

## Students' and Teachers' Attitudes toward Using Audiovisual Chat in Teaching English Language Skills and Areas to the Seventh Grade Students

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**Abstract:** The current study aimed to investigate students' and teachers' attitudes toward using the audiovisual chat method in teaching English language skills (listening, speaking, reading, and writing) and areas (grammar, vocabulary and pronunciation) to 7<sup>th</sup> grade students. To achieve the goals of the study, a descriptive research design was adopted using the quantitative method. The data were collected through a questionnaire distributed to 32 male students from Al-Buweideh Secondary Comprehensive School for Boys at Ramtha during the second semester of the academic year 2021-2022, and another questionnaire was directed to 16 teachers from Ramtha public schools. The results of the study revealed that the general attitudes of students and teachers toward using the audiovisual chat method are positive. In accordance with these results, a set of recommendations was suggested for the Ministry of Education, curriculum designers, and EFL researchers and teachers.

**(Keywords:** Audiovisual Chat, English Language Areas, English Language Skills, Students' Attitudes, Teachers' Attitudes)

### Introduction

Media can be divided into three types. That is, audio media, visual media and audiovisual media (Kirana, 2016). The use of new media-based methods like audiovisual chat in teaching languages has acquired an increasing interest in the last decades among ministries of education, curriculum designers and teachers. Nowadays, teachers should be aware of how to incorporate technology in the classroom, especially with younger generations who are familiar with the internet and technological aids. María (2012) emphasized the implementation of teaching aids in enhancing the teaching process as these aids may help teachers convert the classroom into a real world and make the learning process interesting and more exciting.

key factor in successful teaching is the teachers' attitudes toward applying audiovisual aids. By way of illustration, English language teachers should have positive attitudes toward the teaching method so as to open the road for students to learn easily and effectively. Arbab (2020) argued that the success of students is closely linked with teachers' attitudes. Therefore, if teachers believe that their students will

### اتجاهات الطلاب والمعلمين نحو استخدام الدردشة الصوتية المرئية في تعليم مهارات ومجالات اللغة الإنجليزية لطلاب الصف السابع

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**ملخص:** هدفت الدراسة الحالية الى الكشف عن اتجاهات الطلاب والمعلمين نحو استخدام الدردشة الصوتية المرئية في تعليم مهارات (الاستماع، التحدث، القراءة، والكتابة) ومجالات (القواعد، المفردات، واللفظ) في اللغة الإنجليزية لطلاب الصف السابع. لتحقيق هدف الدراسة، تم اعتماد تصميم بحث وصفي باستخدام المنهج الكمي. وجرى جمع البيانات باستخدام استبيان وزع على (32) طالباً في مدرسة البويضة الثانوية الشاملة للبنين في لواء الرمثا خلال الفصل الثاني من العام الدراسي 2021/2022 وتم توجيه استبيان آخر إلى (16) معلماً من مدارس الرمثا الحكومية. كشفت نتائج الدراسة أن الاتجاهات العامة للطلاب والمعلمين نحو استخدام الدردشة الصوتية المرئية إيجابياً. ووفقاً لهذه النتائج، خلصت الدراسة إلى مجموعة من التوصيات لوزارة التربية والتعليم، ولمصممي المناهج، ولباحثي تعليم اللغة الإنجليزية لغة أجنبية وللمعلمين.

**(الكلمات المفتاحية:** الدردشة الصوتية المرئية، اتجاهات الطلاب، اتجاهات المعلمين، مهارات اللغة الإنجليزية، مجالات اللغة الإنجليزية)

succeed, this in turn will affect their students positively and help them achievesuccess. On the contrary, if teachers have negative attitudes, this will negatively affect their students' language performance.

In general, teachers' attitudes regarding the role of technology were the main factor in determining the nature and content of technology used in the classroom. Sulaiman (2017) argued that teachers' attitudes that are linked to their confidence and success in applying technology are pivotal and teachers' attitudes play an important factor in the adoption of technology. Furthermore, positive attitudes toward using technology make teachers more comfortable integrating it into their teaching.

The presence of audiovisual materials for teachers in a time of need determines teachers' attitudes whether positive or negative. Teachers use instructional aids to inspire the educational process to transfer meaningful ideas, enhance students' skills, including listening, speaking, reading, and writing (LSRW) and areas, including grammar, vocabulary and pronunciation

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(GVP) and develop positive attitudes toward the teaching/learning process. Ibrahim and Alshami (2018) suggested that “the process of teaching-learning depends upon the different types of equipment available in the classroom” (p.19). More importantly, integrating audiovisual materials transforms classrooms to be more interactive, learner-centered and tailored to students’ learning styles. Ranasinghe and Leisher (2009) supported the idea of integrating technology at earlier stages that helps teachers create an interactive and real-life instructional environment.

Once teachers are experts in using audiovisual materials, they are ready to use technology easily and effectively. The Apple Classroom of Tomorrow (ACOT) project determined five stages to be followed by teachers when integrating technology in the classroom. The first is the identification of the effectiveness of learning tools. The second involves using technology without teachers’ intervention to make significant changes in classroom practices. Third, teachers see the benefits of integrating technology. Finally, teachers now have a thorough knowledge of using technology. In the last stage, teachers are ready to experience the new technological patterns in the classroom (Kleiman, 2007).

Theoretically, knowledge is full of abstract ideas that constitute a stumbling block for learners to construe. In this vein, the traditional method of rote memorization is insufficient for teaching, and teachers should make their efforts to visualize the offline concepts in order to foster learners’ critical thinking and creativity in the classroom. Integrating audiovisual chat into the learning process may help students experience language virtually. For example, if the teacher wants to illustrate a lesson on Petra, it is likely that not all students have visited it. The monument can be shown through a video to allow students to see it with their eyes.

The focus of this research is on audiovisual media which plays an important role in developing students’ English language. Through audiovisual media, the teacher conveys tangible information for his/her students, stimulates their minds, and presents the material in a lively way. Regarding the usefulness of audiovisual chat for developing students’ English language learning, audiovisual chat may make the learning process more enjoyable, and students may engage in communicating and expressing their thoughts

about what they see and hear. Additionally, audiovisual chat may be a viable tool that can be used to address the challenges students face in their language learning.

According to Irmawati (2019), as long as audiovisual aids are employed at the correct time and in the right place, they may help in developing students’ language learning. Furthermore, audiovisual aids include tools that appeal to the human senses, which increases the amount of emotional input and so improves the level and quality of students’ language learning. The famous Chinese philosopher Confucius said that I forget when I only hear, but I remember and do when I see. Audio-visual aids are powerful instructional tools that help in developing a student’s language skills (LSRW) and areas (GVP). Using audiovisual aids in the foreign language classroom can enhance the student’s motivation to learn the language easily and effectively.

Amalia (2019) differentiates between hearing and listening; she defines hearing as the ability of the human hearing system to perceive sound waves. However, listening refers to a process of receiving sound waves, understanding, constructing and responding that enables humans to communicate in their daily lives; listening is one of the crucial skills in developing the learning teaching process. Hardia (2019) proposed that the implementation of authentic teaching materials such as audiovisual media helps students to a great extent to develop their listening skills. Moreover, such kind of media attracts students’ attention because it activates two senses -ears and eyes- at the same time. In line with what Hardia proposed, Yusroh (2018) pointed out that videos as audiovisual aids can be used as authentic materials and motivational tools in listening comprehension and are widely acknowledged as more powerful and comprehensible than other media for second and foreign language students.

