



Audiovisual Media Integration in Oral Communication in Context: A Dual Perspective Study in Philippine Senior High Schools

John Louie Domingo Galang

Nueva Ecija University of Science and Technology Gabaldon Campus, Philippines,
monkeydluwigalang@gmail.com

Audiovisual aids are essential tools in classrooms that enhance the teaching-learning process. In language teaching, their use ensures comprehensible input, maximizes target language exposure, and minimizes direct translation. This study examined the effectiveness of audiovisual media in teaching Oral Communication in Context to Grade 11 students. Using stratified random sampling, 200 students from three public senior high schools in Nueva Ecija participated, along with 15 teacher-respondents selected through total population sampling. A survey questionnaire was administered via Google Forms, and data were analyzed using Microsoft Excel and SPSS Version 21. Findings indicate that learners frequently used audiovisual resources such as short films, television/movie clips, music videos, and vlogs/TikTok, rating them as "effective" in enhancing English learning. Teachers also reported extensive use of these resources, finding them highly beneficial. A significant difference was observed in students' and teachers' responses regarding short films and television/movie clips, while no significant difference was noted for music videos and vlogs/TikTok. The null hypothesis regarding the relationship between respondents' profiles and their use of audiovisual media was accepted. The study recommends continued use of audiovisual media to enrich Oral Communication in Context instruction and suggests further training for teachers in multimedia integration.

Keywords: audiovisual media, oral communication in context, language learning, senior high school, multimedia integration, English instruction

INTRODUCTION

Instructional materials have significantly evolved to incorporate digital and interactive elements that enhance students' learning experiences. With the integration of internet connectivity and multimedia tools into classrooms, there has been a notable shift from traditional instruction to more dynamic, learner-centered methodologies (Mulyadi, Puspitasari, & Wijayanti, 2021; Sofiana & Mubarak, 2020). This transition underscores the increasing importance of audiovisual (AV) media in language education, particularly in subjects like Oral Communication in Context, where comprehension, engagement, and retention are essential.

Citation: Galang, J. L. D. (2025). Audiovisual media integration in oral communication in context: A dual perspective study in Philippine senior high schools. *International Journal of Instruction*, 18(4), 367-394. <https://doi.org/10.29333/iji.2025.18421a>

AV materials—ranging from short films and television clips to music videos and vlogs—offer visual and auditory stimuli that support learning by making abstract concepts more accessible and relatable. These resources cater to learners' preferences in an increasingly visual culture. As Farooqu (2020) posits, AV aids make language input more comprehensible by reducing reliance on translation and emphasizing the use of the target language. Rautrao (2012) further underscores that AV materials foster learner immersion and encourage active participation. Similarly, Pagcaliwagan (2015) highlights that the success of English instruction relies not only on curriculum design and teacher quality, but also on the availability and strategic use of instructional materials.

This study specifically examined the effectiveness of AV media in teaching Oral Communication in Context among Grade 11 learners in the Schools Division Office (SDO) – Gabaldon Annex, Nueva Ecija, Philippines, during the post-pandemic shift to flexible and digital learning environments. It investigated how distinct AV formats—such as short films, television/movie clips, music videos, and vlogs—impacted students' engagement and comprehension of lesson content. To further support a well-rounded analysis, the study explored both learner and teacher perspectives. Learners' profiles were assessed in terms of sex, age, access to digital devices, internet connectivity, and their typical use of AV materials at home. The learners' evaluations of AV materials were compared with teachers' perceptions of their instructional effectiveness. This dual approach aligns with the findings of Doeur (2022), who emphasized the need to understand teachers' attitudes and pedagogical beliefs when implementing communicative language teaching strategies, and Mulyadi et al. (2021), who underscored the role of both student participation and teacher facilitation in effective technology-enhanced learning environments.

Literature Review

Recent studies from 2022 to 2024 have strengthened the empirical support for AV media as effective tools for language instruction, yet many still emphasize the need for deeper contextual integration. Haider and Al-Salman (2022) found that intralingual subtitles significantly improved EFL learners' vocabulary retention and listening comprehension—outcomes particularly relevant in teaching Oral Communication in Context. Meanwhile, Rogti (2024) highlighted how mobile-based multimedia tools not only increased engagement and cooperation among learners but also fostered critical thinking—a crucial skill in oral exchanges.

Eschenauer, Chmielewski, and Malec (2023) emphasized that AV media integrated with creative, bodily, and linguistic expression can holistically enhance oral communication, suggesting that emotion and embodiment play a significant role in language learning. In Southeast Asia, Mulyadi et al. (2021) demonstrated that technology-enhanced task-based learning significantly increased speaking performance among Indonesian learners, aligning with findings by Afrilliani et al. (2020), who noted that using vlogs in the classroom led to improved student confidence and verbal fluency.

Local studies likewise affirm the relevance of multimedia in Filipino classrooms. Ella (2018) found that language learning strategies, when paired with AV tools, can help

overcome proficiency barriers among Grade 12 students. Moreover, Atanacio-Blas et al. (2018) documented the articulated difficulties of Grade 11 students in English proficiency and recommended that media-rich instruction be part of a holistic response. These works contextualize the current study within ongoing national conversations about technology-enhanced pedagogy.

This study draws theoretical grounding from Mayer's (2001) Cognitive Theory of Multimedia Learning, which asserts that individuals learn more effectively when information is presented through both visual and auditory channels. The theory is built on three assumptions: that learners process information through separate auditory and visual channels, each channel has limited capacity, and learning is an active process involving selection, organization, and integration of information. Lauc, Jagodić, and Bistrović (2020) further emphasize that this theory supports deeper comprehension when verbal and visual elements are meaningfully combined. Mayer and Moreno (2005) also demonstrated that simultaneous presentation of words and images is more effective than sequential delivery, reinforcing the importance of synchronizing multimedia inputs in instruction.

The concept of AV education can be traced back to John Amos Comenius (1592–1670), who advocated for the use of illustrated texts in his seminal work *Orbis Sensualium Pictus* (1658). This foundational idea of sensory-based learning continues to find relevance in modern classrooms. As Maziriri, Gapa, and Chuchu (2020) point out, multimedia instruction enhances learners' ability to establish meaningful connections between verbal content and visual aids, leading to deeper understanding and longer retention.

The results of the present study highlight how AV media improved learner engagement, comprehension, and information retention in Oral Communication lessons. These insights are consistent with Alqudah et al. (2019), who reported that using infographics enhanced higher education students' perception and interaction with academic content. Similarly, Rogti (2024) emphasized the value of mobile-based multimedia in fostering collaboration and critical thinking in English as a Foreign Language (EFL) classrooms, while Eschenauer, Chmielewski, and Malec (2023) showed that integrating creativity—through artistic, bodily, and linguistic methods—stimulates emotional development and oral communication in language learning.

Research Problem

Despite the growing integration of audiovisual media in language instruction, existing literature still lacks comprehensive attention to their contextual application in Philippine senior high schools, particularly in the subject Oral Communication in Context. While numerous studies have explored the general benefits of AV tools, little is known about how specific formats—such as TikTok, music videos, vlogs, and short films—impact student engagement and language development, especially in rural educational settings. Moreover, most investigations have centered on learner perspectives, with limited attention to comparative insights from teachers. This absence of dual-perspective analysis, particularly in post-pandemic flexible learning environments, highlights a critical research gap.

To address this, the study sought to explore the following research problem:

How effective are various forms of audiovisual media in enhancing the teaching and learning of Oral Communication in Context among Grade 11 students and their teachers in public senior high schools in the Philippines?

Research Questions

Specifically, the study sought to answer the following questions:

1. What is the profile of the learner-respondents in terms of sex, age, available gadgets at home, internet accessibility, learning environment, and audiovisual media use at home?
2. How do learners assess the use of audiovisual media—short films, television/movie clips, music videos, and vlogs/TikTok—in learning Oral Communication in Context?
3. How do teachers assess the use of audiovisual media—short films, television/movie clips, music videos, and vlogs/TikTok—in teaching Oral Communication in Context?
4. Is there a significant relationship between the respondents' profile and their use of audiovisual media in teaching and learning Oral Communication in Context?
5. Is there a significant difference between learners' and teachers' assessments of audiovisual media use in Oral Communication in Context?

Through this inquiry, the study aimed to provide empirically grounded recommendations for improving language instruction using AV media, particularly in the post-pandemic educational landscape where digital content has become indispensable to teaching and learning.

METHOD

Research Design

This study employed a quantitative approach utilizing a descriptive-correlational research design to analyze the effectiveness of audiovisual media in teaching Oral Communication in Context. Descriptive research, as defined by Jacobs (2012), focuses on collecting data to answer questions about the current status of a subject or topic. It emphasizes describing "what" rather than explaining "why," allowing researchers to provide an objective representation of the demographics under study.

The correlational aspect of this research systematically examined the relationships among variables, particularly the profile of the respondents and their use of audiovisual media in Oral Communication instruction. This non-experimental design, where the researcher has no control over variables, enabled the study to determine the extent to which the respondents' characteristics—such as age, sex, access to gadgets, and internet availability—related to their use of audiovisual media.

