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### Abstract

Everywhere you go, English is a language that people use to communicate. That is why teachers used the AV aids to research this particular issue. When applied to the study of English, it allows us to track the progress of our students. The objectives of the study were; to analyze the use of English teaching resources in secondary schools and to explore the causes of secondary school students' poor English proficiency. The population of the study were all the secondary school teachers and students at district Narowal. The researchers used simple random sampling technique and sampled collected for the study were 96 teachers and 480 students. Questionnaires were used a research tool for the study. The researchers personally visited and collected the data and then analysis it. They used simply percentage as the statistical technique to explore the objectives for the study. The study concluded that the classroom environment generally supports language learning, with 77.1% of teachers affirming the presence of learning aids and decorative elements that foster a conducive learning atmosphere. Despite this, some disparities exist, as not all classrooms meet this standard, indicating the need for more consistent resource distribution. The study may recommend that educational authorities may ensure equitable distribution of teaching resources, including modern tools and internet access, across all public secondary schools in District Narowal.

**Keywords:** Application, English Teaching Resources, Public Secondary Schools

### 1. Introduction

Everywhere you go, English is a language that people use to communicate. That is why teachers used the AV aids to research this particular issue. When applied to the study of English, it allows us to track the progress of our students. The usage of audiovisual aids can greatly benefit students of English as a second language (Al Aqad et al., 2021). Students' progress in learning may be easily monitored before, during, and after the use of these AV aids. It will be easy to evaluate the efficacy of these AV aids in teaching English if they improve students' ability to hear, speak, read, and write. If they want their students to do better in their foreign language classes, English teachers should use audiovisual aids. Pakistan's public schools must upgrade their audiovisual aids if the government is serious about recognizing the value of the English language and its impact on education. English is the official language of commerce, government, and worldwide communication. Therefore, we understand its importance. The value of English language instruction is undeniable. This is why educators should take advantage of tools like audiovisual aids in ESL instruction and relevant web links to further study and practice (Nathania, 2024).

Mahdi (2022) state the impact of multimedia resources on ESL instruction, emphasizing the positive correlation between the use of audiovisual aids and language learning outcomes. Gómez Suárez (2023) explores using Audio-visual resources in language acquisition, shedding light on how these tools help English as a Second Language (ESL) students improve their listening, speaking, and understanding abilities. The pupils follow the teacher because they know he is a change agent. A teacher's effectiveness in the classroom is directly correlated to his familiarity with these audiovisual aids.

The onus is now on educators to equip classrooms with effective AV tools, and on our government to ensure that all kids have access to them. Using both their teaching style and AV tools, teachers can help their pupils learn more effectively. Because of the pupils' increased maturity, the teacher must lead them in the right direction at this level of secondary school (Sousa, 2003). A good English language instructor has a firm grasp of his lesson plans, is familiar with the study structure, and makes good use of available resources.

Students in Pakistan today must acquire English language skills due to the increasing importance and need for this skill in modern society. Since English is spoken all across the globe, the Pakistani government and people are aware that it is essential for advancement that they acknowledge its significance (Ali et al., 2023). We are falling behind in the area of English language acquisition for the reasons, the researchers stated earlier. We don't make use of state-of-the-art resources; such are reserved for the English language classroom and are known as audiovisual aids. English language teaching is important and in high demand. However, students from developing nations like Pakistan who show competency in the language have an easier time getting admission to famous universities than their less fortunate peers. It is highly unlikely that ESL students will build the academic, social, and cultural capital necessary to pursue further degrees or find fulfilling employment (Pal & Kumar, 2020).

Namaziandost & Nasri (2019) states that audiovisual aids are typically utilized to supplement educational resources that rely on non-verbal cues to convey meaning. This category of instructional resources does include literary designs, but not texts of literature or references to objects, as stated above. For example, a procedure, an event, or a route can all serve as a context for the operation of audiovisual aids. Tools are needed to release the invisible value of audiovisual aids used in English language instruction, which are akin to action films. Some of these do not even require a show or study of print-like instruments. Al Aqad et al. (2021) states that there are two main types of audiovisual aids used in ESL classrooms: resources, which are seen as the system itself, and tools, which are the actual components used to display the content. Some of the ways that AV aids can be used to teach English are listed below. Learn from your senses, build your skills, have a positive impact, pique your curiosity, and cement your knowledge with a foundation in logic and reasoning.

