

**TEACHING OF ENGLISH AS A FOREIGN
LANGUAGE THROUGH AUDIOVISUAL
TRANSLATION IN PAKISTANI SCHOOLS**

BY

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NATIONAL UNIVERSITY OF MODERN LANGUAGES

ISLAMABAD

JANUARY, 2022

**Teaching of English as a Foreign Language through
Audiovisual Translation in Pakistani Schools**

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B.S English, University of Sargodha, 2017

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF PHILOSOPHY

In **English**

To

FACULTY OF ENGLISH STUDIES



NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Teaching of English as a Foreign Language through Audiovisual Translation in Pakistani Schools** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: Teaching of English as a Foreign Language through Audiovisual Translation in Pakistani Schools

The primary objective of the current study was to explore the use of Audio-visual translational techniques on language production skills of ESL learners in Pakistan. The purpose of the study was to examine the efficiency of AV translation techniques as dubbing and subtitling on language production skills of students at secondary level. To maintain the interest of the students, it was imperative to adopt interesting and novel ways of teaching English to second language learners. For this purpose, experimental groups from grade six and seven were selected via random sampling technique. Experimental group was taught via dubbed and subtitled animations. Interview, ability test, as pretest and posttest, questionnaire and observation were used as data collection tools. The researcher collected data from 60 students of two private schools of Islamabad. Experimental group was taught for three days in a week for a month. The data was qualitatively and quantitatively analyzed followed concurrent triangulation design. Based on the results of posttest and opinions of students expressed via questionnaire, it was concluded that there was positive role of AV translation techniques (dubbing and subtitling) on language production skills of ESL secondary level learners in Pakistani context. The study would guide the teachers about the use of AV techniques. It would be useful for students to learn basic language skills of English language effectively and to strengthen their creative and visionary faculties. It would further provide guideline to policy makers and curriculum designers for effective syllabus design according to personal and future needs of the students.

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LIST OF ABBREVIATIONS

AVT Audio-Visual Translation

DCT Dual Coding Theory

ACKNOWLEDGEMENTS

I am thankful to Allah, without whose blessing I would not have been able to complete this difficult task.

I owe thanks to Dean Faculty of Languages and Head Department of English for their cooperation in the entire process.

I would like to express my deepest thanks and love to my father Mr. Fida Hussain and my mother Tanveer Akhtar who in spite of all the difficulties and hardest times always encouraged my pursuit of this degree. I am really thankful to my brother Syed Umair, my cousin Mohsin Wahid and my friend Saman Afzaal who have supported me in all my years of academic study. I also give my sincerest thanks to my supervisor Ms. Amina Ayaz who has consistently challenged my ideas with the intent of bringing out the best in me. Despite having read through screeds of incoherent sentences, she has always given positive and constructive advice. She has been extremely helpful in times of need; I am sincerely grateful for this. Thanks to the English Department of NUML for offering me the academic and creative space, to bring this thesis to life.

DEDICATION

This thesis is dedicated to my family, cousin and friend for their love, endless support and encouragement

CHAPTER 1

INTRODUCTION

Rapid technological innovations in language learning have led new methods and approaches in language learning. These allow individuals in distant regions of the world to communicate with one another. As the world has become a global village, it has become necessary for individuals to achieve English language fluency in order to prosper and compete in the global market. In the previous two decades, concern in Audiovisual Translation (AVT) with a communicative approach to language learning and teaching has been steadily increased. The Audio-visual aids are not recent educational devices and have its history in seventeenth-century when John Amos Comenius (1592- 1670), a Bohemian educator, as teaching aids used pictures in his book *Orbis Sensuallium Pictus* (“Picture of the Sensual World”), which was illustrated with 150 drawings of everyday life (Drabble, Stringer, and Hahn, 2007). Additionally, Jean Rousseau (1712-1778) and JH Pestalozzi (1746-1827) advocated the use of visual and play tools in teaching. More recently, armed forces have used audiovisual aid extensively during and after the Second World War, During World War II efficient use of images and other visual aids in U.S. armed forces showed the usefulness of instructional instruments.

Audiovisual translation (AVT) training is becoming widespread, mainly due to increasing interest of educational setup in this particular field. It can be considered a reflection of the tremendous impact that audiovisual translated products have in everyday lives. In addition to this, the status of English has grown to the point where individuals of modern societies must be competent in order to excel in their academic and professional pursuits (Muhammad, 2011). However, as authors such as Diaz-Cintas expressed, “AVT is an area in which there seems to have been a chronic lack of expertise amongst trainers to teach it” (2008, p. 5). Applying these techniques (i.e. subtitling, dubbing) in the EFL classroom in Pakistan is to provide students with hands on training by actively creating captions or adding their voice to a video sequence so that they improve certain skills in learning target language.

The communicative approach categorizes the basic skills of learning a foreign language like English into listening, speaking, reading and writing. Skills such as

speaking and writing are referred to as language production skills. They are essential because they allow students to practice real- life situations in classroom. These two abilities can be utilized as a 'barometer' for determining how much the students have learned. (Hossain, 2015). Therefore, these abilities must be appropriately developed and mastered. Many teachers and learners of foreign languages have reported that language production skills are the most difficult skills in the process of teaching and acquiring language (Hossain, 2015).

Writing is a vital skill in English language learning process since it allows people to express their thoughts and feelings. Secondary school pupils in Pakistan need writing abilities for a variety of educational tasks, including completing teacher-assigned writing assignments and final examinations (Dar & Khan, 2015). Because English is a medium of teaching in many Pakistani secondary schools, and resource books and other educational materials are largely written in English (Khan, 2013), students must be able to write efficiently to understand and produce learning at a required level.

In spite of an emphasis on English language in Pakistani schools, “The language learners still face difficulties in almost every area: reading, writing, listening, speaking, vocabulary, grammar...” (Dar & Khan, 2015, p.122). One rationale for this is that skill-based language learning is hardly implemented at school level, because teachers and students are more concerned with completing the syllabus and preparing for board exams than with developing skills. Teachers in public schools prioritize rote learning and employ the Grammar Translation Method (GTM) to teach English. Students memorize the material and use it in their exams. There is very little room for creativity and practical application of English language. Exam anxiety and the competition to get good grades in exams suffocate creativity. The second rationale is English is taught as one of the primary courses in public schools, alongside Mathematics and Science, beginning in kindergarten (even from play group). Pupils from all kinds of backgrounds attend these schools to receive an education, but the number of students from well-off households is falling day by day. Due to gradual decline in quality education in public schools and so-called quality education in private schools, those who are economically stronger prefer to attend private schools (private street schools), even if they have limited resources (Iqbal and Shaheen, 2018)

Speaking skills also play a significant role in English language learning. A

common setting and social context of Pakistan encourages the use of the native language. Similarly, classrooms are traditional in nature, with the main concentration on covering the syllabus beginning in the early stages of education. Majority of time, the syllabus includes activities and approaches that stimulate all parts of learning other than speaking, particularly English speaking. As a result, a majority of Pakistani students are hesitant to speak English fluently. Secondly, because learners are not provided with an organized platform to speak in front of an audience, they are hesitant to do so in other (public) contexts. As a result, a local learner who has had English exposure can learn, read, write, and listen to English, but they are careful, mindful, and reluctant when it comes to speaking English (Ali et al., 2016). It is a fact that learning any language is difficult. Learning a foreign language, in particular, is usually difficult because the learner already has first linguistic features in mind (Ali, Buriro & Charan, 2017). There are various ways through which language can be taught but two major types of screen translation are dubbing and subtitling.

Dubbing is a form of interlinguistic audiovisual translation that implies a complete shift of the source language's soundtrack into target language soundtrack. During dubbing, the focus is on spoken word. Dubbing entails more than just translating a screenplay; it also includes modification and interpretation by actors. The intention behind audio-visual translation aids is to broadcast the language in countries where that language is not their mother tongue. Another significant dubbing aspect is equivalent influence on the target language audience as the original audiovisual product has on the audience of its recipient. Dubbing is therefore geared towards the target audience, which helps the translator adapt the source text that must eventually follow norms of a state or its target language. (Cintaz, 2009).

Subtitling is defined as a presentation of dialogue translation in a film in the form of titles usually at the bottom of image or shot on the screen (Hurt, Widler, 1998). Subtitles usually appear and disappear in correspondence to original dialogue part and almost always are added to the image on the screen later as a result of post-production part. Hence, subtitling is a process of inserting written text that are captions; to an on-screen picture including documentary, a film or TV series.

Chaume (2004) explains AVT as a type of translation that dates back to 1930 and comprises a procedure of transferring linguistic information from one text to another text. Both Danan and Daz-Cintas found that using subtitles helped pupils enhance their vocabulary in their studies. Burstson (2005) discusses the pedagogical

usefulness of video when used as a medium of conducting tasks in the classroom, in addition to its motivational value (p. 89). Sokoli et al. (2011) showed that employing subtitles for learning a foreign language was beneficial to both learners and teachers in their study of 104 learners and 12 teachers. Talaván (2010; 2013) looked into how subtitles could help people acquire a foreign language. Cabrera (2014) did study to find that the effective combining reversed dubbing and with reversed subtitling effectively should be "acknowledged as tools that serve to develop L2 productive abilities and competency of general translation within a cooperative and technological frame of reference" (p. 171). Martnez (2016) investigated relationship between AVT learning and learning of foreign language, and the efficacy of subtitling and dubbing as audiovisual teaching aids to learn a foreign language. Furthermore, Soler Pardo (2017) demonstrated how audiovisual translation can be an effective instrument for language learning, providing linguistic benefits not only in the target language as well as in the source language (p. 183).

According to Soler Pardo (2020), audiovisual content has been shown to be an effective method in order to learn languages (Baños & Sokoli, 2015; Sánchez-Requena, 2016; Sokoli, 2018). One of its several benefits is that it allows students to discover features of cultural exchange in context via multi-media presentation. (Zabalbeascoa, 2013, p. 4). AVT techniques as subtitling and dubbing are widely recognized as useful tools for teaching foreign languages as part of audiovisual translation (AVT), Soler Pardo (2020) explains that subtitles in the target language (TL) can be utilized to build up and to improve vocabulary acquisition (Cepon, 2011; Danan, 2004; Torralba, 2016): Students see what they hear, which improves their language understanding.

The study is an attempt to recognize views and perspectives on the potentiality of using AV translation as a facilitative language learning strategy so as to use this approach as a productive EFL learning strategy that might help language learners increase their language learning outcomes. Numerous studies in the domain of EFL have taken into account the facilitative role of translation in language teaching and learning but little attention has been given to AV translation, that is, students' and educators' perceptions about AV techniques and the practice of translation as a language learning technique. Therefore, the study is going to be an attempt to identify EFL Pakistani students' and teachers' conceptions on the importance of AV translation in language learning. Furthermore, if used correctly, it can complement traditional teaching methods and increase the variety of EFL learning options. The use

of the translation through the active application of AVT techniques has become a recurrent pedagogical combination among language teachers in this regard. Therefore it is believed that if students make good use of the audiovisual element in the classroom, they may learn L2 element in the classroom, they may learn L2 teaching in different ways. It is also understood that AVT's use of L2 didactics makes students self-directed and helps them structure their own learning process and fosters freedom. In the end, it encourages student-centered activities.

Dual coding theory

Dual coding theory (DCT) is a cognition theory developed in the late 1960's by Allan Paivio. This theory shows that two main subsystems are responsible for cognition: one is responsible for language and verbal knowledge and the other for images and non-verbal knowledge. As stated by Paivio that human cognition deals with language and with nonverbal objects and events at the same time and in this way it is unique. In dual coding theory the general supposition is, this phenomena has two classes cognitively dealt by separate subsystems one deals with the representation and processing of information regarding non-verbal objects, the other is specialized in handling language. The processing systems described above, verbal and non-verbal are not dependent on one another by structure and function. It indicates that they are independent in nature and operate on various types of representational units. Representational units are fixed and relatively long-term information regarding objects and events that can be perceptively categorized, both verbal and nonverbal.

They are composed of two units:

➤ **Logogens**

These are verbal elements e.g. spoken or written words and structured according to hierarchies and associations.

➤ **Imagens**

These are mental representations and non-verbal things and have part-whole relationships.

Example for logogens and imagens is

By using a verbal processor a written or spoken word will be processed and as a verbal representation (logogen), it will be stored. On the other hand, sound will be processed by using non-verbal processor and as nonverbal (imagen) it will be stored.

The first activation of either logogens or imagens is represented by representational processing. This level is comparable to simply identifying something as familiar, and it does not imply that learners have fully comprehended it. The stimulus situation and individual differences influence the activation of a representation. The stimulus in reading text would be the text features, whereas individual differences would include reading skills, background knowledge, and instructions, among other things. As a result, the reader's familiarity with the word's visual content and configuration, as well as any triggering effects of context, would play a role in the activation of a visual logogen for a written word. If the visually recognized word was also recognized from speech, the auditory- motor phonological logogen associated with it would normally be stimulated quickly in response (e.g., baseball). All of this would happen in milliseconds, possibly without the user's conscious effort. If the visual word was unfamiliar, lower-level visual and phonological logogens, like as combinations of letters, would be triggered, necessitating more attention and time (for example, base—ball). This could indicate that higher-order processes take place in its identification. A proficient reader, on the other hand, can comprehend and name entire familiar phrases at a glance (e.g., baseball bat).

Logogens and imagens have two types of connections

➤ **Referential connections**

These connections refer links between logogens and imagens. Referential connections allow operations like naming to pictures and images to words to be carried out. For instance, associations of office building as an image or a displeased feeling (both non-verbal entities) evoked by the word office (a verbal entity).

It happens when one system activates the other, for example, when visuals or objects activate words and vice versa. So, referential processing is a type of associative mutualism that contains logogen activation by activated imagens or the other way around. Technology, acquisition of language, education, and creative thinking are all examples of fields where referential processing happens.

➤ **Associative connections**

These are connections among logogens or among imagens. Associative connections are verbal- verbal or non-verbal- non-verbal associations' formations. For instance, the word college may evoke whiteboard or annoyance as verbal entities. Both forms of connections help to shape the complex human memory networks. Furthermore, associative serve as key to the activation of extra information, in representational or referential systems. At this level, the associative links between the verbal system's words (i.e., linguistic units) and the visual system's images get activated.

In addition to this, incoming information that may be responded to, stored, and recalled for later use, through verbal and visual cues are arranged. When retrieving information, both visual and verbal codes can be used. DCT also applies to both verbal and nonverbal information, even when language is the field of study and what is learnt evolves through time as a result of novel experiences. It also provides some insight on how to learn new words. According to Kanellopoulou, Kermanidis and Koulopoulos (2019), as nonverbal and verbal codes are functionally independent, it is suggested that they may have progressively favourable impacts on retention. Foreign language learners who identify new words with sounds or visuals in both modes simultaneously time are more prone to acquire and retain the words than those who only utilize one mode.

Paivio also points out the difficulty of problem-solving. Paivio suggests that combined work of both verbal and non- verbal processing is problem-solving, but if the task is non-verbal and more concrete, the non-verbal processing system's contribution would be more important to the result. For example, a doctor wants his patients to understand numerous nutrients they need to consume. Dual coding theory can help a doctor in organizing information in form of visual representations to make a patient understand the nutritional value. The visual clues can also be aided by verbal labels. The patients' mental representations of various nutrients are stored as visuals and vocal clues. When the patient attempts to retrieve the information later, it is more likely to show up as an image or a word, either separately or combined. The probability of memorizing the material is increased, and learning can be more fruitful.

The dual coding theory advocates that in learning, verbal and graphic material (or simply by encouraging students to create suitable mental images) increases the chance that words prompt associated images. It also implies that it would be easier to

related learning material when it is less abstract. Paivio also elucidates that the ability of learners to elicit sensory images, concrete nouns dominate abstract nouns, and imagery can facilitate the creation of an associative relationship between parts of a pair. Paivio also considers differences between individuals in visual proclivity and capacity. He further explains that students who have difficulties in imaging, for instance, may struggle to recall the passages of text that actually benefit from imaginal processing, may struggle to grasp territory or other temporal facts in a concrete way and may struggle to spell difficult terms, or even accurately print letters.