Data Collection

The researcher sought permission from the Department of Education – Schools Division Office of Nueva Ecija (DepEd SDO-NE) through a formal request endorsed by the thesis adviser, statistician, language critic, and panel members. Upon approval from the Schools Division Superintendent (SDS), a letter was forwarded to the Public Schools

District Supervisor (PSDS) and school principals in SDO-Gabaldon Annex, securing a receiving letter as proof of authorization.

Data collection was conducted online using Google Forms for safety and convenience. The link was sent to the teachers-in-charge or school heads, who then forwarded it to the respondents. Clear instructions were provided via Facebook Messenger chats, and respondents were given ample time to complete the survey. Once the required number of responses was gathered, the instrument was closed, and the retrieved data were downloaded in Microsoft Excel format. The itemized variables were coded for statistical treatment by the researcher's statistician.

Sampling Technique

The researcher employed stratified random sampling to ensure representative learner-respondents from the three public senior high schools in SDO-Gabaldon Annex, Nueva Ecija. With a total population of 512 Grade 11 learners enrolled in Oral Communication in Context for A.Y. 2021-2022, a sample of 200 was randomly selected based on proportional representation from each school. This method ensured an equitable distribution of participants actively engaged in audiovisual media-based learning. Meanwhile, total population sampling, a type of purposive sampling, was used for teacher-respondents, including all 15 Grade 11 Oral Communication in Context teachers across the three schools. Their responses provided validation and additional insights into the study.

Instrument

The researcher developed a self-made questionnaire to efficiently gather relevant data. It consisted of two parts: Part 1, the Personal Information Sheet, which collected respondent profiles, and Part 2, which assessed the effectiveness of audiovisual media in teaching Oral Communication in Context. The questionnaire was based on literature, observations, and unstructured interviews with fellow teachers and underwent review and revisions based on feedback from the research adviser, statistician, and language critic.

Validity and Reliability

To ensure the content validity of the instrument, the researcher consulted expert educators including the thesis adviser, a professional statistician, Master Teachers, an English language critic, and selected faculty members from the College of the Immaculate Conception (CIC) Graduate School. Their feedback focused on improving the clarity, accuracy, and relevance of the items. Revisions were incorporated after each review, conducted through Messenger, email exchanges, and limited face-to-face consultations, until the final version of the instrument was approved (as recommended by Boateng et al., 2018).

For reliability, the internal consistency of the questionnaire was measured using Cronbach's Alpha, a commonly used coefficient for determining scale reliability in the social sciences (Taber, 2018). A pilot test was conducted among 15 non-participant Grade 11 learners and Oral Communication in Context teachers who were not included

in the actual study sample. The responses were encoded and analyzed using SPSS Version 21 (IBM Corp., 2012). The computed Cronbach's Alpha coefficient was 0.91, which indicates a high level of internal consistency, as values of 0.9 and above are generally considered excellent (George & Mallery, 2003). Based on the pilot results, additional refinements were made to enhance item clarity and comprehension before final distribution.

Data Analysis

The researcher employed descriptive-correlational statistical methods to analyze the gathered data. Descriptive statistics, including frequency count, percentage, and weighted mean, were used to summarize respondent profiles and assess the effectiveness of audiovisual media in teaching Oral Communication in Context. Correlation analysis was applied to determine the relationship between respondent profiles and the use of audiovisual media.

Data were organized in tabular form and encoded using Microsoft Excel, which facilitated statistical computations, including the t-test, to measure significant relationships. A four-point Likert scale was used to evaluate the extent of audiovisual media utilization, with responses categorized as Very High Extent (3.25–4.00), High Extent (2.50–3.24), Low Extent (1.75–2.49), and Very Low Extent (1.00–1.74). The weighted mean was calculated for each item to interpret the effectiveness of audiovisual media in enhancing Oral Communication in Context learning.

FINDINGS

Profile of the Respondents

Table 1 provides an overview of the profile of the respondents. The data reveals that the majority of the respondents are female (120 or 60%), while male respondents make up 40% (80). In terms of age distribution, most respondents are between 15 to 16 years old (92 or 46%), followed by those aged 17 to 18 (89 or 44.5%), while a smaller percentage belong to the 19 to 20 age group (13 or 6.5%), and only 3% (6) are 21 years old and above. Regarding the available gadgets used for distance learning, Android smartphones and iPhones are the most commonly used, ranking first, followed by laptops (2nd), television (3rd), desktop computers (4th), radios (5th), and tablets (6th). In terms of internet accessibility, half of the respondents (50%) have a moderately strong connection, while 16% report having strong connectivity, 21.5% experience moderately weak internet, and 12.5% have weak access. Several barriers affect the conduciveness of their learning environment, with noise from animals (ranked 1st) and the neighborhood (ranked 2nd) being the most common distractions, followed by sounds from vehicles (3rd), housemates (4th), limited technical experience (5th), and furniture or shop noises (6th). When it comes to audiovisual media used at home, television ranks highest, followed by TikTok (2nd), movies (3rd), music videos (4th), vlogs (5th), and short films (6th).

Table 1
Profile of the respondents

Profile	Frequency	Percent
1. Sex		
Male	80	40%
Female	120	60%
Total	200	100%
2. Age		
15-16	92	46%
17-18	89	44.5%
19-20	13	6.5%
21 above	6	3%
Total	200	100%
3. Available Gadgets at Home Used in Distance Learning		Rank
Android smartphone/iPhone		1
Desktop Computer		4
Laptop		2
Tablet		6
Television		3
Radio		5
4. Accessibility to Internet Connection		Percent
Strong		16%
Moderately Strong		50%
Moderately Weak		21.5%
Weak		12.5%
Total		100%
5. Conduciveness of Environment to Learning Using Audiovisual Materials (Barriers Encountered)		Rank
Loud noise from the neighborhood		2
Dog and other similar animal noises		1
Sounds coming from vehicles along the highways		3
Sounds coming from furniture and other similar shops		6
Audible sounds from housemates		4
Limited technical experience		5
6. Audiovisual Media Used at Home		Rank
short films		6
television		1
movies		3
music videos		4
Vlogs		5
TikTok		2

Use of Audiovisual Media in Aid of Learning Oral Communication in Context as Assessed by Learners: Short Films

Table 2 presents the learners' assessment of the use of audiovisual media, specifically short films, in aiding their learning of Oral Communication in Context. The findings indicate that the statement "By watching short films in distance learning, I can

pronounce unfamiliar words correctly now” received the highest weighted mean of 3.30, interpreted as “Very High Extent.” Similarly, the statement “I can see real-life conversations and eventually use it in real-life situations” also garnered a weighted mean of 3.30, reflecting a very high extent of agreement among learners. Other aspects that were rated with a “Very High Extent” include “I can adapt realistic English conversations that are not too long and complicated” (3.25), “I get to use new vocabulary words and phrases in a short amount of time” (3.25), and “I understand new vocabulary through the actors’ conversations” (3.25). On the other hand, the statement “I have become more participative in class discussions using the English language by using English-speaking actors as my role model” obtained the lowest weighted mean of 2.80, though still interpreted as “High Extent.” The overall average weighted mean of 3.16 indicates that learners assess the use of short films as a highly effective tool in enhancing their oral communication skills.

Table 2

Assessment of learners on the use of audiovisual media: Short films

By watching short films in distance learning, I...	Weighted Mean	Verbal Interpretation
Get motivated and find learning English more enjoyable.	3.05	High Extent
Can see real-life conversations and eventually use it in real-life situations.	3.30	Very High Extent
Have become more participative in class discussions using the English language by using English speaking actors as my role model.	2.80	High Extent
Am able to communicate effectively as I listen and speak in the same manner as the actors.	3.00	High Extent
Can adapt realistic English conversations that are not too long and complicated.	3.25	Very High Extent
Get to use new vocabulary words and phrases in a short amount of time.	3.25	Very High Extent
Am able to understand the natural flow of conversation between native English speakers.	3.15	High Extent
Understand new vocabulary through the actors’ conversations.	3.25	Very High Extent
Am able to adapt to different situations using varied levels of communication through characters.	3.20	High Extent
Can pronounce unfamiliar words correctly now.	3.30	Very High Extent
Total Weighted Mean	3.16	High Extent

Use of Audiovisual Media in Aid of Learning Oral Communication in Context as Assessed by Learners: Television/Movie Clips

Table 3 presents the learners’ assessment of the use of audiovisual media, specifically television and movie clips, in aiding their learning of Oral Communication in Context. The findings indicate that the statements “By watching TV/movie clips in distance learning, I get to be more concise in communicating and get to the point faster,” “I mimic speech patterns and sentence formations correctly,” and “I become more aware of my appearance, which communicates a great deal about myself” received the highest weighted mean of 3.30, interpreted as “Very High Extent.” Other aspects that were rated with a “Very High Extent” include “I have developed my socialization skills” (3.25), “I can share cultural experiences with others” (3.25), and “I know how to keep a conversation going” (3.25). On the other hand, the statements “I use language that is vivid and alive” (3.10) and “I become a critical viewer” (3.10) obtained the lowest weighted means, though both were still interpreted as “High Extent.” The overall

average weighted mean of 3.22 indicates that learners assess the use of television and movie clips as a highly effective tool in improving their oral communication skills.

