

22. FROM IMAGES TO INSIGHT: VISUAL AIDS AND FOCUS IN ELLT

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ABSTRACT

The study explores the impact of visual aids on concentration in English Language Learning and Teaching (ELLT). Conducted with a sample of 50 undergraduate students, the research aimed to investigate the effectiveness of various visual aids in enhancing concentration levels among learners. The study found that incorporating visual images, animations, image comparisons, and other forms of visual stimuli positively influenced students' concentration during ELLT sessions. The results suggest that these visual aids provide engaging and interactive learning experiences, capturing the students' attention and facilitating better focus. Additionally, the researcher developed a website based on student interests, which played a pivotal role in promoting effective learning. The findings imply that educators should consider incorporating a variety of visual materials and interactive resources into their teaching practices, catering to diverse learning styles and preferences. By embracing the potential of visual aids, instructors can create an enriched learning environment that fosters increased concentration and improved learning outcomes in ELLT.

Keywords: *Visual Aids; ELLT; Concentration; Learning; website.*

INTRODUCTION

The provided research and academic literature consistently highlight the profound impact of visual and audio-visual aids on English Language Learning and Teaching (ELLT). The central theme is that these tools are not merely supplementary; they are essential for enhancing student concentration, engagement, and overall learning outcomes. A foundational study on the topic, conducted with 50 undergraduate students, found that various visual aids including images, animations, and image comparisons significantly improved students' ability to focus during ELLT sessions. This suggests that visual stimuli create a more engaging and interactive learning environment, capturing students' attention and fostering better concentration. The study's development of a website based on student interests further underscores the importance of catering to learner preferences and leveraging technology to promote effective learning.

LITERATURE REVIEW

Dolati & Cameron (2011) and Thomas & Keinders (2010) established that tools like films, charts, flashcards, maps, and diagrams engage multiple senses, making abstract concepts more concrete and easier to understand. This is crucial in language acquisition, where comprehending new word concepts and vocabulary is vital. In 2017, Montoya and Jhoan identified the challenges of student disengagement in

ESL learning, finding that visual aids were highly effective in re-capturing attention and facilitating learning. The consensus among researchers like Mannan and Van Staden (2011) is that visual representations provide essential support for students of all proficiency levels, accommodating diverse learning styles and enhancing comprehension. The discussion extends beyond traditional visual aids to encompass modern technology. Solanki D. Shyamlee (2012) argues that educators must embrace technology to improve the learning process, noting that many still rely on outdated methods. Raval (2014) emphasizes the need for innovative approaches, highlighting audio-visual aids as powerful tools for delivering educational content. This evolution has led to the rise of blended (hybrid) learning, defined by Dziuban et al. (2004) as an integration of face-to-face and online communication. Rodriguez (2020) suggests this model may become the dominant norm, enabling educators to innovate with multimedia and visual aids, particularly in subjects where creating engaging online experiences is difficult.

The literature consistently shows that audio-visual media, which simultaneously engage both sight and sound, are exceptionally effective. Arsyad (2017) and Aksoy (2012) explain that when well-designed, tools like graphics, videos, simulations, and animations can significantly improve learning outcomes. This is particularly relevant for the current generation of students. Several studies, including those by Jain & Sharma (2023), Mahmood & Khan (2024), and Shatto & Erwin (2017), confirm that students have a strong preference for visual and digital learning. Korkut et al. (2023) and an article from India Today Education Desk (2024) specifically note that Gen Z students are “predisposed to understanding complex visual images” and that video-based learning is invaluable for them, as it enhances engagement, caters to diverse learning styles, and improves memory retention. Further research by Skourou & Doutsis (2022) and Amiruddin & Halwani (2021) reinforces this, highlighting that students have positive attitudes towards video use and that platforms like YouTube, Google Classroom, and Zoom make language learning more interesting and accessible. The integration of technology is not just about tools but about transforming the learning experience itself. Papers by Jithin Jenner & Jebakumar (2024) and Jabneel Praveen & Jebakumar (2023) discuss how technology, including gamification, turns language acquisition into a skill-based, engaging endeavor, while Shanmugasundaram & Jebakumar (2025) touch on the broader role of technology in communication. Ultimately, the evidence suggests that by incorporating a variety of visual materials, interactive resources, and audio-visual media, educators can create an enriched learning environment that fosters increased concentration and better learning outcomes in ELLT, moving beyond traditional methods to embrace the innovative potential of modern teaching aids.