Furthermore, this theory explicates that learner learn more effectively from words and images combined than from words or images separately. As a result, in cognitive and academic tasks words and visuals should be used simultaneously connected to meaning. A pupil, for example, has stored a stimulus notion of "cat" as both the word "cat" and an image of a cat. When trying to remember the stimuli, the person can choose to recall either the word or the image, or both at the same time. The image of the cat is not lost if the word is remembered and can be recalled at a later or different time. In other sense, combining pictures with text contents creates a seasoning effect that aids in information to recall. By keeping in view these types, the researcher has applied this theoretical framework to analyze the data and to check the efficacy of audiovisual strategies like dubbing and subtitling on students for learning English as a foreign language. According to Macmillan dictionary, EFL refers to the English language taught to people who need to learn it for their studies or their career and who do not live in an English speaking country. In this case, students in Pakistan study English in their own country as part of academic requirements in their school system. That is why the situation represents English as foreign language. Therefore, the researcher has selected the label English as a foreign language/EFL.

Statement of the Problem

There are various translational strategies used in EFL classrooms for learning language skills effectively. Audio visual translation techniques can be used in enhancing improving language production skills that is speaking and writing. Dubbing and subtitling are the two recent techniques used AS audiovisual translation technique. The study endeavors these techniques as reliable tools for teaching language to EFL learners in Pakistani context.

Research Objectives

- To explore various translational strategies used in EFL classrooms
- To analyze the effect that the introduction of AV translation activity has on

language production skills of students

- To find out the implication of learning through AV techniques in an ELT context

Research Questions

- 1: What are the various translational strategies used in EFL classroom?
- 2: How are audio-visual translational techniques of dubbing and subtitling effective in teaching English language production skills?
- 3: What are the implications of learning through these techniques in an ELT context?

Significance of the Study

The study is an attempt to identify EFL Pakistani students and teachers' conceptions on the importance of AV translation (Dubbing, Subtitling) as language learning strategy. Furthermore, it can complement traditional teaching methods and increase the variety of EFL learning strategies options. In this regard, the use of technology by actively applying AVT techniques will become a good technique for the teacher and students of teaching English as a foreign language. Furthermore, this study would help students at elementary level, to develop better language production skills. It would be beneficial for students to make good use of the audiovisual element in the classroom, L2 teaching can be developed in different ways. Considering AVT to be a motivating and engaging tool for the students and as well as for teachers. It creates stronger student-teacher and student-student bond. Use of AV translation typology in language learning classes would help language learners acquire language production skills.

Delimitations

The present research is delimited to the students of 6th and 7th grades from The Spirit School, Koral Campus and Roots Millennium School, B-12 in Islamabad. Furthermore, this study only includes use of dubbing and subtitling as methods of audiovisual translation in EFL classrooms in order to check the efficacy of these audiovisual techniques on learners.

CHAPTER 2

LITERATURE REVIEW

Importance of English language in Pakistan

According to Kumaravadivelu (2003), the English language has introduced in Pakistan due to the colonization (Pennycook, 1998). At that time native English speakers used to teach English to non-native speakers, presenting English language and culture as superior in cultural and political aspect (Pennycook, 1998). The trend has not changed in India, Pakistan, and Bangladesh because most of the English teachers are students of English literature and are influenced by the dominant discourse (Ramanathan, 1999). From then to until now it has attained an established status in Pakistan. It was carried and introduced by the colonizers as a language of civilization to Pakistan. Moreover, it became the most spoken language of the colonies of the colonized nation. Despite the fact that Urdu is the national language of Pakistan, English has gained official, political, and social status since the creation of Pakistan. Moreover, the English language has a central part in every aspect of Pakistan. Furthermore, its status has been continuously evolved. English language has started making its place in many other setups such as judiciary, education, and politics. It has gained the status of an official language of written documents in Pakistan. Besides, it has become the medium of instruction in educational institutes as well. It is not only restricted to education but it is also perceived as a coupon for better employment and high social status in Pakistan (Manan, David & Dumanig, 2015). English is necessary for attaining social status, measuring intelligence, and getting good education. For professional, social and academic life, people from all the fields assess English to be the most essential medium. Its significance can be seen in private and public institutes where through English competence people earn their status. English is therefore, regarded as a medium of individual and social growth. Hence, due to the diverse status of the English language in Pakistan researchers are urged to research over the techniques and learning aids that might enhance learner's ability to learn English language without any hurdle. Therefore, the present study has tried to investigate the audio-visual aids that help them to improve their language production skills.

English language inherent dominance over other languages, which is called cultural inequality by Phillipson (1992). Several studies (e.g., Rahman, 2005b; Tamim, 2013, 2014a) showed that English is regarded more prestigious than other local languages, in higher education and in the workplace in Pakistan. Explaining professionalism, Phillipson says that English Language Teaching emphasize on the technical features of language teaching rather than the societal issues accountable for the supremacy of English.

Blommaert's (2010) concepts of scale and pretextual gap, in which the differences in English instruction are not limited to the grammatical aspects of language only, such as spellings, tenses, and sentence structures, but also include the use of language for practical purposes. This trend has enhanced the phenomena of the English language learning in Pakistan.

English instruction in the elite schools in Pakistan focuses on developing comprehension, creativity, and critical thinking for students, which develop the problem-solving skills of students and help them in social mobility. Hence, elite school students' linguistic resources are transferable along geographical and time boundaries. Meanwhile, English instruction in general schools is limited to word spellings, limited grammatical roles, rote memorization of the materials, and translation from English into Urdu and vice versa.

Importance of Language production skills in learning language

Although most education systems do not have a standard curriculum, speaking skills have been observed to be a vital skill for a learner's progress in life. Learners frequently assess their language learning achievement based on how much they believe their spoken language ability has increased. According to Matin (2011:p.237), a person's fluency in speaking is a reflection of his or her linguistic competency. Students that can verbalize their views and beliefs have been reported to be more effective learners. Students who do not have appropriate speaking skills will experience lifelong consequences as a result of their incompetence (Wilson 1997; in Smith, 2003: p.3). The ability to communicate in English is equally vital in the development of reading and writing skills. While reading and writing, we apply what we have of the language orally, as Rivers explains it (1968: p.20). From casual

conversation to serious public speaking, speaking ability is essential. Talking, according to Wilson (1997: p.9), can be done to interact with others, discover and interpret the world, and disclose oneself. Fluency in English is very important for professional purposes in Pakistan, such as international trade, diplomatic professions, and higher education (Matin, 2011: p.237). Young people desire to work in English-dominant societies, where the presentation skills of an individual and fluency in English are the most desirable abilities. After finishing Higher Secondary schooling, learners are expected to converse in English at the tertiary level, particularly at universities, where the majority of lectures are offered in English. Aside from students moving overseas for higher education or to earn a living, the ability to speak fluently is the most significant skill for them (Matin, 2011: p.238).

In written mode, writing is the most productive ability. It is more sophisticated than it appears initially, and it frequently appears to be the most difficult of the abilities, even for native speakers of a language, because it entails not only a pictorial display of speech, but also the formulation and presentation of organized thinking. Writing is one way to add variety to classroom activities. It gives a learner with tangible evidence of his accomplishments and allows him to track his progress. It reinforces their understanding of vocabulary and structure while also complementing their other linguistic abilities. Writing, together with speaking, is among the four language abilities that is classified as a productive skill because it involves creating rather than receiving words. These two abilities are fundamentally diverse in a variety of ways. Textual, structural, socio-cultural convention, style of usage, and learning approach are among the domains where variances exist. In terms of communication environment, writing differs slightly from speaking. Speaking is usually designed for face-to-face interaction between the audience in presence, but writers utilise writing to convey and transmit their thoughts to readers who are distanced by both time and place. As a result, a better and more thorough message is required. To put it another way, when people interact orally, they can employ a variety of phonation elements such as pause, pitch and rhythm, to elicit feedback from their listeners. Those features of speech, on the other hand, do not present in writing since the communication context is established only by the words, with no actual interaction among the writer and the reader. The distinctions among both speaking and writing are obvious by viewing the language attributes. Distance, vocabulary, permanence, complexity, production time, orthography and formality are some features that make a distinction between written language from spoken (Brown: 1994).

Teaching Speaking Skills

According to Robert S. Brown and Nation, children should be given both form- focused and meaning- focused training. Form- focused Speaking entails a great deal of research into grammar, pronunciation, and vocabulary. This tier is appropriate for newcomers. A basic, helpful phrase or sentence, such as greetings, simple inquiries and responses, or personal details that are easy to memorize, is an efficient technique to begin teaching foreign languages. Repetition drills can be applied to improve these skills. Teachers can use repetition drills to modify the speed, the student who is to speak and repeat, the content of the speech, and how the substitution is chosen. In meaning- focused, speaking refers to the level of communication in which the focus is on the message being conveyed. The activity improves students' ability to communicate. R.S. Brown and Nation propose a few options in this regard. The teacher introduces new vocabulary or grammar (based on form- focused education) and then gives the students to practice. Before beginning communication, students usually work in groups or teams to plan the activity. Learners can benefit from each other's experiences in this exercise. Topics for discussion are assigned to the pupils. They may study it as homework, using dictionaries or a reference text, and then presenting their work. Oftentimes, graphics or written texts accompany the activity. They emerge in sorting or problem-solving activities where the text offers crucial information about the issue, for example. Numerous speaking tasks require students to pose questions to one another. Every learner obtains distinct material for performing the action, which is the style of these assignments. G. Broughton and his colleagues, on the other hand, categorize speaking activities as follows: controlled oral work, guided oral work and free oral work. The discussion is included within the authors' controlled oral work. Dialogue has the benefit of being able to be used for regulated, directed, or unguided activity. The dialogue can also be used for every level, beginning with the elementary level. Starting the first lesson, students practice mini-dialogues in couples. Drills (similar to R.S Brown and Nation's opinion) can help controlled oral work, particularly

replacement drills, which are extensively employed. Drills have the advantage of practically eliminating errors and allowing pupils to talk more freely, which is especially useful at lower levels. Substitution drills, according to G. Broughton, show so much more explicitly to the class that this is not just technical drill but language practice with a visibly displayed communicative function in a true setting in which the learner can discover himself. (Broughton, p.81). Furthermore, the goal of guided oral work is to provide students some independence while also allowing them to practise what they've learned. Making mistakes while learning is accepted as a normal part of the process at this point. The writers incorporate role plays in their list of guided oral work. Students can acquire some useful phrases for everyday use, for example, shopping in the supermarket. Moreover, not just a role-play but also building up a dramatic play of the situation is another technique how to practise speaking abilities in a supervised way. Free oral work is the final step in which the pupils should be capable to produce such an extent of language that they would be capable of expressing themselves. This stage is common among advanced pupils. The teacher's goal in this phase is to provide situations and stimuli that encourage all pupils to participate actively in communication activities. Visual stimuli - films, photos, maps, cartoons or photographs that are inspiring for discussion beginners - are what the writers intend by stimuli. Written words - journals, newspapers (great for developing reporting skills), leaflets, educational books, etc. - and aural stimuli - audio on CDs or cassettes - are two more types of stimuli. In addition to games and puzzles, games and puzzles play a significant part in training speaking abilities. The authors also recommend group work as a useful technique for free oral production practices. The majority of the approaches are initially prepared in pairs and then presented back to the class; as a result, it is automatically less instructor control and more pupil-centred. (Broughton, p. 83). So there are a variety of exercises that can be utilised to develop the skill of speaking. The authors adopt a similar pattern: start with lower-level drills to familiarise students with meaningful words or idioms, then move on to exercises that push pupils to articulate themselves and develop as much language as needed.

Teaching Writing Skills

According to Richards and Rodgers (2001), there are four essential stages to teach writing. Planning, drafting, revising, and editing are the steps involved. Different learning practices that can enhance the learning of specific writing skills are recommended for each stage. Teachers, for example, might assist students in improving their writing skills in producing ideas by providing activities including rapid free writing, brain storming, and clustering during the planning stage. Planning is a pre-writing or writing exercise that encourages and motivates pupils to write. The goal of the writing tasks is to urge students to write down their ideas, the activities must be organized to give them writing learning experiences, like brainstorming and so on. During the drafting stage, students will concentrate on writing fluency and will write without paying close attention to the correctness of their writing. Students must concentrate on the subject and meaning of the text during the writing process. Furthermore, students may be pushed to present their thoughts to a variety of audiences, including friends, classmates, and others. The students go over the material again and again to see how well they've expressed their thoughts to the reader. Revising is more than just correcting grammatical problems; it also involves improving the content and organization of ideas so that the writer's goal is more evident to the reader. The students are concentrating on polishing up their work as they create a final draft to be examined by the teacher during the editing stage. The students' major activity at this stage is to correct their problems in grammar, punctuation, phrases, spellings and diction. To summarise, because it acts like a wheel, the order of the stages cannot be split. Every step of the creative process will work together to assist students in crafting the text.

There are many different types of writing tasks that can be used in the classroom. Students might use writing to express their dissatisfaction, express gratitude, request and provide information or guidance, and prepare job applications. The teacher can use photos, start a storyline and invite students to finish it, or utilise a personal incident in which the student felt happy, unhappy, astonished, shocked, or something similar. In addition to improving writing abilities, keeping a diary is a vital writing practise. Students must present an argument, logically articulate points "for" and "against," and produce a conclusion paragraph. Instructions are also a crucial part of

the process. A recipe, directions, replacing a wheel, cooking a meal, making a cup of tea, mending anything, or asking for a visa are just a few examples. For young students, dictation has a relaxing effect. It is indeed helpful for teachers who are short on time and require to dictate a piece of text for a reading skills class. Students might also be requested to dictate to one another, focusing on pronunciation and skills of listening language. Dictations are useful for spelling since in English, there is no clear relationship between how words are written and how they sound. Here are some additional suggestions for learners of various levels. At elementary or beginner level can write descriptions (of your house, family and friends, your job, a location, and so on); at an intermediate level, problem pages; short biography of self, family member, or historical figure; emails to friends, etc. Advertisements, film and book reviews, star signs, magazine interviews, quizzes and riddles, and other such items can be used as a material for practising writing skills. Letters to the editor, essays/articles arguing and supporting a point of view, research papers, and other advanced topics are for advanced learners (Hossain, 2015)

English as Foreign Language Learning and Teaching

As English language has become a global language so its scope has been increased in Pakistan as well. This is due to the learners' desire to learn English as a foreign language to cope with the advancing world. Some of the aspects of English language learning are discussed in the preceding paragraph.

Rod (1994) has explained that foreign language learning is a conscious process in which the learning of another language except the first language takes place. Generally, the term foreign language learning is described as any language learned in addition to the native language (Rieder-Bünemann, 2012). Moreover, foreign language learning occurs in natural setting as it is learned while using foreign language in natural environment. The term learning and acquisition are treated as similar concepts in literature. So, one should know the difference between these terms. Ellis (2008) has made a clear distinction by explaining that acquisition means learning through experience whereas learning requires measured, conscious and continuous efforts. He has explained these terms as acquisition, which means a more

or less unconscious process of absorbing language, and learning, which most of the time means a conscious process of getting the ability to perform a foreign language. So, there might be a need to investigate more ways that make this conscious effort of learning a language more easily and effectively to foreign language learners. Therefore, this study has tried to investigate which learning aids can help learners to better learn the language.

Foreign language learning is not a simple phenomenon rather it is a complex one. There are various factors that affect this phenomenon. Learners vary on their rates of learning such as age is one of the crucial factors in learning a language. Keeping in mind the learning habits of the learner's teachers should use such learning aid which helps them to better learn the foreign language. It can be seen from the above- mentioned literature that language is a complex phenomenon so conscious efforts are required to impart the language to the learners. There is a need to draw some efficient techniques that helps learner to foster their learning ability. Therefore, this study has tried to investigate the learning aids which might help the learners to become better learners.

Understanding another language can mean find a suitable job, gain good education, become able to contribute better and actively in the progress of country, become able to relocate to other country, broadening one's literary and cultural prospects, expressing one's political or religious beliefs, and having the opportunity to converse with people while on vacation in another country. A foreign language has an impact on people's careers and future prospects, as well as their lives and personal identities. In a world where most people speak more than one language, learning and using a foreign language is important to millions of people's daily lives; monolinguals are becoming nearly extinct. The task of assisting people in learning foreign languages more efficiently in the twenty-first century is important.