Table 3

Assessment of learners on the use of audiovisual media: Television/movie clips

By watching TV/movie clips in distance learning, I...	Weighted Mean	Verbal Interpretation
Get to be more concise in communicating and get to the point faster.	3.30	Very High Extent
Mimic speech patterns and sentence formations correctly.	3.30	Very High Extent
Can create visual images through my oral communication skills.	3.15	High Extent
Use language that is vivid and alive.	3.10	High Extent
Have developed my socialization skills.	3.25	Very High Extent
Can share cultural experiences with others.	3.25	Very High Extent
Become a critical viewer.	3.10	High Extent
Am exposed to different languages of the world.	3.20	High Extent
Know how to keep a conversation going.	3.25	Very High Extent
Become more aware of my appearance, which communicates a great deal about myself.	3.30	Very High Extent
Total Weighted Mean	3.22	High Extent

Use of Audiovisual Media in Aid of Learning Oral Communication in Context as Assessed by Learners: Music Videos

Table 4 presents the learners' assessment of the use of audiovisual media, specifically music videos, in aiding their learning of Oral Communication in Context. The findings indicate that the statement "By watching music videos in distance learning, I have developed the ability to pronounce English words correctly" received the highest weighted mean of 3.40, interpreted as "Very High Extent." Similarly, the statements "I was able to adapt the manner of delivering English lyrics correctly" (3.35) and "I spell words in English correctly through the lyrics flashed on screen" (3.30) also garnered a very high extent of agreement among learners. Other aspects rated with a "Very High Extent" include "I am more inspired to speak fluently in English like the singers on the music videos" (3.25). On the other hand, the statement "I am able to stress English words accurately" obtained the lowest weighted mean of 2.95, though still interpreted as "High Extent." The overall average weighted mean of 3.19 indicates that learners assess the use of music videos as a highly effective tool in enhancing their oral communication skills.

Table 4

Assessment of learners on the use of audiovisual media: Music videos

By watching music videos in distance learning, I...	Weighted Mean	Verbal Interpretation
Have developed the ability to pronounce English words correctly.	3.40	Very High Extent
Have more confidence in expressing myself in English.	3.00	High Extent
Was able to adapt the manner of delivering English lyrics correctly.	3.35	Very High Extent
Have a better understanding of how to structure sentences in English.	3.20	High Extent
Can avoid lisping when speaking in English.	3.20	High Extent
Can avoid stuttering when speaking in English.	3.10	High Extent
Am able to stress English words accurately.	2.95	High Extent
Gain better English communication skills by mimicking what I see and hear.	3.15	High Extent
Am more inspired to speak fluently in English like the singers on the music videos.	3.25	Very High Extent
Spell words in English correctly through the lyrics flashed on screen.	3.30	Very High Extent
Total Weighted Mean	3.19	High Extent

Use of Audiovisual Media in Aid of Learning Oral Communication in Context as Assessed by Learners: Vlogs/TikTok

Table 5 presents the learners' assessment of the use of audiovisual media, specifically vlogs and TikTok, in aiding their learning of Oral Communication in Context. The findings indicate that the statements "By watching vlogs/TikTok in distance learning, I can relay a clearer message by providing concrete descriptions" and "I learn new words through tutorials" received the highest weighted mean of 3.35, interpreted as "Very High Extent." Other aspects that were rated with a "Very High Extent" include "I am allowed to share ideas efficiently" (3.25) and "I can pronounce former unfamiliar words through video tutorials" (3.25). On the other hand, the statements "I have established myself in orally expressing what I feel in more meaningful ways" (3.05) and "I build my confidence level more and communicate better because of higher online presence" (3.05) obtained the lowest weighted means, though both were still interpreted as "High Extent." The overall average weighted mean of 3.21 indicates that learners assess the use of vlogs and TikTok as a highly effective tool in enhancing their oral communication skills.

Table 5

Assessment of learners on the use of audiovisual media: Vlogs/TikTok

By watching vlogs/TikTok in distance learning, I...	Weighted Mean	Verbal Interpretation
Can relay a clearer message by providing concrete descriptions.	3.35	Very High Extent
Am able to speak with more conviction the way vloggers do.	3.20	High Extent
Can connect with people and send out messages better towards others.	3.20	High Extent
Have established myself in orally expressing what I feel in more meaningful ways.	3.05	High Extent
Build my confidence level more and communicate better because of higher online presence.	3.05	High Extent
Am able to reach specific audiences with the appropriate words to address them.	3.15	High Extent
Get to teach myself English lessons with one click.	3.20	High Extent
Learn new words through tutorials.	3.35	Very High Extent
Am allowed to share ideas efficiently.	3.25	Very High Extent
Can pronounce former unfamiliar words through video tutorials.	3.25	Very High Extent
Total Weighted Mean	3.21	High Extent

Use of Audiovisual Media in Aid of Learning Oral Communication in Context as Assessed by Teachers: Short Films

Table 6 presents the teachers' assessment of the use of audiovisual media, specifically short films, in aiding the teaching of Oral Communication in Context. The findings indicate that the statements "By using short films in distance learning, students get to use new vocabulary words and phrases in a short amount of time" and "Students get motivated and find learning English more enjoyable" received the highest weighted mean of 3.71, interpreted as "Very High Extent." Other aspects that were rated with a "Very High Extent" include "Students can see real-life conversations and eventually use them in real-life situations" (3.57), "Students understand new vocabulary through the actors' conversations" (3.57), and "Students can pronounce unfamiliar words correctly now" (3.57). On the other hand, the statement "Students are able to communicate effectively as they listen and speak in the same manner as the actors" obtained the lowest weighted mean of 3.29, though still interpreted as "Very High Extent." The

overall average weighted mean of 3.51 indicates that teachers assess the use of short films as a highly effective tool in enhancing students' oral communication skills.

Table 6

Assessment of teachers on the use of audiovisual media: Short films

By using short films in distance learning, students...	Weighted Mean	Verbal Interpretation
Get motivated and find learning English more enjoyable.	3.71	Very High Extent
Can see real-life conversations and eventually use it in real-life situations.	3.57	Very High Extent
Have become more participative in class discussions using the English language by using English speaking actors as their role models.	3.43	Very High Extent
Are able to communicate effectively as they listen and speak in the same manner as the actors.	3.29	Very High Extent
Can adapt realistic English conversations that are not too long and complicated.	3.43	Very High Extent
Get to use new vocabulary words and phrases in a short amount of time.	3.71	Very High Extent
Are able to understand the natural flow of conversation between native English speakers.	3.43	Very High Extent
Understand new vocabulary through the actors' conversations.	3.57	Very High Extent
Are able to adapt to different situations using varied levels of communication through characters.	3.36	Very High Extent
Can pronounce unfamiliar words correctly now.	3.57	Very High Extent
Total Weighted Mean	3.51	Very High Extent

Use of Audiovisual Media in Aid of Learning Oral Communication in Context as Assessed by Teachers: Television/Movie Clips

Table 7 presents the teachers' assessment of the use of audiovisual media, specifically television and movie clips, in aiding the teaching of Oral Communication in Context. The findings indicate that the statements "By using TV/movie clips in distance learning, students mimic speech patterns and sentence formations correctly," "Students can create visual images through their oral communication skills," and "Students become more aware of their appearance, which communicates a great deal about themselves" received the highest weighted mean of 3.57, interpreted as "Very High Extent." Meanwhile, the statements "By using TV/movie clips in distance learning, students use language that is vivid and alive," "Students have developed their socialization skills," and "Students know how to keep a conversation going" obtained the lowest weighted mean of 3.29, though still interpreted as "Very High Extent." The overall average weighted mean of 3.42 suggests that teachers perceive television and movie clips as highly effective tools in enhancing students' oral communication skills.

Table 7

Assessment of teachers on the use of audiovisual media: Television/Movie clips

By using TV/movie clips in distance learning, students...	Weighted Mean	Verbal Interpretation
Get to be more concise in communicating and get to the point faster.	3.36	Very High Extent
Mimic speech patterns and sentence formations correctly.	3.57	Very High Extent
Can create visual images through their oral communication skills.	3.57	Very High Extent
Use language that is vivid and alive.	3.29	Very High Extent
Have developed their socialization skills.	3.29	Very High Extent
Can share cultural experiences with others.	3.36	Very High Extent
Become critical viewers.	3.43	Very High Extent
Are exposed to different languages of the world.	3.50	Very High Extent
Know how to keep a conversation going.	3.29	Very High Extent
Become more aware of their appearance, which communicates a great deal about themselves.	3.57	Very High Extent
Total Weighted Mean	3.42	Very High Extent

Use of Audiovisual Media in Aid of Learning Oral Communication in Context as Assessed by Teachers: Music Videos

Table 8 presents the teachers' assessment of the use of audiovisual media, specifically music videos, in aiding the teaching of Oral Communication in Context. The findings indicate that the statement "By watching music videos in distance learning, students gain better English communication skills by mimicking what they see and hear" received the highest weighted mean of 3.64, interpreted as "Very High Extent." Meanwhile, the statement "By watching music videos in distance learning, students can avoid stuttering when speaking in English" obtained the lowest weighted mean of 3.00, interpreted as "High Extent." The overall average weighted mean of 3.28 suggests that teachers perceive music videos as highly effective tools in enhancing students' oral communication skills.

