THE EFFECT OF AUDIOVISUAL AIDS ON URDU VOCABULARY LEARNING OF BEGINNER STUDENTS OF INDIANA UNIVERSITY, BLOOMINGTON

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Abstract

This study aimed to investigate the effect of audiovisual aids on the Urdu vocabulary learning of Beginner students at Indiana University, Bloomington. The research objective was to assess the effectiveness of audiovisual aids as a teaching intervention for enhancing Urdu vocabulary acquisition. A review of existing literature revealed a gap in studies specifically examining the impact of audiovisual aids on the vocabulary learning of language students. A quasi- experimental design was conducted involving a sample of 05 students from Indiana University, Bloomington. To measure students' performance in Urdu vocabulary, a self-designed instrument comprising 30 vocabulary items was utilized in both pretest and post-test sessions. Statistical analyses, including t-tests and paired sample t-tests, were used to examine the hypotheses. The results of paired sample test further proved the hypothesis, indicating that students exposed to audiovisual aids demonstrated higher performance levels in the post-test vocabulary session with a value of p=0.000<0.05. In summary, this study's exploration and numerical analysis underscore the efficacy of audiovisual aids in Urdu vocabulary learning for students, shedding light on the potential of audio-video aids to deepen students' understanding of the language.

Introduction

Learning serves as the conduit for effective communication and interaction between educators and students in the realm of education. Within this context, students assimilate, grasp, comprehend, respond to, and develop information, knowledge, and study materials provided by their teachers. To optimize educational outcomes, the learning phenomenon necessitates the implementation of effective teaching strategies

Teaching Urdu—a Less Commonly Taught Language—poses unique challenges at institutions like Indiana University Bloomington. Traditional methodologies often fall short in helping students grasp phonemes and understand vocabulary, particularly given students' limited exposure outside the classroom. However, pedagogical research indicates that audiovisual aids offer a powerful solution. In broader language-learning contexts, audio-visual resources significantly enhance vocabulary retention and learner engagement compared to traditional methods (Ahmed, Shafi, & Mahmood, 2024). This aligns with dual coding theory, where combining auditory and visual information boosts memory outcomes (Noor-ul-Ain & Pervaiz, 2022).

Audiovisual methods—especially effective at the beginner level—encourage active involvement by presenting vocabulary through multimedia elements such as flash videos, images,

and sounds. Studies show visual aids significantly improve learners' ability to learn, recall, and retain new vocabulary, with experimental groups outperforming control groups using conventional methods (Azma, 2017; Jalali & Sahebkheir, 2024).

Recent studies reinforce that AV aids and digital multimedia significantly enhance Urdu language learning. Munir (2025) demonstrated improvements in comprehension through interactive apps. Hussain et al. (2024) showed better vocabulary and comprehension when ICT tools were incorporated into Urdu lesson planning. Basha and Charyulu (2024) found improvements in reading, vocabulary, and speaking skills using multimedia in Urdu medium schools. Furthermore, Basha (2023) highlighted the effectiveness of game-based learning for vocabulary enrichment, while Hussain et al. (2017) identified mobile apps that are both engaging and user-friendly for young Urdu learners.

Alabi et al. (2021) conducted a study on the Impact of Audio-Visuals on Academic Performance in Social Studies for Male and Female Students. The experimental group, consisting of 21 students from a junior school in Ilorin metropolis, was exposed to PowerPoint lectures. The results revealed a significant positive effect of audiovisual aids on students' academic performance in social sciences. Audiovisual aids improved academic outcomes in primary students in Pakistan (Batool et al., 2022).

The impact of Audio-Visual aids on learning English among third-year students was explored at Malaysian universities. Using a qualitative and quantitative approach, the study conducted an online survey of students enrolled in the Bachelor of Learning English as a second language. The findings suggested that students exposed to multimedia lectures considered multimedia aids beneficial for learning English (Aqad & Al Saggaf, 2021).