According to Akhmetshin et al. (2019), using audiovisual aids in the classroom is strongly advised. Teaching English is a pressing matter because the language is essential in the scientific and technological communities. In Pakistan, English is spoken as a second language. Everywhere you go, they teach it. Efficacious tools for teaching English in the classroom are undeniable. The majority of educators believe that every nation's educational system is in a state of catastrophe. The pupils still can't read, write, or comprehend English, despite all the time and effort they put into studying the language.

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This proves that our educators should make use of audiovisual aids when instructing pupils in the English language; doing so will benefit not only the students but also their teachers. English teachers, general education teachers, and their pupils aren't the only ones who are worried about this; administrators, parents, and educators are all worried about it. No educational advancement will be conceivable until this obstacle is overcome, and it is undeniably a big one. According to the researchers, a research study on "the troubles of English language teaching as a foreign language at the Secondary level" is thus an awful necessity.

Since English is the language of modern science and technology, it naturally holds a significant and indispensable position in Pakistani society. Therefore, it is safe to claim that the English language classes were essential to the development of the field. It is the sole global medium for study and worldwide trade, as well as a means of global communication. It is imperative that we raise the bar for English proficiency in light of these factors, and we may do so by enhancing our approaches to teaching the language (Salameh, 2012). If teachers in Pakistan make use of English-language AV aids during the program and the government foots the bill for all AV equipment in Pakistani schools, particularly public secondary schools, then this could be a reality. English is not only the medium of instruction at the educational level in Pakistan, but it is also of great worldwide importance. Students' backgrounds need to be expanded at the elementary and secondary levels, and the only way to achieve this is to identify problems, determine what causes them, and then implement solutions. Therefore, the study were objectives; to analyze the use of English teaching resources in secondary schools and to explore the causes of secondary school students' poor English proficiency.

## **2. Review of the Literature**

Karami (2019) states that audiovisual tools are essential for learning English. Audiovisual aids allow ESL teachers to convey their thoughts to students more clearly and succinctly. Both students and teachers can benefit from these tools, which can improve English language instruction and help them reach their academic objectives. Students' abilities can be restored with the use of these audiovisual aids.

One of the languages spoken is English. Students won't be able to grasp it the way native speakers do. Therefore, pupils learn English more easily with the use of audiovisual tools. They help kids understand their thoughts and ideas better. Students gained a better grasp of the material with the usage of these tools. Books and other printed materials for learning English provide students with the fundamentals. The objective of the class as a whole, including the teacher, should be to collect data from various sources regarding a certain issue. The bulletin board is transformed into a meeting place for students to share ideas and work together to build knowledge as teachers work to make their classrooms more welcoming and interesting (Leenders et al., 2019). They stress the significance of students' active engagement in their learning have emphasized the educational merit of collaborative information collecting (Cheng, et al., 2019).

Listening to the radio is one way to improve your command of the English language. There are standard radio programs throughout the globe. Radio broadcasts are a great tool for people who are learning English because of the auditory character of the language. Scientists stress the importance of hearing and the part it plays in learning a new language (Saito, and Saito, 2017). Students can learn more than just facts and figures by tuning in to radio shows; they can also hone their listening skills and become fluent in American English.

The idea is to have the students come up to the board and draw some pictures, and then the teacher can explain them in Basic English. Split the board in half to make it easier to teach a chapter or lesson. Make use of the first section to present the lesson's new vocabulary by outlining the definitions of related words, as well as to outline and explain the lesson's grammar elements (Ali, et al., 2020). For the second half of the board, write the paragraph's topic lines one by one. This will help the teacher simply combine and connect all the points at the end.

In an English language lab, students can work on their speaking and listening abilities. Students can gain information on many topics and offer them to their peers in activities such as describing pictures or people. Students will learn to better handle a description of a person or an image through this exercise. Along with the aforementioned visual aids, textbooks, and flashcards, OHPs play an important part in assisting both the teacher and the students in the processes of learning and teaching a new language. So, they are kind of antiquated ways that make use of some of the audiovisual aids that are becoming more popular these days.