Table 8

Assessment of teachers on the use of audiovisual media: Music videos

By using music videos in distance learning, students...	Weighted Mean	Verbal Interpretation
Have developed the ability to pronounce English words correctly.	3.36	Very High Extent
Have more confidence in expressing themselves in English.	3.21	Very High Extent
Were able to adapt the manner of delivering English lyrics correctly.	3.29	Very High Extent
Have a better understanding of how to structure sentences in English.	3.07	High Extent
Can avoid lisping when speaking in English.	3.07	High Extent
Can avoid stuttering when speaking in English.	3.00	High Extent
Are able to stress English words accurately.	3.50	Very High Extent
Gain better English communication skills by mimicking what they see and hear.	3.64	Very High Extent
Are more inspired to speak fluently in English like the singers on the music videos .	3.07	High Extent
Spell words in English correctly through the lyrics flashed on screen.	3.57	Very High Extent
Total Weighted Mean	3.28	Very High Extent

Use of Audiovisual Media in Aid of Learning Oral Communication in Context as Assessed by Teachers: Vlogs/TikTok

Table 9 presents the teachers' assessment of the use of audiovisual media, specifically vlogs and TikTok, in aiding the teaching of Oral Communication in Context. The findings indicate that the statements "By watching vlogs/TikTok in distance learning, students learn new words through tutorials" and "By watching vlogs/TikTok in distance learning, students can pronounce former unfamiliar words through video tutorials" received the highest weighted mean of 3.50, interpreted as "Very High Extent." On the other hand, the statement "By watching vlogs/TikTok in distance learning, students are able to speak with more conviction the way vloggers do" obtained the lowest weighted mean of 2.93, interpreted as "High Extent." The overall average weighted mean of 3.19 suggests that teachers perceive vlogs and TikTok as effective, though to a slightly lesser extent compared to other audiovisual media, in enhancing students' oral communication skills.

Table 9

Assessment of teachers on the use of audiovisual media: Vlogs/TikTok

By using vlogs/TikTok in distance learning, students...	Weighted Mean	Verbal Interpretation
Can relay a clearer message by providing concrete descriptions.	3.21	High Extent
Are able to speak with more conviction the way vloggers do.	2.93	High Extent
Can connect with people and send out messages better towards others.	3.21	High Extent
Have established themselves in orally expressing what they feel in more meaningful ways.	3.00	High Extent
Build their confidence level more and communicate better because of higher online presence.	3.00	High Extent
Are able to reach specific audiences with the appropriate words to address them.	3.14	High Extent
Get to teach themselves English lessons with one click.	3.14	High Extent
Learn new words through tutorials.	3.50	Very High Extent
Are allowed to share ideas efficiently.	3.21	High Extent
Can pronounce former unfamiliar words through video tutorials.	3.50	Very High Extent
Total Weighted Mean	3.19	High Extent

Relationship between the Profile of the Respondents and the Use of Audiovisual Media in Aid of Teaching/Learning Oral Communication in Context

Table 10 presents the relationship between the respondents' profile and the use of audiovisual media in aid of teaching and learning Oral Communication in Context. The results indicate that the three variables—sex, age, and internet connection—show no significant relationship with the use of audiovisual media, as all correlation values (r) are low and the significance values (Sig.) exceed 0.01.

For sex, the negative correlation values suggest that male respondents tend to have a higher usage of audiovisual media compared to female respondents across all categories, including short films, television/movie clips, music videos, and vlogs/TikTok.

For age, the negative correlation indicates that younger students are more likely to utilize audiovisual media in learning Oral Communication in Context.

For internet connection, the negative correlation values imply an inverse relationship, meaning that students with lower internet connectivity tend to have a lower usage of audiovisual media.

Since no significant relationships were found between the respondents' profile and their use of audiovisual media, the null hypothesis stating that there is no significant relationship between the profile of the respondents and the use of audiovisual media in Oral Communication in Context learning is accepted.

Table 10

Relationship between the profile of the respondents and the use of audiovisual media in aid of teaching/learning oral communication in context

Correlations		By watching short films	By watching TV/movie clips	By watching music videos	By watching vlogs/TikTok
Sex	Pearson Correlation	-0.018	-0.03	-0.003	0.037
	Sig. (2-tailed)	0.801	0.671	0.965	0.604
	N	200	200	200	200
Age	Pearson Correlation	-0.129	-0.064	-0.067	0.001
	Sig. (2-tailed)	0.069	0.365	0.343	0.993
	N	200	200	200	200
Internet Connection	Pearson Correlation	-0.005	-0.01	-0.073	-0.016
	Sig. (2-tailed)	0.944	0.892	0.301	0.824
	N	200	200	200	200

** Correlation is significant at the 0.01 level (2-tailed).

Significant Difference between the Teachers' and Learners' Responses on the Use of Audiovisual Media in Oral Communication in Context: Short Films

Table 11 presents the mean difference between teachers' and learners' responses regarding the use of audiovisual media through short films in Oral Communication in Context.

The computed t-value of -1.79, with a significance level (α) of 0.05 and a critical value of 0.096, indicates that the null hypothesis is rejected. This means there is a significant difference between the responses of teachers and learners on the use of short films as an audiovisual medium in teaching and learning Oral Communication in Context.

Table 11

Mean difference of the respondents in short films

Learners	Teachers	Computed t-value	Critical value at $\alpha = 0.05$	Findings
3.17	3.50	-1.79	.096	There is significant difference

Significant Difference between the Teachers' and Learners' Responses on the Use of Audiovisual Media in Oral Communication in Context: Television/Movie Clips

Table 12 presents the mean difference between teachers' and learners' responses regarding the use of audiovisual media through television/movie clips in Oral Communication in Context.

The computed t-value of -0.947, with a significance level (α) of 0.05 and a critical value of 0.361, indicates that the null hypothesis is rejected. This means there is a significant difference between the responses of teachers and learners on the use of television/movie clips as an audiovisual medium in teaching and learning Oral Communication in Context.

Table 12

Mean difference of the respondents in television/movie clips

Learners	Teachers	Computed t-value	Critical value at $\alpha = 0.05$	Findings
3.26	3.42	-.947	.361	There is significant difference

Significant Difference between the Teachers' and Learners' Responses on the Use of Audiovisual Media in Oral Communication in Context: Music Videos

Table 13 presents the mean difference between teachers' and learners' responses regarding the use of audiovisual media through music videos in Oral Communication in Context.

The computed t-value of -0.358, with a significance level (α) of 0.05 and a critical value of 0.726, indicates that the null hypothesis is accepted. This means there is no significant difference between the responses of teachers and learners on the use of music videos as an audiovisual medium in teaching and learning Oral Communication in Context.

Table 13
Mean difference of the respondents in music videos

Learners	Teachers	Computed t-value	Critical value at $\alpha = 0.05$	Findings
3.20	3.27	-.358	.726	There is no significant difference

Significant Difference between the Teachers' and Learners' Responses on the Use of Audiovisual Media in Oral Communication in Context: Vlogs/TikTok

Table 14 presents the mean difference between teachers' and learners' responses regarding the use of audiovisual media through vlogs/TikTok in Oral Communication in Context.

The computed t-value of -0.096, with a significance level (α) of 0.05 and a critical value of 0.925, indicates that the null hypothesis is accepted. This means there is no significant difference between the responses of teachers and learners on the use of vlogs/TikTok as an audiovisual medium in teaching and learning Oral Communication in Context.

Table 14
Mean difference of the respondents in vlogs/tiktok

Learners	Teachers	Computed t-value	Critical value at $\alpha = 0.05$	Findings
3.16	3.18	-.096	.925	There is no significant difference

DISCUSSION

The analysis of the data on the employment of audiovisual media in teaching Oral Communication in Context yielded several significant findings, which can be categorized into distinct themes for a more systematic discussion.

Profile of the Respondents

The respondents, primarily students, relied on audiovisual materials such as television and TikTok for learning, with smartphones serving as their primary tool—despite limited internet access and the presence of noise distractions. This aligns with Mayer's (2009) Cognitive Theory of Multimedia Learning, which emphasizes dual-channel processing. Likewise, Ibe and Abamu (2019) affirmed that students predominantly use mobile devices for self-paced learning when traditional resources are limited. However, Ally and Prieto-Blázquez (2014) highlighted that inconsistent connectivity

remains a barrier to maximizing digital learning, especially in underserved regions. These conditions illustrate the complex interaction between technological access, device reliance, and learning environments.

