Journal on English as a Foreign Language
Vol. 15, No. 1, March 2025, pp. 135-159
Journal homepage: https://e-journal.iain-palangkaraya.ac.id/index.php/jefl

A case study in the use of audio-visual media for teaching listening skills in junior high school EFL classrooms: Perceived effectiveness and challenges

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Article history:
Received 30 November 2024; Revised 11 January 2025; Accepted 13 February 2025; Published online 16 March 2025

Abstract

Listening skills are foundational to second and foreign language acquisition. However, traditional teaching methods often fail to address learners' challenges effectively, creating a gap in instructional approaches that support listening comprehension. This study investigated the perceived effectiveness and practical challenges of using audio-visual media to teach listening skills to junior high school students. Employing a qualitative case study design, six purposefully selected English teachers from two schools in Medan, Indonesia, participated in semi-structured interviews, providing insights into their experiences. Thematic analysis revealed that audio-visual media appear to enhance listening comprehension by integrating auditory and visual stimuli, supporting students' understanding of accents, intonations, and conversational contexts while also increasing motivation and engagement. Teachers reported that these tools make lessons more interactive and facilitate efficient material delivery. However, several challenges were identified, including technological disruptions, inadequate facilities, and variations in students' listening abilities, which hinder optimal outcomes. The findings underscore the need for improved infrastructure, targeted teacher training, and tailored instructional strategies to maximize the benefits of audio-visual tools in language education. This study highlights the potential of audio-visual media to enhance listening comprehension and engagement while emphasizing the need to address technological and instructional challenges for effective implementation.

Keywords: audio-visual media, listening skills, multimodal learning, second language acquisition, teaching challenges

To cite this article: Daulay, E. (2025). A case study in the use of audio-visual media for teaching listening skills in junior high school EFL classrooms: Perceived effectiveness and challenges. *Journal on English as a Foreign Language, 15*(1), 135-159. https://doi.org/10.23971/jefl.v15i1.9432

To link to this article: https://doi.org/10.23971/jefl.v15i1.9432



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Introduction

Listening skills are fundamental in second and foreign language acquisition (SLA), forming the foundation for communication and comprehension. Correa and Ramírez (2024) argue that listening is a complex, active process requiring learners to decode linguistic input while simultaneously interpreting meaning based on context, prior knowledge, and cultural cues. This cognitive task distinguishes listening from productive skills like speaking and writing, as it involves rapid real-time processing, leaving little room for revision or clarification (Meskill, 1996; Ordem, 2021). The challenges learners face in developing listening skills are multifaceted. These include exposure to varied accents, fast-paced speech, idiomatic expressions, and cultural nuances embedded in language use (Huang, 2005). Such factors often overwhelm learners, hindering their ability to understand and respond effectively.

Despite its importance, traditional methods of teaching listening have been criticized for their reliance on repetitive, passive activities such as rote memorization or transcription (Field, 2008). These approaches fail to equip learners with the strategies needed to navigate authentic communication. This shortfall has necessitated a shift toward more innovative methods (Vanderplank, 2012). Multimedia technologies, including videos, podcasts, and interactive listening platforms, are increasingly employed to enhance listening comprehension and learner engagement (Rahmatiar & Sukardi, 2023). These tools provide opportunities for exposure to real-life language use, helping learners develop skills to process and interpret spoken language more effectively. Given these challenges and the limitations of traditional teaching methods, there is a pressing need to explore effective strategies and tools that can better support learners in developing their listening skills, particularly in navigating authentic, real-world communication contexts.

Recent advancements in multimedia technology have revolutionized language instruction by integrating audio-visual tools that combine auditory and visual input. According to Mayer's (2024) cognitive theory of multimedia learning, the simultaneous use of auditory and visual stimuli reduces cognitive load, allowing learners to process information more effectively. Furthermore, Paivio's (1986) dual coding theory emphasizes that visual and verbal channels enhance comprehension and retention when activated simultaneously. In listening instruction, audio-visual tools such as videos, animations, and interactive media provide contextualized and multimodal input, helping learners bridge the gap between abstract language and real-world usage (Ganinda & Lindawati, 2024). Previous research supports this potential, with Eroza et al.'s (2023) finding that audio-visual materials significantly improve listening comprehension by providing visual cues to supplement auditory input. However, these tools also present challenges, including limited access to technology, the potential for passive consumption, and inadequate teacher training (Wang, 2024). While studies such as Ipek (2020) and Jia and Hew (2021) have broadly explored multimedia use in language education, specific research addressing its impact on listening skills still needs to be completed. Given these observations, this study argues that understanding the perceived effectiveness and challenges of using audio-visual tools in teaching listening skills is crucial to addressing these gaps. By focusing on junior high school learners, this research aims to provide targeted insights into how multimedia tools can be optimized for listening instruction, supporting learners in developing essential skills for authentic communication.

