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Review on the use of audio-visual aids as the open educational resources in EFL among secondary education students

The ubiquitous nature of internet resources makes it a very essential tool to use in the world of education, especially its immense potential in the learning foreign languages has led to a considerable shift in the approaches used to develop language skills. Nowadays among language skills communication proficiency in the English language takes priority due to consideration it as a mandatory requirement to contribute to economic and cultural growth of a country. Open Educational Resources were introduced as innovative tools in the traditional learning environment with the purpose to create websites to teach and learn without any charge. This article reviews special aspects of OER audio-visual materials' immense potentialities in particular created with the aim to provide better learning content for effective language acquisition. In order to perform an explicit analysis according to investigation topic several concepts of authors have been considered. Finally, the research evidenced that the use of audio-visual learning resources was found effective owing to its attribute which makes students more motivated and excited about language classes. In addition, authentic content allows learners to practice real-life communication acts which are valuable in order to speak languages fluently and effortlessly. Hence, using audio-visual materials takes on paramount importance in terms of its potential impact on the language skills development.

Keywords: digitalization; self-education; language acquisition; motivation; audio-visual materials.

Introduction

Technology is no longer only a quick way to carry data from one place to another, and the data it moves is no longer static. Instead, information technology has evolved into a participatory medium, resulting in an environment that is constantly shaped and changed by the participation itself [1].

Technology has revolutionized the language teaching process due to its nature of media production. 21st century literacy along with technological competency advocates speaking the languages as well that is also considered as a major requirement of a society where social, economic and cultural changes continuously occur. Opportunities of digitalization in education sphere offer immense potential for active knowledge creation. To be more specific, it makes possible creating language learning environment that allows language acquisition through freely available learning resources. These assets are identified beneficial for the reason that speaking the language fluently requires practicing the assignments which go beyond physical books and they make language learning supportive where minimum efforts could be consumed. It's important to remember that, in a technologically advanced society, language education should address both teachers' and students' digital literacies, taking into account the role of technology in teaching, learning, and producing language adequately and efficiently [2].

Language acquisition is a complex process, and language teachers must be aware of technology, which is defined as the application of scientific knowledge to practical problems by organizations involving people and equipment. It is a fact that technology and society are inextricably linked. Machines have social beginnings and are born out of societal requirements. As a result, teachers require technologies that are appropriate for the teaching-learning environment [3].

Namaziandost and Nasri state "21st century EFL teaching and learning has been influenced by the technological innovation, and many tools have been added to the English class so as to facilitate the process of teaching / learning and provide a more realistic environment for learners to mention but a few of these tools one can cite: the Data show, computers, and recorded tapes. However, there should be a great need to update these tools as the time goes on, in order to keep up with the advancement of ICT's in the world" [4].

Material and Methods

The research uses the method of theoretical analysis. In accordance with the goal of our work, this research method is appropriate for analyzing the works of the most influential scientists. We believe it is the best to summarize the results gained through the analysis process and develop your own view.

Literature review

Kurek and Skowron characterize open resources and open practices as buzzwords in today's education, pointing out that people have never had so many resources, techniques, and opportunities at their fingertips. This means that teachers have access to a wide range of available learning materials, all of which can be freely used when properly attributed [5].

Mishra states "Open Educational Resources (OER) are teaching, learning and research materials in any medium - digital or otherwise that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Teachers and students are the most important stakeholders in the OER ecosystem and it is important to sensitize them on a regular basis in the use and creation of OER, including ways for remixing and integrating OER in teaching and learning" [6].

Nowadays multimedia-driven learning is considered as a pivotal transformation occurred in the education system and as a result of the global digitalization impact. The need to effectuate the learning format fully required the increase of free access to educational resources where the vast volume of learning content is provided. OER project is considered as an additional tool that allows stakeholders to improve skills which are acquired throughout the learning procedure and it makes possible self-education as well. Self-education is currently identified as one of the main focus areas of innovative schools and hence with the rising importance of self-learning has been seen the need to develop no-cost access to electronic learning materials throughout the world.