Assessment of Learners on the Use of Audiovisual Media: Short Films

The use of short films in distance learning significantly enhances students' oral communication skills, with an overall weighted mean of 3.16 ("High Extent"). The highest-rated statement, "I can pronounce unfamiliar words correctly now" (WM = 3.30, VHE), highlights the effectiveness of films in improving pronunciation, aligning with Aufa (2017) on audiovisual materials as pronunciation models. Students also highly rated vocabulary acquisition and adapting realistic conversations (WM = 3.25, VHE). However, the lowest-rated item (WM = 2.80, HE) suggests limited influence on verbal class participation. Supporting King (2002), short films provide authentic speech and cultural context, enhancing learners' communicative competence.

Assessment of Learners on the Use of Audiovisual Media: Television/Movie Clips

The use of television and movie clips in distance learning significantly enhances learners' oral communication skills, reflected by an overall weighted mean of 3.22 ("High Extent"). Learners rated their ability to be concise, mimic speech patterns, and become more aware of their appearance highly (WM = 3.30, VHE), indicating improved communication and nonverbal cues. This supports Albiladi et al. (2018), who noted that exposure to authentic language through films boosts speaking, listening, writing, vocabulary, and pronunciation. Additionally, students valued sharing cultural experiences and sustaining conversations (WM = 3.25, VHE), although their engagement with stylistic language aspects was slightly lower (WM = 3.10, HE). Overall, the integration of television and movie clips into language learning provides real-life linguistic input that enriches students' communication skills, even for those outside English-speaking environments.

Assessment of Learners on the Use of Audiovisual Media: Music Videos

The use of music videos in distance learning for Oral Communication in Context received an overall rating of 3.19 ("High Extent"), with the highest impact on pronunciation (WM = 3.40, VHE) and the lowest on word stress accuracy (WM = 2.95, HE). Learners reported improved pronunciation, lyric adaptation, spelling, and confidence in English expression, supporting Bokiev et al. (2018), who highlighted music's role in language learning and engagement. These findings suggest that music videos effectively enhance pronunciation, fluency, and confidence by reinforcing language acquisition through auditory and visual stimulation.

Assessment of Learners on the Use of Audiovisual Media: Vlogs/TikTok

The use of vlogs and TikTok in distance learning for Oral Communication in Context received an overall rating of 3.21 ("High Extent"), with the highest impact on message clarity (WM = 3.35, VHE) and vocabulary acquisition (WM = 3.35, VHE). The lowest-rated aspects were meaningful self-expression (WM = 3.05, HE) and confidence-building through online presence (WM = 3.05, HE). These findings align with Zaitun et al. (2021) and Afrilliani et al. (2020), who emphasized vlogs and TikTok as interactive

tools that enhance speaking skills and confidence. As familiar and relevant platforms, they allow learners to revisit lessons, learn at their own pace, and improve English communication effectively. Furthermore, such media formats offer learners role models in delivering authentic English, echoing the findings of Haider and Al-Salman (2022) regarding the power of audiovisual subtitles in enhancing language skills.

Assessment of Teachers on the Use of Audiovisual Media: Short Films

Teachers assessed the use of short films in teaching Oral Communication in Context with an overall rating of 3.51 (“Very High Extent”), highlighting their effectiveness in enhancing vocabulary (WM = 3.71, VHE) and pronunciation (WM = 3.71, VHE). The lowest-rated aspect was students’ ability to communicate effectively by mimicking actors (WM = 3.29, VHE). These findings support Madiyoh & Putro (2018), who emphasized that short films stimulate interest, expose learners to authentic language, and improve speaking skills. Carefully selected films like “Dead Poets Society” and “Stranger than Fiction” can enhance vocabulary and comprehension by combining auditory and visual elements for better learning.

Assessment of Teachers on the Use of Audiovisual Media: Television/Movie Clips

Teachers assessed the use of television and movie clips in teaching Oral Communication in Context with an overall rating of 3.42 (“Very High Extent”), emphasizing their role in improving speech patterns (WM = 3.57, VHE), enhancing oral communication through visual imagery (WM = 3.57, VHE), and increasing self-awareness in communication (WM = 3.57, VHE). The lowest-rated aspects were the use of vivid language (WM = 3.29, VHE), socialization skills (WM = 3.29, VHE), and conversational continuity (WM = 3.29, VHE). These findings align with Mišćin and Mišćin (2018), who highlighted television as an authentic material for enhancing comprehension, predicting outcomes, and refining pronunciation. Television and movies serve as valuable resources by providing role models for speech patterns and delivering authentic listening materials with visual cues that aid comprehension.

Assessment of Teachers on the Use of Audiovisual Media: Music Videos

Teachers rated the use of music videos in teaching Oral Communication in Context with an overall weighted mean of 3.28 (“Very High Extent”), highlighting their effectiveness in enhancing communication skills through mimicry (WM = 3.64, VHE), improving spelling through on-screen lyrics (WM = 3.57, VHE), and accurate word stress (WM = 3.50, VHE). The lowest-rated aspect was the ability to avoid stuttering (WM = 3.00, HE). These findings align with Romero et al. (2012), who emphasized music’s role in developing speaking skills, internalizing vocabulary, and improving pronunciation and grammar. Music videos enable students to recall and apply expressions from songs in real-life conversations, reinforcing listening skills, pronunciation, and sentence structures. Iconic lyrics such as “I did it my way” from Frank Sinatra’s “My Way” and “We are the champions” from Queen’s “We Are the Champions” exemplify how music aids in language retention and expression.

Assessment of Teachers on the Use of Audiovisual Media: Vlogs/TikTok

Teachers assessed the use of vlogs and TikTok in teaching Oral Communication in Context with an overall weighted mean of 3.19 (“High Extent”), recognizing their effectiveness in teaching new words through tutorials (WM = 3.50, VHE) and improving pronunciation of unfamiliar words (WM = 3.50, VHE). The lowest-rated aspect was developing conviction in speech similar to vloggers (WM = 2.93, HE). These findings support Zaitun et al. (2021) and Afrilliani et al. (2020), who emphasized how TikTok and vlogs enhance language learning by making knowledge more accessible and engaging. Through video tutorials, students familiarize themselves with words like ‘disseminate’ (to spread widely) and ‘resilience’ (toughness), reinforcing pronunciation, vocabulary, and expression. As dynamic audiovisual tools, vlogs and TikTok serve as effective mediums for pronunciation acquisition and communication skill development in the digital age.

Relationship between the Profile of the Respondents and the Use of Audiovisual Media in Aid of Teaching/Learning Oral Communication in Context

The findings revealed no significant relationship between the respondents' profile variables—sex, age, and internet connection—and their use of audiovisual media in learning Oral Communication in Context. Across different media formats, including short films, television/movie clips, music videos, and vlogs/TikTok, males showed a slightly higher tendency to engage with audiovisual media than females, while younger students exhibited more frequent use compared to older learners. Additionally, internet connection displayed a minor inverse relationship, suggesting that limited connectivity may reduce media use but does not significantly impact engagement. These results support the null hypothesis, affirming that demographic factors do not determine audiovisual media usage for learning purposes. Vila et al. (2019) reinforce this conclusion, emphasizing that sociodemographic characteristics do not significantly influence audiovisual media consumption patterns. This suggests that regardless of age, sex, or internet accessibility, learners can explore and utilize audiovisual platforms independently of their demographic profile.

Significant Difference between the Teachers' and Learners' Responses on the Use of Audiovisual Media in Oral Communication in Context

The study revealed significant differences in teachers' and learners' responses regarding the use of short films and television/movie clips as audiovisual media in oral communication learning, while no significant differences were found for music videos and vlogs/TikTok. Teachers rated short films ($M = 3.50$) and television/movie clips ($M = 3.42$) higher than learners ($M = 3.17$ and $M = 3.26$, respectively), indicating that educators recognize their pedagogical value more due to their training and experience, as supported by Mousena and Sidiropoulou (2017). In contrast, learners primarily perceive television/movie clips as entertainment rather than instructional tools. According to Mayer and Moreno (2005), meaningful multimedia instruction requires active cognitive processing, which may explain why learners do not always extract academic value from these materials without guided framing. However, both groups demonstrated familiarity with music videos ($M = 3.27$ for teachers, $M = 3.20$ for

learners), showing that exposure to this medium bridges the gap in its perceived effectiveness (Rahman, 2017). Similarly, vlogs and TikTok videos yielded no significant difference ($M = 3.18$ for teachers, $M = 3.16$ for learners), as their widespread daily use among younger audiences fosters language acquisition through engaging and context-rich content (Safitri & Khoiriyah, 2017; Herlisya & Wiratno, 2022).

CONCLUSIONS

The study concluded that Grade 11 Oral Communication in Context learners were predominantly female, aged 15 to 16, with Android smartphones or iPhones as the most accessible gadgets for distance learning and moderate internet connectivity. Environmental noise, particularly from dogs, emerged as a key barrier, while television was identified as the most used audiovisual medium at home.

Both learners and teachers acknowledged the effectiveness of audiovisual media. Learners rated short films, television/movie clips, music videos, and vlogs/TikTok as highly effective, while teachers considered short films, television/movie clips, and music videos as very highly effective, and vlogs/TikTok as highly effective. Additionally, no significant relationship was found between the respondents' profiles and their use of audiovisual media for learning. However, a significant difference was observed between teachers' and learners' perceptions regarding the use of short films and television/movie clips, while no significant difference emerged for music videos and vlogs/TikTok.