Audiovisual aids play an effective role in enhancing students’ speaking skill, because there are many benefits to using audiovisual aids. Using audiovisual aids to teach speaking brings a chance for students to express themselves, develop fluency and keep them highly motivated (Kurniawan, 2016). According to Madhuri (2013), audiovisual materials improve students’ speaking skill more than any other instructional method, and they are stimulating tools which attract both sound and

sight. Additionally, audiovisual materials work well in the teaching activity only if they are suitable to the situation, and if they are implemented properly by the teachers.

The audiovisual media can also have an impact on students' reading comprehension. Atmaja (2018) emphasized the importance of audiovisual media in the development of reading skill. She argued that fluency in reading is not only linked to reading speed but also attributed to how readers can grasp the meaning of a text. Moreover, she stated that a fluent reader takes more time to understand a text than a beginner reader does. More importantly, she insisted that audiovisual media improves students' reading because this kind of instructional material is based on displaying sound, pictures and video. Students feel excited when reading the relevant text associated with watching fascinating videos. Students can imagine and connect what they read with what they hear and see in the relevant video.

According to Shams, Khanam and Imtiaz (2016), audiovisuals were used as a pre-writing activity, and they worked as good material in the classroom to improve the writing quality of learners and stimulate them toward learning and writing. They added that the audiovisual method not only makes learners creative in writing, but also helps them to be active participants in the learning process in group discussions.

There are four language areas. The first is grammar which is an essential part of language learning. Lightbown and Spada (1993) argued that teachers who draw students' attention to grammatical rules during lessons are more influential than those who never do that. In contrast, Nadji (2016) encouraged teaching grammar in context using audiovisual aids. Cruz and Mosquera (2017) proposed that visual aids such as pictures and flashcards constitute valuable materials for teachers to explain grammar in the classroom, and for students to understand the grammatical structures easily. The second language area is vocabulary that learners should learn in order to master the language. According to Nurrisal and Septiani (2020), "the students should learn vocabulary because when the students learn vocabulary, they also learn how to speak, listen, read and write" (p.2). They stated that audiovisual media motivates students to expand their English vocabulary. Besides, audiovisual media makes students easily remember the words that they have

already learned. The third language area is pronunciation. Audiovisual chat can also be an adequate technique to help students improve their pronunciation. It was proven that using audiovisual aids in the classroom improves students' pronunciation and encourages them to enhance their pronunciation since students are entertained in learning pronunciation because they can see and hear (Wulandari, Malikatul & Prasetyarini, 2008).

Method motivation is the backbone of success because it enables people to start, innovate, and increase their abilities. In broad terms, Dörnyei and Skehan (2003) stated that motivation is "responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it" (p.614). According to Ormrod (2015), motivation means something that energizes, directs, and sustains behavior; it gets students moving, points them in a particular direction, and keeps them going.

Most importantly, Usher and Kober (2012) hypothesized that without student motivation, no matter how good a teacher, curriculum or school is, improving academic performance is difficult, if not impossible. Motivation is a broad term, but scholars identify two fundamental categories: intrinsic and extrinsic. Intrinsic motivation means that someone has the desire to do something for pleasure or to see the value of it, while the extrinsic motivation is to achieve something to get specific results.

The existence of audiovisual chat may be regarded as a key factor in teaching and it probably affects students' attitudes positively. Al-Marouf et al. (2021) proposed that audio and video materials have been used considerably recently on various online platforms. Furthermore, the audio-video materials reinforce the teaching and learning process by creating a wealthy educational environment and simplifying the transformation of data. Their study revealed that students were encouraged to use audiovisual aids in a conceptual model, as well as the characteristics of technology such as speed and vividness were weighty predictors of technology acceptance.

Audiovisual materials act as a stimulus to motivate students toward learning. Audiovisual chat is one of the teaching methods that EFL students love and appreciate since it "complements words with a picture, graphic, or illustration"

(Kanwal, 2021, p.727). In parallel with what Kanwal said, Mueller (1955) argued that it is not possible to take classes to reside in a foreign country to learn a language; instead, audiovisual is the best way to learn a foreign language and to motivate students to engage with the learning process. Students are motivated by audiovisual chat. Seçer, Sahin and Alci (2015) believe that audiovisual materials can be of great importance by magnetizing the attention of students to the subject matter when they are used properly by language teachers.

Many studies were conducted about students' attitudes toward using the audiovisual chat method in teaching English. For example, Khalili et al. (2021) explored the effect of audiovisual aids on reading skill and found if these materials had any impact on students' motivation and attitudes toward English learning. The researchers used a quasi-experimental design with a pre/post-test research design. The experimental group consisted of 184 university students taught by audiovisual aids while the control group was 81 students taught by the conventional text-based method. To this end, the researcher used two tests for data collection: the preliminary English test (PET) and Gardner's attitude and motivation test battery (AMTB). The results of the study revealed that students who were taught by audiovisual materials gained greater reading outcomes and exhibited positive attitudes and higher motivation toward English learning.

Aljuhani and Maroof (2019) investigated EFL students' attitudes toward the use of audiovisual aids in English lectures. The aim of the research was to investigate EFL learners' attitudes toward the use of visual aids in English lectures. The participants of the study were 14 female Applied Linguistics students aged between 18 and 21. The research followed a quantitative method using a close-ended questionnaire to collect the data. The findings showed that students had positive attitudes toward the use of visual aids; all the students agreed that audiovisual aids help them to take notes, facilitate their observation and communication skills, make learning easier and more fun, and help them to retrieve information better.

Shehada and Amer (2019) aimed to investigate Palestinian students' perceptions toward using audiovisual aids of the English language classroom at the university level. The

nature of the study took the form of qualitative analysis method to address the questions of research. The sample consisted of 21 students and the data were obtained through semi-structured interviews. The findings of the study showed students' positive attitudes toward using audiovisual aids. Moreover, they confirmed that using audiovisual in the classroom was useful in many ways as it provides diversity in the learning process, develops students' language competence, and expands students' language knowledge.

Movahedi's study (2017) intended to investigate Iranian EFL learners' attitudes toward using the British Council video clips and podcasts for listening comprehension. To check the participants' attitudes toward using the British Council video clips and podcasts, the researcher adopted an attitude questionnaire that was designed by Li-Li Kuo at La Sierra University. The participants consisted of 90 female EFL learners who were selected from among 132 intermediate learners based on their performance on the English proficiency test. The participants were divided into three groups of 30 students each (one control group and two experimental groups); one of the experimental groups was taught by the British Council video clips while the second experimental group was taught by the British Council podcasts, and the control group was taught by the traditional method. The study concluded that there was a significant difference between the three groups on the attitude questionnaire. More specifically, the highest mean score was registered for the video clips group over the podcast group, which in turn registered a substantially higher level than the control group on the attitude questionnaire.