Research investigating the use of audio-visual learning media in teaching listening skills has received increasing attention in recent years. However, previous studies reveal several limitations that warrant further exploration. For instance, Syamsuardi et al. (2020) focused on the use of audio-visual media in speaking skills, leaving its impact on listening comprehension largely unexamined. Correa and Ramírez (2024) explored didactic audio-visual resources but did not address their specific effectiveness or challenges in teaching listening skills. Similarly, Pradina and Mulyani (2022) concentrated on the development of audio-visual media for listening but provided limited insight into their practical application in diverse classroom contexts. Moreover, much of the existing research (Aqad et al., 2021; Correa & Ramírez, 2024; Harsa et al., 2020) predominantly examines university students or adults, as seen in the aforementioned studies, while neglecting junior high school learners. This age group has distinct developmental and linguistic needs that require tailored teaching strategies. These gaps highlight the need for further research on the

effectiveness and practical challenges of utilizing audio-visual media in teaching listening, particularly for junior high school learners. To address these gaps, the present study investigates the perceived effectiveness and practical challenges of using audio-visual media in teaching listening skills. The following research question guides this study, "What are the perceived effectiveness and practical challenges of teaching listening skills with audio-visual media?"

Literature review

Listening skills in language learning

Listening is considered a cornerstone of second language acquisition (SLA) and a primary mode of input, making it integral to the development of overall language proficiency. As one of the first skills encountered in language learning, it forms the basis for understanding and internalizing linguistic elements (Field, 2008). Rost (2015) argues that listening facilitates the cognitive processing of linguistic structures and contextual meanings, enabling learners to acquire vocabulary, grammar, and pronunciation through repeated exposure. Field (2010) and Zhang and Lien (2020) underscore the interdependent relationship between listening and speaking, highlighting that listening, as a receptive skill, equips learners with the linguistic resources necessary for effective communication. It enables learners to grasp the nuances of spoken language, including intonation, stress, rhythm, and pragmatics, which are essential for producing accurate and contextually appropriate responses. Learners with strong listening skills are, therefore, better prepared to navigate real-world communication challenges. Despite its critical role in language learning, listening often needs more instructional focus in the classroom (Rost, 2015). This neglect is partly due to the misconception that listening skills develop naturally through exposure and do not require explicit teaching (Hedge, 2000; Yenkimaleki et al., 2021). Addressing this gap calls for more targeted and structured approaches to listening instruction, ensuring learners are adequately equipped to process and interpret spoken language effectively.

The process of developing listening skills presents a variety of challenges that span linguistic, cognitive, and contextual domains (Mayer, 2024). Linguistic barriers, such as unfamiliar vocabulary, rapid speech, and varied accents, are prevalent issues that can overwhelm learners and hinder comprehension (Huang, 2005; Shepard & Rose, 2023). Learners may struggle to recognize words in connected speech or fail to decode complex sentence structures. This difficulty is further compounded when the listening material includes idiomatic expressions or culturally specific references (Paivio,1986). Cognitive barriers are

another significant hurdle. Ruman (2021) explains that listening demands real-time processing, requiring learners to decode and interpret meaning simultaneously. Limited working memory capacity can exacerbate these challenges, as learners may find it difficult to retain and process information at the same time. This cognitive load can result in frustration, particularly for novice learners who lack effective strategies for managing these demands (Wang, 2024). In addition, contextual challenges, such as cultural differences and the limited availability of authentic listening materials, complicate efforts to understand spoken language as it is used in real-world settings (Datta & Roy, 2024). Cultural differences may influence learners' ability to interpret implicit meanings, humor, or non-verbal cues, which are essential components of effective communication. Furthermore, educational contexts often rely on traditional, passive listening instruction that does not adequately prepare learners for the complexities of authentic listening situations.

To address these barriers, scholars advocate for pedagogical approaches that scaffold the listening process and incorporate multimodal resources. Vanderplank (2012) and Beach et al. (2020) highlight the importance of metacognitive strategies, such as prediction, monitoring, and evaluation, in helping learners manage cognitive load and improve their listening proficiency. By teaching learners to anticipate content, assess their understanding, and adjust their strategies accordingly, instructors can empower students to become more autonomous listeners. Integrating authentic materials is another widely recommended strategy. Terao (2024) suggests that exposure to authentic materials, such as podcasts, video clips, and interviews, can help learners become familiar with diverse linguistic inputs and real-world language use. These materials often feature natural speech patterns, regional accents, and informal expressions, providing learners with a richer listening experience. Moreover, authentic materials can increase learner engagement by offering content that aligns with their interests and needs. The role of technology in listening instruction is particularly promising. Aqad et al. (2021) underscore the potential of audio-visual tools in overcoming listening challenges. Technologies such as interactive videos, speech recognition apps, and online platforms offer multimodal input that contextualizes language and supports meaning-making (Mayer, 2000). For instance, videos with subtitles can help learners connect spoken and written forms of language, while interactive apps can provide immediate feedback on listening performance. These tools cater to diverse learner needs by allowing for self-paced practice, repetition, and engagement with varied content.

