

Analysis of Teaching Speaking Through Audio-Visual Methods at Jitjongrak School, Krabi, Thailand

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ABSTRACT

Speaking skill is essential in English language learning but remains challenging for primary school learners, especially in multicultural and multilingual contexts. This qualitative descriptive study explores an English teacher's perspective on the use of audiovisual media to enhance speaking skills at a primary school in Southern Thailand. Data were collected through online semi-structured interviews and analyzed using a rigorous thematic analysis process involving open, axial, and selective coding, validated by peer debriefing. Findings indicate that authentic audiovisual materials promote interactive and contextual learning, improve vocabulary, pronunciation, and sentence structure, and increase student confidence and participation. The study addresses a significant research gap in audiovisual media use in young learners within under-researched multilingual settings, offering novel insights into effective teaching strategies and multimedia scaffolding theories. This research provides practical implications for educators aiming to integrate technology to improve speaking proficiency.

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1. INTRODUCTION

Speaking is one of the essential skills in English and plays a critical role in effective communication. It involves the ability to express messages clearly and meaningfully. Speaking is an active skill that requires learners to produce oral language to convey meaning effectively (Goh & Burns, 2020). However, it is not merely the utterance of words but demands accurate meaning expression, involving both fluency and accuracy (Liu & Jackson, 2020). Additionally, effective speaking relies on mastering various skills such as intonation, pronunciation, and listening comprehension, which support meaningful interaction and enhance communication effectiveness (Zhang, 2021; Chen & Li, 2022).

Despite its significance, many learners continue to face difficulties in speaking due to a combination of external and internal factors. External factors include family background, environment, and exposure to English, whereas internal factors such as teaching media, instructional strategies, and motivation significantly influence speaking performance (Octavia, 2022). At Jitjongrak School in Krabi, teachers encounter challenges in teaching speaking effectively because of limited instructional methods and low student engagement. Moreover, research focusing on the use of audiovisual media to improve speaking skills in primary schools in

Southern Thailand is still limited, especially within its multicultural setting (Ardianti, 2021; Li & Zhang, 2022; Nguyen & Pham, 2021). This scarcity of studies hinders a deeper understanding of effective teaching approaches tailored to this unique educational context.

The rapid advancement of technology has provided educators with dynamic audiovisual tools—such as videos, short films, and YouTube—that integrate auditory and visual stimuli to enhance comprehension, motivation, and engagement in authentic language contexts (Purwono, Santoso, & Wibowo, 2023; Huang & Johnson, 2021; Rahmawati & Santoso, 2020). These integrated media help overcome challenges encountered in environments where traditional teaching methods are constrained (Martinez & Kim, 2023; Rahman & Ismail, 2020). Several theoretical frameworks support the use of audiovisual media. Gee (2013) highlights digital tools for creating contextualized and interactive learning experiences, while authentic materials foster fluency and comprehension (Gilmore, 2015). Similarly, Atiyah and Izzah (2019) suggest that audiovisual approaches stimulate both cognitive and emotional engagement, resulting in deeper learning.

In practice, audiovisual media such as English conversation videos, situational dialogues, and YouTube channels allow students to experience authentic language use. Nguyen and Tran (2022) emphasize that videos facilitate understanding of abstract topics, while Lee and Park (2021), and Santoso et al. (2023) found that multimedia improves learner focus and learning effectiveness. Chen and Lin (2023) highlight that multimedia elements effectively cater to diverse learner preferences and help clarify complex content. Previous studies further support these findings. Audiovisual materials have been shown to boost student motivation (Ardianti, 2021). Nafiah (2023) noted that gestures and visual aids enhance comprehension. Putra and Hidayat (2022) acknowledged the benefits of videos in university EFL classrooms despite some technical challenges. Susnawati et al. (2020) confirmed that combining audiovisual tools with language games significantly enhances speaking ability among elementary students.