Kelkoul (2016) carried out another study. The aim of the study was to investigate teachers' and students' attitudes toward the role of audiovisual aids in minimizing EFL learners' anxiety about oral performance. The study used the descriptive method, depicting the use of audiovisual aids as the independent variable and its effectiveness in minimizing students' anxiety in speaking as the dependent variable. One questionnaire was administered to two classes, each consisting of 25 students, to investigate their attitudes toward the role of audiovisual aids in minimizing their oral anxiety. The second questionnaire was directed to teachers who teach oral expressions to make sure that their responses are the product of expressions gained through interacting with different students.

The findings demonstrated that teachers and students had positive attitudes toward using audiovisual aids, and it increased students' self-confidence and minimized their anxiety.

Moreover, many studies were conducted about teachers' attitudes toward using the audiovisual chat method in teaching English. For example, Sánchez-Auñón and Férez-Mora (2021) investigated the high school teachers' perceptions of the use of a film. The researchers used an initial interview and a post-reflection interview to collect the data. The participant was an EFL female teacher who had 15 years of experience. She was interviewed first to identify her views regarding the use of audiovisual aids. Then a film-based lesson plan was examined by her. After that, she was interviewed again to see if there was a change in her perception. The findings of the study showed that the teacher had a positive view toward the use of films as a kind of authentic audiovisual material. Additionally, she reflected a more positive view of including the educational benefits of films in her lessons.

Alamin (2015) set out a study at Shendi Locality, Sudan. The aim of the study was to investigate the effect of audiovisual aids on teaching English as a foreign language in secondary schools. The descriptive method was adopted, and a questionnaire was administered to 40 teachers who were selected to collect the data. The researcher concluded that teachers expressed their views positively toward the effect of audiovisual aids on teaching English as a foreign language. In addition, teachers believe that audiovisual aids have a crucial effect on motivating students.

Al-Rawashdeh (2021) conducted a study to examine the effect of audiovisual chat on the seventh grade students' English as a Foreign Language (EFL) learners' oral skills, and to investigate the seventh-grade students' attitudes toward using audiovisual chat in teaching and learning oral skills in English. The sample of the study consisted of 32 seventh grade female students from Al Khanasiri Mixed Elementary School at Al-Mafraq. A quasi-experimental design was used. The findings of the study showed that students who were taught by audiovisual chat performed better than those who were taught by regular instruction. In addition, the results revealed that students showed positive attitudes toward

using audiovisual chat in teaching and learning oral skills in English.

Fares and Al-Zayed study (2019) aimed to examine the role of video in teaching English as a foreign language to kindergarten students. The sample of the study consisted of 32 students (18 males and 14 females) from one of the private schools in Amman. The sample was divided into two groups: the first comprised 17 students who were taught through regular instruction. The second comprised 15 students who were taught by five educational videos. The researcher found that video plays a significant role in teaching English as a foreign language to KG-1 students. In addition, the findings of the study showed that students were more motivated to learn through video than through regular instruction. The study by Merdas (2015) aimed to examine the impact of audiovisual aids in teaching active vocabulary to EFL learners and to discover teachers' attitudes toward audiovisual aids in facilitating the teaching process. The participants of the study were fifty students and five teachers from the English branch at Mohamed Kheider University of Biskra. A descriptive method was adopted to collect the data by means of a questionnaire and classroom observation. The results of the study indicated that the use of audiovisual aids has a significant impact on students' achievements. Moreover, the analysis of the data indicated that the five teachers have a desire to use technology in EFL class, and it showed positive attitudes toward the use of audiovisual aids as they believed that integrating such teaching aids would guarantee students' language development. Moreover, using audiovisual aids enhances students' ability to use their active vocabulary.

Muneer, Joubish and Khurram (2012) conducted a study which aimed at investigating perception that the teachers of the Faculty of Arts, University of Karachi about the significance of audiovisual aids in teaching. The sample of the study was 24 teachers two teachers were selected randomly from each department of the Faculty of Arts. The method of collecting data was based on a pre-constructed questionnaire. The findings of the study revealed that the majority of teachers have favorable attitudes toward the implementation of audiovisual aids in teaching. They emphasized that audiovisual aids have a significant impact on students' skills and attitudes.

Salim (2012) conducted a study to evaluate the attitudes of English language teachers toward implementing audiovisual aids in teaching English language as a foreign language. She adopted the descriptive analytical method and used a questionnaire to collect the data. The subjects of the study consisted of 50 EFL teachers. The results showed that audiovisual aids were not used widely to teach English language in Sudanese schools due to financial issues. Teachers showed positive attitudes toward using audiovisual aids and thought that using such aids in teaching affected students' motivation and achievement.

Bordbar (2010) explored the factors behind teachers' use of computer technology in the educational process and their attitudes toward information technology. The researcher used surveys and interviews to collect the data. The sample of the study consisted of 83 high school EFL teachers who were experienced in using computers. The results of the study showed that the use of computers was restricted mainly on those teachers who had prior knowledge of technology, and the majority of teachers had positive attitudes toward computer use in the classroom.

Previous studies focused on investigating either students' or teachers' attitude toward using audiovisual chat in the learning of a certain English language skill or area. However, the current study is different from the previous studies in that it investigates both students' and teachers' attitudes towards using the audiovisual method covering all language skills (LSRW) and areas (GVP).

### **Problem and Question of the Study**

New technology-based methods, such as audiovisual chat, are being introduced nowadays in schools. Teaching English at the present time is receiving a great deal of care, including using the audiovisual strategy in teaching language skills (LSRW) and areas (GVP). With each of the technological developments, the need arises for investigating teachers' and students' attitudes toward using these methods, such as audiovisual chat, in developing students' linguistic competencies and abilities.

Modern education has always paid attention to educational structures to be more flexible and responsive to rapid changes and to support the process of using modern teaching strategies. Some studies indicated the importance of applying such strategies in the English language, such as Al-

Ghamdi (2020), Al-Otaibi (2020), Sharif (2019) and Al-Samarrai (2019). The researcher believes that there is a gap in students' accomplishment, which is related to the approach utilized in teaching, transmitting, and facilitating knowledge rather than the subject difficulty. It can be said that research in teaching methods constitutes an important aspect of the problem because of the impact of the method on students' achievement. In addition to some studies' recommendations to conduct such a study, such as Zuweid's (2019), Al-Harbi's (2016) and Garrard's (2011), the need arises for the current study since it may be the first comprehensive study that investigates both students' and teachers' attitudes towards using the audiovisual method in teaching all English language skills and areas to school students. Therefore, the main purpose of this study is to investigate students' and teachers' attitudes toward using the audiovisual chat method in teaching English to 7th grade students. It sought to answer the following research question: What are the 7th grade students' and teachers' attitudes toward using audiovisual chat in teaching English language skills (LSRW) and areas (GVP)?

### **Significance of the Study**

The importance of this study lies in the fact that it shows how schools want to use new technologies like audiovisual chat in the classroom and connect their use to the needs and interests of students in order to make learning better. The significance of the current study can be illustrated by its theoretical and practical importance. The theoretical importance is in line with the objectives of the educational process, which seeks to achieve and develop students' English language using modern technologies such as audiovisual chat. It may contribute to the development of teaching methods that lead to positive results in the educational process, especially in the English language. This study may contribute to increasing awareness among English language teachers of the importance of employing audiovisual material in the English language. Enriching the educational process with modern techniques can be used in the fields of education and teaching methods by employing audio-visual chat. This study may open the way for researchers to conduct more studies to develop students' skills (LSRW) and areas (GVP) in the English language course using the audiovisual chat method. The practical importance is represented by the idea that the current study

presents a technical educational model based on the use of the audiovisual chat method so that it can be used in other courses. It may provide practical solutions to address poor achievement in the English language. It may benefit the planners and developers of English language curricula at the primary stage and explain the importance of employing the strategy of audiovisual chat in teaching English, which may contribute to improving the outcomes of learning English, through the evidence provided. Through the results of this study, it is possible to come up with practical recommendations that Jordanian schools adopt by employing the best methods and strategies in teaching English and preparing scientific and programmatic curricula that support that.