Translation and technology are the tools which are used in teaching- learning process of L2. Translation is a helpful tool in foreign language learning. Guerra (2014) aimed to condense and survey the contentions that empower the utilization of translation in the target language learning, supporting the reconciliation of a few types of translation and to examine the learners' response to the translation. Results showed that learners' perceptions were shockingly positive for a few reasons: translation is

one of their favored language learning errands, it is persuading, it encourages a more profound comprehension of the structure and substance of the source language content, it builds students' attention to the contrasts between both semantic frameworks, it permits them to re-express their considerations quicker and simpler, and it causes them gain phonetic and social information.

Globally the scope of ELT has changed significantly, in recent years and there has been a rising demand for qualified English language teachers and for language programs. So, the skills of English language and proficiency required by today's competitive world can be provided to learners. English teaching in many countries has a large portion of the educational services offered, and English is not simply a neutral asset that provides equal opportunities to everyone.

English is often 'ensnared by an ideology that positions English as a language which everyone must know' (Cozy, 2010: 738), as one writer says, for the sake of the few it is a language that must be learned by all. In an interesting study, Sayer (2010) within the Mexican city of Oaxaca, investigated the social implications of English, as mirrored in the use of English in product brands, shop names and street signs. In that way, he found six key points or 'ideas' that English reflects:

- English is complex and advanced.
- English is style.
- English represents you cool.
- English is sexy
- English is used to convey love.
- English is for subversive identities to be articulated.

Some describe the attraction of English as representing imagined communities of English speakers that the learner may wish to join (McKay & Bokhorst-Heng, 2008). This was the focus of an interesting study by Lamb (2004), who explored the idea of what English represents in the minds of a group of Indonesian learners of English. In their opinion, it was not relevant to any specific geographical region (like the Great Britain, Australia or United States) or any distinctive cultural group (like Singaporeans, Canadians or New Zealanders), but rather to foreign culture in their minds. This concerned democracy, foreign business, advancement of technology, industrialism and capitalism, tourism and trips abroad, as well as the worlds of

sport, trendy music and fashion.

The increasing popularity of content-based teaching, or CLIL (Content and Language Integrated Learning), as it is known in Europe – that is, the use of English language to teach some school courses. This is another factor that is likely to further solidify the spread of English. In Central and South America, this is commonly known as bilingual education. School subjects may be taught in English beginning at high school and continuing at university. And, just as English- medium education was important in developing local variants of English in nations such as Singapore, India and Nigeria, it may be expected that teaching content subjects in English will generate students who speak English competently but with distinct local features.

English Language Teaching Methods

Many studies have been conducted regarding teaching methods of English as a foreign language at different levels of education especially in bilingual programs all over the world. The researchers have explored different aspects of it such as which language teaching method should be implemented, organizational issues, issues related to language choice and use are investigated. The researcher tried to list some of them. After reviewing the studies, the researcher has found her research gap.

English language teaching method has been proposed all over the world because it has become a global language and there is a need to improve this language qualitatively. Direct method has been used to teach English Language that are studied in various dimensions as Nawab (2012) investigated the English language teaching method at secondary level of education in a remote area of Pakistan, Chitral and found that the translation method is ineffective for teaching- learning process which needs to be reformed by the instructors. Khurshid, Gillani, Jabbar, Noureen (n.d) investigated the perspective of teachers about using a suitable method of teaching English at secondary level. 127 teachers were selected from different male and female schools and a questionnaire was filled to complete the investigation. The findings of the study suggest that Grammar Translation Method (GTM) is common method of teaching English language as compared to direct method. Some of the schools adopted the eclectic approach. It was also concluded that audio lingual method is less adopted method in government secondary schools of Pakistan. It is also discovered

that there is a difference in the teaching methods of male and female schools. Awan and Hiraj (2016) compared direct and translation method at secondary level of education in Pakistani context through structured interviews. The researchers found that GTM is preferred by the teachers but single method could not produce the wanted results. Another contrastive research is conducted by Usman, Ayoub and Awan (2018) on the use of Grammar Translation Method and Direct Method in teaching foreign language at secondary level in District Vehari in Pakistan. The research findings show that the GTM is used more than direct method.

Current Methods used in English Language Teaching

Another dimension is now included in current language teaching methodologies and processes. Major improvements in language teaching are getting developed as innovation advances. Language educators are now embracing a variety of broad media tools to aid in language teaching process. In addition to course readings, language instructors most often use related visuals, clasps of sound, recordings, power- point slides, banners, and other materials in the halls of language study. Mamun (2014) studied the effectiveness of audiovisual tools in learning target language on the higher education level has been shown in Bangladeshi context and found that it is helpful in diverse ways on which teachers and the learners agreed. Mathew and Alidmat (2013) led an investigation on the value of media that helps in ELT in Saudi Arabia background. In their examination, they investigated how the utilization of broad media helps the language educator in EFL study hall at undergraduate level of study. They found that using broad media in language teaching is useful for educators as well as learners. Both make sure that it makes the class intriguing and viable. A relevant research conducted by Ozaslan and Maden (2013), established a view that if teaching method are accessible to the learners through some visual tools students could learn better. Ebubekir Bozavli (2017) investigated the effects of conventional and audiovisual methods on leanings of students and the vocabulary development in foreign language. The study was conducted on undergraduate and graduate students. The students were divided in two groups to perform the experimental research. Audiovisual method was used on one group while conventional method is used to teach the other group. The result shows that student learn more efficiently by audiovisual method as compared to conventional method. It

was because of the use of the AV method during the class that enhanced the learner proficiency in his/her learning ability.

Advantages of AVT in Foreign Language Teaching

Recent research into the use of AVT approaches in teaching foreign language has shown that they can improve the potential of daily lessons. Sherman (1945) discusses the advantages of using authentic video in the classroom. This writer advocates using film sequences to enhance foreign language and even suggests using film scripts in the classroom. Many authors have claimed in past few decades that using video has a very good and stimulating effect, providing diversity and entertainment in addition to its teaching function (Brooke, 2003; Dubreil, 2003; Biegel, 1998; Allan, 1985). Because of the advancement of Information and Computer Technology (ICT) in recent years, language teachers have become increasingly interested in AVT (Daz Cintas, 2012). Presently, the availability of a wide range of multimedia resources expands the options, including DVDs, multimedia devices, and the internet. In their publications numerous authors point to a number benefits in using AVT in EFL. (Danan, 2010; Maley and Duff, 2005; Brooke, 2003) indicates the interconnectivity of the language in a natural manner; attentive listening as an integral aspect; the involvement of verbal and non-verbal communicative elements; communication with the real world without leaving the classroom because the language is made available in a specific way; the enhancing of self-esteem and confidence because the obtained input is multisensory; the enhancing of self-awareness and awareness of others; the focus is on the learner while the role of a teacher is one of instruction; the incorporation of the language in a natural manner; the wide range of competencies and learning areas that can be cultivated utilizing a single form of AVT, or multiple types at once. As a result, it is thought that language teaching can be improved in a variety of ways provided students make appropriate use of the audiovisual feature in the classroom. It is also recognized that using AVT in teaching methodologies of foreign language allows students liberty and creativity, assists them in organizing their own learning process, and develops independence. In the end, it encourages student-centered activities (Jones, 2007). Dubbing favours the incorporation of theatre techniques in the classroom with no need to act in front of an audience because dubbing involves observation, gestures,

spoken, visual aspects, and foreign language, (Maley and Duff, 2005). As a result, there are a plethora of advantages to incorporating AVT approaches into EFL classrooms.

Some More Studies

In context of Pakistan, Mohammad, Masum and Baksh (2017) investigated English language teaching practices at secondary level of education in Lasbela district of Pakistan. Classroom observation and interviews were conducted for the data collection and analysis showed that the translation method is the priority of teacher-centered method of English language teaching which is not beneficial for the language development of the learners and there are many factors for the selection of this method such as crowded classrooms, poor infrastructure, etc. Teevno (2011) examined the challenges in English language teaching and learning process at secondary level of education in Pakistani context through questionnaire and found that the teachers are not trained to meet up the learners' needs and teaching method is not up to the mark.

Learners' beliefs about the use of translation are also studied as Liao's investigation (2006) investigated the role of translation in Taiwanese EFL students as far as their learning convictions about utilizing translation and their principle learning systems where the learners demonstrated that translation played a positive role in their English learning encounters. Creeks Lewis' overview (2009), reports students' uplifting mentalities towards the utilization of their local language in the EFL learning situations in Mexico. After EFL course, members composed their observations and demonstrated positive reaction to the consideration of the L1 on the grounds that it had been valuable to their unknown dialect learning experience. According to an international survey conducted in 89 countries about the English language learning and the trainers of English language it is revealed that teachers are not specially trained for the purpose. The findings showed that the issue is common in the whole world not confined to mere one or two countries (Emery, 2012).

According to Ahmad and Bukhari, (2011), the students from the schools that are under the problems faced by provincial governments in learning English as a foreign language are greater than those faced by the federal government. Ali, Ahmad,

Manzoor, and Naseer (2014) did a similar study that elaborates the students' actual difficulties in acquiring conjunctions, verb forms, prepositions, articles, narration, sentence structures, and comprehension of reading. According to studies, English language learners have difficulty recognizing sounds, pronouncing words, and expressing ideas. All these studies help the teachers to be aware of the problems of the students while learning English as a foreign language. Teachers must portray themselves to learners as role models. (Akram & Qureshi, 2012).

Another research study was conducted by Bilal et al (2013) in which it was revealed that the students that are from rural areas lack confidence in speaking English even at secondary level. According to Songsiri (2007), the teacher is the one who is the reason behind the problems that the students are facing in learning English. "As a result, knowing theories regarding psychology, learning of adults, styles of styles learning, and teaching of language is essential for a teacher" (p. 6). Nonetheless, learners must acquire English in order to clear examination, and the system of institution ignore the performance of the students while speaking and there are no exams to test the oral skills of the students. The researcher also recommended revising the syllabus and the examination system to help the students learn English as a foreign language. (Watkins, 2007). Littlewood reveals that the authorities based learning hinders in student performance. This mode of learning is traditional and needs to be revised. Active participation of the students helps in the learning process. (Littlewood, 2001). Learners lack the autonomy to start certain subjects of their own choice in order to improve their skills, knowledge, and involvement (Xie, 2009). Usually, translation technique is observed in the schools to teach the students English language and teachers do not try to put efforts to make their students learn as they are not willing to take a chance and devote additional time and effort to extracurricular activities. Learners rely on the translation approach, which is relatively simple and effective in developing language abilities (Stern, 1983).

A few teachers use AVT tools to help their students to learn the language more effectively. A few teachers employ audio visual aids to help their students learn the language faster. A well-equipped classroom of English language learning via AVT tools is more conducive to language learning success. Visual aids have been shown to boost the efficacy of teaching and learning environments in studies (Joshi, 1995 & Vissa, 1994). They revealed that AVT tools are helpful for the teachers and also provide stimuli for the students so that they sustain their learning activity. The use of

AVT tools makes language learning as pleasurable task. Ranasinghe and Leisher (2009) point out that the use of technology enhances the learning of the students. They facilitate learning by giving exposure to native speakers' correct pronunciation and interesting conversations between them. Gilakjani (2011) identified the problems of foreign language learners in classrooms which includes the lack of motivation to speak and less exposure to English language to learn the pronunciation. These issues can be solved by introducing Audio visual aids in the classroom.

Wilson (2001) examined different trends of using visual images in the foreign language classroom with learners. She concluded that the use of visuals enhances language learning on one hand and increases the use of target language on the other. Same findings was reported by George, Sheth and Sonar (all cited in Vissa, 1994). Warschauer and Meskill (2000) studied three case and investigated that how the syllabus and the process of language learning are reshaped by the use of new technologies. The use of audio- visual aids helps learners to have a good command on foreign language in less time. The above mentioned studies demonstrated the importance of using audio visual aids in different parts of the world and the benefits by their usage. Although the term, audio visual, is not new in Pakistan but the usage is increasing day by day.

Dual Coding Theory

Dual coding theory (DCT) analyses human behavior and experience in terms of a dynamic associative mechanism that relies on a large network of modality-specific nonverbal and verbal or image-based nonverbal and verbal signals.

Dual Coding Theory (DCT) (Paivio, 1971, 1986) is a scientifically valid explanation of the mental processes that underpin human behaviour and experience. DCT, on the other hand, depicts the psychological function as a result of the simultaneous effect of verbal and nonverbal mental processes that are fixed for the operation of linguistic knowledge and images. DCT conceptual processes and associated practical occurrences are crucial and essential for several aspects of motor skills, human cognition and other psychological realms. This idea suggests that the theory provide a useful foundation for a generic pedagogical psychological model, as well as help to improve current attempts in the development of mental functions to characterize

educational occurrences.

According to DCT, theoretically distinct verbal and nonverbal symbolic modes are equivalent to mental images and retain the properties of the concrete sensory motor processes on which they are based. The verbal system consists of auditory, modality-specific visual, articulatory and verbal signs (for instance, representations for terms like anxiety, learn teacher, text, livre, algebra, book, strategy as well as school). The word-like codes that represent concrete objects, events, and abstract notions are known as arbitrary symbols. For example, the English words "book" and "text," as well as the French word "livre," are arbitrary linguistic labels for the same item. Verbal symbols retain their individual and distinct meanings when connected in hierarchies or even other associative structures. That is, a term like "livre" may be related to its English translation "book" and used in the phrase "Livre is the French language's translation for book," yet the terms have different meanings. Furthermore, language meanings are understood in a logical order. For example, thinking about the phrase "Livre is the French translation for book" implies that the words are related in a sequential manner. A verbal description of a classroom setting or occurrence, on the other hand, necessitates a sequential manner. Images for forms particular to the modality (e.g., a chemical model), acoustic sounds (e.g., a school bell), behaviour (e.g., pulling lines or tapping buttons), emotion-related skeletal or instinctive experiences (e.g., clenched fist and pounding heart), and other non-linguistic items are included in nonverbal interpretations.

DCT's Educational Applications

The emphasis on initial development of the nonverbal system as a basis for subsequent cognitive skills including language, is an important practical feature of the DCT developmental analysis. Sensorimotor events with actual things and events provide the foundation of early development. As a result, cognitive development is influenced by the richness of initial nonverbal events, which are becoming increasingly linked to the language experience required for the growth of the verbal side of a complete dual-coding mind. A significant implication finding is that a disproportionate initial concentration on linguistic experience comparative to nonverbal learning will not foster cognitive maturation as effectively. The DCT

study is compatible with general theories and findings on the impacts of early exposure on brain and behavioral development. The early visual experience is necessary for the formation of appropriate perceptions and increases brain adaptability, which helps learning and memory later in life, according to Hebb (1949). These viewpoints impacted animal and human studies in the 1950s and 1960s, which revealed that enrichment of early experiences resulted in physiological and structural brain alterations, as well as stronger learning and memory. Adult rats and humans, on the other hand, showed the same experience-induced brain alterations. Furthermore, they are domain-specific, thus early musical experience, for instance, causes development in brain areas specialized in musical skills. There is also a corresponding focus in the recent No Child Left Behind (NCLB) ACT, which facilitates teaching phonological awareness, vocabulary, fluency and comprehension skills, with almost no emphasis of anything else, as stated in the late Michael Pressley's final public address (Pressley, 2006, pp.7-8). More particularly, the DCT prescriptive concepts of supporting the development of verbal and nonverbal processes by concretizing intangible verbal information on the one hand and articulating to tangible information on the other are obvious.

Improvement in Reading Skills

When concrete words are combined with corresponding visuals, early learners start reading concrete words by visual considerably quicker than when the words are associated solely with their pronunciations. In both youngsters and adults, concrete linguistic material improves reading comprehension and retention. Concrete advance organizers (e.g., brief written texts read before other materials) help students understand and remember what they're learning. Such finding mirrored the varied implications of concreteness-evoked visuals and dual coding to the meaningfulness, retrievability of information in text and memorability are probably reflected in these findings. Reading comprehension and vocabulary learning are improved even more when students are instructed to construct images while reading. Combining visuals, mental imagery, and verbal elaboration is significantly more beneficial in helping students from elementary school to university level to comprehend and learn language from text. Purnell and Solman (1991), for instance, found positive effects of text and graphics on the high school students' comprehension

retention of technical subject, which is compatible with DCT. Mayer (1999, 2001?) provided some suggestions about multimedia learning based on these findings: (a) use images and text instead of text alone, (b) present images and associated words or narrations in space or time close together, (c) reduce unnecessary details, and (d) present text in animations as speech instead of on-screen text (probably to minimize modality-specific intervention). These suggestions are in line with DCT's practical applications.