2. METHOD

This study adopts a qualitative descriptive research design to explore a teacher's perspective on using audiovisual tools in teaching speaking skills. Qualitative research seeks to provide detailed and contextualized understanding of social phenomena through rich descriptions and interpretations within real-life settings (Given, 2021). The study focuses on one English language teacher at Jitjongrak School in Krabi, Thailand. Although the sample size is very limited, this case study approach is chosen to gain in-depth, context-specific insights that larger-scale quantitative studies might overlook. This limitation in generalizability is explicitly acknowledged (Simons, 2020).

Data were collected through online interviews, chosen for their accessibility and convenience amid geographical constraints. However, online interviews present challenges such as possible internet instability, reduced observation of non-verbal cues, and potential environmental distractions, which may affect data richness (Archibald et al., 2019; Irani, 2022; Jang & Lee, 2021). Recent studies emphasize the importance of careful preparation and rapport-building to mitigate these limitations in virtual qualitative interviews (Jang & Lee, 2021).

The interview consisted of 10 semi-structured, open-ended questions designed to explore types of audiovisual media used, teaching strategies, student engagement, and learning outcomes. The researcher conducted and transcribed all interviews personally, maintaining a non-participant observer role to ensure objectivity (Nowell et al., 2022).

Data analysis followed Braun and Clarke's (2021) thematic analysis framework, which includes familiarization with the data through repeated reading, open coding to identify meaningful units, axial coding to explore relationships among codes, and selective coding to develop core themes. To ensure rigor, themes were validated through peer debriefing and cross-checking with original transcripts. Although manual coding was employed rather than qualitative data software, this facilitated close, nuanced engagement with the data.

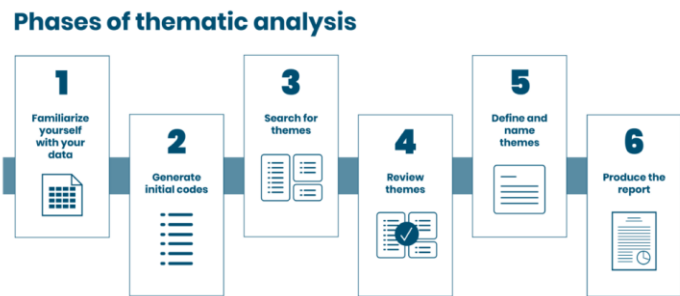


Figure 1. Thematic analysis (Fleming, 2023)

This methodology provides a thorough exploration of the teacher’s experience with audiovisual media, while transparently acknowledging the limitations due to small sample size and the nature of online data collection.

3. RESULTS AND DISCUSSION

Based on the interview with one of the teacher at Jitjongrak School, four main themes were identified regarding the use of audiovisual media to enhance students’ speaking skills (see Table 1).

Table 1. Interview Analysis Indicators

No	Theme	Indicators	Teacher Quote	Related Literature
1.	Interactive & Contextual Learning	- Use of real-life video content (e.g., YouTube, dialogues) - Students respond actively	“English conversation videos, YouTube clips, or situational dialogues are the most effective types...”	Gee (2013); Gilmore (2015); Li & Zhang (2022): Audiovisual aids enhance engagement in multicultural primary schools.
2.	Improved Speaking Competence	- Better vocabulary - More accurate pronunciation - Sentence structure development	“It helps students improve vocabulary, pronunciation, and sentence structure.”	Gilmore (2015); Ardianti (2021); Martinez & Kim (2023): Digital media improves fluency and learner motivation.
3.	Strategies for Comprehension	- Replay video multiple times - Pause and explain difficult words - Ask guided questions	“I replay the video several times, pause to explain difficult words...”	Zhang & Wang (2021); Heo & Toomey (2020); Nguyen & Pham (2021): Multimedia scaffolding aids comprehension in rural settings.
4.	Increased Student Participation	- Higher speaking confidence - More involvement in discussions	“Videos give students a context to talk about... which boosts their confidence and speaking participation.”	Atiyah & Izzah (2019); Rahman & Ismail (2020); Smith & Jones (2021): Contextualized

No	Theme	Indicators	Teacher Quote	Related Literature
		- Context-based response		materials reduce anxiety and improve communication.