## **Method and Procedures**

### **Participants and Design of the Study**

The participants of the study consisted of 32 seventh grade EFL male students who were 13 years old in the second semester of the academic year 2021-2022 at Al-Buweidah Secondary Comprehensive School for Boys. It is a public school in Ramtha, in the far northwest of Jordan. In addition, a total of 16 teachers who teach the 7th grade with different experiences participated in the current study. As long as the number of teachers in the selected school is not sufficient, the researcher appealed to other teachers at other schools administratively affiliated to Ramtha Directorate of Education. The approval which, was directed by the Ministry of Education to Ramtha Directorate of Education covered all schools in the city and its suburbs, so the researchers could conduct their study in various schools.

To investigate students' and teachers' attitudes toward using audiovisual chat in teaching English language to 7<sup>th</sup> grade students, a descriptive research design-based on the quantitative method was used to analyze and describe the data obtained from the questionnaire. The current study has two variables as follows: The independent variable was the teaching strategy which includes teaching English language skills (LSRW) and areas (GPV) by using the audiovisual chat method, and the dependent variable was students' and teachers' attitudes mean scores in English language skills (LSRW) and areas (GVP).

### **Instrument of the Study**

After training teachers to use the audiovisual chat method in teaching English to 7<sup>th</sup> grade students, a questionnaire was designed by the researchers to investigate students' and teachers' attitudes toward using the method in teaching English language skills (LSRW) and areas (GVP). The questionnaire was partitioned into two integral parts that addressed teachers' and students' attitudes toward the use of audiovisual chat methods. In other words, the first part was administered to target the students to investigate their attitudes toward the use of audiovisual chat. The items of the questionnaire were designed to be close-ended on a 5-Likert Scale. It was composed of forty-nine items, seven items for each skill (LSRW) and area (GVP). The second part was directed to target the teachers' attitudes toward the implementation of audiovisual chat as an instructional method. They were designed electronically by the researcher using Google Forms, and the participants filled them out electronically..

The instrument of this study was given to a jury of experts: professors who are specialized in TEFL, CALL, and linguistics, a teacher, and a supervisor in the Ministry of Education, Directorate of Education in Ramtha. They agreed to review and detect the accuracy, clarity, validity, and appropriateness of the questionnaire with regard to content, spelling, grammar, context, and number of items. They presented some suggestions, such as making two questionnaire copies for teachers and students and seven sections for language skills (L,S,R,W) and areas (GVP). Their remarks, comments, and recommendations were taken into consideration.

It is customary to accept the reliability of the questionnaire in the alpha value range between 0.70 and 0.95. Therefore, to decide if the questionnaire items are reliable, interrelated, and consistent, the reliability of the questionnaire was measured using the "Cronbach Alpha Coefficient". The questionnaire was applied to a sample of 17 students and 16 teachers who were not participants in the study, and the application was repeated after two weeks. The alpha value for students' questionnaire items ranged between 0.79–0.83 and 0.78–0.082 for the teachers' questionnaire items, which indicated that the instrument is reliable.

## Procedures of the Study

The instructional material used in the current study was the *Action Pack VII* textbook. Two units of the book were selected and taught to students. Although this study is based on a descriptive design, students were taught by the audiovisual chat method. Before the experiment, the nature and purpose of the study were explained to students by the researchers. They were given a chance to ask freely and express their ideas about the teaching method. The computer laboratory was used three times per week for 30 minutes to teach the instructional material via a data-show. After the experiment was done, students were seated to fill out the questionnaire.

A bundle of steps were taken by the researcher to begin the experiment:

1. In the beginning of the first lesson, the researchers explained the nature of the study to the students.
2. The researcher selected appropriate content which was based on the integration of four language skills (LSRW) and areas (GVP) in this study.
3. The researchers set up the data show projector to display a large image on a light-colored wall and placed the projector in a suitable position a few meters from the wall.
4. Students were asked to sit in the first rows of desks in the laboratory to ensure that all of them saw what was displayed on the wall via the data show projector.
5. The researchers explained the purpose of using the data show projector to students as a kind of audiovisual tool.
6. The content of the audiovisual material was carefully selected to suit the level of students at this age.
7. In a practical manner, the researcher showed the instructional content through three phases:
  - a. The first phase was to show the whole video series and native speakers' dialogues retrieved from different websites for the purpose of

providing students with an overall look at the content of the instructional material.

- b. The second phase was to show each video separately and present the instructional material in an easy way; for instance, the teacher deliberately paused the content of the video frequently to ensure that students stayed on track. In addition, students were motivated to imitate and practice the native speakers' dialogues with each other.

- c. The third phase was to open the door for students to ask, inquire, and to discuss with each other.

8. After the experiment, the students filled the questionnaire forms.

9. Sixteen teachers from other schools in Ramtha who use the audiovisual chat method in teaching English language to the 7th grade students filled the questionnaire form.

10. Students' and teachers' responses in questionnaires were analyzed to obtain the required data as per the variables of the study.

## Statistical Analysis

In order to achieve the objectives and answer the questions of the study, the Statistical Package for Social Sciences (SPSS) software was used to analyze the statements of the questionnaire, calculate them to percentages. Means and standard deviations were utilized to find differences that may appear as a result of the treatment in the study, including students' and teachers' attitudes toward using audiovisual chat in teaching English language skills (LSRW) and areas (GVP) to the 7th grade students.

## Findings

Means, standard deviations, the total degree, and agreement degree were extracted for items related to students' attitude toward using audiovisual chat in teaching English language skills (LSRW) and areas (GVP). The Table (1) below illustrates this.



**Table (1)**

*Means and Standard Deviations of Students' Attitudes toward Using Audiovisual Chat Method in Teaching Language Skills (LSRW) and Areas (GVP) (N =32).*

No	Skill/Area	Mean	Standard Deviation	Agreement Degree	Rank
1	Listening	4.02	0.54	High	1
2	Speaking	3.88	0.63	High	2
3	Reading	3.62	0.78	Moderate	7
4	Writing	3.80	0.73	High	3
5	Grammar	3.70	0.79	High	5
6	Vocabulary	3.76	0.78	High	4
7	Pronunciation	3.66	0.73	Moderate	6
Total Degree		3.78	0.67	High	

Table (1) shows that the highest mean for students' attitudes toward using the audiovisual chat method in teaching language skills (LSRW) and areas (GVP) reached 4.02 out of 5. It was for the 'listening' skill by high agreement degree, but

the lowest mean was 3.62 for the 'reading' skill by moderate agreement degree, and the total mean for students' skills (LSRW) and areas (GVP) was 3.78.

