using audio-visual aids when electricity is unavailable and for schools without access to electricity. This view is supported by Shilongo (2023) who notes that solar power stations

provide a reliable and sustainable electricity source, enhancing the use of audio-visual aids and technology in the classroom.

### **5.5.8 Minimising the use of code-switching**

Teachers at both School A and School B underscore avoiding code-switching when teaching English, as it negatively impacts learners' language development and proficiency, aligning with research findings by Gómez-Martínez and García-Sánchez (2019). School A focuses on creating a language-rich environment using audio-visual aids, body language, and simple expressions, supported by collaboration, training, and infrastructure. Similarly, School B indicated that teachers should use simple language and body language to prevent confusion and reliance on the first language, supported by Jabeen et.al (2023). Both schools aim to enhance understanding and vocabulary development, creating a supportive learning environment for English learners.

### **Overall analysis on the strategies to improve junior primary learners' English-Speaking Skills**

Improving junior primary learners' English-speaking skills involves several key strategies. Teachers from both School A and School B emphasised the need for adequate teaching time to allow students ample practice. Research supports the idea that more instructional time improves speaking abilities. Both schools also highlighted the importance of support from school management in integrating audio-visual aids into lessons, which can significantly enhance student engagement and language development. Teachers advocated for the provision of such aids by the Ministry of Education to ensure equitable access. Additionally, collaboration among teachers, school management, and other schools was seen as essential to sharing resources and best practices.

Professional development through training was identified as crucial for teachers to effectively use audio-visual aids, which enhances teaching quality and student outcomes. Reliable infrastructure, including internet and electricity, was also a major concern, with partnerships with service providers and the installation of solar power systems suggested as solutions. Lastly, both schools recognised the need to minimise code-switching to foster better language development, advocating for clear and simple language use to improve learners' English proficiency. In sum, a comprehensive approach that includes time management, resources, training, collaboration, and infrastructure is key to enhancing English-speaking skills among young learners.

## **5.6 A comparative analysis of School A and School B usage of audio-visual aids when teaching English speaking skills**

### **5.6.1 Similarities**

School A and School B are equipped with a variety of audio-visual aids such as Bluetooth speakers, laptops, cell phones, TVs, computers, radios, and projectors. These audio-visual aids are intended to support teaching and learning English speaking skills in the classrooms. Both schools use audio-visual aids to boost learners' interest, focus, and participation in speaking activities. Both schools have trouble with bad internet, which makes it hard to use audio-visual aids well. Despite these problems, both schools agree that using audio-visual aids is important for getting learner's interest and helping them learn new words. Both schools have issues with having enough audio-visual aids and the right audio-visual aids to use in teaching. Teachers often lacked access to appropriate audio-visual aids such as projectors, or lack of suitable software to create their own material. School A and School B both agree on the importance of

giving enough time for English speaking lessons to help learners improve their speaking skills. Both schools think that having enough time for English speaking lessons helps learners become better speakers. Teachers at both schools say that it is important for principals and heads of departments to encourage and help teachers use these aids well. The findings revealed that teachers, school managers, and other schools should work together to use audio-visual aids effectively in teaching English speaking. Collaboration is viewed as important for sharing ideas and resources to make language learning better. In terms of classroom management, teachers recognize that the use of audio-visual aid causes distractions, and noise interruptions and makes it tough to keep the class under control. Electricity and internet connection problems affected the use of audio-visual aids at both these two schools.

### **5.6.2 Differences**

In their use of audio-visual aids, teachers at School A point out fun, interactive activities, and School B focuses on structured learning such as flashcard exercises, educational games, listening and role-playing, and sentence construction to help learners improve their English speaking skills. Both School A and School B had access to a range of audio-visual aids, but the effectiveness of their use differs significantly. Teachers at School A demonstrate more consistent and impactful use of these resources. School A gave teachers in-service training to learn the technical skills needed for using audio-visual aids while School B indicated not having enough training to use the audio-visual aids well in their lessons.

The study showed that there were inconsistencies in teachers' use of audio-visual aids, suggesting that despite having access to these resources, some teachers lacked the necessary training, proper guidance or motivation to use them effectively. Thus, having access to audiovisual aids was not enough as their successful implementation was key to enhancing

learning outcomes. Audio-visual aids must be used thoughtfully and strategically, with clear pedagogical goals in mind, to achieve the desired results.

## **5.7 Conclusion**

This chapter provided important insights into how audio-visual aids are used to improve English-speaking skills at School A and School B. Both schools have different types of audiovisual equipment like Bluetooth speakers, laptops, projectors, posters, and flashcards. School A uses audio-visual aids more effectively, including laptops, televisions and many others. This shows how audio-visual aids help learners become more interested in English speaking lessons and acquire better English-speaking skills through interactive learning. Moreover, using audiovisual aids such as flashcards, laptop screens, and cell phones helps learners make better sentences and say words appropriately. At School B, these resources are available, but teachers don't use them consistently. On the other hand, although using audio-visual aids has benefits, the study found challenges too which range from poor network coverage, classroom management issues, lack of skills in utilising available aids, resource scarcity, insufficient training, time constraints, and shallow lesson planning. Teachers at both schools need more training and skills to use these aids well. To address these issues, teachers want the government to give more resources like laptops, cell phones, and speakers. They also think teachers, school leaders, and other people need to work together to share resources and learn from each other. While both School A and School B have good ideas for using audio-visual aids to teach English speaking, they need better training, more resources, and more teamwork. The next chapter will provide a summary of the findings, the results, and recommendations.