Composition in Writing

Students' writing is more understandable and remembered when they use tangibility, picture and dual coding. Arrangement and morphological fluency of writing are improved using verbal associative methods such as listing important terms that could be utilized in writing on a topic and practice writing by combining phrases and sentences.

Literacy Remediation

Literacy remediation is a programme that teaches students how to read and write again. Remedial education for learning challenges, methods that involve dual coding concepts used in learning. All of the technologies can be classified as augmentative aids because they are used to enhance standard classroom education in terms of methods. Nonverbal cues are used in all of them, and some even stimulate the use of imagery. Learners must be able to identify printed words prior to the comprehension of meaning, therefore remediation typically concentrates on decoding. Tests that demand reading texts or labeling letters loudly are used to assess decoding abilities. Comprehending what words and text mean is required for comprehension assessments. The fact that decoding and interpretation are not highly connected is significant. The tests are statistically clustered under two main criteria (with subcategories within each). Some high- functioning autistic people (those with Asperger's syndrome) are "super lexics," meaning they can read out loud extremely well but don't grasp what they're reading. Lindamood-Bell Learning Processes is a private remedial education firm that has created reading curricula that complement DCT (e.g., Lindamood, Bell, & Lindamood, 1997).

Phonological recognition is taught by linking phonemes with motor activities, mouth imagery, and descriptive names (for example, "lip poppers" for /p/ and "lip poppers" for /b/). Colored blocks are used to teach the placements of phonemes in words and larger sequences. Comprehension is delivered using a picturing and verbalizing method that is specifically linked to DCT (Bell, 1991). Learners are encouraged to explain their images in greater depth as the imagery is gradually built up to increasingly large text segments—words, phrases, sentences, and texts. Visualization and verbal elaboration are used to cope with higher level comprehension such as reasoning, prediction, and appraisal. As a result, this teaching strategy teaches students how to use imagery and dual coding to concretize text as they read. A multi-school come up with a way of intervention programme that stressed Visualization-Verbalization processes provided the best evidence for the Lindamood-Bell approach's efficacy. Students in grades class 3, 4, and 5 of poor reading performance schools in the Pueblo School District in Colorado improved considerably as a result of the intervention, and the schools subsequently exceeded other comparable Colorado schools in reading assessments (Sadoski & Willson, 2006). It demonstrates how kids who started in grade 3 improved over time, indicating that DCT-related instructional strategies are effective with 8-year-old. Visualization-Verbalization has been utilized effectively in clinical settings to enhance multiple reading test scores with kids as young as six years old.

Mathematics

A general framework of number processing was developed by Clark and Campbell (1991) based on dual coding processes. The theory highlights the concrete grounding of number concepts as well as the contributions of associative processes and imagery in carrying out numerical operations. The core dual coding approaches have been employed in arithmetic learning for many years. Children begin to name numerals and later their meanings by relating them with sets of items or pictures. They acquire concrete addition, subtraction, and multiplication by adding or subtracting marbles from a pile. They actually calculate, which comes from the Latin term calculus, which refers to little stones used in abacus calculations. By repeated memorizing of addition, subtraction, and multiplication tables, the related verbal

number associations are learnt by children. Extending productivity to large numbers and columns of numbers necessitates additional operations such as carrying products and so on. Learning fractions depends on a foundation of division knowledge, which is learnt through tangible examples that are then translated into verbal/numerical procedures. All of these abilities necessitate the creation of increasingly extensive and diversified representations (logogens) for number names and operators (quick production of "three times two equals six" necessitates activation of a sentence-length logogen), as well as imagens of arithmetic. Rods of various lengths and pigments (Cuisenaire & Gattegno, 1954) have been used to teach subtraction, addition, fractions, and other concepts because they reflect abstract connections and can be easily controlled and pictured by children. Transforming equations into geometric shapes simplifies Algebra. To summarise, effective mathematics education is dependent on the proper concretization of abstract signs and connections (Skemp, 1987). JUMP (Junior Undiscovered Math Prodigies) was founded by mathematician John Mighton (2003) for elementary school pupils who were having trouble understanding mathematics in their classrooms. The approach entails the methodical concretization of mathematical conceptions and processes, many of which are common to all teachers (e.g., the usage of "pie" charts and box diagrams). What makes the JUMP programme unique is that the operations are taught in a systematic manner, ensuring that each student learns the operations before proceeding to a more difficult one. Individuals and entire class of pupils categorized as slow learners outperformed in mathematics following the JUMP approach, according to empirical findings.

Some research used a crossover design with repeated measurements within subjects and included both quantitative and qualitative data analysis. The findings showed statistically significant changes in performance of student, favors the virtual manipulation approach for fraction concepts. An analysis of learner conceptions revealed graphical and numerical linkages amongst student works, implying that the multi-representational depiction of the fraction addition process facilitated entangled information coding systems.

2.10. Conclusion

In the light of above literature review it has been observed that various researches have been conducted on teaching methods. Previous researchers, as noted above, have tried to investigate which teaching method should be implemented in the educational system for teaching English. Moreover, researchers have also investigated

the significance and disadvantages of the grammar-translation method, direct method, and audio-lingual method. However, in Pakistani context English language teaching with the use of audio-visual translation technique at the secondary level has not been given much attention. For this reason the researcher analyzes the effect of the inclusion of audio-visual translation methods on language production skills of the learners of sixth and seventh grades. The present study has used dual coding theory as a theoretical framework to investigate the impact of audio-visual translation (dubbing, subtitling) on students' language production skills. The application of the dual coding theory along with these translational techniques have yet not been explored in the chosen Pakistani context.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

As mentioned in first chapter, this study explores teaching of English as a foreign language through types of audiovisual translation methods; dubbing and subtitling in Pakistani elementary schools. This chapter presents the theoretical and methodological framework of the study. Theoretical framework is grounded in Dual coding theory by Allan Paivio (1960) concerning the combination of verbal and non-verbal information as an attempt to explore the impact of audio-visual techniques on the language production skills of beginners in Pakistani context. Methodological framework discusses the method of data collection and analysis used in this research. This chapter also presents an account of research instruments employed sampling technique, materials used in the study and limitation of research.

Research Approach

This research has followed quantitative as well as qualitative approach. “Quantitative analysis deals with data in the form of numbers and uses mathematical operations to investigate their properties” (Walliman, 2011, p.113). Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research. Using these approaches, data from students of 6th and 7th grade of The Spirit School Koral Campus and Roots Millennium School B- 12 (Islamabad) has collected and analysed.

Research Design

This study has adopted exploratory and at the same time experimental research design which aims at providing insights into explaining new things in detail (Bhattacharjee, 2012). Furthermore, this study has followed the concurrent triangulation design to collect and analyze data. This design is ‘one phase project’. The design collects qualitative and quantitative data at the same time and compares results from

qualitative data to results from quantitative data. The analysis for quantitative and qualitative is completed separately. This research design has helped the researcher to explore inclusion of dubbing and subtitling as a method to improve language production skills and learning English in 6th and 7th class. For the purpose of checking the efficacy of this technique, this design has been chosen.

Theoretical Framework

Dual coding theory has its origins in history. Imagery as a memory aid was used practically (Yates, 1966). The focus on memory has evolved into applications of imagery at broader level aimed at enhancing knowledge acquisition. This theory shows that two main subsystems are responsible for cognition: one is responsible for language and verbal knowledge and the other for images and non-verbal knowledge. By using a verbal processor a written or spoken word will be processed and as a verbal representation (logogen), it will be stored. On the other hand, sound will be processed by using

nonverbal processor and as a nonverbal representation (imagen) it will be stored. Paivio suggests that combined work of both verbal and non-verbal processing is problem-solving, but if the task is non-verbal and more concrete, the non-verbal processing system's contribution would be more important to the result. The theory of dual coding theory advocates that in learning, verbal and graphic material (or simply by encouraging students to create suitable mental images) will increase the chance that words will prompt associated images. It also implies that it would be easier to relate learning material, when it is less abstract. By keeping in view these types, the researcher has applied this theoretical framework to analyze the data and to check the efficacy of audiovisual strategies like dubbing and subtitling on students for learning English as a second language.

Researcher's Perspective

The theoretical structure has been used in the current study, which is Dual Coding Theory formulated by Paivio. This theory is applied to evaluate the questions being asked in the current research.

Translated televised materials, whether for pleasure or educational reasons, make up a

large, if not significant, component of the entire quantity of mediated resources in many non-English speaking nations. Translation is a traditional and innovative option to learn a foreign language when language becomes a problem in effective communication. Television programs can be translated in two ways. The first step is "dubbing," which is a translating procedure. With the use of this technique, every spoken word, notably voice-over narration used in educational practices, is translated into the target language. The process of "subtitling" is the second type of translation. With the use of this technique; said words, whether in dialogues, monologues or voiceover narrations, are translated and provided in the form of text layered on the visual, often at the bottom screen. As a result, the prominent meaningful signs are presented visually, whereas the non-meaningful spoken utterances are conveyed as auditory representations.

Sampling Technique

The sampling technique for this study is random. The researcher has selected 60 students from The Spirit School and Roots Millennium School. The students have been selected from 6th and 7th class. The sampling technique for this research is single subject experiment. All the students from both classes of both schools are included as experimental group excluding control group. In The Spirit School 6th class consists of 16 students whereas 7th class consists of 14 students. In Roots School 6th class consists of 13 students and 7th class consists of 17 students.

Instruments

The instruments selected for this study to collect data are interview, observation, ability test as pre and post-test and questionnaire.

Interview

An interview is a technique used in research. Interview can entail open-ended questions to engage respondents and obtain information about a topic (Walliman 2011). In order to conduct experiment, the researcher used interview as a tool for initial study. An interview was taken from the school's English teacher who taught sixth and seventh grades of The Spirit School. Another interview was taken from the English teacher of Roots Millennium School who taught grade six and seven. This instrument has helped the researcher to explore translation strategies English teachers used in their classrooms to teach English as a foreign language. Furthermore, the

researcher also came to know the problems not only related to teaching methodologies but also general problems EFL students face in learning language production skills. Most importantly, the interviews also aided in designing activities and to use AVT techniques in the classroom according to the mental calibre of the participants.

Observation

A method of gathering information through observing people, events, or physical qualities in their natural environment is observation and is qualitative in nature. Observations can be overt (subjects are aware they are being watched) or covert (subjects are unaware they are being watched) (Miller and Brewer, 2003). The researcher has adopted the overt observation before pre-test and during the execution of activities in class six and seven of The Spirit School and Roots Millennium School.

This instrument helps the researcher to observe English teachers and experimental group of both schools in depth. The researcher observed teaching methodologies of English teachers as well as performance of students before and after pre-test. Moreover, this instrument also gave an insight to the researcher to design ability test for the learners.

Ability test (Pre and Post-test)

The most basic strategy of evaluation is a pre- and post-test, which is described as a before and after test to determine whether the desired improvements in participants are achieved or not. The purpose of an ability test is to track a student's progress over time. (Frey, 2018). For carrying out this experimental study the researcher used an ability test to evaluate the results of the experiment. Pre and post-test were taken from the students of six and seven class of The Spirit School and Roots Millennium School. Initially, pre-test was taken from experimental group of 60 students. Between pre and post-test, the lesson plans were executed by the English teachers. The students were exposed to the dubbed and subtitled video in English. The duration of teaching English via AVT techniques as dubbing and subtitling was one month for each school. Afterwards, a post-test was taken from the students to evaluate the results of the experiment. This method of evaluation assists the researcher to compare the pre and post-test results as well as to study the effects of AVT techniques on language production skills of students.

Questionnaire

A research tool that consists of a collection of questions that are used to gather data from respondents. Questionnaires can be qualitative or quantitative, and they do not have to be conducted in the presence of a researcher (Lavrakas, 2008). Closed ended questions are quantitative in nature. Respondents can choose from a set of prepared responses in closed questions. The researcher also posed closed ended questions to the EFL students of grade six and even from The Spirit School and Roots Millennium School. The questionnaire was taken as feedback from the experimental group of 60 students. The questionnaire was based to know the views of students on the implementation of AVT techniques to learn English as a foreign language in classrooms. This tool helps the researcher to get insight into the effects of AVT techniques as dubbed and subtitled videos in English on the language production skills of the students.

Materials used in the Study

The researcher has taken ten animated videos. First five animated videos are English dubbed animations and next five animated videos are English Subtitled animations. English dubbed animated videos are:

1. Depression & Anxiety Awareness video (2017),
2. Tomorrow, an animated film about climate change (2021),
3. 1001 Nights- Give until it hurts (2020),
4. Trouble with Sophie - The cousins (2015),
5. Meena: We'll protect ourselves (2011)

and English subtitled animated videos are:

1. Burka Avengers Fights Polio (2014),
2. 23 March Pakistan History for Children Explanation (2020),
3. Kulsoom Hazara - The Karate wonder (2018),
4. Saif the fisherman (2018),
5. Cheena Hua Bachpan (2019)

Methods for Data Collection

Teachers from both schools were interviewed to know about different translational methods used in EFL classrooms. The EFL classes, that include students from grades six and seven of both campuses, were then observed as part of the early classroom observation. Inter-lingual and intra-lingual dubbed and subtitled clips of animated videos were chosen for the activities after early classroom observation. Later, a pre-test was taken from students of grades 6 and 7. The experimental group was exposed to the clips and videos that were dubbed and subtitled after taking pre-test. As the level of students was beginners, the activities were designed keeping in view the level of students. After executing activities on students, a post-test was taken. The data was analyzed by "Dual Coding Theory postulated by Paivio ". Additionally, a questionnaire for taking feedback was given and collected from students of both schools. The questionnaire was about collection of their views after the experiment, regarding use of AVT techniques for learning English and its impact on language production skills of students.

Stage 1	INTERVIEW	An interview was taken from the teachers of both schools to explore various translational strategies used in EFL classrooms.
Stage 2	OBSERVATION (Early classroom observation)	The EFL classes comprises grade six and seven of both schools are observed as early classroom observation. The classes were observed before the pre-test. The methodology of the teacher, notebooks of students and responses of students were observed in the duration of forty minutes.
Stage 3	SELECTION OF MATERIAL	Inter-lingual and intra-lingual dubbed and subtitled clips of animated videos were selected for the activities.
Stage 4	ABILITY TEST (Pre-test)	Pre-test was taken from class 6 th and 7 th .

Stage 5	EXPERIMENT (Dubbing and Subtitling activities)	Dubbed and subtitled clips were shown to the experimental group. The activities include <ul style="list-style-type: none"> • What happens next • Character description • Dialogue performance, • Finding difficult words and understanding meanings • The five Ws. • Correction of spellings, • Oral drill, • Writing story • Inserting verbs • Associative words <p>The researcher acted as an observer in The Spirit School and an active researcher in the absence of teacher in Roots Millennium School during this stage.</p>
Stage 6	ABILITY TEST (Post-test)	Ability test was taken from 6 th and 7 th class of both schools as experimental groups. The data collected from the same class within the same school has been compared and analysed.
Stage 7	QUESTIONNAIRE FOR FEEDBACK	A feedback questionnaire was distributed among the students. The aim was to know understanding of

		students about importance of language production skills and also to know their opinion about the influence of the dubbing and subtitling activities in their learning process.
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Limitations of Research

The researcher has chosen 6th class and 7th class of Islamabad schools in Pakistan. Due to outbreak of Covid's one after one variant the strength of class got affected. In private schools, there were hardly 11 to 17 students in the class. For this reason, the researcher had to choose single subject experiment. It was difficult to make control group in less strength as the researcher need a large sample size as experimental group. Furthermore due to Covid, the schedule of schools was also disturbed and disorganized. The schools had to take exams, cover syllabus, arrange parent's meeting, arrange educational trips and have visits for assessment by teams from main campus. It made the time management for the researcher more difficult as schools were not allowing the researcher to take period of two months for conducting experimental study. Some schools offered the desired period of time to the researcher in order to conduct the experiment in their schools, considering the activities beneficial for their students. However, those schools did not have projectors and sound systems. The researcher had to find such schools where AV techniques were available and the facilities are accessible. So, the researcher had to change the schools according to the requirements of research. The questionnaire for feedback was also modified with questionnaire because of the above mentioned problems and time constraint.