### 1. Listening

**Table (2)**

*Means and Standard Deviations for Students' Attitudes toward Using Audiovisual Chat in Teaching Listening (N=32).*

No	Item	Mean	Standard Deviation	Agreement Degree	Rank
1	While listening to the lesson, audiovisual chat helped me recall words and sentences	4.19	0.54	High	1
2	While listening to the course, I retained tiny information thanks to audiovisual dialogue.	4.13	0.72	High	2
3	While listening to the class, audiovisual chat improved my comprehension and understanding ability.	4.00	0.73	High	4
4	While listening to the lecture, audiovisual chat helped me comprehend the meanings of vocabulary.	3.88	0.62	High	6
5	While listening to the lesson, audiovisual chat allowed me to organize events and thoughts.	3.75	1.06	High	7
6	By using audiovisual chat, I got positive results in the listening part after each assessment.	4.00	0.82	High	5
7	The use of audiovisual chat in listening lesson was effective in achieving my learning goals.	4.06	0.68	High	3
Total Degree		4.02	0.54	High	

Table (2) shows that the highest mean for students' attitudes toward using audiovisual in teaching listening reached 4.06 out of 5. It was for item 1 "While listening to the lesson, audiovisual chat helped me recall words and sentences" by

high agreement degree, but the lowest mean was 3.75 for item 6 "While listening to the lesson, audiovisual chat allowed me to organize events and thoughts" by high agreement degree, and the total mean for listening was 4.02 for students.

## 2. Speaking

**Table (3)**

*Means and Standard Deviations for Students' Attitudes toward Using Audiovisual Chat in Teaching Speaking (N=32).*

No	Item	Mean	Standard Deviation	Agreement Degree	Rank
1	While speaking, audiovisual chat helped me enhance my pronunciation.	4.25	0.58	High	1
2	Audiovisual chat assisted me in improving my speaking fluency.	4.06	0.85	High	3
3	When I used audiovisual chat with online speakers, I felt completely comfortable.	3.94	0.85	High	4
4	The use of audiovisual chat had an impact on my ability to compose good English sentences.	4.13	0.72	High	2
5	The use of audiovisual chat enhanced the satisfaction of the speaking lesson.	3.94	0.77	High	5
6	By using audiovisual chat, I got positive results in speaking part after each assessment.	3.25	1.18	Moderate	7
7	The use of audiovisual chat in speaking lesson was effective in achieving my learning goals.	3.63	1.02	High	6
Total Degree		3.88	0.63	High	

Table (3) shows that the highest mean for students' attitudes toward using audiovisuals in teaching speaking reached 4.06 out of 5. It was for item 1 "While speaking, audiovisual chat helped me enhance my pronunciation" by high agreement

degree, but the lowest mean was 3.25 for item 6 "By using audiovisual chat, I got positive results in the speaking part after each assessment" by moderate agreement degree, and the total mean for speaking was 3.88 for students.

## 3. Reading

**Table (4)**

*Means and Standard Deviations for Students' Attitudes toward Using Audiovisual Chat in Teaching Reading (N=32).*

No	Item	Mean	Standard Deviation	Agreement Degree	Rank
1	Learning to read with audiovisual chat was a satisfying activity for me.	3.75	0.93	High	2
2	I found audiovisual chat to be really a useful in learning a variety of tasks while reading.	3.63	1.15	Moderate	4
3	While reading, I was able to use my imagination more effectively because of using audiovisual chat.	3.44	1.03	Moderate	6
4	My communication while reading was enhanced by audiovisual chat.	3.69	1.08	High	3
5	While reading texts, audiovisual chat enabled me to collaborate and work in groups.	3.38	0.89	Moderate	7
6	By using audiovisual chat, I got positive results in reading part after each assessment.	3.81	0.91	High	1
7	The use of audiovisual chat in reading lesson was effective in achieving my learning goals.	3.50	0.89	Moderate	5
Total Degree		3.62	0.78	Moderate	

Table (4) shows that the highest mean for students' attitudes toward using audiovisuals in teaching reading reached 4.06 out of 5. It was for item 6 "By using audiovisual chat, I got positive results in reading part after each assessment" by

high agreement degree, but the lowest mean was 3.83 for item 5 "While reading texts, audiovisual chat enabled me to collaborate and work in groups" by moderate agreement degree. The total mean for reading was 3.62 for students.

#### 4. Writing

**Table (5)**

*Means and Standard Deviations for Students' Attitudes toward Using Audiovisual Chat in Teaching Writing (N=32).*

No	Item	Mean	Standard Deviation	Agreement Degree	Rank
1	Learning to write with audiovisual chat was a pleasant experience for me.	3.75	0.77	High	6
2	While writing, I found audiovisual chat to be really a useful in learning a variety of skills.	3.88	0.96	Moderate	2
3	While writing text, I was able to use my imagination more effectively because of using audiovisual chat.	3.81	1.11	Moderate	4
4	While I was writing, audiovisual chat enhanced my communication.	3.38	1.20	High	7
5	While writing texts, audiovisual chat enabled me to cooperate and work in groups.	3.81	0.91	Moderate	5
6	By using audiovisual chat, I got positive results in writing part after each assessment.	3.88	0.89	High	3
7	The use of audiovisual chat in writing lesson was effective in achieving my learning goals.	4.13	0.62	Moderate	1
Total Degree		3.80	0.73	High	

Table (5) shows that the highest mean for students' attitudes toward using audiovisuals in teaching writing reached 4.06 out of 5. It was for item 7 "The use of audiovisual chat in writing lesson was effective in achieving my learning

goals" by high agreement degree, but the lowest mean was 3.38 for item 4 "While I was writing, audiovisual chat enhanced my communication" by moderate agreement degree, and the total mean for writing was 3.80 for students.

#### 5. Grammar

**Table (6)**

*Means and Standard Deviations for Students' Attitudes toward Using Audiovisual Chat in Teaching Grammar (N=32)*

No	Item	Mean	Standard Deviation	Agreement Degree	Rank
1	Audiovisual chat enabled me to distinguish between parts of speech: nouns, verbs, adjectives, adverbs, and preposition.	3.94	0.77	High	2
2	Audiovisual chat enabled me to distinguish between the tenses.	4.06	0.77	High	1
3	Audiovisual chat enabled me to formulate sentences with comparative and superlative degrees of adjectives.	3.81	0.98	High	3
4	Audiovisual chat enabled me to use the pronouns in sentences and phrases correctly.	3.63	1.02	Moderate	4

No	Item	Mean	Standard Deviation	Agreement Degree	Rank
5	Audiovisual chat enabled me to use the appropriate conjunctions and prepositions.	3.25	0.93	Moderate	7
6	By using audiovisual chat, I got positive results in grammar part after each assessment.	3.63	0.89	Moderate	5
7	The use of audiovisual chat in grammar lesson was effective in achieving my learning goals.	3.56	1.03	Moderate	6
Total Degree		3.70	0.79	High	

Table (6) shows that the highest mean for students' attitudes toward using audiovisuals in teaching grammar reached 4.06 out of 5. It was for item 2 "Audiovisual chat enabled me to distinguish between the tenses" by high agreement degree, but

the lowest mean was 3.25 for item 5 "Audiovisual chat enabled me to use the appropriate conjunctions and prepositions" by moderate agreement degree, and the total mean for grammar was 3.70 for students.