In an era where technology is advancing at an unprecedented rate the opportunities have also been embraced at a rapid rate by society in general, and young people in particular. As a result of technological advances ubiquitous usage 21st century students are considered as individuals with high demands regarding the learning itself and tools used throughout the procedure of learning. Just because of the opportunities that modern technologies offer more and more students prefer knowledge provided beyond the traditional classes. Technology development allowed people to elicit effective learning ways, practice more materials provided out of traditional format. Internet resources created with the aim to enhance learning materials proved that no person is limited to the books in the century of technological innovations. In other words, learning should no longer be tied to a particular location and a particular timetable [4]. Therefore, in order to meet students' learning demands, teachers should diligently seek for proper resources which make the whole process of learning extremely effective and exciting.

It is essential to grasp the nature of unique technology-meditated tasks for anyone who concerned with second language teaching and learning in the 21st century due to what learners can easily engage in the language acquisition process and be assessed according to such tasks accomplishments [7]. The introduction of new technologies may contribute to more effective teaching and learning in various fields of study. And teachers as well as learners of either a second or a foreign language are also aware of the immense opportunities of technological progress in their field [8].

21st century language acquisition process has become more effective and enjoyable due to modern technologies using which helps to promote EFL students' performances, increase their motivation and provide more efficient means for target language input [9, 10]. Consequently, these days' opportunities created for language learners are described with availability of needed learning materials regardless of time and place, this in turn triggers producing better learning outcomes.

Digital learning resources with its various kinds could be considered as a remedy as these materials have potential to attract the learners by being flexible, entertaining, and interactive and provide an excellent chance for learners to express themselves in a self-confident way [4].

Fotos and Browne found the effect of technologies on English teaching in five areas such as new context, new literacies, new genres, new identities and new pedagogies [11].

According to context area authors identified the fact that the very distinction among native English speaker, ESL speaker, and EFL speaker will change as millions of people throughout the world use English to communicate globally and access international media.

New literacies represent all reading and research skills including the right questions, choosing the right tools, finding information, archiving and sending information, interpreting information, using and citing information and research usually carried out without making critical decisions at every step.

Changes occurring with new genres revealed in terms writing procedure. Essays are found as marked form. There has been suggested the assumption that only few people will actually write essays because they will be replaced by multimedia presenting concept through multiple technologies.

Authors presume that personal identity tends to be changed after utilizing the new media. Throughout the process of involving in some movements carried out in English by EFL students, has been seen some prospects in terms of self-confidence in English communication ability.

According to the last area, it has been represented as an approach which recommended students' to perform real-life tasks on the internet and solve real life problems in a community of peers or mentors [11].

For EFL learners who desperately need more authentic exposure and the opportunities to use the knowledge learned in the classroom, the use of computer mediated communication tools both inside and outside of the classrooms certainly can benefit the learning and develop learners' communicative competence to a certain extent [12].

Huang categorized computer simulations into two types: instruction-oriented and fun-oriented. The primary purpose is remarkably significant as it will determine the nature of the computer simulations. The instruction-oriented computer simulation aims at teaching or helping people learn. On the contrary, the primary purpose of fun-oriented simulations is to be both motivational and entertaining. Instruction in a particular subject is not the primary concern in fun-oriented simulations [13].

Available authentic audio-visual materials on the Internet identified as the best one of OER opportunities in the learning foreign languages. Audio-visual guidance tends to make teaching and learning impactful and empower and, notably, provide language learning environment for all learners generating involvement and opportunity [14]. Using multimedia audio-visual aids in the English classroom has become a must if we wish to raise the students' interest, knowledge and proficiency in the English language. Visual aids can now be integrated into language lessons due to advances in technology [15]. Lanbert & Cuper say "so much of today's media is in visual form, students need visual literacy skills to understand information that integrates images, video, sequences, design, form, symbols, color, 3D, and graphic representations. They need to know how to interpret visual messages and look beyond the surface to determine deeper meaning in what they see" [16]. In other words, the use of visuals in the classroom makes the students more interested, more attentive to the topic presented as they are provided with a more meaningful context [15] and makes dynamic learning experience more concrete realistic and clear [17].

Audio-visual aids can be categorized in three different categories such as the following: audio aids, video aids and audio-visual aids.

Audio aids:

An audio aid is a device that simulates the experience of reading textbook or other written materials but in the form of "something that can be heard". Using their hearing senses, students gain knowledge. For example, cassettes, songs, linguaphones, and tape recorders.