Research Ethics

The consent was obtained from both educational institutes; Roots Millennium School and The Spirit School before the participants entered the research. The institution and participants were informed what the research aims and what they are consenting to. The researcher ensured the privacy and confidentiality of the data as required by both schools. Before conducting interviews, observation, pretest, posttest and questionnaire, the consent was obtained. The researcher has also mentioned the informed consent before the section of questionnaire. The researcher ensured the participants that their information such as their names, identity and other personal information would not be disclosed. The researcher used pseudonyms of the

participants such as student 1 and student 2. The names of teachers were also kept confidential and named as 'teacher' in the interview section.

CHAPTER 4

4. Data Analysis

For the present study, the data include pre-tests, the student's performances during the execution of lesson plans that included dubbed and subtitled videos as materials, and then post-test taken by those students. The pre-test phase included a spoken and written test. The dubbed and subtitled videos, as target techniques of teaching in EFL classrooms were shown as a part of the experiment according to the lesson plans; activities in the plans were based on these techniques and so carried out with students. The students' assessment is consequential to this study whereas their feedback on the techniques adds to the claims of the study.

Interview

In order to address the first question of this research, an interview was conducted with teachers of The Spirit School and Roots Millennium School (Islamabad). Interviews were taken from the teachers teaching sixth and seventh grades of the schools. The purpose of taking interviews was to explore the translation strategies they generally used in their classroom to teach English as a foreign language.

The Spirit School

The interview was taken from the teacher of The Spirit School to know what are the teaching strategies followed in the class. The same teacher was taking classes of sixth and seventh grades as an English teacher. The qualification level of the teacher was B. Ed. and M. Ed. The teacher was highly cooperative during interview and observation of the classes. The teacher without hesitating responded to the questions asked by the researcher. The teacher did not hide details of the method followed in the class because of the educational system of the school. The teacher not only helped the researcher to observe the teaching methodology but also permitted the researcher to review the notebooks of the students. The teacher created a supportive environment for the researcher. This cooperation led the researcher to have an understanding of the first research objective. The following details were given by the teacher of The Spirit School.

When asked the teacher about the source of providing information to the students, the teacher replied, "I instruct my students to gather information from the internet and other books. I also provide students a list of relevant vocabulary that they are obliged to utilize in their writing. Word bank is given to the students according to the topic."

In addition, when the researcher asked about the ways the teacher adopted as a part of spoken assignment, the teacher said: "As mind mapping is a technique for improving so before assigning any activity for speaking, I discuss the text's main theme. I initially introduce the topic and then have them read the chapter, later they are asked certain questions on specific detail from the chapter," the teacher responded.

Another question was posed about the issues the students face in writing skills. The teacher responded, "The students are generally blank to start a writing task. It is a noting challenge associated with teaching writing. The students considered this problem to be one of the most difficult aspects of learning writing skills. The learners lack serious ideas and facts to write. A majority of these students are incapable to apply suitable punctuation marks, right spellings, and appropriate vocabulary in their writing." The teacher also highlighted grammatical issues, such as translating Urdu sentences into English and switching tenses. "While composing applications, the students are unable to utilize proper punctuation marks such as commas and other punctuation marks. The students feel difficulty in switching tense and converting English sentences into Urdu," the teacher added. The teacher also remarked, "the students use improper terms while writing in a specific context"

The teacher was also asked to tell the major techniques used in the class for teaching English speaking skill. The teacher stated in the questionnaire, "The overall idea of the chapter is delivered by giving description of the chapter with translating some sections of the chapter. Because of translating the sections of the chapter, to me in teaching speaking skills helps the student in basic." The teacher further expressed another viewpoint, "I provide the gist of the entire lesson right at the start to add more clarity. I explain the meanings of unfamiliar terms to the class while reading that is done by them. Furthermore, I give a summary of the entire lesson before beginning to read the chapter."

The researcher asked the teacher to give her viewpoint on the barrier in learning speaking skills. "I think poor language comprehension is a barrier for

students to learn English language. Students in secondary classrooms cannot read properly and lack understanding.”

The teacher was questioned about the method of correcting mistakes during teaching speaking skills. In response to this question, the teacher stated, “During the read-aloud sessions, I correct the mistakes in students' pronunciation and teach the meanings of difficult terms. I pronounce the tough words. I also incorporate tough words into sentences to teach how and where to use them”.

At the end of the interview the teacher was asked to tell the difficulty she faces when teaching speaking skills. “The children show a lack of enthusiasm in reading. It takes time to encourage them if a topic is lengthy,” the teacher responded.

Roots Millennium School

Another interview was conducted with a Roots Millennium School teacher in order to know the teaching tactics used in the classroom. As an English teacher, the same teacher was teaching sixth and seventh students. The teacher was not only a BS in English Literature but also M Phil in Linguistics. During the interview and class observation, the teacher was quite cooperative. The response of the teacher to the researcher's inquiries showed her will to cooperate as much as she can. In spite of the restricted framework of education, the teacher gave the required details about the problems in the method used in class. The teacher not only aided the researcher in observing instructional methods but also allows the researcher to examine the students' notebooks. The researcher is placed in a helpful setting by the teacher. The researcher gains greater knowledge of the first objective as a result of this cooperation.

The first question was asked to the teacher about her methodology to teach writing skills. The teacher revealed, “I provide sample reading material, bring sample essays to class, and improve writing abilities by demonstrating practice material. The majority of the notebooks had answers to text-related questions and other tasks such as fill- in-the-blanks and sentences that accompanied the textbook. Answers to the comprehension questions were directly taken from the text of the chapters.

The researcher also questioned the teacher about her viewpoint on the problems, the students face while writing assignments. “When giving students writing assignments, I consider a lack of vocabulary to be the most serious problem. ” She also

mentioned “While writing, the pupils write poor grammar, spelling, punctuation, and capitalization. Students make mistakes in spelling and in applying grammatical structures generally”.

The teacher was also questioned about the method of correcting mistakes during teaching writing skills. “When students write incorrect spellings, punctuation marks, inappropriate vocabulary, poor translation, and grammar, I underline or circle the problems in their notebooks simply to draw attention to the mistakes. However, sometimes I write corrections also with a red pen. I also correct grammar and translation. I also give spellings and meanings of tough words. But I am unable to write corrections on notebooks of every student because of the limited duration of the class. I am more worried (concerned) about the completion of the syllabus.”

The teacher was further questioned about the most challenging aspect of learning English language for the students. The teacher considered pronunciation to be the most challenging aspect in learning English language and said, “The students find difficulty in pronunciation of the words when they are reading in class.”

The teacher was asked about the source of providing material to the students for enhancing speaking skills and the method adopted by her for teaching these skills in the class. The teacher replied, “Textbooks are used to teach spoken skills when the students use wrong spelling and punctuation. The students are confined to mandated reference books. The students are asked to use the internet and newspapers to improve their speaking. I recommend the pupils to read decent English books, from the internet, novels, and newspapers.”

The researcher asked the teacher about importance given to any specific aspect of speaking skills in the class. She emphasized more on pronunciation in the class while spoken activity. “I am more concerned with pronunciation than with comprehension of the material while (during) spoken activity. I ask students to read the book regardless whenever they come across any unfamiliar or new vocabulary. I urge them to speak in a good manner with correct pronunciation and I teach them about silent letters,” the teacher emphasized.

The teacher was also questioned about the method of teaching pupil difficult words during speaking activity. The teacher stated, “I teach children the meanings of the difficult phrases themselves or through writing the meanings on the board. I read

the material aloud first, then encourage students to read it silently, and then I translate the full text into Urdu so that the students can attempt comprehension questions. Afterward, I continue to work on the questions and answers section."

In the light of these problems, there is a need for new and modern teaching methods to learn English as a foreign language.

Early Classroom Observation

After holding a one-to-one talk with teachers of The Spirit School and Roots Millennium School an observation of the classes was carried out with due permission of principals and section heads. The teacher and the class were observed by the researcher before the pre-test. The methodology of teacher, notebooks of students and responses of students were observed by the researcher during in the duration of forty minutes class.

The English language teachers primarily included questions and answers relevant to textbook teachings, word definitions, and compositions such as essay writing, formal and casual letters, precision in writing, application writing, and so on. The students are obliged to write applications such as two days' leave, terms definitions, questions and answers, thank you letters, and informal letters in the class. When reviewing the students' notebooks for writing skills, it was discovered that the language (sentence structure and vocabulary) used in short notes, applications, letters were fairly conventional and similar.

To give an example, a notebook of a student of The Spirit School had nearly every application beginning with: 'with due respect, I beg to emphasize that...' and ended with, 'I shall be grateful to you for this act of kindness.' Each letter to the editor started with, 'through the column of your newspaper, I would like to draw your attention to...' and ended with, 'I will be very grateful to you if you publish these few lines in your renowned paper.'

Another example from a notebook of a student from Roots Millennium School included an essay on terrorism that primarily dealt with 9/11, with current terrorism activities being missed. This indicated that the instructor either dictated or rewrote the essays for the students on the board, or gave them photocopies (notes). In this way, the learners' creativity and hard work to learn language were the slightest. By keeping in view these observations, pre and post-test are designed for class six and

seven.

The Pre-test

The researcher conducted a pre-test at the beginning of the research to assess the prior learning and comprehension of the students. It is attached as appendix A. The ability test was designed according to the selected dubbed and subtitled English animated videos. The pre-test was divided into two parts, the first of which included five questions about writing abilities. The first question was based on the vocabulary related to a general topic: 'humanity'. The second question was centred on creating a story by incorporating a given vocabulary into their story. The focus of this question was also shifted towards spellings and the correct use of vocabulary, mentioned in the question of the pre-test. The third question was on writing associative words of four words gathered randomly from the selected videos. The fourth question was on finding appropriate vocabulary in accordance with the comprehension of the sentences. The last question was circling the correct spellings, given in form of options. The first section of the pre-test was checked for thirty marks.

The second section contained two general questions. These two questions were related to speaking skills. The questions were general and according to the level of grades six and seven. They were asked to speak on family, for instance, family care or kindness. The second question was grounded on prior knowledge. It was on the topic of climate change or giving views on how they see the world. They had to speak for a minute but the emphasis was on pronunciation and fluency. These two questions were checked for thirty marks, fifteen for each.

Observation of the Activities

In the first stage, students watched YouTube subtitled and dubbed videos and they were allowed to make notes. The animated videos were chosen according to their level of learning. The features of videos such as character design, voice acting, appealing visuals and dialogues were also given consideration at the stage of selecting videos for the purpose of improving student's engagement with the videos and activities. According to the lesson plan, students were taught three days a week for continuously four weeks in which the researcher focused on practice of sound, character description, finding the adjectives, generating and adding nouns, dialogue performance (imitation of language), finding difficult words, understanding meanings and correction of spellings. Five W's Who, What, When, Where, Why, oral drill, writing story, finding new words and writing the action of the clip in one

paragraph, inserting verbs and correcting spellings, and finding associative words, as parts of the activities for both written and spoken skills. The lesson plans are provided by the researcher to the teachers of both schools. All the activities and procedures were observed by the researcher during this process of two months.

The Experiment

Following are some of the lesson plans executed by the teacher of The Spirit School and by the researcher from Roots Millennium School on EFL learners of sixth and seventh grade.

Lesson Plan I

The first video was a dubbed animated video in English. The duration of the video was four minutes. The title of the video was 1001 Nights and the topic was based on generosity. The objective of the lesson plans was to practice and acquire fluency and pronunciation. The activities were ‘what happens next’ and ‘practice of sound’.

Duration of the video: 4 minutes

Title: 1001 Nights Episode 11

Class: 6th/7th

Subject: English

Duration of the class: 40 minutes

Topic: Generosity

Objective: Fluency and pronunciation

Material Resources (Training aids): Multimedia (Animated dubbed video)

Activities: What happens next/ Practice of sound (Spoken/written task)

The first lesson plan given above in a box was executed in sixth and seventh classes of both schools. The procedure of the lesson plan was to stop the clip a minute

early and students had to guess what will happen next. The rest of the video was played after the guess, to see if they were right. Students had to write a catchy title and find the rhyming words.

Lesson Plan II

The second video was a subtitled animated video in English. The duration of the video was five minutes. The title of the video was Khalsabad: a story of humanity, unity and co-existence and the topic was based on humanity, unity and co-existence. The objective of the lesson plan was vocabulary. The activities were character description, finding adjectives, generating and adding nouns.

Duration of the video: 5 minutes

Title: Khalsabad: a story of humanity, unity and co-existence

Class: 6th/7th

Subject: English

Duration of the class: 40 minutes

Topic: Humanity, unity and co-existence

Objective: Vocabulary

Material Resources (Training aids): Multimedia (Animated subtitled video)

Activities: Character description

Find adjectives, generating and adding nouns. (Written)

The second lesson plan given above in a box was executed in second class. The procedure for the execution of second lesson plan was simple. Before playing a clip, the teacher wrote on the board the names of all the characters in the video. Even, it was fine when the students overlapped and had the same characters. During the film, the teacher told students to pay special attention to their character and took notes on who they were and what they did. At the end of the movie, students wrote one to two paragraphs about their respective character.

For example:

Here are some initial questions that set the learners on the intended task:

- What is the name of the character?
- What is his/her job?
- Where does he/she live?
- What are his/her goals?
- What is the relation of characters with other characters?

Lesson Plan IV

The fourth lesson plan followed a subtitled animated video in English. The duration of the video was two minutes almost. The title of the video was Saif the fisherman and the topic was the adverse effects of pollution. The objective of the lesson plans was spellings and vocabulary. The activities were finding difficult words, understanding meanings and correction of spellings. Furthermore, the activity of five W's (Who, What, When, Where, Why) was also added as a task in the lesson plan after watching the selected video.

Duration of the video: 2:15 minutes

Title: Saif the fisherman

Class: 6th/7th

Subject: English

Duration of the class: 40 minutes

Topic: Adverse effects of pollution

Objective: Spellings and vocabulary

Material Resources (Training aids): Multimedia (Animated subtitled video)

Activities: Finding difficult words, understanding meanings and correction of spellings, using Who, What, When, Where, Why.

The fourth lesson plan given above in a box was executed according to the procedure mentioned above. The procedure was to instruct students, before playing the video, to separate a piece of paper into five columns for the task. On the top of each column, students wrote the words “Who,” “What,” “When,” “Where,” and “Why.” The video was paused where it was needed to be and to had the students’ answer “Who” was in the scene, “What” they were doing in it, “When” they were there, “Where” they were, and “Why” they were there.

Lesson Plan V

The fifth lesson plan followed dubbed animated video in English. The duration of the video was three minutes almost. The title of the video was depression and the topic was anxiety. The objectives of this lesson plan were pronunciation, fluency and vocabulary. The activities were oral drill and writing story in your own words, taking aid from the selected video.

Duration of the video: 3:15 minutes

Title: Depression

Class: 6th/7th

Subject: English

Duration of the class: 40 minutes

Topic: Anxiety

Objective: Pronunciation, fluency and vocabulary

Material Resources (Training aids): Multimedia (Animated dubbed video)

Activities: Oral drill, writing story. (Written/Spoken)

The fifth lesson plan given above in a box was executed according to the procedure mentioned above. The audio was muted and the students wrote a story with the help of visuals. After watching the dubbed video they took down notes and wrote the story again to check new words and vocabulary added. This was the procedure of the activity followed in the fifth lesson plan.

Lesson Plan VII

The seventh lesson plan followed dubbed animated video in English. The duration of the video was four minutes. The title of the video was trouble with Sophie

and the topic was based on cousins and weekend gatherings. The objective of the lesson plans was pronunciation and vocabulary. The activities were finding associative words related to cousin and disease. The students could say to play the video in order to take help for writing associative words.

<p>Duration of the video: 4 minutes</p> <p>Title: TROUBLE WITH SOPHIE - EP20</p> <p>Class: 6th/7th</p> <p>Subject: English</p> <p>Duration of the class: 40 minutes</p> <p>Topic: Cousins</p> <p>Objective: Pronunciation and vocabulary</p> <p>Material Resources (Training aids): Multimedia (Animated dubbed video)</p> <p>Activities: Find Associative words of Cousins, Disease (Written)</p>

The procedure for seventh lesson plan was watching the original video. After that, students wrote words related to the words cousin and disease, with the help of visuals. After watching dubbed video they wrote more associative words and practiced the pronunciation. Later, by joining the words into a chain, the students wrote a paragraph.