## 6. Vocabulary

**Table (7)**

*Means and Standard Deviations for Students' Attitudes toward Using Audiovisual Chat in Teaching Vocabulary (N=32).*

No	Item	Mean	Standard Deviation	Agreement Degree	Rank
1	Audiovisual chat allowed me to learn new terms.	3.81	0.83	High	3
2	Audiovisual chat helped me define words I did not know previously.	3.50	0.97	Moderate	7
3	Audiovisual chat assisted me in recognizing words based on context or tone of speech.	4.00	0.73	High	1
4	Audiovisual chat enabled me comprehend the intended meaning, as well as properly explain it.	3.81	0.98	High	2
5	Audiovisual chat enabled me to use words in sentences.	3.69	0.87	High	6
6	By using audiovisual chat, I got positive results in vocabulary part after each assessment.	3.75	1.00	High	4
7	The use of audiovisual chat in vocabulary lesson was effective in achieving my learning goals.	3.75	0.93	High	5
Total Degree		3.76	0.78	High	

Table (7) shows that the highest mean for students' attitudes toward using audiovisuals in teaching vocabulary reached 4.06 out of 5. It was for item 3 "Audiovisual chat assisted me in recognizing words based on context or tone of

speech" by high agreement degree, but the lowest mean was 3.50 for item 2 "Audiovisual chat helped me define words I did not know previously" by moderate agreement degree, and the total mean for vocabulary was 3.76 for students.

## 7. Pronunciation

**Table (8)**

*Means and Standard Deviations for Students' Attitudes toward Using Audiovisual Chat in Teaching Pronunciation (N=32).*

No	Item	Mean	Standard Deviation	Agreement Degree	Rank
1	Audiovisual chat helped me pronounce the words and phrases correctly and without errors.	3.81	0.83	High	2
2	Audiovisual chat increased my ability to build phrases and sentences correctly.	3.56	0.89	Moderate	5
3	Audiovisual chat increased my confidence when speaking words and sentences in front of an audience.	3.69	0.87	High	3
4	Audiovisual chat allowed me to distinguish between the pronunciations of words with similar literal structures.	3.94	0.93	High	1
5	Audiovisual chat enabled me to distinguish the pronunciation of short and long vowels.	3.50	0.97	Moderate	6
6	By using audiovisual chat, I got positive results in pronunciation part after each assessment.	3.44	0.81	Moderate	7
7	The use of audiovisual chat in pronunciation lesson was effective in achieving my learning goals.	3.69	0.70	High	4
Total Degree		3.66	0.73	High	

Table (8) shows that the highest mean for students' attitudes toward using audiovisuals in teaching vocabulary reached 4.06 out of 5. It was for item 4 "Audiovisual chat allowed me to distinguish between the pronunciations of words with similar literal structures" by high agreement degree, but the lowest mean was 3.44 for item 6 "By using audiovisual chat, I got positive results in

the pronunciation area after each assessment" by moderate agreement degree. The total mean for pronunciation was 3.66 for students.

Means and standard deviations were extracted for questionnaire items answered by teachers and the total degree. The table below illustrates this.

**Table (9)**

*Means and Standard Deviations of Teachers' Attitudes toward Using Audiovisual Chat Method in Teaching Language Skills (LSRW) and Areas (GVP) (N=16).*

No	(LSRW) and (GVP)	Mean	Standard Deviation	Agreement Degree	Rank
1	Listening	3.98	0.59	High	1
2	Speaking	3.97	0.60	High	2
3	Reading	3.71	0.72	High	7
4	Writing	3.82	0.77	High	5
5	Grammar	3.77	0.75	High	6
6	Vocabulary	3.90	0.63	High	3
7	Pronunciation	3.90	0.64	High	4
Total Degree		3.86	0.60	High	

Table (9) shows that the highest mean reached 3.98 out of 5 for "Listening" skill, by high agreement degree, but the lowest mean was 3.71 for "Reading" skill, by high agreement degree, and

the total mean for all skills (LSRW) and areas (GVP) was 3.86 for teachers.

## 1. Listening

**Table (10)**

*Means and Standard Deviations for Teachers' Attitudes toward Using Audiovisual Chat in Teaching Listening to the 7<sup>th</sup> Grade Students (N=16).*

No	Item	Mean	Standard Deviation	Agreement Degree	Rank
1	While listening to the lesson, audiovisual chat helped students to recall words and sentences.	4.25	0.58	High	1
2	While listening to the course, students retained tiny information thanks to audiovisual dialogue.	4.06	0.68	High	2
3	While listening to the lesson, audiovisual chat improved students' comprehension and understanding ability.	3.88	0.72	High	6
4	While listening to the lecture, audiovisual chat helped students to comprehend the meanings of the vocabulary.	4.00	0.63	High	3
5	While listening to the lesson, audiovisual chat allowed students to organize events and thoughts.	3.94	0.77	High	4
6	By using audiovisual chat, most students showed positive results in listening part after each assessment.	3.81	0.83	High	7
7	The use of audiovisual chat in listening lesson is effective in achieving learning goals.	3.94	0.68	High	5
Total Degree		3.98	0.58	High	

Table (10) shows that the highest mean for teachers' attitudes toward using audiovisuals in teaching listening to the 7th grade students reached 4.06 out of 5. It was for item 1 "While listening to the lesson, audiovisual chat helped students to recall words and sentences" by high agreement

degree. However, the lowest mean was 3.81 for item 6 "By using audiovisual chat, most students showed positive results in listening part after each assessment" by high agreement degree, and the total mean for listening was 3.98 for teachers.

## 2. Speaking

**Table (11)**

*Means and Standard Deviations for Teachers' Attitudes toward Using Audiovisual Chat in Teaching Speaking to the 7<sup>th</sup> Grade Students (N=16).*

No	Item	Mean	Standard Deviation	Agreement Degree	Rank
1	While speaking, audiovisual chat helped students to enhance their pronunciation.	4.19	0.66	High	1
2	Audiovisual chat assisted students in improving their speaking fluency.	4.31	0.70	High	2
3	When students used audiovisual chat with online speakers, they felt completely comfortable.	4.13	0.81	High	6
4	The use of audiovisual chat had an impact on students' ability to compose good English sentences.	4.00	0.89	High	3
5	The use of audiovisual chat enhanced students' satisfaction of the speaking lesson.	3.94	0.68	High	4
6	By using audiovisual chat, most students showed positive results in speaking part after each assessment.	3.50	1.21	Moderate	7
7	The use of audiovisual chat in speaking lesson is effective in achieving learning goals.	3.75	1.06	High	5
Total		3.97	0.60	High	

Table (11) shows that the highest mean for teachers' attitudes toward using audiovisuals in teaching speaking to the 7th grade students reached 4.06 out of 5. It was for item 2 "Audiovisual chat assisted students in improving their speaking fluency" by high agreement degree, but the lowest

mean was 3.50 for item 6 "By using audiovisual chat, most students showed positive results in speaking part after each assessment" by moderate agreement degree. The total mean for speaking was 3.97 for teachers.