The term "globalization" describes the process by which all nations become more interdependent through the rapid development and widespread use of information and communication technologies in many spheres of human activity, including but not limited to commerce, politics, the media, and education. There has been a dramatic change in how we teach as a result of globalization's influence on the field of education. To improve the learning process, the utilization of auditory and visual aids has become crucial. Al Aqad, et al., (2021) states that visual aids, such as interactive simulations and multimedia presentations, immerse students in the material. Podcasts and online lectures are auditory aids that accommodate a variety of learning styles, including those of students from all over the world (Al-Marroof, et al., 2022). An individual student can access recorded lectures whenever they are interested. Television is one of the most powerful resources for assisting students in their English language learning journey. Unlike more conventional means of language acquisition, television's multimedia nature allows for a more immersive, multi-sensory experience. According to Wijaya, et al., (2021) visual and auditory cues, help students learn a language better by illustrating pronunciation, grammar points, and context.

A CD player is more accessible than a computer for many people, and it can save and play practice sessions on a variety of topics, such as basic rhymes and moral stories, anytime the student is interested. For those who are learning at a distance, this is the most practical method of instruction.

These days, "globalization" and "information technology" are two of the most utilized terms in the English language. Among these, education ground is a great way to put top-notch resources to work improving classroom instruction. Language classes and other forms of instruction with a variety of activities are increasingly being conducted on computers with Internet access. It is also possible to arrange for distant online lectures, which put the student and instructor nearby.

A great deal of expertise in the field of communication has been the result of Language Laboratories' impact. The growth of knowledge and technology is reducing our multilingual and multicultural world, which we inhabit, to the size of a township. You can use it to teach more foreign languages creatively; it's not limited to learning a single language.

Audiovisual aids are a fantastic first step in the right direction when it comes to teaching and learning English. It is a way to educate pupils in all sorts of abilities by having them participate in a wide range of activities. Compared to traditional classrooms, where students are free to concentrate on both the major and minor points of an idea, those that make use of audiovisual aids are unique. However, to meet the demands of their students, teachers should be proficient in the use of a variety of high-tech audiovisual devices that create a welcoming and comfortable classroom setting.

The current research in Pakistan is aimed at evaluating the effectiveness of English language teaching resources in secondary schools.

Pakistani officials and educators often speak English as a second language. Its effect on our school system is enormous. It is widely believed among educators that our nation's educational system is in a state of catastrophe. Previous research has shown, in a shocking fashion, that many of our school-aged children do poorly on standardized tests of English proficiency, and that many of our teachers shun the subject altogether.

Pakistani schools use English as their medium of instruction. Therefore, ELT resources must be better utilized across all Pakistani educational institutions, particularly those at the secondary level. There needs to be an improvement in the utilization of English language teaching (ELT) materials at all levels, but notably at the secondary level, because secondary school English instructors in Pakistan are less knowledgeable about the resources available to them than their counterparts in other developing nations.

According to secondary school teachers in Pakistan, their students' use of A.V. assistive technology enhances the learning experience, yet they lack proper training. They claim that the use of AVs has altered the way they instruct their pupils. You can save time and energy with the help of ELT A.V. Students are prepared to learn and teach with the help of these audiovisual aids, and they desire access to ELT materials in their classrooms. They believe that using online ELT resources not only saves teachers' time and energy but also piques students' interest in class (Saha, & Rahman 2022)

Students benefit greatly from the use of AV tools while studying (Utami, et al., 2021). The goals of the study were to determine the best ways to use the library's audiovisual resources for ESL instruction. A variety of audiovisual materials are accessible at public secondary schools. Please describe the actions taken by the librarian to increase patron awareness of and familiarity with the library's audiovisual collection. The researcher also visited the public secondary school library to oversee the administration of the surveys. Data was collected, organized, and analyzed using statistical methods through the researcher's surveys and studies. There is an adequate collection of audiovisual tools in public secondary schools. Teachers in public secondary schools rarely incorporate multimedia into their lessons. The professors solely make use of the blackboard as an AV tool in class.

Chiekezie, et al., (2021) state when people talk about audiovisual aids for language learning, they usually imply those tools that help students understand spoken English but don't provide the words themselves. According to the previous definition, this category of instructional resources does include book designs but does not include textbooks or reference materials. For example, while creating a diorama or dramatizing an event, some AV aids find a home in the method and experience context. The use of certain technologies is necessary to unleash the latent value of some audiovisual aids, such as action films. Some people refuse to use any kind of instrument, be it a display or a study print. In common usage, this word can refer to both physical items and activities like field excursions.