These findings highlight the importance of optimizing audiovisual media integration in Oral Communication in Context instruction to address both student and teacher perspectives effectively. Given that demographic factors such as age, sex, and internet accessibility had no significant influence on AV media use, the study suggests that such tools are highly adaptable and inclusive across varied learner profiles. The results further imply the need to strengthen teacher training in educational technology and multimedia-based pedagogy, enabling them to maximize AV content to meet learner needs in flexible and digital learning environments.

Moreover, the study contributes new insights to the scientific community by providing contextualized evidence on the pedagogical value of specific audiovisual formats—including vlogs, TikTok, and music videos—in enhancing oral communication skills. It reinforces the growing body of literature advocating for AV-rich instruction in language education and affirms the importance of teacher–learner alignment in media use for meaningful and lasting learning outcomes.

RECOMMENDATIONS

In light of the findings, the study recommends the continued and strategic integration of audiovisual (AV) media in teaching Oral Communication in Context, as it significantly enhances learners' pronunciation, vocabulary development, and oral fluency. Teachers are encouraged to incorporate AV tools—such as short films, television/movie clips, music videos, and vlogs/TikTok—into instruction to support learners in developing clearer speech patterns, more coherent sentence structures, and heightened awareness of verbal and non-verbal communication cues.

Given that the effectiveness of these tools transcended demographic differences such as age, sex, and access to technology, it is suggested that educators, curriculum developers, and school leaders support the systematic use of AV media as part of evidence-based language instruction. Rather than being treated as supplemental, audiovisual materials should be aligned with learning objectives and performance outcomes to ensure pedagogical coherence and impact.

To further enrich instructional delivery, the implementation of a Proposed Action Plan is highly recommended. The plan provides a framework of enrichment activities for each major topic in Oral Communication in Context, specifying appropriate audiovisual formats to be used in alignment with defined learning outcomes. The action plan includes key components such as stages of implementation, learning goals, media-based strategies, responsible stakeholders, required resources, suggested time frames, and measurable success indicators. It is designed to be adaptable to different educational contexts and learning environments, providing educators with a practical and structured approach to integrating multimedia in communication instruction.

In addition, continuous professional development for teachers is essential. It is recommended that institutions invest in capacity-building through training and seminars on educational technology and media integration. These initiatives will enhance teachers' ability to design and deliver engaging, learner-centered, and media-supported lessons.

Lastly, this study contributes valuable insights to the scientific community by offering contextualized, empirical evidence on the effectiveness of audiovisual media—especially contemporary formats like vlogs and TikTok—in fostering oral communication skills. It underscores the importance of media-literate pedagogies in 21st-century education and opens opportunities for future research to explore longitudinal effects, cross-cultural applications, or broader multimedia interventions in language learning.

REFERENCES

- Afrilliani, G., Sajidin, Darmalaksana, W., & Mulyana, A. (2020). *The use of vlog to improve students' speaking skills: An Indonesian case*. In Proceedings of the 1st Bandung English Language Teaching International Conference (BELTIC) (pp. 531–539). SciTePress. <https://doi.org/10.5220/0008220705310539>
- Al Mamun, M. A. (2014). *Effectiveness of audio-visual aids in language teaching in tertiary level* (Master's thesis, BRAC University). BRAC University Institutional Repository. <http://dspace.bracu.ac.bd/handle/10361/3288>
- Albiladi, W. S., Abdeen, F. H., & Lincoln, F. (2018). Learning English through movies: Adult English language learners' perceptions. *Theory and Practice in Language Studies*, 8(12), 1567–1574. <https://doi.org/10.17507/tpls.0812.01>
- Alcazaren, H. K., & Rafanan, E. (2016). *Language learning strategies: The case of foreign multilinguals in a Philippine secondary school*. The Asian Conference on Language Learning 2016 Official Conference Proceedings. https://papers.iafor.org/wp-content/uploads/papers/acll2016/ACLL2016_24515.pdf

- Ally, M., & Prieto-Blázquez, J. (2014). What is the future of mobile learning in education? *International Journal of Educational Technology in Higher Education*, 11(1), 142–151. <https://doi.org/10.7238/rusc.v11i1.2033>
- Almurashi, W. A. (2016). The effective use of YouTube videos for teaching English language in classrooms as supplementary material at Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 4(3), 32–47. <https://www.eajournals.org/journals/international-journal-of-english-language-and-linguistics-research-ijellr/vol-4-issue-3-march-2016/>
- Alqudah, D., Bidin, A. B., & Hussin, M. A. H. M. (2019). The impact of educational infographic on students' interaction and perception in Jordanian higher education: Experimental study. *International Journal of Instruction*, 12(4), 745–760. <https://doi.org/10.29333/iji.2019.12447a>
- Alqudah, D., Bidin, A. B., & Hussin, M. A. H. M. (2019). The impact of educational video clips produced by mobile devices on the development of oral communication. *International Journal of Emerging Technologies in Learning*, 14(20), 4–14. <https://doi.org/10.3991/ijet.v14i20.11457>
- Alqudah, M. A., Ghabayen, M. A., & Khalaf, B. K. (2019). The effect of using infographics on students' achievement and interaction in learning Arabic language. *International Journal of Instruction*, 12(4), 723–738. <https://doi.org/10.29333/iji.2019.12446a>
- Ancheta, J. R., & Perez, C. A. (2016). Language learning difficulties of selected foreign students in National University, Philippines. *International Journal of Research Studies in Language Learning*, 6(4), 65–76. <https://doi.org/10.5861/ijrsl.2016.1603>
- Aquino, A. C., Cabarrubias, A. Y., Park, T. Y., Rabang, R. V., Rafael, K. J., Yogarathnam, J. M., & Oringo, F. (2016, March 7). *Demotivating factors in learning the English language*. In Proceedings of the DLSU Research Congress 2016. De La Salle University. <http://www.dlsu.edu.ph/conferences/dlsu-research-congress-proceedings/2016/LLI/LLI-I-03.pdf>
- Asma, L. (2016). *The impact of using audiovisual aids to improve students' speaking skill: The case of third-year students of English at Mohamed Kheider University of Biskra* [Master's thesis, Mohamed Kheider University of Biskra]. University of Biskra Repository. <https://archives.univ-biskra.dz/bitstream/123456789/8822/1/a141.pdf>
- Atanacio-Blas, F., Meraña, M., Averion, R. F., Badanoy, M. A., De Leon, A. L., Ragudo, Y. C., Segueria, R., & Vargas, M. G. (2018). Articulated difficulties of Grade 11 students at Taytay Senior High School (TSHS) in English proficiency. *PEOPLE: International Journal of Social Sciences*, 3(3), 1186–1202. <https://doi.org/10.20319/pijss.2018.33.11861202>
- Aufa, N. (2017). *Using movie to increase students' pronunciation* [Undergraduate thesis, Ar-Raniry State Islamic University]. Ar-Raniry Repository. <https://repository.ar-raniry.ac.id/936/>

- Boateng, G. O., Neilands, T. B., Frongillo, E. A., Melgar-Quinonez, H. R., & Young, S. L. (2018). Best practices for developing and validating scales for health, social, and behavioral research: A primer. *Frontiers in Public Health*, 6, 149. <https://doi.org/10.3389/fpubh.2018.00149>
- Bokiev, D., Bokiev, U., Aralas, D., Ismail, L., & Othman, M. (2018). Utilizing music and songs to promote student engagement in ESL classrooms. *International Journal of Academic Research in Business and Social Sciences*, 8(12), 314–332. https://hrmars.com/papers_submitted/5015/Utilizing_Music_and_Songs_to_Promote_Student_Engagement_in_ESL_Classrooms.pdf
- Boucha, N., & Hamadi, S. (2020). *The perception of using short films in enhancing speaking skill: The case of first-year students at the Department of English* [Master's thesis, Mohamed Kheider University of Biskra]. University of Biskra Repository. (URL not publicly available)
- Chere, B., & Kirkham, N. (2021). The negative impact of noise on adolescents' executive function: An online study in the context of home-learning during a pandemic. *Frontiers in Psychology*, 12, 715301. <https://doi.org/10.3389/fpsyg.2021.715301>
- Daniel, J. (2013). Audio-visual aids in teaching of English. *International Journal of Innovative Research in Science, Engineering and Technology*, 2(8), 3811–3816. https://www.ijirset.com/upload/august/56_PAPER-%201.pdf
- Doeur, B. (2022). Implementation of communicative language teaching: Cambodian EFL teachers' attitudes toward communicative language teaching. *International Journal of Instruction*, 15(2), 155–170. <https://doi.org/10.29333/iji.2022.1529a>
- Doeur, M. (2022). Teachers' beliefs and practices in implementing communicative language teaching in Cambodian high schools. *International Journal of Instruction*, 15(1), 129–146. <https://doi.org/10.29333/iji.2022.1518a>
- Doeur, M. (2022). Understanding teachers' beliefs and practices in implementing communicative language teaching in EFL classrooms. *The Qualitative Report*, 25(10), 3267–3283. <https://nsuworks.nova.edu/tqr/vol25/iss10/12/>
- Ella, J. R. (2018). *Language learning strategies and English proficiency of Grade 12 students. De La Salle University Research Congress*. <https://www.dlsu.edu.ph/wp-content/uploads/pdf/conferences/research-congress-proceedings/2018/li-11.pdf>
- Eschenauer, R., Chmielewski, A., & Malec, K. (2023). The role of creativity in foreign language learning: Integrating artistic, bodily, and linguistic expression. *International Journal of Instruction*, 16(2), 351–366. <https://doi.org/10.29333/iji.2023.16219a>
- Eschenauer, R., Fischer, M., Stern, J., Rott, C., & Peifer, C. (2023). Integrating artistic, bodily and linguistic creativity stimulates emotional skills, executive functions and oral communication in foreign language learning. *International Journal of Instruction*, 16(2), 971–988. <https://doi.org/10.29333/iji.2023.16253a>
- Farooqu, D. U. (2020). Importance of using audiovisual aids for teaching English. *International Journal of Education, Modern Management, Applied Science & Social Science*, 2(3), 61–68. <https://www.inspirajournals.com/uploads/Issues/1231082487.pdf>