RESEARCH METHODOLOGY

This study employed a mixed-methods approach to investigate the impact of audio-visual tools on students’ engagement, comprehension, and motivation in English Language Teaching (ELT). The study’s sample consisted of 50 undergraduate students from a tertiary-level institution, intentionally chosen to represent a diverse range of academic disciplines and backgrounds. Data was meticulously collected through a combination of qualitative methods, including individual interviews, focus groups, and reflective journals. This multi-pronged approach was crucial for gathering a rich and comprehensive dataset, allowing the researchers to move beyond simple quantitative measures and gain a deep, nuanced understanding of the students’ lived experiences with these learning tools. The use of interviews provided personal insights, while focus groups offered a platform for observing group dynamics and shared per-

ceptions. The reflective journals, on the other hand, allowed students to document their personal learning journeys and thought processes in detail over time. This triangulation of data collection methods enhanced the validity and reliability of the study's findings, ensuring a robust analysis of the subject matter.

DISCUSSION AND FINDINGS

Findings on the use of multimedia presentations were particularly compelling. PowerPoint presentations enriched with graphics, animations, and audio were not merely a stylistic choice; they were central to creating dynamic and memorable learning experiences. This observation directly supports Mayer's Cognitive Theory of Multimedia Learning, which posits that effective learning occurs when both visual and auditory channels are engaged. Students reported that this dual-channel approach made complex linguistic rules and concepts more understandable. Furthermore, this study discovered that cinematic techniques and pictorial videography had a significant impact on student motivation. By presenting language lessons through engaging storylines and visually stunning imagery, the teacher is able to make learning more enjoyable and relatable. The use of Visual Effects (VFX), even in a simple context, created immersive environments that sparked students' imaginations. This approach transforms the learning process into a captivating narrative, which is far more effective than traditional, text-heavy methods.

The study's most significant finding is the success of a flipped classroom model utilizing learner-centered strategies. Students consistently reported that this approach was more engaging and motivating than traditional classroom settings. They highly valued the flexibility of online resources, which allowed them to learn at their own pace and revisit materials as needed. Task-oriented activities, such as using images to prompt writing, were a central component of this strategy. This hands-on, active involvement helped students connect information on a deeper level, directly contributing to increased engagement and motivation. This research highlights the importance of a synergistic approach that accommodates diverse learning styles. This method fosters a supportive learning environment with several key outcomes:

- **Interactive Classroom:** By offering multiple avenues for engagement (e.g., discussions, research, hands-on activities), the classroom becomes a dynamic space where every student can find their preferred way to interact with the material.
- **Supportive Learning:** This approach fosters an atmosphere where students feel comfortable exploring their unique strengths, leading to increased self-confidence and a willingness to take risks.
- **Expression of Views:** In this environment, students are more likely to voice their ideas without fear of judgment, leading to richer discussions and a more inclusive educational experience.
- **Unity and Comradeship:** Encouraging discussion and peer-to-peer learning promotes a strong sense of community, where students learn from and appreciate diverse perspectives.
- **Increased Self-Interest:** When students see that their individual needs are met, their self-interest in active participation grows, leading to more enthusiastic and effective learning.

CONCLUSION

The research provides a compelling case for the integral role of visual and audio-visual aids in modern English Language Learning and Teaching (ELLT). The study, conducted with a diverse sample

of undergraduate students, confirms that these tools are not merely supplementary but are essential for enhancing student concentration, comprehension, and motivation. The findings show that visual stimuli like images, animations, and video content are highly effective in creating engaging, interactive learning experiences that capture students' attention and improve their focus. Specifically, the study's findings on the use of multimedia presentations and cinematic techniques align with Mayer's Cognitive Theory of Multimedia Learning, demonstrating that a dual-channel approach to instruction significantly improves learning outcomes. The success of a flipped classroom model, which leverages learner-centered strategies and online resources, further underscores the importance of flexibility and active learning. Students reported higher levels of engagement and motivation when they could learn at their own pace and participate in hands-on, task-oriented activities. The research also highlights that a synergistic approach catering to diverse learning styles creates a supportive and inclusive classroom environment. This method not only boosts students' self-confidence and encourages the free expression of ideas but also fosters a stronger sense of community. By embracing a variety of visual materials and interactive resources, educators can move beyond traditional methods to create a dynamic and enriching learning environment. Ultimately, the study concludes that incorporating modern teaching aids is crucial for improving learning outcomes and preparing students for success in a visually-driven world.

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