Karami (2019) explored the implementation of Audio-Visual materials (Videos) as an incidental vocabulary learning strategy in the vocabulary development of second language learners. The study included two phases: reading blog posts and watching YouTube videos as independent variables, with vocabulary acquisition as the dependent variable. The sample of 84 participants was divided into two treatment groups, and the use of audiovisual aids, including YouTube videos, authentic videos, and scripts, demonstrated improvement in vocabulary learning for both experimental groups.

In 2018, Kareema conducted a qualitative study examining the consequences of incorporating multimedia audiovisual aids in English language education. The research employed an experimental design, utilizing both primary and secondary data collection methods. Students were exposed to multimedia audiovisual aids, while others experienced traditional teaching methods. The comparison of data revealed that students exposed to multimedia audiovisual aids demonstrated superior performance compared to those taught using traditional methods.

A study by explored the pragmatic strategies of audiovisual tools in students' vocabulary acquisition. Their analysis indicated that audiovisual-guided methods were effective in enhancing efficient learning and memorization of vocabulary. The researchers recommended active utilization of audiovisual technological assistance for teachers during vocabulary instruction (Aounali et al., 2017)

Halwani (2017) observed the advantages of audiovisual aids and multimedia in student learning, asserting that student's exhibit enhanced performance in reading and writing when supported by audiovisual aids. In 2016, Bello and Goni investigated the relationship between environmental factors, students' academic activity, and the use of audiovisual tools. Their survey-based study revealed a significant relationship between the variables. Describing various visual

aids, Shabiralyani et al. (2015) highlighted the stimulating impact of pictures, videos, projectors, and films on students' attention and concentration during reading activities. The findings indicated positive perceptions from both teachers and students regarding the benefits of visual aids.

Anil (2015) emphatically stated that the use of audiovisual aids fosters students' cognitive skills, including thinking, vision, analysis, and creativity. Additionally, the application of audiovisual cues, images, and pictures was noted to improve active language and vocabulary acquisition, such as reading text, writing spellings, and pronunciation.

According to Singh (2007), an Audio-Visual device refers to a tool that improves students' academic performance in the classroom through audio and visual cues. Carter (2002) further underscores the significance of audiovisual aids, describing them as valuable tools that assist students in the learning process and contribute to the learning triangle of stimulation, classification, and motivation. Beyond that, Carter argues that audiovisual aids are versatile tools applied across various subjects, including teaching and training, to facilitate the communication of ideas and thoughts among groups and individuals. Harmer (2001) emphasizes the importance of internet and computer technology to enhance the learning of the English language.

According to Harmer (2007), utilizing short videos related to the lesson content can yield effective outcomes for teachers. Additionally, the use of videos and visual cues serves to enhance students' interest and focus on the learning process. Akram (2012) defines the incorporation of videos in classroom teaching as video-aided tutoring. Jurich (2001) contends that the availability of pictures facilitates students in completing class assignments, as students can comprehend and memorize information more quickly when accompanied by pictures and images.

Alkhuli (2006) emphasizes the advantages of using pictures in classes, asserting that pictures increase students' attention and concentration, aiding in the learning of new words through visual word association. Goldstein (2008) underscores the role of images in vocabulary learning and teaching, highlighting that visual aids add significant impact to both written and spoken words.

Communication relies on vocabulary, which consists of two types: expressive and receptive. Expressive vocabulary refers to spoken words, while receptive vocabulary pertains to words that are listened to (Neuman & Dwyer, 2009, p. 385). Another teaching strategies PQ4R and peer tutoring improved learning outcomes of slow learner students (Batool et al., 2024; Batool et al., 2021).

In passive vocabulary, students recognize words while reading a text, but they do not actively produce them. Webb (2008) defines passive vocabulary as words learners comprehend during reading but do not use in speaking or writing.

Contrasting with passive vocabulary, words that are pronounced and spoken correctly constitute active vocabulary. This active vocabulary is crucial for both speaking and writing skills associated with receptive vocabulary. Webb (2005) underscores the importance of productive vocabulary, labeling active vocabulary as a dynamic method where learners acquire the ability to articulate words to express their thoughts and ideas. Furthermore, active vocabulary finds more frequent application in writing than in speaking.