These insights highlight the need for more effective instructional strategies that integrate multimodal resources to enhance listening comprehension. Given the challenges learners face, the present study explores how audio-visual media can serve as a practical solution by combining auditory and visual stimuli to support meaning-making. By investigating the perceived effectiveness and challenges of using audio-visual tools in junior high school EFL classrooms, this study aims to contribute to the ongoing discourse on optimizing listening instruction through innovative pedagogical approaches.

Audio-visual media in language learning

Integrating audio-visual media in language classrooms has transformed instructional practices, offering dynamic ways to enhance learners' engagement and comprehension. Tools such as videos, podcasts, animations, and interactive multimedia platforms have become staples in contemporary language instruction, largely due to advancements in digital technology (Fan, 2023; Mayer, 2009). Videos, for example, provide a combination of auditory and visual stimuli, allowing learners to process language through multiple modalities. By pairing spoken language with visual elements, such as facial expressions, gestures, and situational context, videos support learners in decoding meaning beyond linguistic input alone (Andajani et al., 2024; Paivio, 1986). Similarly, animations and podcasts introduce an immersive learning experience, often designed with interactive features to reinforce understanding and retention (Novitri et al., 2023). Muñoz and Miralpeix (2024) demonstrated that learners exposed to audio-visual media performed better in listening tasks than those relying solely on traditional audio materials. The study attributed this improvement to the visual context provided by media, which aids in disambiguating unfamiliar words and supporting comprehension. Similarly, Wang (2024) found that videos accompanied by subtitles enhance vocabulary acquisition and listening accuracy by offering learners both linguistic input and textual reinforcement.

Digital platforms like YouTube and language learning applications, including Duolingo and Memrise, incorporate audio-visual features to create personalized, engaging environments that cater to diverse learning needs (Indrayanti et al., 2023). These tools provide access to authentic language materials, such as news broadcasts, interviews, and dialogues, which expose learners to various accents, speech rates, and cultural contexts. Furthermore, interactive platforms like Kahoot and Edpuzzle facilitate active learning by embedding quizzes and discussions into videos, encouraging learners to reflect and respond critically (Lengyel-Marosi, 2022). As technology evolves, these tools offer innovative ways to scaffold listening comprehension and make language

learning more accessible and enjoyable. However, while the benefits of audio-visual media are well-documented, potential drawbacks must also be acknowledged. Ipek (2020) cautioned that learners might develop an over-reliance on visual cues, which could hinder their ability to comprehend spoken language in contexts where such support is unavailable. Furthermore, passive engagement remains a challenge, as some learners may become spectators rather than active participants in the learning process (Maulida & Hadi, 2022).

These insights highlight the potential of audio-visual media to enhance listening comprehension while also presenting challenges related to learner dependence and engagement. Given these factors, the present study examines how audio-visual media is implemented in junior high school EFL classrooms, exploring its effectiveness and the challenges teachers face in optimizing its use for listening instruction.

Method

Research design

This research employed a qualitative approach using a case study research design (Yin, 2018). Yin (2018) defined a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-world context, particularly when the boundaries between the phenomenon and its context are not clearly defined, and it involves the use of multiple data sources. The case study design was chosen because this research focused on exploring the use of audio-visual media for teaching listening skills in the specific context of Indonesian junior high schools. The uniqueness of this case lies in the investigation of a real-world, contextualized practice where students and teachers interact with audio-visual media to enhance listening skills. This focus aligned with the case study's strength in providing a deep understanding of complex, context-dependent phenomena.

The case study approach was particularly suitable for this research as it allowed for a detailed examination of the effectiveness and practical challenges of using audio-visual media in teaching listening skills (Yin, 2018). By capturing insights from various stakeholders (teachers, students, and administrators), observing classroom practices, and analyzing instructional materials, this design facilitates a comprehensive understanding of how and why audio-visual tools influence listening instruction. Moreover, the case study approach helped answer the research questions and achieve the objectives by enabling an in-depth exploration of real-world classroom settings (Yin, 2018). It provided rich, descriptive data that uncovered the nuanced interactions between pedagogical

strategies, multimedia tools, and learner outcomes. This ensured the findings were grounded in authentic educational practices, making them highly relevant and actionable for similar contexts.