### 3. Reading

**Table (12)**

*Means and Standard Deviations for Teachers' Attitudes toward Using Audiovisual Chat in Teaching Reading to the 7<sup>th</sup> Grade Students (N=16).*

No	Item	Mean	Standard Deviation	Agreement Degree	Rank
1	Learning to read with audiovisual chat was a satisfying activity for students.	3.88	0.89	High	2
2	I found audiovisual chat to be really a useful in teaching students a variety of tasks while reading.	4.00	0.97	High	1
3	While reading, students used their imagination more effectively because of using audiovisual chat.	3.44	1.03	Moderate	7
4	Students' communication while reading was enhanced by audiovisual chat.	3.75	1.06	High	4
5	While reading texts, audiovisual chat enabled students to collaborate and work in groups.	3.50	1.03	Moderate	6
6	By using audiovisual chat, most students showed positive results in reading part after each assessment.	3.81	0.91	High	3
7	The use of audiovisual chat in reading lesson is effective in achieving learning goals.	3.56	0.96	Moderate	5
Total Degree		3.71	0.72	High	

Table (12) shows that the highest mean for teachers' attitudes toward using audiovisuals in teaching reading to the 7th grade students reached 4.06 out of 5. It was for item 2 "I found audiovisual chat to be really a useful in teaching students a variety of tasks while reading" by high

agreement degree. However, the lowest mean was 3.44 for item 3 "While reading, students used their imagination more effectively because of using audiovisual chat" by moderate agreement degree, and the total mean for reading was 3.71 for teachers.

### 4. Writing

**Table (13)**

*Means and Standard Deviations for Teachers' Attitudes toward Using Audiovisual Chat in Teaching Writing to the 7<sup>th</sup> Grade Students (N=16).*

No	Item	Mean	Standard Deviation	Agreement Degree	Rank
1	Learning to write with audiovisual chat was a pleasant experience for me.	3.50	0.97	Moderate	7
2	While writing, I found audiovisual chat to be really a useful in learning a variety of skills.	3.88	0.96	High	4
3	While writing text, I was able to use my imagination more effectively because of using audiovisual chat.	3.75	1.00	High	5
4	While I was writing, audiovisual chat enhanced my communication.	3.94	0.93	High	3

No	Item	Mean	Standard Deviation	Agreement Degree	Rank
5	While writing texts, audiovisual chat enabled me to cooperate and work in groups.	3.69	0.95	High	6
6	By using audiovisual chat, most students showed positive results in writing part after each assessment.	3.94	0.93	High	2
7	The use of audiovisual chat in writing lesson is effective in achieving learning goals.	4.06	0.68	High	1
Total Degree		3.82	0.77	High	

Table (13) shows that the highest mean for teachers' attitudes toward using audiovisuals in teaching writing to the 7<sup>th</sup> grade students reached 4.06 out of 5. It was for item 7 "The use of audiovisual chat in writing lesson is effective in achieving learning goals" by high agreement

degree, but the lowest mean was 3.50 for item 1 "Learning to write with audiovisual chat was a pleasant experience for me." by moderate agreement degree, and the total mean for writing was 3.82 for teachers.

## 5. Grammar

**Table (14)**

*Means and Standard Deviations for Teachers' Attitudes toward Using Audiovisual Chat in Teaching Grammar to the 7<sup>th</sup> Grade Students (N=16).*

No	Item	Mean	Standard Deviation	Agreement Degree	Rank
1	Audiovisual chat enabled students to distinguish between parts of speech: nouns, verbs, adjectives, adverbs, and preposition.	3.81	0.75	Moderate	5
2	Audiovisual chat enabled students to distinguish between the tenses.	3.94	0.77	High	3
3	Audiovisual chat enabled students to formulate sentences with comparative and superlative degrees of adjectives.	4.00	0.82	High	2
4	Audiovisual chat enabled students to use the pronouns in sentences and phrases correctly.	4.13	0.81	High	1
5	Audiovisual chat enabled students to use the appropriate conjunctions and prepositions.	3.94	0.77	High	4
6	By using audiovisual chat, most students showed positive results in grammar part after each assessment.	3.63	0.72	Moderate	7
7	The use of audiovisual chat in grammar lesson is effective in achieving learning goals.	3.75	0.68	High	6
Total		3.90	0.64	High	

Table (14) shows that the highest mean for teachers' attitudes toward using audiovisuals in teaching grammar to the 7<sup>th</sup> grade students reached 4.06 out of 5. It was for item 4 "Audiovisual chat enabled students to use the pronouns in sentences and phrases correctly" by high agreement degree.

However, the lowest mean was 3.63 for item 6 "By using audiovisual chat, most students showed positive results in the grammar domain after each assessment" by moderate agreement degree, and the total mean for grammar was 3.90 for teachers.



## 6. Vocabulary

**Table (15)**

*Means and Standard Deviations for Teachers' Attitudes toward Using Audiovisual Chat in Teaching Vocabulary to the 7<sup>th</sup> Grade Students (N=16).*

No	Item	Mean	Standard Deviation	Agreement Degree	Rank
1	Audiovisual chat allowed students to learn new terms.	4.06	0.85	High	2
2	Audiovisual chat helped students to define words they did not know previously.	3.69	1.01	High	7
3	Audiovisual chat assisted students in recognizing words based on context or tone of speech.	3.88	0.89	High	4
4	Audiovisual chat enabled students to comprehend the intended meaning, as well as properly explain it.	3.81	0.98	High	5
5	Audiovisual chat enabled students to use words in sentences.	3.75	0.86	High	6
6	By using audiovisual chat, most students showed positive results in vocabulary part after each assessment.	3.94	0.68	High	3
7	The use of audiovisual chat in vocabulary lesson is effective in achieving learning goals.	4.19	0.66	High	1
Total		3.90	0.63	High	

Table (15) shows that the highest mean for teachers' attitudes toward using audiovisuals chat in teaching vocabulary to the 7<sup>th</sup> grade students reached 4.06 out of 5. It was for item 7 "The use of audiovisual chat in vocabulary lesson is effective in achieving learning goals" by high agreement

degree, but the lowest mean was 3.69 for item 2 "Audiovisual chat helped students to define words they did not know previously" by high agreement degree. The total mean for vocabulary was 3.90 for teachers.

## 7. Pronunciation

**Table (16)**

*Means and Standard Deviations for Teachers' Attitudes toward Using Audiovisual Chat in Teaching Pronunciation to the 7<sup>th</sup> Grade Students (N=16).*

No	Item	Mean	Standard Deviation	Agreement Degree	Rank
1	Audiovisual chat helped students to pronounce the words and phrases correctly and without errors.	3.94	0.77	High	2
2	Audiovisual chat increased students' ability to build phrases and sentences correctly.	4.06	0.77	High	1
3	Audiovisual chat increased students' confidence when speaking words and sentences in front of an audience.	3.69	0.95	High	5
4	Audiovisual chat allowed students to distinguish between the pronunciations of words with similar literal structures.	3.75	0.93	High	3
5	Audiovisual chat enabled students to distinguish the pronunciation of short and long vowels.	3.56	0.89	Moderate	7
6	By using audiovisual chat, most students showed positive results in pronunciation part after each assessment.	3.63	0.96	Moderate	6
7	The use of audiovisual chat in pronunciation lesson is effective in achieving learning goals.	3.75	0.77	High	4
Total Degree		3.77	0.75	High	

Table (16) shows that the highest mean for teachers' attitudes toward using audiovisuals chat in teaching pronunciation to the 7th grade students reached 4.06 out of 5. It was for item 2 "Audiovisual chat increased students' ability to build phrases and sentences correctly" by high agreement degree. However, the lowest mean was 3.56 for item 5 "Audiovisual chat enabled students to distinguish the pronunciation of short and long vowels" by moderate agreement degree, and the total mean for pronunciation was 3.77 for teachers.