## CHAPTER 6

### SUMMARY, RECOMMENDATIONS AND CONCLUSION

#### 6.1 Introduction

Summary, results, and suggestions from this study are presented in this chapter. This study examined 1) how junior primary teachers in Ohangwena circuit use audio-visual aids to teach grade 3 English speaking skill. 2) The study will also examine junior primary school teachers' views toward using audio-visual aids to improve their English speaking. 3) What challenges do junior primary teachers face when employing audio-visual aids and what strategies do they recommend for improving English speaking skills in their school?

#### 6.2 Summary of the findings

Teachers used audio-visual aids in various ways, including having learners retell stories, listen and dramatize content, and create stories from animations or pictures. The use of audio-visual aids helps stimulate learners speaking skills by engaging them in listening, watching, and speaking activities. The study findings revealed that audio-visual aids significantly enhance learners' interest, confidence, and participation in English-speaking activities. These teaching aids also improve pronunciation, vocabulary, and engagement. However, teachers face several challenges, such as poor network coverage, inadequate resources, and a lack of technical skills and training. Issues like poor classroom management and inadequate lesson planning further complicate the effective use of audio-visual aids.

To overcome these challenges, the study suggests several strategies. These include providing sufficient English lesson time, supporting teachers with resources and training, and fostering collaboration among schools. Recommendations also highlight the need for improved

infrastructure, such as reliable electricity and network access, and minimising code-switching to enhance language immersion. Addressing these challenges and implementing recommended strategies could significantly improve the effectiveness of audio-visual aids in teaching English speaking skills.

### **6.3 Strengths and limitations of the study**

The study highlights the use of audio-visual aids by teachers in varied ways, such as retelling stories, dramatizing content, and creating stories from animations or pictures, demonstrating flexibility and creativity in teaching. It finds that audio visual aids significantly enhance learners' interest, confidence, participation, pronunciation, vocabulary, and engagement in English-speaking activities. In addition, the study recommends strategies to overcome challenges faced by teachers, such as poor network coverage and insufficient resources, by providing more lesson time, offering teacher training and resources, and improving infrastructure. The study balances acknowledging challenges while emphasizing the positive effects of audio-visual aids. Moreover, the study demonstrates that teachers employed a variety of creative methods with audio-visual aids such as retelling stories, dramatizing content, and creating narratives from animations or pictures which highlights the flexibility and creativity in their teaching approaches. This variety not only enhances learners' interest, confidence, and participation in English-speaking activities but also improves their pronunciation, vocabulary, and overall engagement. Additionally, the study provides practical recommendations to address challenges, such as allocating more lesson time, offering additional training and resources for teachers, and upgrading infrastructure. Despite acknowledging issues like poor network coverage and limited resources, the study indicated a significant positive impact of audio-visual

aids. However, the study looked at a small group of junior primary school teachers and learners in selected schools in the Ohangwena Circuit because the group was small, the results cannot be applied to all teachers and learners. But the study still helped us understand what is happening in these schools. The researcher also had some problems with time because some participants did not want to spend an hour for the interview. At first, some people did not want to be interviewed or observed because they did not understand why the study was being done. The researcher solved this by explaining the study in the participants' own language. Once they understood, they agreed to join the study through interviews and observations.

#### **6.4 Recommendations for key stakeholders**

The purpose of this study was to explore the use of audio-visual aids in teaching English speaking skills to Grade 3 learners at selected schools in the Ohangwena Circuit. Based on the findings of this study, the researcher recommends the following:

##### **The Ministry of Education, Arts and Culture**

- The regional directorate of education should provide schools with audio-visual aids for teachers to use when teaching English speaking skills.
- The Senior Education Officers (SEOs) should provide training workshops for junior primary teachers through in-service training on how to use audio-visual aids.
- Schools should buy solar power systems for the teachers to use as backups when utilising audio-visual aids and there is no electricity.

##### **Teachers**

□ Teachers should give equal importance to teaching English speaking skills, just as they do to other language skills like reading, writing, and listening to ensure a balanced approach to language learning.

## **Schools**

- Schools should establish professional learning communities where teachers can share resources, strategies, and experiences related to using audio-visual aids.
- Schools should encourage teachers to engage in research on best practices for using audio-visual aids, helping them to continuously improve their use of teaching aids.

## **Teacher training institutions**

- Teacher training institutions should train teachers on how to use audio-visual aids when teaching English speaking skills.
- They should share best practices in literacy teaching, what should be taught and how.

## **6.5 Recommendations for future research**

- This study was conducted in schools with the mother tongue as the medium of instruction thus a similar study should be conducted at schools where English is taught as a medium of instruction to test the effectiveness of audio-visual aids on the learners' English speaking skills. Also, a study could look at the usefulness of audio-visual aids in promoting the teaching and learning of the different local languages.
- This study used a qualitative approach; therefore, a mixed-method study should be conducted to test the effectiveness of the use of audio-visual aids on the learners' speaking skills through a pre-test control group design. To test whether there is a significant difference between the learners who are taught with audio-visual aids and those who are taught without audio-visual aids.

- It is recommended that future studies explore the differences between teachers trained during colonial times and those trained in the post-colonial period, with a focus on how they use audio-visual aids and how this influences learners' English-speaking skills.