When looking at how new technologies impact ESL instruction, Warschauer and Meskill (2000) looked at three case studies to see how they change both the content and the procedure. They were successful in their mission to ensure that future technology establishes connections among ESL programs. So, using resources for audiovisual aids helps ESL students quickly acquire a solid command of the target language.

### **3. Research Methodology**

The researchers employed descriptive research due to the current problem of the utilization of English teaching resources at secondary school level. To collect primary data, the researchers administered a survey questionnaire to the population of secondary school teachers (SSTs) and students in district Narowal. The researcher used a simple random sampling technique and distributed the one hundred and fifty (150) questionnaires among teachers while five hundred and fifty questionnaires distributed among secondary school students. Fortunately, the fully filled questionnaire collected from teachers were ninety-six (96) whereas the questionnaire collected from students were four hundred and eighty (480) from district Narowal. The data of all the questionnaires were entered into Microsoft Excel sheets after collection from 96 secondary school teachers and 480 students. The researchers simply used the percentage for the responses because percentage is suitable to explore the objectives of the study. Therefore, the statistical technique of percentage used for data analysis.

### **4. Data Analyses**

The study, "Application of English Teaching Resources at Public Secondary Schools in District Narowal," aims to assess the availability and utilization of English teaching resources in public secondary schools. Analyzing teachers' responses provides insights into applying various resources and tools used in English language classes, highlighting positive aspects and improvement areas.

#### **4.1. Application of the Latest Tools and Technology**

According to the data, a significant proportion of teachers (81.3%) agree or strongly agree that they are facilitating students with the latest tools in English teaching classes (Item 1). This suggests a widespread acceptance and usage of modern teaching aids, which likely contributes to enhanced student engagement and learning outcomes. However, a notable minority (16.6%) either disagrees or is undecided, indicating potential variability in the availability or effective implementation of these tools across schools.

#### **4.2. Classroom Environment and Learning Aids**

The responses indicate that English classrooms are generally well-decorated with learning assistance pictures, with 77.1% of teachers agreeing or strongly agreeing with this statement (Item 2). This reflects a visually supportive learning environment that can aid in language acquisition. However, 14.6% of the respondents disagree or strongly disagree, suggesting that not all classrooms meet this standard, possibly due to resource constraints or differing priorities in classroom management.

**Table 1: Analysis of teachers' responses about application of English teaching resources**

Item No.	Statement	SA	A	UD	DA	SDA
1	Teachers are facilitating the students with latest tools in English teaching class.	25.0%	56.3%	8.3%	8.3%	2.1%
2	Classrooms are fully decorated with English learning assistance pictures.	8.3%	68.8%	8.3%	12.5%	2.1%
3	School is facilitating the English classrooms with sufficient internet technology.	20.8%	22.9%	20.8%	25.0%	10.4%
4	Teachers use audio visual aids in English language classes.	16.7%	54.2%	10.4%	8.3%	10.4%
5	Audio Visual Aids produce better results in language learning.	60.4%	31.3%	2.1%	4.2%	2.1%
6	Available English Language teaching resources are sufficient in the school.	18.8%	43.8%	16.7%	14.6%	6.3%
7	Language tools reduce burden of the English Language Teachers.	29.2%	54.2%	8.3%	2.1%	6.3%
8	Teachers prepare helping aids for their English classes.	35.4%	54.2%	4.2%	6.3%	0.0%
9	Teachers face challenges while using audio visual aids in their classes.	20.8%	58.3%	12.5%	8.3%	0.0%
10	Internet technology facilitates the learners with latest technology.	22.9%	41.7%	22.9%	8.3%	4.2%

### 4.3. Use of Internet Technology

The use of Internet technology in English classrooms is less consistent. Only 43.7% of teachers agree or strongly agree that their schools provide sufficient internet technology (Item 3), while a significant portion (35.4%) disagrees or strongly disagrees. This split response indicates that the integration of Internet technology in English teaching could be more balanced, which could limit access to a broader range of digital learning resources. Furthermore, while internet technology is considered beneficial (64.6% agreement in Item 10), the mixed responses highlight a gap in its effective application.

### 4.4. Audio-Visual Aids

Most teachers (70.9%) report using audio-visual aids in their English classes (Item 4), underscoring the perceived importance of multimedia tools in language learning. Furthermore, 91.7% believe that audio-visual aids produce better results in language learning (Item 5), emphasizing the positive impact of these resources. However, challenges remain, as 79.1% of teachers acknowledge difficulties using these aids (Item 9). This points to potential issues such as inadequate training, technical problems, or limited access to necessary equipment, which may hinder the effective use of audio-visual aids in the classroom.