Participants

This study involved six English teachers from two junior high schools in Medan, Indonesia, as the research participants were selected through purposive sampling (Patton, 2015). Participants were chosen for their active teaching, English language teaching credentials, at least two years of experience, and voluntary participation. They were selected for their unique roles in integrating audio-visual media into their teaching, as recognized by their schools for innovative practices. These teachers were chosen specifically because of their active use of multimedia tools in teaching listening skills, making them ideal for exploring the impact of audio-visual media. Their schools varied in access to technology, providing diverse contexts for studying how such media are applied in different conditions. Other teachers with similar credentials were not selected because these participants had a direct focus on multimedia-based instruction and were willing to share their insights into the opportunities and challenges of using audio-visual media in language teaching. To maintain confidentiality, participants were labelled (N-1 up to N-6), with demographic details summarized in Table 1.

Table 1
Demographic information of the participants

Participants	Gender	Age	Educational background	English competence	Technological competency	Years of teaching experience
N-1	Male	32	Bachelor's in English Education	High	Advanced	8
N-2	Male	24	Bachelor's in English Education	High	Intermediate	3
N-3	Female	24	Bachelor's in English Education	High	Intermediate	3
N-4	Female	24	Bachelor's in English Education	High	Intermediate	3
N-5	Female	23	Bachelor's in English Education	High	Intermediate	2
N-6	Female	22	Bachelor's in English Education	High	Beginner	2

Data collection

Data collection in this study relied on semi-structured interviews, a widely utilized method in qualitative research due to its effectiveness in facilitating direct, one-on-one interactions between researcher and participants (Ary et al., 2006; DeJonckheere & Vaughn, 2019; Galletta & Cross, 2013). These face-to-face interviews were conducted with participants from two junior high schools. They followed an interview protocol to address the effectiveness and challenges EFL teachers face in teaching listening using audio-visual media. The questions in the interview guide were constructed based on a review of relevant literature, ensuring they were aligned with established frameworks in the field. The main questions are as follows: (1) 'How do you perceive the effectiveness of audio-visual media in teaching listening skills?' (2) 'Can you describe specific examples of how audio-visual media have impacted your students' listening comprehension?' (3) 'What challenges have you encountered when using audio-visual media in your teaching?' (4) 'How do you address the challenges of implementing audio-visual media in your classroom?' and (5) 'What additional support or resources do you believe are necessary to enhance the use of audio-visual media in teaching listening?'. Each session, lasting between 30 and 60 minutes, was audio-recorded with participants' consent to ensure accurate documentation. Before the interviews began, participants were informed of their rights, including the option to decline to answer questions or withdraw their responses at any point. A pilot study validated the interview protocol (Corbin & Strauss, 2015), ensuring consistency and reliability in addressing key themes while capturing in-depth insights into participants' experiences.

Data analysis

This study employed thematic analysis (Braun & Clarke, 2019) to identify patterns and themes within participants' responses systematically. The data collection process began with the development of interview questions, which were designed to address the study's research objectives and explore participants' experiences with audio-visual media in teaching listening skills. The questions were refined based on insights from existing literature (Creswell, 2009), ensuring they were aligned with the key areas of focus, such as the effectiveness and challenges of using audio-visual tools in listening instruction. The interviews were then conducted with participants, during which open-ended questions encouraged detailed responses. The recordings were transcribed verbatim, and the transcripts, along with field notes taken during the interviews, were reviewed multiple times to ensure a deep understanding of the data. Given the research's aim to explore both pre-existing concepts and new insights, a deductive

approach was used in the initial stages of analysis. This approach involves developing preliminary coding categories based on themes identified in the literature (Creswell, 2009), with the goal of organizing the data into these predefined themes.

The coding process began by identifying and labelling relevant segments of data that corresponded to the initial categories. These segments were then grouped under broader themes, with similar codes clustered together to form more generalizable patterns. For example, a segment where participants discussed the "impact of visuals on comprehension" was coded under the theme of "visual support in listening." Over time, the themes were iteratively refined and expanded based on a deeper examination of the data, which allowed for a more nuanced understanding of how audio-visual media affected listening skills. The final step involved interpreting the data and deriving meaningful insights from the identified themes. This interpretation was aligned with the study's research questions to ensure that the analysis directly addressed the effectiveness and challenges of implementing audio-visual media in listening instruction. This approach ensured that the final themes accurately reflected the participants' experiences and the research objectives. The iterative process of refinement and feedback contributed to the credibility and depth of the findings. The example of the coding process is shown in Table 2.