## **6.6 Conclusion**

The study aimed to investigate how teachers in the Ohangwena Circuit use audio-visual aids to enhance English speaking skills among Grade 3 learners, who are transitioning to a level where English is the primary medium of instruction. The findings emphasised the importance of audiovisual aids in improving learners' English-speaking abilities, as supported by research (Shabiralyani et al., 2015). The study explored various methods teachers use, including having learners retell stories, dramatize content, formulate sentences, recite rhymes, and listen to recordings. Teachers expressed positive views on the use of audio-visual aids, noting their effectiveness in stimulating interest, improving speaking skills, boosting confidence, enhancing pronunciation, increasing participation, and expanding vocabulary. However, challenges were identified, such as poor network coverage, inadequate classroom management, lack of skills and training in using aids, resource scarcity, and insufficient planning time. To address these issues, the study suggests several strategies: providing more English lesson time, support from school management, availability of resources, collaboration with neighbouring schools, in-service training for teachers, and partnerships with network providers for better infrastructure. Additionally, installing solar power stations and reducing code-switching are recommended to further enhance the effectiveness of audio-visual aids in teaching English

## REFERENCE

- Akbar, Z. (2024). Current challenges in teaching and learning English for English first language learners: The case of junior high school and high school. <https://pdf.sciencedirectassets.com/>
- Akbari, Z., & Razmjoo, S. A. (2015). The effect of video materials on Iranian intermediate EFL learners' listening comprehension ability and pronunciation accuracy. *Journal of Language Teaching and Research*, 6(1), 105-115.
- Akmal, A. (2019). What is the title of the paper. *Journal of Science and Social*, 2(1). <http://jurnal.goretanpena.com/index.php/JSSR>
- Albahiri, M. H., & Alhaj, A. M. (2020). Role of visual element in spoken English discourse: Implications for YouTube technology in EFL classrooms. *The Electronic Library*, 38(4), 667–680. <https://doi.org/10.1108/EL-07-2019-0172>
- Al-Emran, M., Elsherif, H. M., & Shaalan, K. (2016). Investigating attitudes towards the use of mobile learning in higher education. *Computers in Human Behavior*, 56, 93-102. <https://doi.org/10.1016/j.chb.2015.11.033>
- Aljohani, M. (2017). Principles of "constructivism" in foreign language teaching. *Journal of Literature and Art Studies*, 7(1), 97-107.
- Alghamdi, A. A., & Alrabai, F. (2016). The effect of using audio-visual aids in teaching speaking skills in Saudi Arabian primary schools. *International Journal of Education and Literacy Studies*, 4(1), 18-25.

- Amel, H. (2021). Investigating the effects of audio visual materials on vocabulary learning: The case of 3rd year students of English at Mohammed Kheider University of Biskra.
- Anas, F. A., & Zakaria, N. Y. K. (2019). ESL learners' perceptions on English subtitled audiovisual materials. *Creative Education*, *10*(12), 2888–2898.  
<https://doi.org/10.4236/ce.2019.1012215>
- Aruan, R. I. (2018). The use of audio-visual aids in enhancing students' speaking motivation in EFL speaking classes (Undergraduate thesis). Universitas Kristen Satya Wacana.  
[https://repository.uksw.edu/bitstream/123456789/16704/5/T1\\_112014111\\_Isi.pdf](https://repository.uksw.edu/bitstream/123456789/16704/5/T1_112014111_Isi.pdf)
- Asfaw, M. T., & Belay, M. S. (2016). The effectiveness of audio-visual aids in EFL classroom: An Ethiopian context. *International Journal of English Language Teaching*, *4*(4), 17-28.
- Babbie, E., & Mouton, J. (2016). *The practice of social research* (15th ed.). Oxford University Press.
- Bagila, S., Kok, A., Zhumabaeva, A., Suleimenova, Z., Riskulbekova, A., & Uaidullakyzy, E. (2019). Teaching Primary School Pupils Through Audio-Visual Means. *International Journal of Emerging Technologies in Learning (iJET)*, *14*(22), pp. 122–140. Retrieved <https://doi.org/10.3991/ijet.v14i22.11760>
- Bertram, C., & Christiansen, I. (2014). *Understanding research: An introduction to reading research*. Pretoria: Van Schaik.

- Boer, B., & Asino, T. (2022). Exploring teachers' use of audio-visual aids in teaching English speaking skills to junior primary learners: A case of Ohangwena circuit. *Journal of Language Teaching and Research, 13*(2), 393-408.
- Boer, C. G., & Asino, T. (2022). Audiovisual aids as an instructional tool in the Namibian classroom. *Universal Journal of Educational Research, 10*(2), 557-566.
- Bhatti, M. S., Mukhtar, R., Arshad, A., & Jabeen, Z. (2019). Investigating teaching speaking skills through A.V. aids for ESL learners. In *Proceedings of INTCESS 2019 – 6th International Conference on Education and Social Sciences* (pp. 1082). Dubai.
- Bruner, J. (1990). *Acts of meaning*. Harvard University Press.
- Check, J., & Schutt, R. K. (2012). *Research methods in education*. SAGE Publications.
- Creswell, J. W. (2014). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2017). *The SAGE handbook of qualitative research* (5th ed.). SAGE Publications.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Routledge.

- Elyamna, Z. (2019). Improving learners' pronunciation through the use of audio-visual aids: The case of first year EFL LMD students at Mohamed Kheider University of Biskra. <http://archives.univ-biskra.dz/>
- Fan, J., & Yan, X. (2020). Assessing speaking proficiency: A narrative review of speaking assessment research within the argument-based validation framework. *Frontiers in Psychology, 11*, Article 330. <https://doi.org/10.3389/fpsyg.2020.00330>
- Farooqui, U. A. (2020). Title of the paper. *International Journal of Education, Modern Management, Applied Science & Social Science (IJEMMASSS), 2*(4), 117-119. <https://www.inspirajournals.com/uploads/Issues/1231082487.pdf>
- Fernández-Toro, M., & Rodríguez-González, R. (2020). Video and audio feedback in higher education: A review of the literature. *Journal of Educational Technology & Society, 19*(3), 123-136.
- George, E .(2023). Decoding the Scope and Delimitations of the Study in Research. Retrieved <https://researcher.life/blog/article/decoding-the-scope-and-delimitations-of-the-study-inresearch/>
- George, A., & Ige, O. (2022). Availability and utilization of audiovisual (AV) resources for teaching and learning in Nigerian universities. *Journal of Educational Technology and Resources, 15*(3), 45-58.
- Gistituati, N., Refnaldi, R., & Syaifullah, S. (2019). Using visual aids to develop students' speaking skill. In *Proceedings of the 1st International Conference on Innovation in Education (ICoIE 2018)*. <https://doi.org/10.2991/icoie-18.2019.59>