Lesson Plan IX

The ninth lesson plan followed dubbed animated video in English. The duration of the video was five minutes. The title of the video was 'Tomorrow' and the topic was based on climate change. The objective of the lesson plans was pronunciation, fluency and vocabulary. The activities were oral drilling and jotting down associative words related to climate change to write a paragraph.

Duration of the video: 5 minutes

Title: Tomorrow

Class: 6th/7th

Subject: English

Duration of the class: 40 minutes

Topic: Climate change

Objective: Pronunciation, fluency and vocabulary

Material Resources (Training aids): Multimedia (Animated dubbed video)

Activities: Oral drill and jot down associative words related to climate change to write a paragraph. (Written and spoken)

The ninth lesson plan given above in a box was executed on the learners by the teachers. The procedure for the execution of ninth lesson plan was simple. After watching the dubbed video, the class repeated some dialogues of the video. The students practiced pronunciation in this session. Later they were provided with dialogues of the video to practice fluency. In writing task, students wrote associative words related to climate change to write a paragraph of seven to eight lines at least.

Evaluation

With the use of voice and pictures, the videos provided a larger and clearer understanding of the concepts. So, with the passage of time, their productive abilities expanded. The movies showed learners how to utilize English in real settings outside classroom, specifically during interactive language, or real- life conversational English. Students were introduced to natural expressions and the natural stream of speech through audiovisual techniques, which helped them articulate their thoughts more clearly and broadly. However, when they are urged to speak according to the specific activity right after pre-test, the students seem to be still passive probably due to the lack of vocabulary the students had. So for providing a chain of vocabulary and motivation to the students as well as bringing confidence in the students, they were exposed to English dubbed and subtitled videos.

The observer was present during the experiment of AVT techniques, observing the execution of all lesson plans. Keeping in view the performance of

students during the experiment, they were evaluated at the end of experiment.

The Spirit School. The teacher showed her willingness to be the participant of experiment as a teacher, therefore overt observation was used as a form of observation in the school. The teacher was confined to follow the specific lesson plans, the students were restricted to perform assigned tasks (written and spoken) whereas observer was delimited to observe the class to evaluate the students during the implementation of experiment. Based on the results of the observations, the students observed the screen carefully. The students initially watched the video only as they seemed worried to lose any important information regarding topic. They avoided to write the information obtained from the video although they were asked and allowed to write it down on their worksheets. . Students were also cautious to perform written and spoken on the first and second day of the experiment. They were afraid of making mistakes in written and spoken tasks in front of the observer. On the third day of the experiment, they tried to participate in the activities with less fear of making mistakes. Later, on the fifth and sixth day of the experiment, they seem confident. Instead of being worried about mistakes, the students focus was shifted to learn the skills and to perform activities enthusiastically. The students were enthralled by the English-dubbed and captioned videos. The students were enthusiastic and attentive in the class in the remaining part of experiment. As a result, one of the most central aspect in evaluating the effectiveness of foreign language acquisition is the motivating force and confidence, the videos brought in them.

Roots Millennium School. In Roots Millennium School the researcher was not observer rather active researcher in the class of sixth and seventh. In initial lesson plans, the students were hesitant. When the researcher tried to interact with the students at the first day of the experiment, they were hesitant. As the videos were animated, the students showed interest in watching dubbed and subtitled videos but the first interaction of the students with the active researcher as their teacher made them uncomfortable. They showed unwillingness and hesitation when urged to participate in class discussion or spoken tasks. However, the students were good in written activities. When the class was assigned with written tasks, all the students wrote down important points with great attention. Their performance in the written test was better as compared to the spoken tasks. They seemed comfortable in performing written activities. At third day of the experiment, students gradually started answering to the questions asked by them. They responded to the question posed to them. At fourth day of the activity, it was observed that students were also interested in spoken tasks. They raised their fingers with in no time to participate in the discussion. They were seen to be motivated in the activity of dialogue performance.

The Post-test

The researcher conducted a post-test after the execution of activities to check the effects of AVT techniques on language production skills of students. It is attached as appendix A. The post-test was similar to the pre-test taken by the experimental group after early class observation and before the execution of experiment.

The Result of the Spirit School

The results showed that use of dubbed and subtitled videos to learn English has a favorable outcome on the productive abilities of the students. Nevertheless, the students of The Spirit School showed improvement in the writing skills as compared to spoken skills, evident from the result of the post-test. In pre-test, the students lack serious ideas and facts to write. They were incapable of writing appropriate vocabulary and correct spellings. They wrote inappropriate vocabulary when asked to write in a specific context. However, in post-test the students not only wrote vocabulary but suitable vocabulary according to the theme of the topic. Moreover, the students in the post-test added more length to the questions. In addition, the lesson plans also focused on how to help students improve their pronunciation and improve their ideas. On the basis of the result of students' speaking and writing skills, their score in the pretest showed their vocabulary, pronunciation, and expressions were not so good. For enriching and improving vocabulary and pronunciation of the student's lesson plans were taken into consideration before the post-test. It was also observed that the results of activities were positive.

The Results of Roots Millennium School

The findings revealed that using dubbed and subtitled videos to learn English has a positive effect on the language production skills of students. The students at Roots Millennium School, on the other hand, improved their spoken abilities more than their written skills, as seen by the post-test results. The students did not perform up to the mark in pre-test. During and after the pre-test, they showed hesitation. The students were encouraged to participate in spoken activities during the class activities, but they lost confidence. However, the students reacted fluently and confidently in the post-test. Their pronunciation improved as a result of the experiment, as evidenced by post-test results. Furthermore, the students in the spoken post-test extended answers to the asked topics. Lesson plans also emphasized to help students increase their

vocabulary and ability to express themselves. Based on the results of the students' speaking and writing capabilities, their pre-test score indicated that their spoken skills were not up to the mark. They were hesitant to talk confidently due to a lack of confidence and vocabulary. Students' lesson plans were taken into consideration before the post-test to help them gain vocabulary and confidence. The experiment's outcomes were found to be positive. These findings indicate that there was a rise in the confidence level of students in their spoken as compared to the pre-test.

In the light of the above results, it is concluded that the use of AVT techniques in the classroom played a significant role in learning English as a foreign language. English dubbed and subtitled animated videos proved to be the source of enhancing language production skills of EFL learners of both schools.

The second question of the study was to check the efficacy of AVT techniques of dubbing and subtitling on the language production skills of students with the evidence of examples taken from the data. So, the second question of the research is the application of dual coding theory on the enhancement of language production skills of students. For this, the researcher designed an ability test to know the effect of dubbing as well as subtitling on the language production skills of students. Pretest and post-test were of 30 marks. Both the tests contain similar numbers of questions to compare their results before and after conducting the activity. The questions were drawn from the animated videos shown to the students in the classroom. Ability tests were conducted from the students of class 6th and 7th. The animated videos were chosen according to their level of learning. Moreover, the researcher has analyzed the data with the help of dual coding theory. The researcher has applied AV techniques on two forms of language production skills such as written and spoken.

Written Skills

Bryne, (1988) has stated that aspects of language like grammar and vocabulary are the important skills to be monitored in written skills. According to Cole and Feng (2015) previously it was believed that before 1970 conventional rules of grammar are basic parts of written skills (Mohammedi, Abidin, & Lai, 2012). However, recent studies emphasize that creating an environment that focuses on the expression of an idea is more important rather than learning conventional ideas. Likewise, spelling is

regarded as one of the most important abilities in written communication. According to Warda (2005), spelling has an impact on pupils' written performance. It is assumed that people who struggle with spelling will have less confidence and write less effectively. Considering its importance, most students of a foreign language find spelling in English to be a major problem (Al-Jarf, 2010; Bowen, 2011) Therefore, the researcher has used two categories i.e vocabulary and spellings to know the impact of subtitles and dubbing on the learning of students. The data replete with the instances shows the positive impact on the language production skills of students through audio-visual aids. The researcher has taken a few instances from the data to prove the stance.

Vocabulary

Paivio's (1960) dual coding theory refers to verbal and nonverbal channels, and he strongly asserted that a combination of two channels is better than one. Instances from the data also supported the fact that students learn vocabulary effectively when both verbal and nonverbal channels are used. The data exclaimed that students could not perform well in the pretest due to the absence of visuals in form of dubbed and animated videos. Imagens refers to nonverbal clues provided to the learners so that they can derive associative and referential meaning from them (Paivio, 1960).

Following is the data taken by both schools comparing pre and post-test results regarding vocabulary.

	Pre-test	Post-test
Question	1. Write three Associative words?	
Student 9 (Class 6 th)	Politics: mike, chair, PTI, Web: Flood: Water, Home Guardian: Father, Mother, Brother	Politics: Public Life, Government, Affairs Web: Knowledge, net, technology. Flood: Death, loss, aid Guardians: Care, love, memories

Student 3 (Class 7 th)	Politics: Rule and election Web: Flood: water, flow Guardian: Mamoo, home	Politics: protocol, communication, safety Web: Spider, cave, insect Flood: scream, fear, destruction Guardian: Uncle, education, needs
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Table 4.1 Example of pre-test and post-test performance of students of The Spirit School

As presented in Table 2.1, in the pretest when the question was posed to write three associative words of politics, the students were unable to write associative words of the logogens given to them. They stated hardly one or two words as compared to the posttest. Student no. 9 (S9) has answered name of objects as ‘mike, chair’ related to the word politics and the name of other political party. Whereby, in the posttest, S9 answered ‘public life, affairs and government’ in relation to politics. S9 was unable to write vocabulary related to the word given ‘web’ but in the post-test he wrote ‘knowledge, technology and net’. So, the vocabulary of S9 broadened after listening and watching audio and visuals together. Hence, the AV techniques in form of dubbing and subtitling enable S9 to think about vast vocabulary in relation to the word politics, web and other words given in the question. Paivio states that when visuals and printed words are given together, readers will pay attention to the one that helps them generate the reaction and vocabulary with the least amount of effort.

In the pretest, S3 wrote ‘water and flow in response to the logogen ‘politics’. In post-test, S3 not only wrote three associative words but also expressed other words like scream, fear, and destruction. S3 thought only about ‘Mamoo and home’ in pre-test. As compare to post-test, he learnt more and wide vocabulary related to the word ‘Guardian’. S3 wrote ‘uncle, education and needs as improved vocabulary in post-test. This proved the improvement of the learner in learning vocabulary. Another evidence is the development in memory of learners by the use of visuals. The theory of dual coding advocates that in learning, verbal and graphic material (or simply by encouraging students to create suitable images) increases the chance that words prompt associated images. Hence the dubbed and subtitled animated video in

English helped the students of The Spirit School to produce logogens at a broader level with the help of imagens.

Pre-test		Post-test
Question	1. Write three Associative words?	
Student 2 (Class 6 th)	Politics: stage, chair, party Web: Flood: Water, Home, problems Guardian: Family,	Politics: Slogans, fake promises, vote Web: Information, technology, Global Flood: sickness, poverty, destruction Guardians: hope, love, protection
Student 11 (Class 7 th)	Politics: election, Web: Flood: water	Politics: protocol, agendas, laws Web: Spider, cave, technology Flood: hurdles, fear, death
	Guardian: home,	Guardian: Safety, shelter, satisfaction

Table 4.2 Example of pre-test and post-test performance of students of Roots Millennium School

It is apparent from table 2.2. student no 2, responded to the logogen ‘flood’ with water as making vocabulary related to the word flood. However, in the post-test, the combined imagens and logogens in form of dubbed and subtitled videos in English aided S2 to write other vocabularies like hurdles, fear and death by creating connections among logogens. It was observed that the learners felt more ease in expressing ideas in form of logogens and could learn and write improved vocabulary of given words through the aid of audiovisuals. The student no 2, and 7 from 6th and seventh grade of Roots Millennium School were unable to write vocabulary regarding ‘web’. They left the part of the page blank. However, in post-test both students become able to write vocabulary of the given word ‘web’. Vocabulary such as spider, cave, technology, information and global can be seen in table 2.2 as evident. It proved

that AVT techniques are beneficial in learning and understanding English as a foreign language in case of vocabulary.

Spellings

Spelling is regarded as one of the most important abilities in written communication. Spelling is the proper way to put the letters of a word in a phonetical sequence; nonetheless, it is an aspect that majority of pupils lack, resulting in spelling difficulties that occur between the sound and the letters, and is the primary cause of errors in writing rather than reading (Costa and Arias, 2021). In fields such as science, mathematics, business, banking, and technology, spellings are usually ignored. So, the researcher showed the reversed subtitled video to the learners to study its effect on the spellings of logogens. In pre-test the captions were off and students had to choose the correct spelling by listening audio. The screen did not even show visuals.

Following are some examples from the pre and post-test.

	Pre-test	Post test
Question	5) Choose the correct spelling.	
Student 9	1) Temprature 2) Temperature 3) Temprachure 4) Temprature	1) Temperature 2) Temperature 3) Temprachure 4) Temperature
	1) Oshun 2) Oshan 3) Ocean 4) Otion ✓	1) Oshun 2) Oshan 3) Ocean ✓ 4) Otion
	1) Destroy ✓ 2) Destory 3) Desteroy 4) Distroy	1) Destroy ✓ 2) Destory 3) Desteroy 4) Distroy
	1) Suficient ✓ 2) Suffcient	1) Suficient 2) Suffcient

Student 35	3) Sufficient	4) Sufficeint	3) Sufficient ✓	4) Sufficeint
	1) Delicious	2) Delicous	1) Delicious ✓	2) Delicous
	3) Delecious	4) Dilicious ✓	3) Delecious	4) Dilicious
	1) Ecschange	2) Exchang	1) Ecschange	2) Exchang
	3) Exchange	4) Exchanje ✓	3) Exchange ✓	4) Exchanje
	1) Temprature ✓	2) Temperature	1) Temprature	2) Temperature ✓
	3) Temprachure	4) Temperature	3) Temprachure	4) Temperature
	1) Oshun	2) Oshan	1) Oshun	2) Oshan
	3) Ocean ✓	4) Otion	3) Ocean ✓	4) Otion
	1) Destroy	2) Destory	1) Destroy ✓	2) Destory
3) Desteroy	4) Distroy ✓	3) Desteroy	4) Distroy	
1) Suficient	2) Suffcient ✓	1) Suficient	2) Suffcient	
3) Sufficient	4) Sufficeint	3) Sufficient ✓	4) Sufficeint	
1) Delicious	2) Delicous	1) Delicious ✓	2) Delicous	
3) Delecious ✓	4) Dilicious	3) Delecious	4) Dilicious	
1) Ecschange	2) Exchang	1) Ecschange	2) Exchang	
3) Exchange ✓	4) Exchanje	3) Exchange ✓	4) Exchanje	

Table no 4.3 Comparison of pre and post-test in spellings

As evident in Table no 2.3 S9 and S35 performance were not up to the mark as compared to post-test. S9 selected the spellings ‘temprature instead of temperature’. The same student also ticked the logogen ‘delicious instead of delicious’. Moreover,

S35 selected the spellings of 'delicious as delecious'. Hence, the visuals; subtitled with logogens aided them to fix their spellings in the post test. Paivio (1960) describes that students can best learn through the amalgamation of both verbal and non-verbal systems. Through these systems, students can enhance their language production skills. Thereby, the researcher has analyzed written and spoken skills separately to know the effects of dubbing and subtitling on them. Moreover, in the above section, the researcher has analyzed the pretest and posttest results by applying dual coding theory.

The data has been analyzed by the researcher based on two categories such as referential and associative connections of dual coding theory. Following are some examples collected from the data of pre and post-test performance.

Associative connections

	Pre-test	Post-test
Question	2. Write three Associative words?	
Student 1	Politics: Imran khan, chair, PTI, Web: Flood: Water, Home Guardian: Father, Mother, Brother	Politics: Public Life, Government, Affairs Web: Knowledge, net. Flood: Death, Tide, Flow Guardians: Care, share, protect
Student 4	Politics: Rule and election Flood: water and flow	Politics: protocol, communication, safety Flood: scream, fear, destruction
Student 15	Politics: vote and people Web: spider	Politics: Government, slogans, speeches Web: spider, cave, technology
Student 50	Politics: people and party Web: birds wood and tree	Politics: representatives, economy, welfare Web: websites, Html, internet

Table no 4.4. Associative connections (Dual coding theory)

As presented in Table 2.4, in the pretest when the question was posed to write three associative words of politics, the students were unable to write associative words of the logogens given to them. They stated hardly one or two words as compared to the posttest. Student no. 1 (S1) has answered 'prime minister' and the name of other political personalities. Whereby, in the posttest, S1 answered law, departments, and speeches. The cognitive abilities of S1 broadened after listening and watching audio and visuals together. So, the AV techniques in form of dubbing and subtitling enable S1 to make expanded associative connections among logogens.