### 4.5. Sufficiency of Teaching Resources

Regarding the sufficiency of available English teaching resources, 62.6% of teachers agree or strongly agree that the resources are adequate (Item 6). While this is a majority, the significant proportion of undecided (16.7%) and disagreeing (20.9%) responses suggests that resource sufficiency is not uniform across all schools. This variability could affect the overall quality of English language instruction, especially in under-resourced schools.

### 4.6. Preparation and Use of Helping Aids

A high percentage of teachers (89.6%) prepare helping aids for their classes (Item 8), reflecting a proactive approach to resource creation, likely driven by the desire to enhance teaching effectiveness despite their challenges. The creation of these aids demonstrates teachers' commitment to improving their instructional methods and adapting to the needs of their students.

### 4.7. Impact on Teachers' Workload

Many teachers (83.4%) agree that language tools help reduce their workload (Item 7). This suggests that adopting teaching resources benefits students and eases the instructional burden on teachers, allowing them to focus more on facilitating learning rather than managing logistical challenges.

Overall, table 1 reveals that challenges remain while there is a generally positive trend towards applying English teaching resources in public secondary schools in District Narowal. Key areas for improvement include:

- Increasing the consistency and sufficiency of internet access.
- Enhancing support for audio-visual aid usage.
- Ensuring equitable resource distribution across all schools.

Addressing these gaps could further enhance the effectiveness of English language teaching, leading to improved student outcomes.

The study, "Application of English Teaching Resources at Public Secondary Schools in District Narowal," investigates the extent and effectiveness of using English teaching resources, such as audiovisual aids, internet technology, and other language tools, in secondary schools. Table 2 provides a detailed analysis of students' responses to various statements regarding the application of these resources, offering insights into their accessibility, utility, and the challenges teachers face.

### 4.8. Overall Utilization of Teaching Resources

The data suggest a positive trend towards adopting modern teaching tools in English classes. For instance, 39.2% of students strongly agree, and 44.2% agree that teachers facilitate their learning with the latest tools, indicating a widespread acknowledgement of modern resources in English instruction. Similarly, the aesthetic and functional enhancement of English classrooms, with 33.3% strongly agreeing and 47.7% agreeing, reflects a commendable integration of visual learning aids. This aligns with educational theories that emphasize the role of visual aids in enhancing language acquisition.

### 4.9. Integration of Internet Technology

However, the application of Internet technology in English classrooms is less pervasive. Only 19.0% strongly agree, and 26.3% agree that sufficient internet technology is available in their schools. Notably, a considerable proportion of students are undecided (17.5%), disagree (17.7%), or strongly disagree (19.6%), which highlights a significant gap in technological integration. This shortfall may impact the overall effectiveness of English language teaching, as access to online resources and interactive learning platforms is critical for comprehensive language learning.



**Table 2: Analysis of students' responses about application of English teaching resources**

Item No.	Statement	SA	A	UD	DA	SDA
1	Your teachers are facilitating you with latest tools in English teaching class.	39.2%	44.2%	4.4%	7.5%	4.8%
2	Your classroom is fully decorated with English learning assistance pictures.	33.3%	47.7%	6.0%	7.3%	5.6%
3	Your school is facilitating the English classrooms with sufficient internet technology.	19.0%	26.3%	17.5%	17.7%	19.6%
4	Your teachers use audio visual aids in English teaching classes.	23.8%	38.6%	8.8%	13.8%	15.0%
5	Audio Visual Aids help to you better results in language learning.	45.2%	32.3%	8.3%	7.5%	6.7%
6	Available English Language teaching resources are sufficient in the school.	24.4%	42.5%	13.5%	11.5%	8.1%
7	Language tools reduce burden of the English Language Teachers.	38.8%	36.3%	12.1%	8.3%	4.6%
8	Your teachers prepare helping aids for their English classes.	30.4%	49.4%	11.0%	5.8%	3.3%
9	Your teachers face challenges while using audio visual aids in their classes.	24.6%	32.8%	22.8%	10.6%	9.2%
10	Internet technology facilitates you with latest technology.	27.1%	24.2%	16.5%	13.1%	19.0%

#### 4.10. Effectiveness of Audiovisual Aids

Using audiovisual aids in English teaching classes is somewhat positively perceived, with 23.8% of students strongly agreeing and 38.6% agreeing. Students acknowledge the benefits of these aids, with 45.2% strongly agreeing and 32.3% agreeing that audiovisual aids help achieve better results in language learning. This underscores the potential of multimedia resources to engage students and reinforce language concepts, corroborating findings from pedagogical research that supports using audiovisual aids to improve student outcomes in language learning.