- Gómez-Martínez, M. Á., & García-Sánchez, J. N. (2019). Audio-visual aids in the teaching of English as a foreign language: Teachers' perspectives. *English Teaching & Learning*, 43(1), 97-126.
- Guba, A. F. (2024). The role of positionality in enhancing trustworthiness: A methodological framework for qualitative researchers. *Preprints*.  
<https://doi.org/10.20944/preprints202411.2017.v1>
- Guterres, C. F., & Quintas, L. (2018). Using audio visual tool to develop speaking skill to the second grade students of Ensino Secundariu Cristal in the school. *Journal of Innovative Studies on Character and Education*, 2(1), 23-34.
- Hassan, A. (2024). *The impact of audio-visual aids on English-speaking skills: Enhancing interaction and fluency*. *International Journal of Advance Social Sciences and Education (IJASSE)*, 1(4), 183–190. <https://doi.org/10.59890/ijasse.v1i4.733>
- Haryudin, A., & Jamilah, S. A. (2018). Teacher's difficulties in teaching speaking using audio visual aid for autistic students. *ELTIN Journal*, 6(2), 107–116.
- Hsieh, P. H., & Lin, C. F. (2017). The effects of audio-visual aids on the speaking performance of Taiwanese college students. *Journal of Educational Multimedia and Hypermedia*, 26(3), 209-225.
- Hsu, H. C. (2015). EFL learners' idiomatic expression learning and visualization through the integration of picture books and video. *The Electronic Journal for English as a Second Language*, 18(1), 1-16.

- Ilomo, O. (2021). Investigating the factors limiting the use of visual aids in English language teaching in English medium primary schools in Meru District. *International Journal of Contemporary Applied Researches*, 8(4), 120–130. <https://www.ijcar.net/>
- Indrayanti, I., Kuntoro, A., & Romadhon, S. A. (2023). Audio-visual aids media, language acquisition, and attitude: An initial investigation in the EFL classrooms. *LLT Journal: A Journal on Language and Language Teaching*, 26(1), 314–323. <https://doi.org/10.24071/lt.v26i1.4862>
- Irmawati, I., Ihsan, M., & Rasmi, R. (2020). Utilizing audio visual aids to improve English speaking skill for the eight grade students of SMP Negeri 3 Banawa. *Datokarama English Education*, 1(1), 1-12. <https://doi.org/10.31227/osf.io/ds6zr>
- Isaac, T. (2023). *The evolution of education technology in Namibia: Pre- and postindependence*. *Namibia Journal of Education Studies*, 15(2), 45-60.
- Jabeen, M., Hassan, W., & Ahmad, S. (2023). Code-mixing and code-switching problems among English language learners: A case study of the University of Sahiwal. *Theory and Practice in Language Studies*, 6(3).
- James, K. S. (2018). Influence of visual aids in strengthening the learning process. Retrieved from <https://owlcation.com/>

Junias, K , Kambeyo, L. and Katukula, K. (2022) An Analysis of a Teacher Education Programme at a Namibian Tertiary Institution. *Creative Education*, 13, 2635-2657. doi: [10.4236/ce.2022.138168](https://doi.org/10.4236/ce.2022.138168).

Karami, A. (2019). The impact of using audio visual materials on Iranian EFL learners' speaking skills. *Theory and Practice in Language Studies*, 4(9), 1897-1904.

Kathirvel, K., & Hashim, H. (2020). The use of audio-visual materials as strategies to enhance speaking skills among ESL young learners. *Creative Education*. <https://www.scirp.org/journal/ce>

Khan, I. U., Khan, M. S., & Rehan, H. (2020). Impact of audio-visual aids on teaching learning process of English language at primary level. *Journal of Social Research and Development*, 1(1), 71–77. <https://doi.org/10.53664/JSRD/01-01-2020-06-71-77>

Kurniawan, F. (2016). The role of audio-visual aids in the teaching of English-speaking skills. *English Education Journal (EEJ)*, 7(2), 180-193. Retrieved from <http://www.jurnal.unsyiah.ac.id/EEJ/article/view/3732/3422>

Lialikhova, D. (2014). The use of video in English language teaching: A case study in a Norwegian lower secondary school (Master's thesis, University of Stavanger). University of Stavanger.

Make, M., & Yonas, A. (2018). Teachers' perception on the use of audio-visual materials to teach English speaking skill: Abba Pascal girls' school in focus. *International Journal of English Language and Literature Studies*, 7(1), 1-6.

<https://archive.aessweb.com/index.php/5019/article/view/416>

Mamun, M. A. A. (2024). Effectiveness of audio-visual aids in language teaching in tertiary level (Undergraduate thesis). BRAC University, BRAC Institute of Languages (BIL).