Table 2

Example of the deductive coding process

Raw data (transcript)	Initial code	Theme
When I see the image, it helps me understand the words they are saying better.	Visual cues enhance comprehension	Visual support in listening
Sometimes, I can't keep up with how fast they speak in the video.	Face—paced speech is challenging	Challenges in listening comprehension
Watching a video makes me want to listen more because it's more interesting.	Motivation increases with videos	Engagement and motivation
The internet connection is often too slow, and the video freezes during class.	Technical issues disrupt learning	Technological challenges

Trustworthiness

To ensure the trustworthiness and credibility of the data, this study employed a member-checking process, also known as respondent validation (Lincoln &

Guba, 1985; Merriam, 1998; Silverman, 2006). Specifically, after transcribing the interviews and analyzing the data, the findings, along with a draft of the final report, were shared with participants for their review and feedback. Participants were given the opportunity to provide written comments anonymously, ensuring their perspectives were accurately captured and reflected in the analysis. The feedback received was systematically reviewed and integrated into the findings through several rounds of refinement. Any discrepancies or suggestions for clarification were addressed, and the final version of the analysis was revised accordingly. Ultimately, participants confirmed that the results accurately represented their experiences, thus validating the study's conclusions. This operational process enhanced the credibility of the research by ensuring the findings were a true reflection of the participants' perspectives.

Findings

The perceived effectiveness of using audio-visual media in teaching listening skills

The use of audio-visual media in teaching listening skills significantly facilitates teachers in delivering material and enhancing students' listening skills while making the learning process more interactive. Findings from the interviews and responses to open-ended questions revealed that all participants expressed positive perceptions regarding the use of audio-visual media in teaching listening skills. This sentiment is illustrated in the following excerpt:

> Using audio-visual media makes it much easier for me to deliver lessons, especially in teaching listening skills. Students not only hear the material but also see the context directly through videos. This greatly helps them grasp the lessons more quickly. For example, when I use video clips of conversations, students can understand the meaning of the dialogue more effectively compared to just listening to audio recordings. (N-1, Interview)

The above excerpt highlights the perceived effectiveness of using audio-visual media in teaching listening skills, showcasing its impact on making the teaching process more efficient and engaging. With audio-visual media, teachers can reduce the need for lengthy explanations, as the media itself provides clear and illustrative depictions that help students understand the material. By directly observing how dialogues unfold, students gain a better grasp of contextual cues, accents, and expressions, which significantly enhances their listening comprehension. Moreover, this media enables teachers to present concepts interactively and appealingly, capturing students' attention and facilitating easier understanding of the lesson. This dual benefit not only supports teachers

in delivering lessons more effectively but also fosters active participation and better learning outcomes among students. By combining auditory and visual elements, audio-visual media serves as a powerful tool that bridges communication gaps and strengthens students' listening abilities in an enjoyable way.

> Using audio-visual media has significantly enhanced students' listening skills. The combination of sound and visual context helps them catch nuances in conversation, like tone, facial expressions, and body language, which they wouldn't get from just listening to audio. (N-2, Interview)

The excerpt above highlights that teachers find audio-visual media perceived effectiveness in enhancing students' listening skills by providing a richer, more contextualized listening experience. This media not only helps students better understand unfamiliar accents, intonations, and speech patterns but also makes them more motivated to improve their listening skills as they enjoy the videos and gain a clearer understanding of the content, which boosts their confidence. Additionally, the use of audio-visual media in teaching listening skills makes the learning process more interactive, as the statement below exemplifies:

> Using audio-visual media makes the learning process more interactive. Students not only listen but also observe facial expressions, body movements, and visual context, which enrich their understanding. This makes the class more interactive, as students become more actively engaged with the material being taught. (N-3, Interview)

The above excerpt illustrates the significant role audio-visual media plays in making the process of learning listening skills more interactive and engaging for students. The integration of video elements with auditory content captures students' attention, fostering greater focus and interest in the material. By watching videos that visually complement the conversations they hear, students are able to understand contextual cues and nuances better, thereby enhancing their comprehension. This approach also encourages active engagement with the material, as students can connect what they hear to what they see. Additionally, audio-visual media creates opportunities for interactive discussions, as students can analyze and reflect on the content presented in the videos. This dual role of facilitating listening and promoting dialogue transforms the learning experience into a dynamic and participatory process. By engaging multiple senses, audio-visual media enriches the overall educational environment, making it more effective and enjoyable for both students and teachers.