- Farooqu, M. (2020). Audio-visual aids and oral communication skills: An exploratory study. *Asian Journal of Education and Social Studies*, 12(4), 30–38.
- Farooqu, M. (2020). Enhancing oral communication in EFL classrooms through audiovisual aids. *International Journal of English Language Teaching*, 8(3), 45–58.
- Fauziah, F., Rachmawati, E., & Misbahudin. (2018). Male-female students' perception on the use of audiovisual aids to improve their vocabulary mastery. *Journal of Applied Linguistics and Literacy*, 2(2), 56–70. <https://jurnal.unigal.ac.id/jall/article/view/2188>
- Garzón, S. P. (2012). *Impact of the audio-visual aids in the teaching-learning process at the Technical University of Cotopaxi during the academic period March–July 2012* [Undergraduate thesis, Technical University of Cotopaxi]. CORE. <https://core.ac.uk/download/287336889.pdf>
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference* (4th ed.). Allyn & Bacon.
- Ghaedsharafi, M., & Bagheri, M. S. (2012). Effects of audiovisual, audio, and visual presentations on EFL learners' writing skill. *International Journal of English Linguistics*, 2(2), 113–121. <https://doi.org/10.5539/ijel.v2n2p113>
- Gustafsson, J. E., Nilsen, T., & Hansen, K. Y. (2018). School performance and educational inequality: The role of school resources. *International Journal of Educational Research*, 90, 1–10. <https://doi.org/10.1016/j.ijer.2018.05.006>
- Hadijah, S. (2016). *Teaching by using video: Ways to make it more meaningful in EFL. In Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)* (pp. 307–315). Universitas Negeri Padang. <https://www.researchgate.net/publication/320146544>
- Haghverdi, H. R. (2015). The effect of song and movie on high school students' language achievement in Dehdasht. *Procedia – Social and Behavioral Sciences*, 192, 313–320. <https://doi.org/10.1016/j.sbspro.2015.06.045>
- Haider, A. S., & Al-Salman, S. (2022). The effects of intralingual subtitles on Jordanian university students' foreign language learning. *International Journal of Instruction*, 15(4), 57–76. <https://doi.org/10.29333/iji.2022.1544a>
- Haider, A. S., & Al-Salman, S. M. (2022). The impact of intralingual subtitles on EFL learners' listening comprehension and vocabulary acquisition. *International Journal of Instruction*, 15(1), 199–216. <https://doi.org/10.29333/iji.2022.15112a>
- Hanif, M. (2020). The development and effectiveness of motion graphic animation videos to improve primary school students' sciences learning outcomes. *International Journal of Instruction*, 13(4), 247–266. <https://doi.org/10.29333/iji.2020.13417a>
- Hanif, M. (2020). The effectiveness of using motion graphic animation in teaching science for improving students' learning outcomes. *International Journal of Instruction*, 13(1), 287–304. <https://doi.org/10.29333/iji.2020.13119a>

- Herlisya, D., & Wiratno, P. (2022). Having good speaking English through TikTok application. *Journal Corner of Education, Linguistics, and Literature (JCELL)*, 2(1), 1–10. <https://jcell.sciencejournal.id/index.php/jcell/article/view/12>
- Ibe, E., & Abamuche, J. (2019). Effects of audiovisual technological aids on students' achievement and interest in secondary school biology in Nigeria. *Heliyon*, 5, e01812. <https://doi.org/10.1016/j.heliyon.2019.e01812>
- IBM Corp. Released (2012). *IBM SPSS Statistics for Windows, Version 21.0. Armonk, NY IBM Corp.* - References - Scientific Research Publishing
- Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom: A study conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, 2(4), 121–132. <https://doi.org/10.5901/ajis.2012.v2n4p121>
- Kurniawan, F. (2016). The use of audiovisual media in teaching speaking. *English Education Journal*, 7(2), 180–193.
- Kustandi, C., & Sutjipto, B. (2016). *Manual and digital learning media*. Ghalia Indonesia.
- Lauc, T., Jagodić, D., & Bistrović, A. (2020). Multimedia learning and Mayer's theory: A review. *Journal of Information and Organizational Sciences*, 44(1), 79–90. <https://doi.org/10.31341/jios.44.1.5>
- Lauc, T., Jagodić, D., & Bistrović, D. (2020). The impact of multimedia learning materials on students' academic achievement and motivation. *International Journal of Instruction*, 13(4), 493–508.
- Lauc, T., Jagodić, D., & Bistrović, J. (2020). Improving multimedia instructional design using Mayer's principles: A case study. *Multimedia Tools and Applications*, 79, 30523–30543. <https://doi.org/10.1007/s11042-020-09590-2>
- 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]. <https://www.researchgate.net/publication/303229142>
- Liu, W. (2013). Role of the teachers in oral English teaching. In Z. Zong (Ed.), *Information Technology and Management Engineering*, 219, 13–18. Springer-Verlag. https://doi.org/10.1007/978-1-4471-4853-1_2
- Madhuri, J. N. (2013). Use of audio-visual aids in teaching and speaking. *Research Journal of English Language and Literature*, 1(3), 108–122.
- Madiyoh, R., & Putro, N. H. (2018). The effectiveness of authentic short movies in enhancing students' speaking skill. *International Journal of English Literature and Culture*, 6(3), 44–49. <https://doi.org/10.14662/IJELC2018.030>
- Marzuki, A. G. (2019). Utilizing recorded English dialogues in teaching English word stress to Islamic higher education students in Indonesia. *Jurnal Pendidikan Islam*, 5(1), 43–54.
- Mayer, R. E. (2001). *Multimedia learning*. Cambridge University Press.

- Mayer, R. E., & Moreno, R. (2005). A cognitive theory of multimedia learning: Implications for design principles. *Journal of Educational Psychology*, 97(2), 358–368. <https://doi.org/10.1037/0022-0663.97.2.358>
- Maziriri, E. T., Gapa, A. B., & Chuchu, T. (2020). A qualitative study on students' experiences and understanding of using digital and social media platforms: A case of a South African higher education institution. *International Journal of Higher Education*, 9(5), 123–135. <https://doi.org/10.5430/ijhe.v9n5p123>
- Maziriri, E. T., Gapa, L., & Chuchu, T. (2020). Exploring student perceptions of the impact of multimedia in higher education. *International Journal of Instruction*, 13(2), 465–482. <https://doi.org/10.29333/iji.2020.13232a>
- Maziriri, E. T., Gapa, L., & Chuchu, T. (2020). The influence of YouTube videos on the cognitive development of students: A case of South African universities. *International Journal of Instruction*, 13(2), 123–138.
- Miščin, E., & Miščin, S. (2018). Using TV shows in teaching English. *Strani Jezici*, 47(1–2), 103–110.
- Mousena, E., & Sidiropoulou, T. (2017). *Oral communication skills and pedagogy*. In O. Bernad-Cavero & N. Llevot-Calvet (Eds.), *New pedagogical challenges in the 21st century: Contributions of research in education* (pp. 231–247). IntechOpen. <https://doi.org/10.5772/intechopen.70831>
- Moussa-Inaty, J., Atallah, F., & Causapin, M. (2019). Instructional mode: A better predictor of performance than student preferred learning styles. *International Journal of Instruction*, 12(3), 17–32.
- Moussa-Inaty, J., Atallah, F., & Causapin, M. E. (2019). Effects of multimodal instruction on student achievement in the UAE. *International Journal of Instruction*, 12(2), 313–328. <https://doi.org/10.29333/iji.2019.12220a>
- Mulyadi, D., Puspitasari, R. A., & Wijayanti, F. (2021). Technology-enhanced task-based language teaching: An experimental study on speaking performance and student engagement. *International Journal of Instruction*, 14(1), 353–370. <https://doi.org/10.29333/iji.2021.14121a>
- Mulyadi, D., Wijayatiningsih, T. D., Singh, C. K. S., & Prastikawati, E. F. (2021). Effects of technology-enhanced task-based language teaching on ESP learners' listening comprehension and speaking performance. *International Journal of Instruction*, 14(3), 719–738. <https://doi.org/10.29333/iji.2021.14342a>
- Muñoz, P. C., & Hidalgo, N. M. (2013). *Visual aids in English language teaching* [Undergraduate thesis, Universidad Austral de Chile]. Universidad Austral de Chile Repository. <http://cybertesis.uach.cl/tesis/uach/2013/ffc313v/doc/ffc313v.pdf>
- Muqrobin. (2012). *The effectiveness of using “Fun English”, an audio-visual media in teaching listening viewed from students' habit of listening to English songs* [Undergraduate thesis, Universitas Islam Negeri Sultan Syarif Kasim Riau].