Mathew, N. G., & Alidmat, A. O. H. (2013). A study on the usefulness of audio-visual aids in EFL classroom: Implications for effective instruction. *International Journal of Higher Education*, 2(2). [www.sciedu.ca/ijhe](http://www.sciedu.ca/ijhe)

Memory, N. D., Nkengbeza, D., & Liswaniso, C. M. (2018). The effects of code switching on English language teaching and learning at two schools in Sibbinda Circuit. *International Journal of English Language Teaching*, 6(5), 56-68. European Centre for Research Training and Development UK. <https://www.eajournals.org>

Ministry of Basic Education Sport and Culture. (1993). *Towards education for all*. Gamsberg Macmillan Publishers.

Ministry of Basic Education Sport and Culture. (2003). *The language policy for schools in Namibia*. Okahandja: NIED.

Murray, D, E., & Christison, M. (2019). What English Language Teachers Need to Know  
Volume I

2nd Edition. Routledge.

Mustikawati, A. (2013). The effectiveness of using video in teaching speaking for the eighth grade students of SMP N 1 Manisrenggo.

<https://eprints.uny.ac.id/25728/1/Arum%20Mustikawati%2007202241067.pdf>

Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.

National Institute for Educational Development (NIED). (2015). *The national curriculum for basic education* (Revised ed.). Ministry of Education, Arts and Culture. ISBN: 0-86976911-1.

Nelson, D. (2016). Explore the practices and challenges of English teachers in using audio visual aids to teach vocabulary. *International Education and Research Journal*, 2(8), 1-4. <https://doi.org/CORPUS-ID: 64466712>.

Nuraeni, N. (2023). Using audio visual material to enhance students' speaking skills. Retrieved from file:///C:/ /7318-17395-1-SM%20(5).pdf

Nuuyoma, E. (2012). Challenges faced by English teachers in integrating information communication technology in the teaching of reading and writing (Unpublished master's thesis). University of Namibia, Windhoek.

Nwokedi, B. F. C. (2023). Efficacy of the use of audio-visual facilities in the teaching and learning of English phonology. *International Journal of Advance Social Sciences and Education (IJASSE)*, 1(4), 183–190. <https://doi.org/10.59890/ijasse.v1i4.733>

Omar, S. F., Nawi, H. S. A., Shahdan, T. S. T., Mee, R. W., Pek, L. S., & Yob, F. S. C.

(2020). Interactive language learning activities for learners' communicative ability.

*International Journal of Evaluation and Research in Education*, 9(4), 1010–1016.

<https://doi.org/10.11591/ijere.v9i4.20491>

Omodara O.D & Adu, I. (2014). Relevance of Educational Media and Multimedia Technology for Effective Service Delivery in Teaching and Learning Processes. *IOSR Journal of Research & Method in Education (IOSRJRME)* 4(2):48-5.

Ranjit, R. (2022). Classroom challenges of secondary level English teachers at remote government schools in Nepal. *Journal of Education, Language Innovation, and Applied Linguistics*, 1(1), Article 4443. <https://doi.org/10.37058/jelita.v1i1.4443>

Rasul, S., Bukhsh, Q., & Batool, S. (2011). A study to analyze the effectiveness of audio visual aids in teaching learning process at university level. *Procedia - Social and Behavioral Sciences*, 28, 78–81. <https://doi.org/10.1016/j.sbspro.2011.11.016>

Riri, I. S. (2011). Teaching speaking through audio visual aids. Indonesia: Bogor. <http://universityofibnkhaldunbogor-indonesia.blogspot.com/2011/02/teaching-speakingthrough-audio-visual.html>

Rustambekovna, A. F., & Adambayevna, K. I. (2020). The effectiveness of applying video materials in communicative language teaching. *European Journal of Research and Reflection in Educational Sciences*, 8(2), Part II, 108. Progressive Academic Publishing. <http://www.idpublications.org>

Şahin, M., & Seçer, Y. E. (2016). Challenges of using audio-visual aids as warm-up activity in teaching aviation English. *Educational Research and Reviews*, 11(8). <http://www.academicjournals.org/ERR>

- Shabiralyani, G., Hasan, K. S., Hamad, N., & Iqbal, N. (2020). Impact of visual aids in enhancing the learning process: Case research. *Journal of Education and Practice*, 6(9), 226-233.
- Salamea-Avila, M. J., & Fajardo-Dack, T. (2023). Developing Speaking Skills in EFL Young Learners through Visual and Audiovisual Materials. *Revista Metropolitana de Ciencias Aplicadas*, 6(S1), 338-349.
- Shilongo, L. M. (2023). Examining factors that impede effective implementation of ICT-based curriculum in Namibian primary schools. *International Journal of Smart Technology and Learning*, 3(3/4), xx-xx. <https://doi.org/10.1504/IJSMARTTL.2023.136912>.
- Singh, C. K. S. (2021). Review of research on the use of audio-visual aids among learners' English language. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(3), 800–808. <https://doi.org/10.17762/turcomat.v12i3.800>
- Songbatumis, A. M. (2017). Challenges in teaching English faced by English teachers at MTsN Taiwang, Indonesia. *Journal of Foreign Language Teaching and Learning*, 2(2), 57-67.
- Sosas, R.V. (2021). Technology in teaching speaking and its effects to students learning English. *Journal of Language and Linguistic Studies*, 17(2), 958-970.
- Stals, E. L. P., & Ponelis, F. A. (2024). Thus came Afrikaans to Namibia. [http://www.namibianederland.net/img/pdf/dk2\\_ch3.pdf](http://www.namibianederland.net/img/pdf/dk2_ch3.pdf)