### **Discussion**

The results of the questionnaire revealed that students had positive attitudes toward the use of audiovisual chat in teaching English language skills and areas. They ranked as follows: listening received the highest mean, followed by speaking, writing, vocabulary, grammar, and pronunciation, while reading received the lowest mean by a moderate agreement degree. The total mean reached 3.78 by high agreement degree. Similarly, teachers obtained the highest means in listening and speaking and the lowest means in reading and writing in their attitudes toward the use of audiovisual chat in teaching English language skills and areas.

Based on these findings, it is noted that both students' and teachers' attitudes toward using audiovisual in teaching oral skills (listening and speaking) were higher than their attitudes toward using it in teaching and learning written skills (reading and writing). This finding may be due to the fact that the audiovisual chat method is basically based on developing students' oral skills as it basically presents oral materials, so it seems both students and teachers were affected more by these aspects related to the audiovisual method and have the same attitude toward its positive role in teaching oral skills. This may also be attributed to the idea that listening and speaking skills are considered more relevant for oral communication which is close to the function of the audiovisual chat method. However, reading and writing skills are more related to academic purposes. Secondly, listening and speaking skills are more interactive than reading and writing skills; that is, using audiovisual chat can improve listening and speaking by facilitating communication between students and encouraging them to participate in an active manner.

According to the results of the study, teachers' attitude toward using audiovisual chat in teaching vocabulary and pronunciation received a high mean (3.90). This may be due to the fact that both of these areas are critical components of language and require more attention while practicing language. In addition, both vocabulary and pronunciation are basic components to be acquired while language learning and constitute a solid foundation for learning different language skills and areas. Students and teachers, therefore, reported that the audiovisual chat method is very efficient and practical in teaching these language areas.

The analysis and interpretation of the students' attitudes toward using audiovisual chat showed that most students' responses were strongly agreeable. This is a strong indicator that using the audiovisual chat method has a positive role in students' attitudes toward using audiovisual chat in teaching English. Moreover, students' responses indicated that they used the audiovisual chat method as an entertaining and motivating tool. Therefore, audiovisual chat as an instructional method can be considered better than regular instruction in enhancing students' attitudes toward learning language skills and areas. Similarly, teachers' attitudes were quite positive toward using the audiovisual chat method in teaching language skills and areas; most of their responses were quite agreeable and strongly agreeable, with a high degree of agreement. They even have more positive attitudes than students toward using the audiovisual chat method in teaching language skills and areas. This may be attributed to the fact that they can observe its benefits more than students, especially when considering the fact that they are the ones entitled to assess their students performance and achievement and the whole teaching and learning process.

The findings of this study are in parallel with Khalili et al. (2021), who demonstrated that students who were taught by audiovisual materials gained greater outcomes and showed more positive attitudes and higher motivation toward using the method in their English language learning. Additionally, the findings of the current study are also similar to those of Aljuhani and Maroof (2019), who found that students had positive attitudes toward the use of visual aids, and these aids help them to take notes, facilitate their observation and communication skills, make the

learning easier and more fun, and help them to retrieve the information better. The results are also in line with Shehada and Amer (2019), who confirmed that students showed positive attitudes toward using audiovisual chat in the classroom. Moreover, audiovisual chat was helpful in many ways, as it provided diversity in the learning process, developed students' language competence, and expanded students' language knowledge. This study is also commensurate with Movahedi's (2017) study that using British Council video clips can increase students' attitudes toward learning, and students showed higher motivation for watching videos. Furthermore, the results of this study support Kelkoul's (2016) conclusion that both students and teachers assert that audiovisual aids play a significant role in reducing students' feelings of anxiety.

Moreover, the findings of this study showed that teachers displayed favorable attitudes toward the implementation of audiovisual chat in teaching English language skills and areas to 7th grade students. The results of teachers' responses showed that teachers believe in the importance of utilizing audiovisual chat in their classes as an effective and motivating instructional tool. These findings are consistent with Sánchez-Auñón and Férrez-Mora's (2021) finding that teachers had positive attitudes toward the use of films as a kind of audiovisual material and were willing to include films and their multiple educational benefits in lessons.

The findings of the current study also agree with Salim's (2012) description of the role of audiovisuals and their effect on teachers' attitudes, who believed that using such techniques in teaching English had a remarkable effect on students' motivation and achievement. Furthermore, the findings agreed with Alamin (2015), who concluded that teachers had positive views toward the effect of audiovisual aids on teaching English as a foreign language. In addition, audiovisual aids have a crucial effect on motivating students. The results of this study are also in line with Merdas (2015), who found that the lack of audiovisual aids affected students' willingness to learn English. In contrast, these aids attract and motivate learners to learn a foreign language. Moreover, Muneer et al. (2012) concluded that teachers have positive attitudes toward the use of audiovisual aids, which could be effective tools in their classes. Besides, they declared that using audiovisual aids has a

significant impact on students' knowledge and attitudes.

### **Conclusions, Recommendations and Limitations**

Based on the aforementioned results, it could be concluded that audiovisual chat is so important in the teaching and learning process. It had a positive effect on EFL learners' skills (LSRW) and areas (GVP). Moreover, this study supports the notion that the implementation of audiovisual chat in the teaching and learning process is highly appreciated by both teachers and students. Additionally, the results revealed that both teachers and students have positive attitudes and perceptions toward the use of audiovisual chat in the instructional environment. This study could lead to the following conclusions: students and teachers have positive attitudes toward using the audiovisual chat method as an effective and supportive method for teaching and learning English language skills (LSRW) and areas (GVP).

The current study recommends that the Ministry of Education provide schools with contemporary audiovisual aids so that students have a real opportunity to practice the English language authentically. Moreover, the Ministry of Education should hold training sessions for teachers to become familiar with implementing technology in their classes. Curriculum designers are advised to consider the importance of engaging the audiovisual chat method in English language curricula so that students are encouraged to develop their language abilities. Moreover, curriculum designers should innovate a modern approach to applying audiovisual materials in the classroom. Further studies can be conducted to examine the role of using audiovisual chat on EFL learners' different language aspects in different grades. Furthermore, more studies can be comprehensive if a larger sample of students and more schools are investigated. EFL teachers are recommended to pay more attention to the integration of audiovisual chat methods into the English language teaching environment, covering all English language skills (LSRW) and areas (GVP).

The results of this study are limited to the following: The study was conducted during the second semester of the academic year 2021-2022 for six weeks. The study was concerned with the spatial boundaries of Ramtha District. The study investigated students' and teachers' attitudes

toward using audiovisual chat in teaching English language to the seventh-grade students' at Al-Buweidah Secondary Comprehensive School for Boys. The current study was also limited to a sample of seventh grade boys in Al-Buweidah

Secondary Comprehensive School for Boys, affiliated with the Directorate of Education in Ramtha District. The results of the study are applicable to similar samples but cannot be generalized beyond these boundaries.

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