The challenges of using audio-visual media in teaching listening skills

This section highlights the findings from the interviews regarding the challenges EFL teachers face when utilizing audio-visual media to teach listening skills. Several challenges emerged from the in-depth interviews, with technological disruptions being the most commonly cited issue. Nearly all participants mentioned this concern, as illustrated in the following excerpt:

> One of the biggest challenges is technological disruptions, such as unclear audio, poor video quality, unstable internet connections, or malfunctioning devices. These issues inevitably disrupt the learning process and reduce students' focus. (N-4, Interview)

The interview findings reveal that technological issues, including device malfunctions, unstable internet connections, unclear audio, and poor video quality, are significant challenges faced by EFL teachers when utilizing audio-visual media to teach listening skills. Such disruptions can severely hinder the teaching process, making it difficult for teachers to deliver lessons effectively. For example, unstable internet connections can cause delays or interruptions in streaming videos, while malfunctioning devices or poor-quality media can diminish the clarity of instructional materials. These challenges not only disrupt the flow of the learning process but also negatively impact students' ability to concentrate and engage with the material. As one participant noted, these issues inevitably reduce students' focus and make it harder to achieve desired learning outcomes. Addressing these technological barriers is essential for ensuring that audio-visual media can be used optimally to enhance listening skills and foster a more seamless educational experience.

In discussing the challenges of using audio-visual media, participants also highlighted the issue of limited facilities as another significant challenge. The excerpt below illustrates this concern:

> I am eager to use more audio-visual media in teaching listening skills, but the available facilities are limited. At times, we can only rely on a laptop or speakers with suboptimal sound quality, which prevents students from gaining the full listening experience. On several occasions, not all schools have adequate audio-visual devices. In some of our classrooms, we still use projectors that frequently malfunction, or there isn't even a sufficiently large screen to display videos clearly. (N-5, Interview)

The excerpt above highlights that limited facilities pose a significant challenge in utilizing audio-visual media for teaching listening skills. Teachers often face difficulties due to inadequate or outdated equipment, such as laptops with

limited capabilities, speakers with suboptimal sound quality, or projectors prone to frequent malfunctions. These limitations impede the seamless delivery of more complex and engaging materials, which audio-visual media is designed to provide. As a result, the quality of the learning experience is compromised, with students unable to fully benefit from the interactive and immersive features of audio-visual tools. For example, poor sound quality can make it difficult for students to grasp nuances in listening exercises while malfunctioning projectors can disrupt visual presentations and lesson continuity. Addressing these facility-related challenges is crucial to maximizing the potential of audio-visual media, ensuring that students receive a more effective and enriching learning experience that aligns with educational goals.

Participants also reported that the difference in students' abilities is one of the ongoing challenges when using audio-visual media in teaching listening skills. Each student has a different level of listening ability. This can be seen in the excerpt below:

> I often face the challenge that each student has a different level of listening ability. The difference in listening skills among students becomes very apparent when using audio-visual media. Some students quickly grasp the meaning of the conversation, but others struggle, especially when the accent or speaking speed in the video doesn't match their ability. Students with lower listening skills often feel hindered when using this media. At times, they have difficulty catching the words or understanding the context of the video I present. (N-6, Interview)

The excerpt above emphasizes that the variation in students' listening abilities presents a significant challenge when using audio-visual media to teach listening skills. Students often display diverse levels of listening comprehension, which directly affects their ability to engage with and benefit from the material. For instance, students with higher listening proficiency may quickly grasp the meaning of conversations, even when faced with unfamiliar accents or fast speaking speeds. In contrast, those with lower listening skills often struggle to follow along, finding it difficult to catch specific words or understand the overall context of the audio-visual content. These challenges can leave less proficient students feeling discouraged or disengaged, ultimately hindering their learning experience. This disparity highlights the need for differentiated instruction and additional support to ensure all students, regardless of their listening ability, can benefit equally from the use of audio-visual media in developing their listening skills.

Table 3 summarizes an overview of the themes and subthemes that emerged from the interview findings concerning the effectiveness and challenges of using audio-visual media in teaching listening skills.

Table 3

Summary of the emergent themes and subthemes

Category	Theme	Sub-theme
Effectiveness of using audio-visual media in teaching listening skills	The teaching process becomes more efficient	- Enhancing lesson appeal through engaging concepts - Simplifying lesson comprehension for students - Facilitating effective material delivery by teachers
	Enhancing students' listening skill	- Providing a richer, contextual listening experience - Improving understanding of accents, intonations, and speech patterns - Boosting student motivation to enhance listening skills
	Learning process is more interactive	- Increasing student engagement with visual elements - Encouraging active engagement with both audio and visual components - Fostering class discussions
Challenges of using audio-visual media in teaching listening skills	Technological disruption	- Low- quality video - Unstable Internet connections - Malfunctioning devices
	Limited facilities	- Teachers do not have adequate facilities to use audio-visual media - Insufficient school support for audio-visual media integration
	Different levels of students' listening skill	- Barriers faced by students with lower listening skills in audio-visual media - Challenges in understanding accents and speaking speed for some students - Difficulties in comprehending words and context in audio-visual material for some students