- UNESCO Institute for Lifelong Learning. (2019). *Leveraging innovative technology in literacy and education programmes for refugees, migrants and internally displaced persons*.  
<https://doi.org/10.1234/56789>
- Valizadeh, M. (2021). The challenges facing English language teachers in Turkey. *Advances in Language and Literary Studies*. Retrieved from [www.all.saiac.org.au](http://www.all.saiac.org.au)
- Villegas, A. M., & Lucas, T. (2020). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20-32.
- Vishnupriya, S., & Bharathi, R. (2022). Impact of audio-visual aids in teaching. *International Journal of Health Sciences*, 6(S3), [Article 7877].  
<https://doi.org/10.53730/ijhs.v6nS3.7877>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Waad, M. A., & Younus, R. Z. (2022). The role of audio visual aids in teaching English. *International Journal of Health Sciences*, 6(S5), Article 10840.  
<https://doi.org/10.53730/ijhs.v6nS5.10840>
- Wang, C., & Wen, Q. (2002). Role-play and English language teaching. *Journal of Language and Learning*, 1(1), 30-34.
- Wazeema, T. M. F., & Kareema, M. I. F. (2017). Implication of multimedia audio-visual aids in the English language classroom. <https://www.researchgate.net/publication/322499103>

- Wondimtegegn, F. Y. (2020). Efficacy of audio-visual teaching materials in EFL classes: The case of two elementary schools in Addis Ababa, Ethiopia. *International Journal of Scientific and Research Publications*, 10(1), 481.  
<http://dx.doi.org/10.29322/IJSRP.10.01.2020.p9774>
- Wolfaardt, D. (2003). The relationship between junior and senior secondary examination grades: The Namibian examination context. Ministry of Basic Education, Sport and Culture: Windhoek, Namibia.
- Yang, D. (2019). A research review of college English audio-visual speaking teaching in China in multi-modality symbol framework. *English Language and Literature Studies*, 9(4), 39–49. <https://doi.org/10.5539/ells.v9n4p39>
- Yonas, A., & Senapathy, M. (2020). The factors impeding teachers' effective use of audio visual materials to teach English speaking skills: Abba Pascal Girls' School in focus, Wolaita Zone, Southern Ethiopia. *RIELS Journal*, 1(3), 45–58.  
<https://doi.org/10.47175/rielsj.v1i3.157>
- Yunus, M. M., & Hashim, H. (2017). The use of audio visual aids in developing pupils' speaking skills: Malaysian context. <https://scholar.google.com>
- Zhang, L. J., & Rahimi, M. (2015). Exploring non-native English-speaking teachers' cognitions about corrective feedback in teaching English oral communication. *System*, 55, 111–122.  
<https://doi.org/10.1016/j.system.2015.09.006>

# APPENDICES

## APPENDIX 1



### ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: DEC: HPC0002 Date: 25 FEBRUARY 2022

This Ethical Clearance Certificate is issued by the University of Namibia Ethics Committee (REC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the ethics committee.

**Title of Project:** Exploring Teachers' Use Of Audio-Visual Aids In Teaching English Speaking Skills To Junior Primary Learners: A Case Of Ohangwena Circuit

**Student:** Martha E. P. Shikongo

**Student Number:** 200718134

**Supervisor(s):** Dr J. U. Hanzari (Main Supervisor)  
Dr E. I. Tobias (Co-Supervisor)

**Centre for Research Services**

Take note of the following:

1. Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the ethics committee. An application to make amendments may be necessary.
2. Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the ethics committee
3. The Principal Researcher must report issues of ethical compliance to the ethics committee (through the Chairperson) at the end of the Project or as may be requested by the ethics committee
4. The ethics committee retains the right to:
  - i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected.
  - ii) Request for an ethical compliance report at any point during the course of the research.

The ethics committee wishes you the best in your research.

A handwritten signature in black ink, appearing to read 'Angelina Epyeni Amushigamo'.

Dr Angelina Epyeni Amushigamo (Chairperson DEC HPC)

A handwritten signature in black ink, appearing to read 'Davis Mumbengeziwi'.

Prof. Davis Mumbengeziwi (Head, Multidisciplinary Research)

## APPENDIX 2

### CENTRE FOR RESEARCH SERVICES

Office of the Pro-Vice-Chancellor: Research, Innovation & Development

University of Namibia, Private Bag 13301, Windhoek, Namibia

322 Minusama Ndumu/aya Avenue, Pioneer Park, Office P223 – Rosebush, Second Floor

☎ +264 61 206 4673; ✉ mail@unam.na; URL: <http://www.unam.edu.na>



29 March 2022

### RESEARCH PERMISSION LETTER

**Student Name:** Martha E. P. Shikongo  
**Student Number:** 200718134  
**Programme:** Masters of Education in Early Childhood Development (By Thesis)  
**Approved Research Title:** Exploring Teachers' Use of Audio-Visual Aids in Teaching English Speaking Skills to Junior Primary Learners: A Case of Ohangwena Circuit

### TO WHOM IT MAY CONCERN

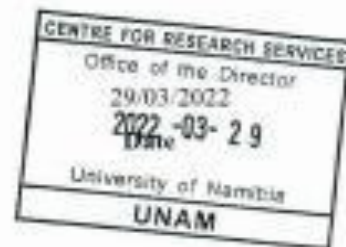
I hereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

The proposal adheres to ethical principles as per attached Ethical Clearance Certificate. Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards,

A handwritten signature in black ink, appearing to be 'AEE', is written over a horizontal line.