3.1. Theme 1. Interactive and Contextual Learning

The use of authentic audiovisual materials provided real-world language contexts that enhanced student engagement and active participation. This supports Gee's (2013) view that digital tools foster meaningful, contextualized learning. Similarly, Li and Zhang (2022) found that audiovisual aids significantly improve engagement and speaking proficiency in multicultural primary school settings, complementing Gilmore's (2015) findings on the benefits of authentic materials for language learners. This suggests that audiovisual resources, when tailored to the learners' cultural backgrounds and interests, can be effectively adapted for young learners.

3.2. Theme 2. Improved Speaking Competence

The teacher's observation that audiovisual media helped students improve vocabulary, pronunciation, and sentence structure aligns with previous research by Gilmore (2015) and Ardianti (2021), which reported enhanced linguistic competence and motivation through audiovisual exposure. Martinez and Kim (2023) further emphasize the role of interactive digital media in promoting fluency and learner motivation in ESL classrooms. This study adds to the literature by highlighting the importance of dialogue-based videos as scaffolds for grammatical accuracy and sentence structure development.

3.3. Theme 3. Strategies to Overcome Comprehension Challenges

The teacher's use of pausing, replaying, and guided questioning aligns with multimedia scaffolding principles that support cognitive processing by segmenting and clarifying content. Zhang and Wang (2021) found that multimedia scaffolding significantly improves English learners' comprehension and motivation, especially in contexts with varying proficiency levels. This supports Heo and Toomey's (2020) findings that multimedia tools enhance learners' focus and attention. These strategies are effective in maintaining student engagement and reducing confusion, particularly in multilingual and resource-limited classroom settings.

3.4. Theme 4. Increased Student Participation

The increase in student confidence and willingness to participate in discussions reflects findings by Atiyah and Izzah (2019) and Rahman and Ismail (2020), who stress the affective benefits of audiovisual materials in lowering anxiety and fostering authentic communication. Smith and Jones (2021) further show that context-based materials help reduce anxiety and improve communication skills among ESL learners. This study contributes to the literature by confirming these benefits in a multicultural primary school context, highlighting the importance of audiovisual prompts in encouraging spontaneous and confident speech among young learners.

DISCUSSION

The integration of audiovisual media in teaching speaking aligns well with Mayer's (2009) dual-channel cognitive processing theory, which emphasizes the simultaneous use of auditory and visual channels to enhance learning. Additionally, this approach fosters student motivation and emotional engagement, as highlighted by Gee (2013) and Atiyah & Izzah (2019). This study contributes to existing literature by demonstrating the effective use of audiovisual strategies in a multilingual and multicultural primary school context in Southern Thailand, an area that has received limited attention in prior research. Unlike many studies focusing on secondary or tertiary education, the findings reveal that younger learners also benefit significantly from these media when combined with teacher scaffolding techniques. Moreover, by incorporating insights related to student reactions from other studies, this research strengthens the validity of its conclusions and offers practical guidance for language educators aiming to improve speaking skills in diverse classroom settings.

4. CONCLUSION

The integration of audiovisual media in teaching speaking aligns well with recent multimedia scaffolding theories emphasizing the dual processing of auditory and visual channels to enhance learning (Zhang & Wang, 2021). Additionally, this approach fosters student motivation and emotional engagement, as highlighted by Gee (2013) and Atiyah & Izzah (2019). This study contributes to existing literature by demonstrating the effective use of audiovisual strategies in a multilingual and multicultural primary school context in Southern Thailand, an area that has received limited attention in prior research. Unlike many studies focusing on secondary or tertiary education, the findings reveal that younger learners also benefit significantly from these media when combined with teacher scaffolding techniques. Furthermore, consistent with previous research (e.g., Nafiah, 2023), students show increased confidence and participation, strengthening the validity of these conclusions. This study offers practical guidance for language educators aiming to improve speaking skills in diverse classroom settings.

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