Paivio states that when visuals and printed words are given together, readers will pay attention to the one that helps them generate the reaction with the least amount of effort. In the pretest, S4 wrote rules and elections in response to the logogen 'politics'. In post-test, S4 not only wrote three associative words but also expressed other logogens like protocol, communication, and safety. This proved the improvement of the learner in making associative connections. Another evidence is the development in memory of learners by the use of visuals. Paivio also points out the difficulty of problem-solving. The theory of dual coding theory advocates that in learning, verbal and graphical material (or simply by encouraging students to create suitable mental images) increases the chance that words prompt associated images. Hence the video entitled 'The Resolution of Pakistan' subtitled in English helped him to produce logogens at a broader level with the help of imagens.

S4 responded to the logogen 'flood' with water and flow as associative connections. However, in the post-test, the imagens aided S4 to write other logogens like screams, fear and destruction by connecting associative connections among logogens. It shows that the animated video 'Tomorrow' dubbed in English provided S4 the associative connections related to the logogen 'flood'. It was observed that the learners felt more ease in expressing ideas in form of logogens and could create associative connections among logogens through the aid of imagens or visuals in audiovisuals.

As evident from table 2.4, S15 had written votes and people in response to the logogen 'politics'. Whereas, in the pretest, S15 learned the logogens as slogans, speeches, and government in relation to the associative connection of the logogen of 'politics'. The learner was relating the logogen Web with the spider only. Later in the post-test S15 mental capabilities enhanced and became able to create more logogens. Moreover, he came to know the associative connection of the logogen 'web' could be technology.

S50 thought of the connections such as people and party in response to logogen politics whereas, in post-test, the animated video on the resolution of Pakistan subtitled in English provided him more clarity to make associative connections among logogens. The student wrote welfare, representatives and economy as logogens with the help of imagens shown in the classroom. However, the same student had responded in a different way in response to the logogens 'web'. The reason behind this response might be the absence of prior knowledge related to this

logogen. As explicates by Paivio, it also indicates that building links between these representations and both mental images of pictures is important in decoding words. In post-test, S50 became able to associate this word with the internet and websites. It demonstrates that students learn vocabulary more effectively by audiovisual translation methods combining logogens with imagens. The level of learners' understanding in the post-test favors the concept given and advocated by Paivio. Developing links between precisely- learned visual and auditory- motor mental representations is vital in decoding words (Paivio, 1960). The learning of logogens should be aided by their meanings and verbal contextual meanings. The usefulness of visuals is determined by a number of factors such as subtitles and the logogens used to demonstrate the imagens.

Referential Connections

Referential processing is when one system activates the other, for example, when visuals or objects activate words (Paivio, 1960). Moreover, Paivio states that referential processing is a type of associative combination in which logogens are activated by showing imagens pops in mind through logogens. Objects can be named, and names can activate images that carry world knowledge. Language acquisition, education, technology, and creative thinking are all examples of domains where referential processing happens. Referential connection begins early in language acquisition, when children learn the names of objects, and quickly progresses to learn objects in connection with names. Similarly, question no 2 (See in table 2.4) of pre and post-test was designed to trigger imagens and logogens in connections.

Referential connections		
	Pre-test	Post-test
	2) Create a story by using the following words. All of the words must be used in the story. (Marks will be given to spellings and the correct use of given words).	
	Need, spend, share, generosity, collect, money, help, give (8 marks)	
Student 10	Once upon a time I collect some money. I see a begger, He need some money. I am very generosity. I help him. I spend some money to give begger.	Once I went to a medical shop for medicines for my grandmother. The medicines cost 500 rupees but I have only 350 rupees. But there was a kind man there. He after seeing my problem come to me and gave me 150 rupees. I thanked him for his generosity. Then I bought the medicines and took medicines to my grandmother.
Student 20	Once upon a time I collect some money. I see a begger, He need some money. I am very generosity. I help him. I spend some money to give begger.	Once upon a time there was a boy. He lost his family in an accident when he was 7. He was living near a graveyard. He was so poor. He didn't have money to buy food. He collect plastic bags form the garbage. He tried to full fill his needs. It was winter season. He spend his night in plastic sheet. He keeps from garbage. One day a man saw him collecting plastic. He felt very bad for him. That man showed his generosity. He helped him and give him job. The boy worked as a cleaner in a factory.

Student 31	Once upon a time I collect some money. I see a begger, He need some money. I am very generosity. I help him. I spend some money to give begger.	My father run's a karyana shop. He is famous because of his generosity, and soft heart. My father always help people according to there needs. He helps some times by money , sometimes by spending some time and by showing them the right path. My father's favourite hobby is to collect stones like Akeek. He loves to share his stones with others. I love my father.
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Table no 4.5. Referential connections (Dual coding theory)

The logogens were given to the students to create a story. The list of the logogens were “need, share, help, money and collect”. As student no 10 (S10) in his pretest used a few words such as need, money and spend and wrote only three to five sentences to weave a story. As compared to post-test, S10 added more length to the story after watching the dubbed animated video ‘Generosity’ added more length to the story. S3 shaped the story to give a sequence. Moreover, the student became able to incorporate all the logogens. The student named the imagens and create a story carrying more referential connections. As described by Paivio (1960) referential connections the processing like naming to pictures and images to words becomes easy to be carried out. Hence it indicates that visuals or imagens helped the learner to name the imagens and the scenes of the story to make referential connection between logogens and imagens. It proved that imagens activated the logogens and the vocabulary of the student got enhanced. Other learners like S20 and S31 also wove stories in three to four lines in attempting pre-test. Although both learners used all the given logogens but unable to knit a story in a proper sequence. They were unable to add vocabulary other than the logogens given to them. After the execution of activities, both the learners got enhanced their referential connections. The learners added more vocabulary in response to the second question and created a lengthy story in a sequence. The reason behind this improvement was the dubbed video in English shown to the learners in form of visuals. The visuals help them to label the imagens in form of logogens to make referential connections. Another notable improvement was

the learners' shift from simple to advanced vocabulary. Furthermore, it was also observed that the learners wrote four to five lines of a story. So, there was less chance of spelling mistakes in the pre-test. As compared to the post-test, the strength of the story was more than seven lines. The learners did grammatical mistakes but they wrote correct spellings of the advanced vocabulary because of the activities audio and visual representation of the logogens.

Speaking Skills

Speaking skills involve fluency and pronunciation (Kurum, 2016). In this section of the analysis the researcher analyses the pre-test and post-test results to know the impact of language production skills (i.e. fluency and pronunciation) through the use of audiovisual aids. Speaking is much more than accurate sentences. Zaremba, (2006) explicates that English speaking skills are considered to be more important than other skills in language. Kurum (2016) explicates that in speaking skills the emphasis is mostly on fluency rather than accuracy. The researcher strives to analyze fluency and pronunciation in detail.

Fluency

Richard (2006) has defined fluency as the natural use of the language in purposeful verbal interaction and communication. The competence of a good speaker depends upon his less hesitation and fewer pauses in the speech. Moreover, fluency has been considered as the most essential component of speaking skills. Jones (2007) explicates that fluency means the appropriate usage of fillers and gaps within the speech. Therefore, the researcher has chosen fluency component to know the efficacy of speaking skills when students are exposed to dubbing and subtitling. Following are some examples taken from the data of pre and post test.

	Pre-test	Post-test
Student 2	<p>About family care: Family is the first school o.. of.. f p.a.r.e.n.t.s life. Family is something we can neverle.. leave behind. Family all about the live an.. love and hope. A family will alalways be... bbe.. be with of everyday.... ca.. ca.. caring. Family make aa.. res.. responsibility orrr duty Weh... when we ever are aaa in the.... problem o.of any kind the family be.. become h.. hhelp from us My brother aaalso help me me in Study</p>	<p>About family care: Our family's customs and beliefs are essential in our life... and we.. can't afford to lose them. My family is tight, and I cherish every one of them for who they are. My parents are both employed. Our extended family also stays with us. A former military officer, my grandpa, receives a.. little pension. He is a hard-educator who ex.. expects the best from his students.... By 6 a.m., everyone must be ready to go for a morning walk... and.... He often picks us up.</p>
Student 4	<p>About climate change: The climate change day by day but weather change after year. So.. basically just because of the our environment. There are a lot of pa. pollution in our environment... a like water a.a.and noise pollution in water the climates the chemicals from industries cause.. aaa. Cause to the riivers or lakes. And it damages the or living organism like fishes.. So we.. a wee should.. take care... aa we should live a happy life.</p>	<p>About climate change: Climate change might adversely affect people's health, capacity to improve food.... safety in their homes, and employment. People in tiny island nations and other underdeveloped countries are already more sensitive to... to the effects of climate change. Whole villages are forced to leave their homes.. a.. shelter due to sea-level rise and prolonged droughts are placing people in danger of starvation. Increasing numbers of climate refugee are projected in the future.</p>

Table no 4.6. Comparison of pre and post-test in fluency

As evident from the table 2.5 in the pretest the student no. 2 who is from class 7th of the Spirit School was less fluent in the use of language. In most of the sentences he failed to produce a complete sentence in one flow. In each sentence, S2 took pause or stammer in the speech at least one time and occasionally two times or more. Then the student was provided with videos that included the dubbed and subtitled videos in English language. After the use of audiovisual aids in the language learning process helps the student to learn language and produce the sentence more fluently. It is evident from the result of post-test of S 2 that the level of fluency increases and the student is able to produce more complex structures than before. His speech includes fewer pauses and most of the sentences are spoken without a pause.

In the pretest the student no 4 from grade seven of Roots Millennium School, the speech of the student includes pauses and hesitation in the speaking. The student took pauses and sometimes use fillers to fill the gap. The audiovisual aids help him to gain more confidence in his speech. The result of the post-test of S4 show that he took pause only two times in the whole speech that is of the same length as in the pretest. He used fillers only once in the speech, which shows that the audiovisual aids helped him in learning the language and improving his skills. S4 used the vocabulary that was provided earlier with more accuracy and flow. He avoided all the mistakes that he attempted earlier in the pretest. Hence the use of audiovisual aids affects students learning in a positive way.

Pronunciation

A style of uttering a word, especially one that is recognized or widely understood, is characterized as 'pronunciation.' (American Heritage Dictionary, 3rd., 1992).

Pronunciation, apart from other elements of teaching a foreign language (such as grammar and vocabulary), is frequently overlooked in second language (L2) classrooms. The issue with pronunciation pedagogical application of pronunciation training is due to two factors. To begin with, including a focus on pronunciation into a communicative teaching strategy that stresses interaction is difficult (Mora & Levkina, 2017). Second, when pronunciation instruction is provided, it is usually done

on an individual basis, assuming that the learner is interested and ready to seek out of-the-classroom sources of input. Furthermore speakers of English as a foreign language at all levels of proficiency experience difficulty understanding words in a continuous stream of speech. One common source of exposure to L2 spoken input is watching movies in the L2. Additionally, learners of English as a foreign language have trouble comprehending words in a continual flow of speech at all levels of proficiency. Watching movies in a foreign language is a common medium of exposure to spoken stimuli of a foreign language. Multimedia teaching and the utilization of audiovisual tools, such as subtitled video, have been proven to provide educational benefits (Mayer, 2009). Multimodality has been shown to improve listening skills (Vanderplank, 1988) and vocabulary development of foreign languages (Montero Pérez, Van Den Noortgate & Desmet, 2013). The concept of bimodal reinforcement in Paivio's (1986) Dual Coding Theory explains such advantages, claiming that dual processing of audio and visual information aids in the creation and strengthening of mental representations of experienced things, and as a result, learning is fostered. Therefore, subtitled videos aid in the development of pronunciation of the foreign language.

Following are some examples taken from the data of pre and post-test.

	Pre-test	Post-test
	Spoken Test	
Student 7 Class 6	<p>About family care: When I get ill, my mother take care and give me medicine. She is very kind hurt and caring wooman. I proud of my mother very much.</p> <p>Transcription</p> <p> wen 'aɪ 'get ɪl </p>	<p>About family care: When I am sick my mother is concerned about my diet. I have my mother, father, two sisters and two brothers. My mother takes care the all family members. She is very kind heart and caring woman. My father is also loving and caring me.</p> <p>Transcription</p> <p> wen 'aɪ əm sɪk maɪ 'mʌðər z kən'sɜːnd</p>

	<p>maɪ 'mʌðər 'teɪk keər ənd gɪv mi: 'medsn. </p> <p>'ʃi: ɪz 'veri kaɪnd hɜ:t (hurt) ənd 'keəriŋ wʊmən (woman) </p> <p>'aɪ praʊd əv maɪ 'mʌðər 'veri 'mʌtʃ </p>	<p>əˌbaʊt maɪ 'daɪət </p> <p>'aɪ həv maɪ 'mʌðə </p> <p>'fɑ:ðə </p> <p>ˌtu: sɪstəz ənd ˌtu: 'brʌðəz </p> <p>maɪ 'mʌðər 'teɪks keə ði ɔ:l 'fæmli 'membəz </p> <p>'ʃi: ɪz 'veri kaɪnd 'hɑ:t ənd 'keəriŋ 'wʊmən </p> <p>maɪ fɑ:ðə z 'ɔ:lsəʊ 'lʌvɪŋ ənd 'keəriŋ mi: </p>
<p>Student 10 Class 7</p>	<p>About climate change: Climate change is the long changing of temperature of tropical weather in the place because of current climate change. It is larger human activity fossil fuels like natural gas, oil and burning. These materials what are called green house gas in the atmosphere.</p> <p>Transcription 'klaɪmət tʃændʒ (change) ɪz ðə lɔŋ 'tʃeɪndʒɪŋ əv 'tempərəʃər</p>	<p>About climate changing: Climate change is most unpredictable threat to our planet. All climate is changed over the last century. There is stronger evidence, the most of the warming observe of the last fifty years. The usually most of the human activities because of gas, initial temperature continue to rise in this century. The atmosphere is polluted. Its impacts will be negative on both; mankind and nature. Human activity to climate change include in particular warming of fossil fuels, agriculture and land use activity causes deforestation.</p> <p>Transcription 'klaɪmət tʃeɪndʒ ɪz məʊst ˌʌnpriˈdɪktəbl. θret tu 'aʊə 'plænit ɔ:l 'klaɪmət s tʃeɪndʒd 'əʊvə ðə lɑ:st</p>

<p>əv <u>trɪpɪkəl</u> 'weðə in ðə pleɪs brɪ'kɒz əv 'kʌrənt 'klaɪmət tʃændʒ (change) 'ɪt ɪz 'lɑ:dʒə hu:mən (hooman) æk'tɪvəti 'fɒsl. 'fju:əlz laɪk 'nætʃrəl gæs 'oɪl ənd 'bɜ:nɪŋ ði:z mə'tɪəriəlz analisis wɒt ə kɔ:ld 'gri:n haʊz grɑ:s in ðə eə (atmosphere) </p>	<p>'sentʃəri ðə ɪz 'strɒŋgər 'eɪvɪdəns ðə məʊst əv ðə wɔ:mɪŋ əb'zɜ:v əv ðə lɑ:st 'fɪfti 'jiəz ðə 'ju:zəli məʊst əv ðə 'hju:mən æk'tɪvətɪz brɪ'kɒz əv gæs ɪ'nɪʃl. 'temprətʃə ʃ kən'tɪnju: tu raɪz in ðɪs 'sentʃəri ði 'æt məsfɪə z pə'lu:tɪd ɪts ɪm'pækts ,wi:l bi 'negətɪv 'ɒn bəʊθ ,mæn'kaɪnd ənd 'neɪtʃə 'hju:mən æk'tɪvəti tu 'klaɪmət tʃeɪndʒ ɪn'klu:d ɪn pə'tɪkjələ wɔ:mɪŋ əv 'fɒsl. 'fju:əlz 'ægri,kʌltʃə 'lənd 'ju:s æk'tɪvəti 'kɔ:zɪz ,di: ,fɒrɪ'steɪʃn. </p>
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**Table no 4.7. Comparison of pre and post-test in pronunciation
(The Spirit School)**

By taking into consideration the pretest of student no. 7 of grade six from The Spirit School, it can be observed in table 2.6. that S7 attempted some errors of pronunciation during his speech. Even some common words are pronounced wrongly. For example, he uttered the words woman and hurt wrongly. After the pretest, the student learns English language with the help of audiovisual aids. The posttest is taken after the two months of the pretest. The result of the post-test shows that S7 avoided all the mistakes of pronunciation in the speech that is even longer than the pretest. So it is evident from the results of post-test that the audiovisual aids help the students to improve their language skills and in uttering the words with more clear pronunciation.