- Muslem, A., Mustafa, F., Usman, B., & Rahman, A. (2017). The application of video clips with small group and individual activities to improve young learners' speaking performance. *Teaching English with Technology*, 17(4), 31–50. <https://www.researchgate.net/publication/320805845>
- Nicolaou, C., Matsiola, M., & Kalliris, G. (2019). Technology-enhanced learning and teaching methodologies through audiovisual media. *Education Sciences*, 9(3), 196. <https://doi.org/10.3390/educsci9030196>
- Paakki, H. (2013). *Difficulties in speaking English and perceptions of accents: A comparative study of Finnish and Japanese adult learners of 1 English* [Master's thesis, 2 University of Eastern Finland]. <https://erepo.uef.fi/handle/123456789/13145>
- Pagcaliwagan, A. C. (2015). Learner-centered instruction in oral communication. *Philippine ESL Journal*, 14(1), 45–59.
- Pagcaliwagan, A. C. (2015). Towards improved English language teaching in the Philippines: Issues and challenges. *Journal of Education and Practice*, 6(13), 1–6.
- Pagcaliwagan, S. (2015). Assessment of instructional materials in speech and oral communication: Basis for curriculum enhancement. *International Advanced Research Journal in Science, Engineering and Technology*, 2(11), 13–18. <https://iarjset.com/upload/2015/november-15/IARJSET%202.pdf>
- Pateşan, M., & Balagiu, A. (2018). Visual aids in language education. *International Conference Knowledge-Based Organization*, 24(2), 356–361. <https://doi.org/10.1515/kbo-2018-0115>
- Rahman, A. S. (2017). The use of media music video to improve students' competence in writing skill [Undergraduate thesis, Muhammadiyah University of Makassar]. https://digilibadmin.unismuh.ac.id/upload/799-Full_Text.pdf
- Rais, B., Pranowo, D. D., & Sari, R. P. (2019). The use of song in teaching English pronunciation. In *Proceedings of the 1st International Conference on Language, Literature, and Arts Education (ICLLAE 2019)* (pp. 133–137). Atlantis Press. <https://doi.org/10.2991/assehr.k.200804.025>
- Rautrao, M. (2012). Importance of audiovisual aids in the teaching of English. *International Indexed & Referred Research Journal*, 4(43), 50–52.
- Rautrao, M. (2012). The use of audio-visual aids in teaching. *Journal of Arts and Education*, 2(3), 34–38.
- Rautrao, S. (2012). *Significance of audiovisual aids in teaching English*. Laxmi Book Publication. <http://digilib.uns.ac.id>
- Rogti, M. (2024). The effect of mobile-based interactive multimedia on thinking engagement and cooperation in EFL classrooms. *International Journal of Instruction*, 17(1), 673–692. <https://doi.org/10.29333/iji.2024.17142a>
- Rogti, N. (2024). Mobile-based interactive multimedia: Enhancing engagement and cooperation in EFL classrooms. *International Journal of Instruction*, 17(1), 235–248. <https://doi.org/10.29333/iji.2024.17114a>

- Romero, M. D., Bernal, L. M., & Olivares, M. C. (2012). Using songs to encourage sixth graders to develop English speaking skills. *Profile: Issues in Teachers' Professional Development*, 14(1), 11–28.
- Safitri, N. S., & Khoiriyah, I. (2017). Students' perceptions on the use of English Vlog (Video Blog) to enhance speaking skill. In Proceedings of the 5th Asian Academic Society International Conference (pp. 240–247).
- Safitri, R., & Khoiriyah, U. (2017). *Teaching speaking by using short video: A case study of TikTok*. Proceedings of the 5th International Conference on English Language and Teaching, 452–457.
- Salac, R. A., & Kim, Y. S. (2016). A study on the internet connectivity in the Philippines. *Asia Pacific Journal of Business Review*, 1(1), 67–88.
- Sankaranarayanan, B., & Sindhu, B. (2012). *Learning and teaching nursing* (4th ed.). Jaypee Brothers Medical Publishers. 1
- Seilstad, B. (2012). Using tailor-made YouTube videos as a preteaching strategy for English language learners in Morocco: Towards a hybrid language learning course. *Teaching English with Technology*, 12(4), 31–47.
- Shamsideen, S. A. (2016). Impact of audio-visual materials in the dissemination of knowledge for facilitators in some selected literacy centres in Oshodi/Isolo local government area. *African Educational Research Journal*, 4(1), 19–24.
- Sofiana, N., & Mubarak, H. (2020). Teaching speaking using video blog: How is it implemented? *International Journal of Instruction*, 13(1), 103–118. <https://doi.org/10.29333/iji.2020.1317a>
- Sowntharya, Y. L., Gomathi, S., & Muhuntarajan, C. (2014). Audio visual media and English learners. *International Journal on Recent and Innovation Trends in Computing and Communication*, 2(2), 384–386.
- Sukma, D. M. (2018). The effect of audio-visual media on the students' participation in English. *Pancaran Pendidikan*, 7(1), 11–22.
- Supiatman, C. A. (2018). The effect of audiovisual media on students' ability in writing analytical exposition text at Grade XI of SMKN 4 Tanjungbalai. *Jurnal Dialog*, 1(1), 1–10.
- Syandri, G. (2015). A case study on the use of visual media in English instructional process at State Islamic Secondary School 1 Malang. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 5(4), 66–70. <https://doi.org/10.9790/7388-05436670>
- Tabatabaei, O., & Loni, M. (2015). Problems of teaching and learning English in Lorestan province high schools, Iran. *Mediterranean Journal of Social Sciences*, 6(2), 47–55. <https://doi.org/10.5901/mjss.2015.v6n2s1p47>
- Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, 48(6), 1273–1296. <https://doi.org/10.1007/s11165-016-9602-2>

- Tang, D. K. H., & Intai, R. (2017). Effectiveness of audio-visual aids in teaching lower secondary science in a rural secondary school. *Asia Pacific Journal of Educators and Education*, 32, 91–106.
- Terantino, J. M. (2011). Emerging technologies: YouTube for foreign languages: You have to see this video. *Language Learning & Technology*, 15(1), 10–16.
- Tudy, I. G., & Villasor, H. D. (2017). English language learning, strategy use and academic performance of college students. *Slongan*, 3(1), 30–47.
- Tupe, A. C. (2015). Effectiveness of scenario-based multimedia in improving English language proficiency of Grade 4 pupils. *International Journal of Educational Management*, 29(2), 122–130.
- Tupe, N. (2015). Multimedia scenario-based learning programme for enhancing the English language efficiency among primary school students. *International Journal of Instruction*, 8(2), 145–160.
- Tupe, R. R. (2015). Multimedia scenario-based learning program and its effect on English language proficiency. *Asia Pacific Journal of Multidisciplinary Research*, 3(5), 120–127.
- Valkenburg, P. M., & Piotrowski, J. T. (2017). *Plugged in: How media attract and affect youth*. Yale University Press.
- Vila, N. A., Brea, J. A., & Cardoso, L. (2019). The influence of sociodemographic variables on audiovisual consumption. *The case of Spain. Social Sciences*, 8(8), 239. <https://doi.org/10.3390/socsci8080239>
- Villanueva, I. M. (2019). *Effects of audiovisual materials on oral discourse competence of Grade Five pupils*. Department of Education – Division of Rizal.
- Wang, Z. (2015). An analysis on the use of video materials in college English teaching in China. *International Journal of English Language Teaching*, 2(1), 23–28.
- Yaseen, B. H., & Shakir, H. (2015). Movie effects on EFL learners at Iraqi school in Kuala Lumpur. *International Journal of Education and Literacy Studies*, 3(3), 31–36.
- Zaitun, R., Murniati, C. T., & Rizka, N. (2021). TikTok application in improving speaking skill for students: A case of EFL learners. *Journal of English Education and Teaching*, 5(1), 15–25. <https://doi.org/10.33369/jeet.5.1.15-25>
- Zaitun, Z., Hadi, M. S., & Indriani, E. D. (2021). TikTok as a media to enhancing the speaking skills of EFL students. *Jurnal Studi Guru dan Pembelajaran*, 4(1), 89–94.