Visual aids:

A visual aid, on the other hand, can significantly increase the impact of a lecture. It assists students in properly visualizing the lesson since the teacher "shows them to the students". For example, picture, graphs, transparency slides, flashcards, and printed materials.

Audio-visual aids:

An audio-visual tool facilitates effective teaching and learning by providing enjoyable learning experiences and interactive lessons. This is because both audio-visual aids are critical components of a session, as it is critical to have lessons where students can "see and hear" at the same time. For example, videos, 3D shows, virtual classrooms, and film projectors [18].

By using various forms of communication into class like illustrations, diagrams, drama, charts, mime, models, overhead projectors or multimedia presentations we enable students to understand and learn. The use of visuals in the classroom makes the students more interested, more attentive to the topic presented as they are provided with a more meaningful context [15]. The integration of computer-mediated communication (CMC) into EFL learning can not only increase both input (exposure) and output (use) of the TL that is needed for learners to promote their English proficiency, but also promote learning motivation, learner autonomy, social equality and identity [12]. An important point to remember is that to ensure the success of even good television and radio programs, it is essential to meet certain necessary conditions.

First, the programme must meet the needs of students; it must be such that teachers could use it as an aid the broadcaster must schedule it during a convenient time slot [17]. Children learn best by observing and coping the behaviors of adults. It is therefore evident that learning is more effective when sensory experience is stimulated. This includes pictures, slides, radios, videos and other audio-visual tools [17].

The human mind's audio-visual processing channels, which register images, words, and sounds in the sensory memory, have been noted as a reason why audio-visual teaching aids are advantageous for learning [19]. This is elicited via Mayer's cognitive paradigm of multimedia learning. The culmination of the cognitive model is integration, which combines the verbal and graphical models with prior knowledge stored in long-term memory as learning is consolidated [20].

The results of the research carried out by Albahiri recommend that the nature of the videos, audio and visual helps learners to boost their oral production, such as their pronunciation and vocabulary, and as a result they become competent in forming sentences. In addition, these tools also help to create confidence among EFL students as they speak fluently and effortlessly [21].

According to a study conducted by the use of audio-visual aids increases students' enthusiasm in learning as well as their capacity to learn and remember new information [19].

Shah and Khan emphasized that information delivered through animation and onscreen gave a different learning experience from printed text which was beneficial for the growth of critical thinking [22]. Similarly, Gilakjani recommends the use of efficient teaching tools, such as audio-visual aids, to improve teaching and learning. Visual presentations helped students distinguishing between primary and secondary information sources in approaching questions requiring higher thinking skill [23]. De Sousa and Van Eeden recommended the utilizing audio-visual materials in teaching history to promote students' active learning and deep understanding of a subject [24].

Social media and video-sharing websites, along with computer technology, have accelerated the development of audio-visual learning tools [19]. Sharing of the information and interaction via comments and live charts are made possible by online platforms such as YouTube and Facebook [19]. It is now standard practice for teachers to employ audio-visual aids while delivering lessons on a variety of subjects. Numerous studies have been conducted to assess the efficacy of audio-visual aids in teaching and learning, notably in the teaching of English as a Second Language [25-28].

Teachers will make the best use of computers in the classroom when students are encouraged to perform the most real tasks possible, taking advantage of the power of modern ICTs to try to change the world in ways that suit students' own critical values and the interests of humankind [11].

Language instruction changed dramatically as technology progressed, especially in the setting of the international internet, which allowed people to connect and contribute to language structure from their own cultural identity. Furthermore, the move from GTM to CLT allowed experts in teaching methodology to reevaluate language teaching methods, resulting in past teaching tactics being differentiated in accordance with the potential given by existing technologies. Since then, language instruction has mostly focused on speaking-oriented activities in order to accomplish the ultimate goal of language acquisition, which is the capacity to speak a language fluently and naturally. Because of the immense improvements that have been occurred within OER, language learning has become an affordable activity that everyone may pursue anywhere and at any time. As a result of the usage of materials inside multimedia technologies, learning becomes more efficient, allowing stakeholders to experience real-life situations that they may meet while living abroad. Communicative competence is unlikely to improve without sufficient exposure for learners to perceive and acquire language input, as well as opportunities to apply new knowledge [12].