**Dr. AEE Shikongo**  
**Head: Postgraduate Support Services**  
**Tel: +264 61 2063129**  
**E-mail: aeshikongo@unam.na**



### APPENDIX 3



#### Observation check sheet

I, Martha Eeno Penhafo, Shikongo (200718134) a student at the University of Namibia in the department of Early Childhood Education and Care. I am doing a Master Degree by research and the title of my study is: Exploring teachers' Use of Audio-Visual Aids in Teaching English Speaking Skills to Junior Primary Learners: A Case of Ohangwena circuit. The purpose of this study is to explore how junior primary teachers' use audio-visual aids in improving English-speaking skills among junior primary school learners. The information which will be obtained from this observation will be treated with the highest confidentiality and will be used for academic purposes only and I will not provide any information which will reveal the identity of a person being observed.

Observer: \_\_\_\_\_

Place: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Tick in the appropriate box and motivate answers were as much as possible

<input type="checkbox"/>	Did the teacher use any audio-visual aid	Yes	No	If "YES" <u>list</u> them
--------------------------	--	-----	----	---------------------------

in teaching English speaking skill to junior primary learners?			
How did the teacher use the available audio -visual aids?	As a group	Individual	With the teacher
Did the use of audio-visual aids arouse the learners' interest in the lesson?	Yes	No	Comments
Did the teacher show some skills in utilizing the available audio - visual aids?	Yes	No	Impressions
Did the use of audio-visual aids assist learners in <u>improving</u> <u>English</u> speaking skills?	Yes	No	Comments

Did the teacher experience difficulties in using Audio-visual aids?	Yes	No	If "yes" state them
Good practices observed	Yes	No	Reflections



**Other observations**

---



---



---



---



---



---



---

## APPENDIX 4



### Teacher Interview questions

Name of interviewee: \_\_\_\_\_

Place of interview: \_\_\_\_\_

Date of interview: \_\_\_\_\_

I, Martha Eeno Penebafa Shikongo (200718134) a student at the University of Namibia in the department of Early Childhood Education and Care. I am doing a Master Degree by research and the title of my study is: Exploring Teachers' Use Of Audio-Visual Aids in Teaching English Speaking Skills To Junior Primary Learners: A case of Ohangwena circuit. The purpose of this study is to explore how the teachers' use audio-visual aids in improving English-speaking skills among junior primary school learners. The answers that you will provide in this interview and the interview recordings will be treated with the highest confidentiality and will be used for academic purposes only. Your participation in this study is voluntarily and you can withdraw at any time. Kindly feel free to respond to all the questions I am going to ask you.

Name of School: \_\_\_\_\_

Place: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

**Biographical information**

**1. Gender**

Male	
Female	

**2. Age group**

21 - 29	
30 - 39	
40 and above	

**3. Highest education qualification obtained**

Master's degree in pre and lower primary Education	
Bachelor's degree in pre and lower primary Education	
Diploma in pre and lower primary Education	
Others (Specify)	

**4. Years of teaching experience**

1-10 years	
11-19 years	
20-29 years	

1. How do you use audio visual aids to teach English speaking skills?
  - 1.1 How do you engage learners in the learning process when using audio visual aids during the English speaking lessons.
  - 1.2 How do you scaffold learners to learn English speaking skills using audio visual aids?
  - 1.3 What do you do to create a supportive and interactive learning environment when audio visual aids.
2. What are your views on the use of audio visual aids when teaching English speaking skills.
  - 2.1 How do you feel about the training you have received on the use of audio visual aids?
  - 2.2 How effective is the use of audio- visual aids in teaching English speaking skills?
3. What difficulties do you encounter when using audio- visual aids during the English speaking lessons?
  - 3.1 In what ways have the experienced difficulties prevented you from using audio - visual aids?

4. What are the best strategies that you suggest to improve learners English speaking skills ~~through~~ the ~~use~~ of audio visual aids?
  - 4.1 What other teaching aids would you point out as better ways to improve learners' spoken English?
  - 4.2 What other best practices would you advise other teachers to use to improve their learners English oral language abilities?

## APPENDIX 5

### Consent form



University of Namibia  
Faculty of Education

**Research title** Exploring Teachers' Use Of Audio-Visual Aids In Teaching English Speaking Skills To Junior Primary Learners: A Case Of Ohangwena Circuit

I \_\_\_\_\_ agree to participate in the research study titled (Exploring Teachers' Use Of Audio-Visual Aids In Teaching English Speaking Skills To Junior Primary Learners: A Case Of Ohangwena Circuit). The researcher explained to me the process and the steps of the research process. I consent voluntarily to be a participant in this study and I can withdraw from the study at any time. I am aware that with my permission I will be observed and interviewed. I further understand that during the interview I will be asked several questions regarding my experience on the use of Audio Visual Aids in teaching English Speaking Skills in grade 3. All the interview sessions will be audio recorded and transcribed later. I also understand that the information I will provide in this study will be held with highest confidentiality and will only be used for the purpose of this study.

If you agree to participate in this study, please answer the interview questions as best as you can. It should take about 40 minutes to complete. If you have any question about this study feel free to contact Ms. Martha Shikongo at or call me on 0812194459 or contact my supervisors' [ibengari@unam.nam](mailto:ibengari@unam.nam)/ [etobias@unam.na](mailto:etobias@unam.na)

Participant's name \_\_\_\_\_

Participant's signature \_\_\_\_\_

Date \_\_\_\_\_

This is to certify that I have explained the procedures to the above mentioned participant.

Researcher's name \_\_\_\_\_

Researcher's Signature \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX 6

P.O.Box 1167  
Ohangwena  
01 April 2022  
Cell: 0812194459

The Executive Director  
Ministry of Education, Arts & Culture  
Government Office Park  
Private Bag 13186  
Windhoek

Dear Sir/ Madam,

**Subject: Permission Letter to Conduct Research in Ohangwena Region**

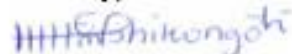
My Name is Martha E.P Shikongo, a master's degree student (student number 200718134) at the University of Namibia. I am studying towards a Master's degree in Early Childhood Development. The purpose of the study is to explore how Grade 3 teachers use audio visual aids when teaching English speaking skills and the challenges they experience when using Audio visual aids. I am therefore, requesting the Ministry's permission to collect data for thesis writing to fulfill my master's degree requirements.