Significance of the Study

Analyzing numerous previous studies, it is evident that there hasn't been a single investigation into the application of audiovisual aids in institutions catering to Urdu Language at Indiana University Bloomington. Consequently, this research is dedicated to examining the influence of audio-visual aids on the acquisition of Urdu vocabulary among beginner learners of Urdu language. The objective is to introduce the use of audiovisual aids to enhance vocabulary learning for all Urdu

language students studying at Hamilton Lugar School, IUB. Beyond contributing to students' academic advancement, this study aims to empower teachers of Less Commonly Taught Languages by fostering student interest and motivation through the incorporation of audiovisual aids. The judicious utilization of visual aids is emphasized for the lasting retention of vocabulary, as they offer a precise representation of words when both seen and heard. Visual aids are envisioned to create an engaging environment conducive to the learning needs of slow learner students.

Objectives of the Study

1. Investigating the impact of audiovisual aids on the acquisition of Urdu vocabulary by Beginner students.
2. Assessing the effectiveness of using audiovisual aids as a teaching technique for imparting Urdu vocabulary to Beginner Level students.
3. Analyzing the beneficial influence of audiovisual aids in enhancing vocabulary development among language students.

Hypotheses of the Study

H1: Audiovisual aids will enhance learning of Urdu vocabulary of Beginner level students.
H2: The beginner level students who learn Urdu vocabulary from audiovisual aids will score higher than the students who do not get audiovisual aids.

Method

The research employed a quasi-experimental design. The group underwent pre-testing and post-testing using a self-devised vocabulary test (30 items) created by Urdu language Instructor. The researcher ensured the test's reliability through a pilot study and test-retest reliability measures.

Participants

The sample, selected through purposive sampling, was drawn from the population of the Undergraduate students at Indiana University Bloomington who were learning Urdu language at Hamilton Lugar School. The experimental group, comprising 5 students underwent experiment with teaching Urdu Vocabulary in a traditional manner, with using any audio-video aids.

Procedure

The study proceeded with a pretest of vocabulary content in the first week, and the results were analyzed. In the second week, subjects in the experimental group were introduced to the audiovisual program, involving the daily presentation (30 minutes) of videos, audios, and images related to the vocabulary test. In the third week, post-tests were administered to both groups, and the final stage involved the completion of statistical analysis.

Instruments

The study utilized a meticulous selection of suitable tools for data collection, involving the administration of carefully chosen instruments. The researchers designed a Simple Urdu Vocabulary Test, consisting of 30 vocabulary items, to serve as both a pretest and post-test. This test was created by Fulbright Foreign Language Teaching Assistant of Urdu Language at Indiana University, Bloomington.

Ethical Considerations

This study adhered to ethical research standards and was reviewed for compliance with institutional guidelines. All participants were informed about the purpose of the study, the procedures involved, and their right to withdraw at any stage without penalty. Written informed consent was obtained prior to participation, ensuring voluntariness and minimizing the risk of coercion. To maintain fairness, both the experimental and comparison groups received the same

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vocabulary content and instructional time, with only the mode of delivery differing; audiovisual materials were later made accessible to all learners. Participant anonymity was safeguarded by using coded identifiers instead of names, and all data were stored securely on password-protected drives accessible only to the research team. Special accommodations were provided for students with documented needs, such as captions and transcripts of audiovisual materials. Since the researcher was also involved in teaching, steps were taken to minimize potential conflicts of interest, including delegating data handling and scoring to an independent colleague. Overall, the study posed minimal risk, as it involved routine classroom instruction, and care was taken to ensure that students' academic standing or grades were not influenced by their participation.

Findings

Paired sample t test was used to examine the difference in the performance of pretest-posttest scores of within-group designs. The mean difference of pretest-posttest scores showed that audiovisual aids has improved the performance of the students *M=21, M=28*, p < .05.