The investigation that was carried out by Huertas-Abril to explore Spanish primary education students' perceptions regarding the platform Flipgrid which is used to practice their oral production during the COVID-19 pandemic shows that together with the creativity and innovation, other two 21st century skills such as problem-solving and autonomy were identified. The results also depict that the participants in this study were motivated to use the digital tool that enables them to perform some activities offered within the platform [2]. In addition, the research that was conducted by Harsasi on students' acceptance of integrating OER into e-learning displays that using it helps them to have a better understanding about a topic and revealed as a source of learning which is preferred by most of students to be used independently from their homes [29].

Discussion and conclusion

From the authors' perspectives there has been seen the high probability of successful practicing of the English language teaching through the use of digital technologies. In order to reinforce the process open educational resources have been created that aimed to provide more instructional materials which allowed individuals to prepare for better classes. Among opportunities within OER is identified the importance of the use of audio-visual materials. Today more learners try to benefit the strength of technology in order to practice various tools for learning and audio-visual content as many researchers consider it comes as the key thing in the process of language acquisition. Open educational resources increasing helps to avoid possible difficulties that regular student could encounter while learning languages. Insufficient authentic learning content makes the process of acquisition more problematic while relevant genuine sources enable individuals to grasp the opportunity to pursue new knowledge that is suitable and preferable for them. Amount of learning materials with effortless access provides more chances to experience valuable knowledge which might be found beneficial and helpful in producing better outcomes. Instructions convey identified as an act that really differs from the traditional way of data provision where materials might be presented from the video format to just simple signals. Individuals perception can be different in terms of obtaining new knowledge and thus among available learning content created within OER students may value the suitable format which makes acquisition of structures affordable with ease.

Analyzing the above mentioned authors' concepts we came to the point that audio-visual perception of educational content allows students to be motivated and focused on the learning materials due to the approach that is used beyond the traditional classes. According to concepts reviewed have been revealed three important affective variables which relate to success in learning foreign languages and among them motivation has been found as well. This means that quality acquisition requires incentives which might be arranged via OER. Secondly, these educational resources make more contribution to the effective language acquisition, to be more specific, audio-visual materials are helpful in speech development process providing language input through videos, films, TV shows and programs which support students' interest. Thirdly, teachers, as well as students benefit more training materials established within the framework of OER and these allow stakeholders to save time and energy in searching the relevant learning activities for language skills development. Consequently, time and energy consuming in a rational way makes the whole process of teaching and learning painless. Fourthly, as most of audio-visual materials go authentic they help to practice real context of communication. In other words, due to authentic audio-visual materials learners get a chance to be aware of communication behavior and other features of native speakers needed to know either through films or videos. The obvious benefit of using audio-visual materials is having the opportunity which allows for pausing and replaying. This is a good attribute of digital format of learning that makes possible controlling the pace of audio-visual resources. Right speed of speech in videos and films is considered as the key feature in developing phonetic skills. Slow and clear utterance provides a good comprehension of a learning material.

Audio-visual materials provision should be applied in accordance with the students' interest maintaining the modern trends in different areas. In addition, teachers must take into consideration individuals' abilities and language level as well usually it implies that there should not be too much information, complex phrases and sentences, idioms, slangs, etc. The attribute that helps to keep students more involved in the process of web-based learning is providing short sentences with less complex meaning and grammar. Whenever teachers use vague training data in order to present a new topic to students this may end up with little frustration and further learning process is usually described with learners' unwillingness. In order to avoid this, teachers should consider audio-visual materials in detail otherwise it can influence on learning outcomes.

As mentioned above, digital educational resources can be used as instruction-oriented and fun-oriented. OER used in language teaching process should cover the integration of these simulations making the process instructional and exciting. When considered only one of these simulations the process of language acquisition would become either boring or less valuable.