#### 4.11. Adequacy of Available Resources

Regarding the sufficiency of English language teaching resources, 24.4% of students strongly agree, and 42.5% agree that the resources available at their schools are adequate. This suggests a reasonable level of satisfaction among students, though the 13.5% who are undecided and the 19.6% who disagree or strongly disagree indicate room for improvement. Ensuring that resources meet the diverse needs of students is crucial for fostering an inclusive and effective learning environment.

#### 4.12. Preparation of Helping Aids by Teachers

A significant majority of students (30.4% strongly agree and 49.4% agree) reported that their teachers prepare helping aids for English classes, which highlights teachers' proactive efforts in resource preparation. This reflects a commitment to enhancing the teaching process and supports the view that teacher-prepared materials can be tailored to student's specific learning needs, making them more effective than generic resources.

#### 4.13. Challenges Faced by Teachers

Despite the positive aspects, teachers encounter challenges when using audiovisual aids, with 24.6% strongly agreeing and 32.8% agreeing that such difficulties exist. This response indicates that nearly 60% of students recognize obstacles in effectively utilizing these resources, such as technical difficulties, lack of training, or insufficient access to equipment. Addressing these challenges is essential for maximizing the benefits of audiovisual aids in English language instruction.

#### 4.14. Role of Language Tools in Reducing Teachers' Burden

Interestingly, a substantial proportion of students (38.8% strongly agree and 36.3% agree) believe that language tools reduce the burden on English language teachers. This finding suggests that integrating these tools benefits students and enhances teaching efficiency by streamlining instructional processes and reducing manual workload.

Table 2 reveals a generally positive perception among students regarding applying English teaching resources in public secondary schools in District Narowal. While modern tools and teacher-prepared aids are widely utilized and appreciated, challenges persist, particularly in integrating internet technology and the consistent use of audiovisual aids. Addressing these barriers and enhancing resource availability could further improve the teaching and learning of English in these schools. The results underscore the need for continuous investment in educational technologies and professional development for teachers to optimize teaching resources in language education.

### 5. Conclusion of the study

The study titled "Application of English Teaching Resources at Public Secondary Schools in District Narowal" highlights the strengths and areas for improvement in using English teaching resources. The findings indicate that many teachers are utilizing modern tools and technologies, with 81.3% agreeing to employ the latest resources in their English classes. This reflects a positive trend towards embracing contemporary teaching aids essential for enhancing student engagement and learning outcomes. However, a notable minority remains that either disagrees or is undecided, suggesting variability in the availability and implementation of these tools.

The classroom environment generally supports language learning, with 77.1% of teachers affirming the presence of learning aids and decorative elements that foster a conducive learning atmosphere. Despite this, some disparities exist, as not all classrooms meet this standard, indicating the need for more consistent resource distribution. Additionally, integrating Internet technology is a critical concern, with only 43.7% of teachers acknowledging adequate provision in their schools. This uneven access to digital resources can hinder the full realization of technology's potential in language education.

While most teachers recognize the benefits of audio-visual aids, challenges in their use are prevalent, with 79.1% facing difficulties related to training, equipment, or technical issues. These barriers highlight the necessity for targeted professional development and infrastructure improvements to support the effective application of these resources. Furthermore, although a significant proportion of teachers prepare their aids and report that language tools help reduce their workload, the adequacy of available resources remains uneven, with 62.6% agreeing that the resources are sufficient but a substantial minority expressing

concerns. Addressing these gaps through strategic investments and support will be key to optimizing English language instruction across all schools in District Narowal.

### 5.1. Recommendations

- Schools may provide targeted professional development to equip teachers with the skills necessary for effectively utilizing audio-visual aids and internet technology in English instruction.
- Educational authorities may ensure equitable distribution of teaching resources, including modern tools and internet access, across all public secondary schools in District Narowal.
- Schools may regularly assess and update the availability and functionality of English teaching resources to address gaps and enhance learning outcomes consistently.

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