The title of my research study is: *Exploring Teachers' Use of Audio-Visual Aids in Teaching English Speaking Skills to Junior Primary Learners: A Case Of Ohangwena Circuit*. The study information will be collected from Grade 3 junior primary teachers, using interview and a questionnaire.

The participants of the study will be Grade 3 teachers from 2 schools in Ohangwena Circuit. I would like to assure your good office that the study will be held with highest confidentiality and will be strictly used for the purpose of this study. There will be no risk involved for the participants who will participate in this study.

Thank for your favourable consideration.

Sincerely,



Ms Martha E.P Shikongo  
0812194459  
Email: [mshikongo@unam.na](mailto:mshikongo@unam.na)

APPENDIX 7

Appendix 7



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Executive: Mr. G. Munene  
Tel: +264 61-293 3202  
Fax: +264 61-293 3922  
Email: G.Munene@moe.gov.na  
P.O. no. 13 292

Lutkef Street, Govt. Office Park  
Private Bag 13186  
Windhoek  
Namibia

Ms Martha E. P. Shikongo  
mshikongo@sunam.na  
0812194459

Dear Ms Martha E. P. Shikongo

**SUBJECT: PERMISSION TO CONDUCT ACADEMIC RESEARCH IN OHANGWENA REGION**

The Ministry wishes to acknowledge receipt of your letter dated, 31 March 2022 seeking for permission to conduct academic research in the Ohangwena region for your Masters Degree studies which is focusing on: *Exploring Teacher's Use of Audio-Visual Aids in Teaching English Speaking Skills to Junior Primary Learners: A Case Study of Ohangwena Circuit.*

Permission has been granted to you. However, you have to seek for further clearance from the Ohangwena Regional Director of Education, Arts and Culture to ensure that:

- staff members' normal work is not disrupted during your interviews;
- participation is voluntary;
- Parental consent should be granted by the parents / guardians of all participants in this research.

Furthermore, you are kindly requested to share your research findings with the Ministry after completion of the research project. You may contact Mr G. Munene on the above provided contacts at the Directorate Programmes and Quality Assurance (PQA) for submission of your research findings at the above indicated details.

We wish you the best in conducting your research and the Ministry looks forward to hearing from you upon completion of your studies.

Yours sincerely,

  
Sanet L. Steenkamp  
EXECUTIVE DIRECTOR



## APPENDIX 8

P.O. Box 1167  
Ohangwena  
05 April 2022  
Cell: 0812194459

The Regional Director  
Ohangwena Regional Council  
Directorate of Education, Arts and Culture  
Private Bag 88005  
Eenhana

Dear Sir/ Madam,

**Subject: Permission Letter to Conduct Research in Ohangwena Region**

My Name is Martha E.P Shikongo, a master's degree student (student number 200718134) at the University of Namibia. I am studying towards a Master's degree in Early Childhood Development. The purpose of the study is to explore how Grade 3 teachers use audio visual aids when teaching English speaking skills and the challenges they experience when using Audio visual aids. I am therefore, requesting the Ministry's permission to collect data for thesis writing to fulfill my master's degree requirements.

The title of my research study is: *Exploring Teachers' Use of Audio-Visual Aids in Teaching English Speaking Skills to Junior Primary Learners: A Case Of Ohangwena Circuit*. The study information will be collected from Grade 3 junior primary teachers, using interview and a questionnaire.

The participants of the study will be Grade 3 teachers from 2 schools in Ohangwena Circuit. I would like to assure your good office that the study will be held with highest confidentiality and will be strictly used for the purpose of this study. There will be no risk involved for the participants who will participate in this study.

Thank for your favourable consideration.

Sincerely,



Ms Martha E.P Shikongo

0812194459

Email: [mshikongo@unam.na](mailto:mshikongo@unam.na)

APPENDIX 9



REPUBLIC OF NAMIBIA  
OHANGWENA REGIONAL COUNCIL

**DIRECTORATE OF EDUCATION, ARTS AND CULTURE**

Office of the Director  
Tel: (+264) 65 298267  
Fax: (+264) 65 298274  
Enquiries: 180jam Namibia  
Email: [sd@oecr.oecr.org](mailto:sd@oecr.oecr.org)  
Our Ref: 26/1/9/8

Handbuck Street, Government Complex Building  
Private Bag 5005  
KONAKON


05 April 2022

Ms. Martha Shikongo  
PO Box 1167  
OHANGWENA  
[mshikongo@sunam.na](mailto:mshikongo@sunam.na)

**SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN  
OHANGWENA REGION**

1. Receipt of your letter received on 05 April 2022 is hereby acknowledged.
2. The request has been evaluated and found to have merit.
3. Kindly be informed that permission to collect data from schools in Ohangwena circuit, in the Ohangwena Region for research has been granted under the following conditions and requests:
  - The data to be collected should only be used for the completion of your studies.
  - Kindly liaise with the concerned Principals to make prior arrangements before the date of the research.
  - No other data should be collected other than the data stated in the request.
  - You may share the final report of your study with the directorate.
4. It is trusted that you will find this arrangement in order while wishing you all the best with your studies.

Yours Sincerely,

  
ISAK HAMATWI 07/04/2022 07 APR 2022  
DIRECTOR