Overall, considering OER opportunities that created within the development of digital technologies allowed learners to reveal the positive impact of audio-visual format on the process of language acquisition. To be more specific, it makes possible better development of speaking skills which are considered as an essential need in language learning process. In addition to this, due to students' long time use of OER in language learning procedure obtaining a soft skill such as self-confidence is quite possible. Attaining the progress in language learning occurs due to motivation which provided through the use of OER and this is regarded as key thing in using digital technologies. In addition, for EFL learners who desperately need more authentic exposure, the use of audio-visual

learning aids both inside and outside of the classrooms certainly can be beneficial to develop individuals' communicative competence to a certain extent. Authentic content of audio-visual materials is considered crucial in the language learning since it is helpful to perform real-life tasks on the internet and solve real life problems in a community of peers or mentors. As a result, through the OER contribution to education we have individuals who are literate in terms of social skills, language skills and technical competence.

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А.Т. Төлеужан, Я.А. Чукаловская, Т.В. Цой, Д. Ердем

Орта мектеп оқушылары арасында ағылшын тілін оқыту үдерісінде ашық білім беру ресурстары ретінде аудиовизуалды құралдарды пайдалану мәселесі

Электрондық білім беру ресурстарының білім беру саласында алатын орны айтарлықтай зор. Мәселен, аталмыш құралды пайдалану арқылы бүгінде шетел тілінде еркін сөйлеуге қажетті дағдыларды дамытуға ықпал ететін түрлі әдіс-тәсілдерге қол жеткіземіз. Қазіргі таңда шетел тілдерін оқуға, оның ішінде ағылшын тілін меңгеруге үлкен қажеттілік бар, себебі аталмыш тілде еркін сөйлеу еліміздің саяси, әлеуметтік және экономикалық тұрғыда дамуына үлкен ықпал етеді. Осы орайда электрондық білім беру ресурстары ретінде Ашық білім беру ресурстарын қарастыруға болады. Ашық білім беру ресурстары дәстүрлі білім беру үдерісінде тегін түрде ұсынылатын түрлі веб-сайттар жиынтығы. Мақалада Ашық білім беру ресурстарының ерекшеліктері, әсіресе ондағы қолданылатын материалдардың аудио-визуалды сипаты шетел тілін меңгеруге қаншалықты әсер ететіні егжей-тегжейлі қарастырылған. Аталмыш тақырып аясында тиянақты талдау көптеген авторлардың тұжырымдары негізінде жасалынды. Қорытындылай келе, Ашық білім беру ресурстарының аудио-визуалдық сипаты білім алушыларға тілді үйренуге деген қызығушылықтары мен ынтасын арттырады деп тұжырымдалды. Оған қоса, аталмыш құралдың аутенттілігі тіл үйренушіге тіл өкілдері қолданатын барлық қажетті мазмұнды тануға мүмкіндік береді, ал бұл сол тілде еркін сөйлеуге айтарлықтай оң әсерін береді.

Кілт сөздер: цифрландыру, өздігінен білім алу, тілді меңгеру, мотивация, аудиовизуалды материалдар.

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Обзор использования аудиовизуальных средств в качестве открытых образовательных ресурсов в процессе обучения английскому языку среди учащихся средних школ

Электронные образовательные ресурсы являются важным средством для совершенствования качества образовательного процесса. К примеру, благодаря использованию различных электронных образовательных ресурсов, сегодня мы получаем новые методы и подходы, способствующие развитию навыков, необходимых для свободного общения на иностранном языке. В настоящее время существует большая потребность в изучении иностранных языков, в том числе английского, так как свободное владение этим языком способствует политическому, социальному и экономическому развитию страны. В этой связи в качестве электронных образовательных ресурсов можно рассматривать открытые образовательные ресурсы. Открытые образовательные ресурсы представляют собой различные веб-сайты, которые бесплатно предоставляют доступ к учебным материалам, используемым в традиционном образовательном процессе. В статье подробно рассмотрены особенности открытых образовательных ресурсов, а именно то, насколько аудио-визуальный характер используемых в них материалов влияет на овладение иностранным языком. В рамках данной темы тщательный анализ был сделан на основе выводов многих авторов. Данное исследование позволило сделать заключение о том, что аудиовизуальный характер открытых образовательных ресурсов повышает интерес и мотивацию обучающихся к изучению языка. Кроме того, аутентичность данного инструмента позволяет изучающему осваивать речевое поведение представителей языка, что оказывает положительное влияние на свободное владение этим языком.

Ключевые слова: цифровизация, самообразование, владение языком, мотивация, аудиовизуальные материалы.