This study emphasizes the theoretical implications of audio-visual media for EFL listening instruction. Audio-visual media supports dual coding and multimedia learning theories by providing a multimodal learning experience

that enhances comprehension and retention. The results show that these tools make learning more engaging and interactive and address important listening skills like accents, intonations, and contextual cues for second language acquisition. However, technological disruptions, limited facilities, and student abilities require a reevaluation of how these tools are integrated into diverse educational contexts. These findings inform theoretical discussions on educational technology equity and heterogeneous classroom differentiated instruction. They also emphasize the need to pragmatically implement innovative tools by aligning pedagogical strategies with classroom resources and learner diversity. Addressing these issues can help audio-visual media transform listening instruction by bridging theoretical ideals and practical applications.

Discussion

Issue one: The perceived effectiveness of using audio-visual media in teaching listening skills

This study underscores the effectiveness of audio-visual media in enhancing listening skills. Audio-visual media, which integrates audio and visual elements such as video recordings, films, animations, and streaming videos, offers a distinctive appeal through its interactive presentation. By combining moving images and sound synchronized with learning material, this medium engages learners and facilitates better comprehension (Fernback, 2014; Sardar, 2015). The inclusion of visual cues alongside auditory information enables learners to contextualize and process language more effectively, leading to significant improvements in listening abilities (Eroza et al., 2023). Studies by Noviyanti and Manurung (2018), Kirana (2016), and Rosdiana (2018) revealed substantial score increases among students taught using audio-visual aids. Similarly, research by Muñoz and Miralpeix (2024) demonstrated that learners exposed to audio-visual media outperformed those relying solely on traditional audio resources, further affirming the media's role as a transformative tool in language education.

The use of audio-visual media not only enhances students' understanding but also fosters a more engaging and dynamic learning experience. By integrating audio and visual elements, this media effectively conveys complex concepts, information, and problem-solving examples in a manner that is easier to comprehend, particularly when delivered interactively (Barrios-Rubio, 2021; Batur, 2023; Can, 2022). The tailored presentation of audio-visual content aligned with learning objectives enables students to follow lessons more seamlessly and grasp abstract or intricate topics with greater clarity. This is particularly valuable for illustrating concepts that are challenging to observe directly, such as historical events, cultural practices, and natural phenomena. Additionally, audio-visual

media caters to diverse learning styles—visual, auditory, and kinesthetic—boosting student engagement, motivation, and participation. Its realistic and immersive approach not only improves comprehension but also contributes to better academic outcomes, making it an indispensable tool in modern education.

Student motivation is a critical factor in the learning process, and it is significantly enhanced through the use of audio-visual media. This medium captures students' attention with its engaging and interactive presentations, fostering active participation, diligence, and enthusiasm in their studies. Elevated motivation not only encourages students to focus better but also promotes active involvement in learning activities, such as listening exercises, leading to improved comprehension and retention (Haryana et al., 2022; Lamote & Zulqarnain, 2020; Alraqiq, 2021; Barhoumi, 2023). Beyond benefiting students, audio-visual media also supports teachers by providing a dynamic and effective means of delivering instructional material. Its ability to make lessons more engaging helps bridge the gap between abstract concepts and students' understanding. Consequently, the careful selection and strategic use of audio-visual media are essential to maximizing its potential and achieving the desired learning outcomes in educational settings.

Issue two: The challenges of using audio-visual media in teaching listening skills

This study also revealed several challenges faced by teachers in utilizing audio-visual media effectively. One significant issue is the technological disruption that has reshaped the educational landscape. The rapid advancement of information and communication technology has introduced a new era where students, particularly in urban areas, are deeply engaged with their gadgets and virtual content. This shift often results in the diminishing role of traditional teaching methods and educators, as students prefer the sophisticated and engaging audio-visual content available on their devices (Rivera, 2016) . Despite the potential of audio-visual media to enhance learning experiences, its integration into education remains limited. Many teachers lack sufficient training to use these tools effectively, which hinders their ability to create interactive and collaborative learning environments (Fulton, 1960). Furthermore, the potential of audio-visual media, particularly in distance learning, is underutilized, highlighting the need for comprehensive teacher preparation programs to develop competence in using these tools (Laaser & Toloza, 2017).

In addition to technological challenges, teachers often face inadequate facilities and resources that hinder the effective use of audio-visual media in classrooms. Limited infrastructure, such as unreliable electricity and internet connectivity, presents significant barriers to integrating these tools into teaching

practices (Indahyanti & Rahman, 2022). Furthermore, many educators lack access to advanced audio-visual materials and are often compelled to depend on simple, locally available resources that may not fully exploit the potential of this medium (Hu, 2024; Firmansyah et al., 2023). The issue is compounded by insufficient training in operating audio-visual tools, leaving teachers ill-prepared to incorporate them effectively into their lessons (Fulton, 1960). Although audio-visual media has demonstrated substantial benefits in enhancing student engagement and improving learning outcomes, these limitations restrict its widespread implementation (Wirnanto et al., 2020). Addressing these issues requires investing in infrastructure improvements and providing targeted professional development programs to equip teachers with the necessary skills and resources.