Table 1

Descriptive Statistics of the Participants

		M	N	SD	SEM
Pair 1	Pretest	21.60	5	1.673	.748
	Posttest	28.80	5	1.304	.583

Table 1 showed descriptive statistics indicating that participants *(N = 5)* had a lower mean score on the pretest *(M = 21.60, SD = 1.67)* compared to the posttest *(M = 28.80, SD = 1.30),* suggesting improvement in vocabulary performance after exposure to audiovisual aids.

Table 2

Correlation between Pretest and Posttest Scores (N = 5)

		N	Correlation	Sig.
Pair 1	pretest & posttest	5	.871	.055

Table 2 showed correlation between pretest and posttest scores was strong and *positive (r = .87, p = .055)*, indicating that participants' performance on the pretest was strongly associated with their posttest scores, though the result was marginally above the conventional significance level *(p < .05).*

Table 3
Pretest-posttest Performance of the Participants after Audio-visual aids

		M	SD	SEM	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
					LL	UL			
Pair 1	pretest - posttest	-7.2	.837	.374	-8.239	-6.161	-19.243	4	.000

Table 3 depicted paired-samples t-test showed a significant difference between pretest and posttest scores, $t(4) = -19.24$, $p < .001$. The negative mean difference $(M = -7.20)$ indicates that posttest scores were significantly higher than pretest scores, confirming the effectiveness of audiovisual aids in improving Urdu vocabulary learning.

Discussion

The purpose of this study was to investigate the effect of audiovisual aids on improving Urdu vocabulary among beginner-level students. The findings demonstrated that the use of audiovisual aids significantly enhanced students' vocabulary performance, as evidenced by the results of the paired-samples *t*-test. The posttest scores were substantially higher than the pretest scores, confirming that audiovisual materials play a crucial role in supporting Urdu vocabulary acquisition.

These findings are consistent with previous research. For instance, Aqad and Saggaf (2021) reported that students exposed to multimedia lectures perceived them as highly beneficial for their learning. Karami (2019) found that the integration of audiovisual materials was an effective vocabulary learning strategy for second language learners, promoting both engagement and retention. The results of the present study reinforce these earlier conclusions, highlighting that audiovisual aids are effective not only in commonly taught languages but also in less commonly taught languages such as Urdu.

Overall, this study provides further empirical support for incorporating audiovisual aids into second language instruction. The positive impact observed suggests that such materials can create a more interactive and engaging learning environment, thereby enhancing students' comprehension and vocabulary development.

Limitations

This study was limited by its small sample size of only five undergraduate students enrolled in the Urdu program at Indiana University Bloomington, which restricts the generalizability of the findings to wider learner populations. The short intervention period may not fully reflect the long-term retention of vocabulary gained through audiovisual aids. Furthermore, the research was confined to a single U.S. institution, limiting cultural and contextual diversity. Lastly, the use of a researcher-developed vocabulary test may have influenced the accuracy of measurement.

Practical Implications

The results highlight the potential of audiovisual aids in enhancing Urdu vocabulary learning among undergraduate students at Indiana University Bloomington. Teachers working with similar learner groups can integrate videos, images, and audio resources to make instruction more interactive and effective. Language departments offering Urdu as a less commonly taught language may adopt audiovisual strategies to complement traditional methods. Additionally, curriculum planners can incorporate multimedia-based instruction into Urdu courses to improve vocabulary retention and student engagement.

Conclusion

The research concludes that the integration of audiovisual aids enhances the classroom learning environment, particularly during Urdu vocabulary lessons. The effective utilization of audiovisual aids serves as a valuable alternative to monotonous learning settings. The simulated audio-visual environment contributes to the personal understanding and development of Beginner level students in the realm of Urdu language vocabulary. Visual aid sessions are found to be beneficial and relevant by the students, facilitating their learning process. The study provides insights into students' perceptions and experiences regarding the use of visual aids and resources. Consequently, the researchers recommend the incorporation of audio-visual aids as an effective teaching method in the classroom.

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