Teaching listening skills with audio-visual media also presents unique challenges, particularly in catering to students with varying levels of proficiency. Listening is a critical foundation for language acquisition, aiding in vocabulary development, syntax, pronunciation, accent, and intonation (Harsa et al., 2020). Traditional approaches, which rely solely on teacher-delivered content, often fail to captivate students or improve their listening comprehension effectively. In contrast, audio-visual media, such as animation videos, provide dynamic and engaging content that enables students to visualize real-life situations, increasing their motivation and interest in learning English. However, the successful integration of audio-visual media requires careful planning, appropriate material selection, and reflective practices to ensure its effectiveness (Terao, 2024). Teachers must also consider collaborative learning methods to stimulate active participation and maintain student focus during listening activities. While audio-visual media has great potential to enhance listening skills, educators must navigate these challenges to maximize its impact in the classroom.

This study contributes to the field by offering insights into how audio-visual media can be strategically used to enhance listening skills in language learning. The research highlights the significant advantages of integrating auditory and visual elements to foster better comprehension, engagement, and motivation. It provides evidence that audio-visual media is a transformative tool for teaching listening skills, offering more dynamic and interactive lessons compared to traditional methods. Moreover, this study enriches the discourse by emphasizing the importance of catering to different learning styles and the need for careful selection and adaptation of audio-visual materials to suit the diverse needs of students.

However, there are limitations to this study that need to be acknowledged. The sample size was limited to participants from two junior high schools, which

may not be representative of the broader educational context. The study also focused primarily on the perceptions and experiences of teachers. It did not include direct assessments of student outcomes, which would provide a more comprehensive understanding of the impact of audio-visual media. Future research could explore the effects of these media on actual student performance in various settings and investigate how these tools can be integrated into curricula across different educational levels.

Furthermore, the study's findings have broader implications for teaching practices. Teachers need targeted professional development programs to enhance their competence in using audio-visual media effectively. Addressing the technological challenges, such as access to resources and reliable infrastructure, is crucial for maximizing the potential of these tools. In addition, future research could explore innovative strategies for integrating audio-visual media into other areas of language learning, such as reading and speaking skills, and examine the long-term effects of using these tools in the classroom.

Conclusion

This study aimed to examine the perceived effectiveness and challenges of using audio-visual media to teach listening skills to junior high school students. The research focused on how these tools enhance listening comprehension and engagement while identifying practical barriers to their implementation. The findings suggest that audio-visual media enhance students' listening skills by combining auditory and visual stimuli to create a more engaging and interactive learning environment. Teachers noted that these tools help contextualize language, enhance understanding of accents and intonations, and motivate students to participate actively in the learning process.

Despite the benefits, several challenges were identified, including technological disruptions, limited access to resources, and differences in students' listening abilities, which hinder the seamless implementation of audio-visual tools. These findings highlight the need for schools and policymakers to invest in technological infrastructure and provide professional development programs for teachers. Such investments can ensure that audio-visual tools are seamlessly incorporated into language classrooms, optimizing their capacity to improve learning outcomes. Moreover, the findings emphasize the importance of adopting innovative and multimodal approaches to teaching listening skills, particularly in the context of second and foreign language acquisition.

This research contributes to the existing body of knowledge by shedding light on the specific benefits and challenges of using audio-visual media in junior high school contexts. It provides empirical evidence to guide educators and

policymakers in improving listening instruction practices. However, the study is limited by its focus on a small sample of teachers in Medan, Indonesia, and its reliance on qualitative data. Future research should explore the long-term effects of audio-visual media on listening proficiency, evaluate different tools' effectiveness, and adapt them for diverse learners. Schools are encouraged to provide teacher training focused on the strategic use and troubleshooting of these tools, while policymakers should invest in reliable technological resources to support multimodal instruction. Incorporating audio-visual media can revolutionize language teaching by making it more dynamic and effective, addressing learners' diverse needs. Educators are urged to tailor these tools for optimal impact, and researchers should investigate innovative solutions to challenges, ensuring audio-visual media enhances listening skills and fosters overall language proficiency.

Acknowledgments

I would like to acknowledge the contribution of the students of the English Education program for participating in this study. The journal's editor and anonymous reviewers' useful feedback on an earlier version of this work is also appreciated.

Disclosure statement

No potential conflict of interest was reported by the author.

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