The results of the pretest and post-test of student no. 10 mentioned in table 2.6. provides more evidence for the positivity of experiment. S10, in his pretest pronounced 3 words incorrectly. As the students were provided with the video that include correct pronunciation and also the subtitles of the audio to learn English, post-test was conducted after two months to check their progress. The result of post-test

shows that S10 pronounce all the words with correct pronunciation. He also used more complex words with correct pronunciation. All the previous mistakes are avoided which shows that the use of audiovisual aids is more helpful in learning language specifically in learning the pronunciation of the words.

	Pre-test	Post-test
	Spoken Test	
Student 1 Class 6	<p>About family care: I have a loving fameely. We are five members. My father, mother, leettle sister and brother. My father is a doctor and my mother is a house wife. They take care me in all my life problems. My family help me in developing good habits. I love my family very much.</p> <p>Transcription</p> <p>'aɪ həv ə 'lʌvɪŋ 'fæmɪli (famiily) 'wɔɪ: ɑ: faɪv 'membəz maɪ 'fɑ:ðə 'mʌðə li:tl (leettle) sɪstər ənd 'brʌðə maɪ fɑ:ðə z ə 'dɒktər ənd maɪ 'mʌðər z ə haʊz waɪf 'ðeɪ 'teɪk keə mi: ɪn ɔ:l maɪ life 'prɒbləmz maɪ 'fæmli help mi: ɪn dɪ'veləpɪŋ ɡʊ 'hæbɪts 'aɪ 'lʌv maɪ 'fæmli 'veri 'mʌtʃ </p>	<p>About family care: Our fameely's customs are essential in our life. We can't afford to lose them. My family is strict. My parents are both on job. Our other family members also stays with us. My grandpa was military officer, receives a leettle pension. He is a strict. He expects the best from us. At 6 a.m., everyone is ready to go for a morning walk. He picks me up from the school. He order us every time.</p> <p>Transcription</p> <p> 'aʊə 'fæməlɪz 'kʌstəmz ɑ:,ə ɪ'senʃl. ɪn 'aʊə lʌɪf wi kɑ:nt ə'fɔ:d tu lu:z ðəm maɪ 'fæmli z strɪkt maɪ 'peərənts ɑ:,ə bəʊθ 'ɒn dʒɒb 'aʊər 'ʌðə 'fæmli 'membəz 'ɔ:lsəʊ steɪz wɪð əz maɪ 'grænpɑ: wəz 'mɪlɪtri 'ɒfɪsə rɪ'si:vz ə 'lɪtl. 'penʃn. 'hi: ɪz ə strɪkt 'hi: ɪk'spekts ðə best frəm əz ət 'sɪks ,eɪ' em 'evrɪwʌn ɪz 'redi tu 'gəʊ fər ə 'mɔ:nɪŋ </p>

		<p>wɔ:k</p> <p>'hi: pɪks mi: 'ʌp frəm ðə sku:l </p> <p>'hi: ɔ:dər əz 'evri 'taɪm </p>
<p>Student 5 Class 7</p>	<p>About climate change: It is important to understand climate is changing so that we can prepare for the few term study. The climate has a predict how much rain the next winter in. The cause of current climate is longer human activities like burning fossil fuels or oil and coal (coyal). Burning these materials release that what are called green-house gases. It cause paalliuion.</p> <p>Transcription</p> <p> 'ɪt ɪz ɪm'pɔ:rtnt (important) tu ,ʌndə'stænd 'klaɪmət s 'tʃeɪndʒɪŋ 'səʊ ðæt wi kən prɪ'peə fə ðə fju: tɜ:m 'stɑ:di ðə 'klaɪmət 'hæz ə prɪ'dɪkt ,hau 'mʌtʃ 'reɪn ðə nekst 'wɪntər ɪn ðə kɔ:z əv 'kʌrənt 'klaɪmət s 'lɒŋgə 'hju:mən ək'tɪvətɪz (activities) laɪk 'bɜ:nɪŋ 'fɒsl. 'fju:əlz ɔ:r 'oɪl ənd kɔ:əl (coyal) 'bɜ:nɪŋ ði:z mə'tɪəriəlz rɪ'li:s ðæt wɒt</p>	<p>About climate changing: Climate change affect people's health, food, shelter and jobs. People in tiny island and poor countries are in danger. Whole villages leave their homes due to sea-level rise and droughts. People will starve. Climate change is unpredictable threat to our planet. Climate is changed day by day. The human activities like burning fossil fuels or oil and coal cause pollution. The atmosphere is polluted. Its effects will be negative on humans and nature. It is important to take right steps. We should give awareness to people.</p> <p>Transcription</p> <p> 'klaɪmət tʃeɪndʒ ə'fekt 'pi:pl. z helθ fu:d 'feltər ənd dʒɒbz 'pi:pl. ɪn 'taɪni 'aɪlənd ənd pɔ: 'kʌntrɪz ər ɪn 'deɪndʒə 'həʊl 'vɪlɪdʒɪz 'li:v ðeə hæʊmz dju: tu 'si: levl. raɪz ənd 'draʊts 'pi:pl. wɪl stɑ:rv 'klaɪmət tʃeɪndʒ ɪz ,ʌnpri'dɪktəbl. θret tu 'aʊə 'plænɪt 'klaɪmət ɪz tʃeɪndʒd 'deɪ 'baɪ 'deɪ </p>

	ə kɔ:ld 'grɪ:n haʊz 'gæsɪz 'ɪt kɔ:z pɑ:lju:ʃn. (paalliuʃn).	ðə 'hju:mən æk'tɪvətɪz laɪk 'bɜ:nɪŋ 'fəsl. 'fju:əlz ɔ:r 'oɪl ənd 'kəʊl kɔ:z pə'lu:ʃn. ði 'ætməsfiə z pə'lu:tɪd ɪts ɪ'fekts ,wi:l bi 'negətɪv 'ɒn 'hju:mənz ənd 'neɪtʃə 'ɪt ɪz ɪm'pɔ:tnt tu 'teɪk 'raɪt steɪps wi ʃəd grɪv ə'weənəs tu 'pi:pl.
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**Table no 4.8. Comparison of pre and post-test in pronunciation
(Roots Millennium School)**

Table 2.7 shows some pronunciation errors of student no. 1 throughout his speech, based on the pretest of S1 of grade six from Roots Millennium School. Even simple terms are incorrectly spoken. For example, he incorrectly used the words family and little. After the pretest, the student was exposed to audiovisual tools to acquire the pronunciation of English language. After the execution of activities, post-test was taken after two months. The post-test results demonstrate that S1 avoided not only pronunciation errors attempted in the pre-test but all pronunciation errors in a speech that was even lengthier than the pretest.

The results of the pretest and post-test of student no. 5 mentioned in table 2.7. gives evidence for the positive impact of experiment. S5, in his pretest pronounced four words incorrectly. The students were exposed to the video 'Tomorrow' dubbed in English. They learn correct and clear pronunciation of the words related to the topic. Post- test was conducted after two months to check their progress after teaching them through AVT techniques. The result of post-test shows that S5 pronounce all the words with correct pronunciation. The improvement can be in the table 2.7 given above. S5 pronounced the words in post-test correctly, pronounced incorrectly in pre-test. He also used more complex words with correct pronunciation. All the previous mistakes are avoided which shows that the use of audiovisual aids is more useful in learning language specifically in learning the pronunciation of the words.

Results

The result of post-test was also analyzed quantitatively in form of percentages and graphs.

The Spirit School (Grade sixth and seventh)

Sr.No	Percentage
1	90
2	78
3	88
4	78
5	98
6	88
7	78
8	89
9	89
10	87
11	86
12	83
13	82
14	81
15	76
16	79
17	80
18	90
19	94
20	83
21	80
22	84
23	93
24	78
25	79

26	92
27	90
28	78
29	79
30	76

Table 4.9 Percentage of post-test of The Spirit School

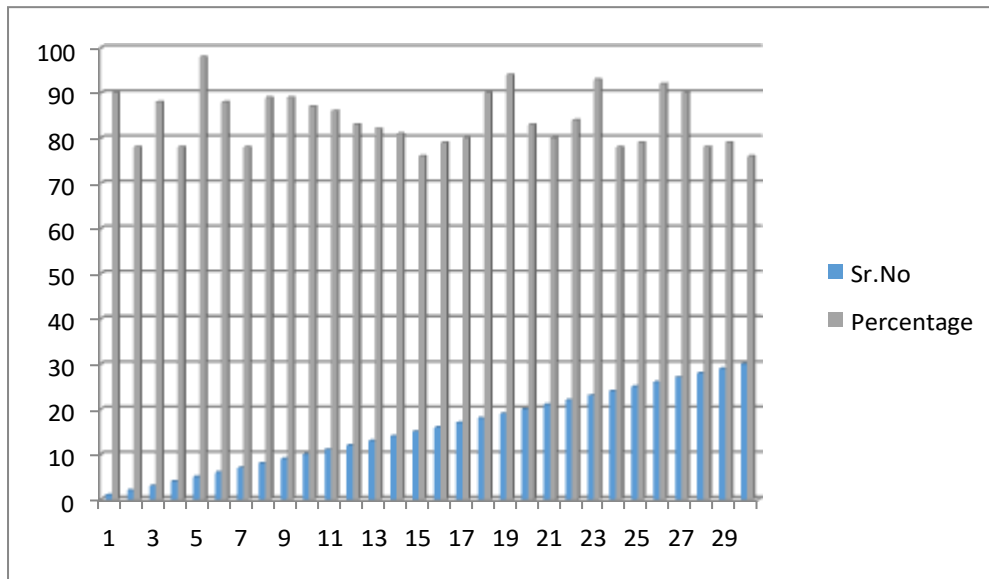


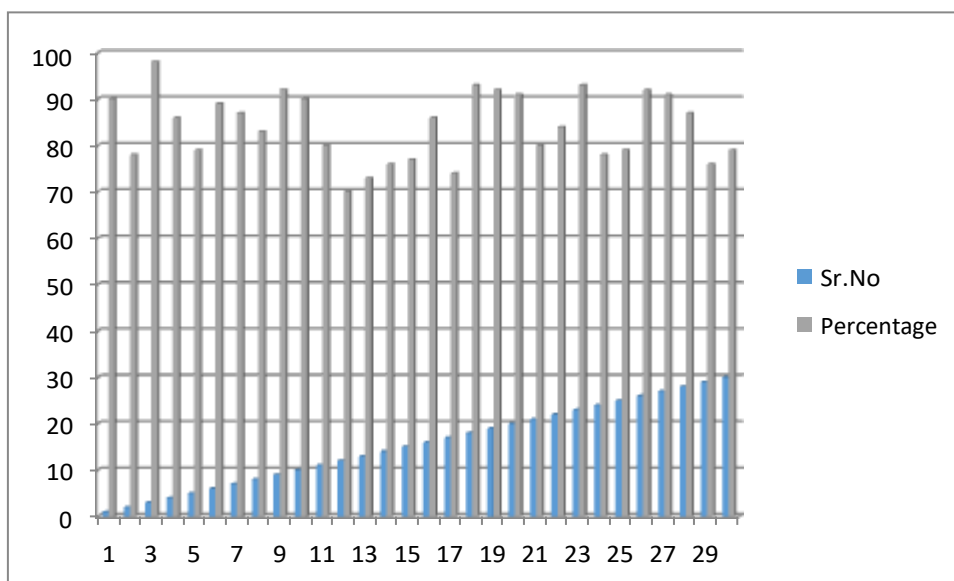
Table 2.8 and above graph show the percentage of improvement in written and spoken skills of grade sixth and seventh students from The Spirit School. According to the methodology, the researcher selected 30 students from The Spirit School for this study. Seven students showed improvement from 90 to 98%. Twelve students improved from 80 to 89%. Eleven students improved from 70 to 79%. This shows the positive effect of using AV translational techniques in EFL classes.

Roots Millennium School (Grade sixth and seventh)

Sr.No	Percentage
1	90
2	78
3	98

4	86
5	79
6	89
7	87
8	83
9	92
10	90
11	80
12	70
13	73
14	76
15	77
16	86
17	74
18	93
19	92
20	91
21	80
22	84
23	93
24	78
25	79
26	92
27	91
28	87
29	76
30	79

Table 4.10 Percentage of post-test of Roots Millennium School



The above given table 2.9 and graph indicates the result of pre-test, lesson plans and activity performed in school of Roots Millennium School on the students of sixth and seventh grade .Thirty students were selected from The Spirit school. The result showed that students were not able to speak well. There were spelling mistakes, vocabulary, pronunciation problem, lack of understanding, improper sentence making and students were not able to speak English. After the inclusion of Audio visual-translation in classroom for 4 weeks there was a positive change in students. They were able to respond and speak. It was due to the activities conducted for 4 weeks. Nine students responded and their improvement was by 90-98% in the post test. Seven students after the posttest and activities improved by 80-89%.Fourteen students got improved by 70-79% after the activities performed. This shows that inclusion of AV translation in classes has positive effect on the language learning.

Questionnaire for Feedback

A questionnaire was given to the experimental group of students of six and seven grades of The Spirit School and Roots Millennium School as EFL learners. The purpose of questionnaire was to find out what the learners thought about learning via AV techniques as dubbing and subtitling to acquire vocabulary, fluency pronunciation and spelling. A questionnaire consisted of 10 statements was given to the group containing 60 students from 6th and 7th class of The Spirit and Roots Millennium School (Islamabad). Following is the analysis of the questionnaire based on the percentage of learners from the scale of strongly disagree to strongly agree.

Table 4.11. Analysis of Questionnaire

Serial No	Statement	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	Dubbing and subtitling are effective for written and spoken skills in learning English language for learners at middle level.	5%	3 %	1 %	20 %	31 %
2	Teaching through visuals and audio helps to develop a natural connection between words and visuals.	0%	1 %	5%	34%	20%
3	Visuals and audios when combined, help learners to identify objects and actions shown and played on the screen.	3%	3%	6%	15%	33%
4	Dubbing and subtitling make it easy to perceive emotions /feelings through visuals and audio by making a mental representation of the situation.	0%	2%	4%	38%	16%
5	Audio-visual translation techniques can be used for teaching how to use and pronounce words in different settings.	0%	3%	7%	33%	17%

6	Words and concepts learn through audio- visual aids remain in memory of learners for a long time.	0%	6%	6%	15%	33%
7	The use of dubbing and subtitling helps the learners in the revision of the previous knowledge.	6%	4 %	0%	31%	19%
8	Visuals using subtitles can help learners to learn spelling effectively.	0%	2 %	5%	40%	13%
9	The teaching method through dubbing and subtitling brings confidence in the learners	5%	3 %	10%	25%	17%
10	The learners find the type of animated videos with dubbing and subtitling as a teaching method interesting and informative.	0%	0%	3%	22%	35%

The questionnaire was used to collect EFL experimental students' feedback. The responses collected from the calculation of percentage from first statement to tenth statement prove that a large percentage of EFL students support the idea of the use of AV translational techniques and the use of dubbing and subtitling for vocabulary building, pronunciation, spellings and fluency. A small percentage does not support this idea whereas there were few who remained neutral. Hence, an overall analysis of the questionnaire reveals that more percentage of the students believe teaching English language via AV methods is necessary for learning vocabulary, fluency, spelling and pronunciation whereas less percentage of the students disagree.

Discussion

First of all, an interview was taken from the English teachers of the experimental group to know their teaching methodology. Before conducting pre-test, the researcher also observed the teachers methodologies to teach English. The researcher came across the problems in their teaching methods to teach English to EFL learners. At this stage the researcher designed the pre and post-test according to the level of EFL learners. The lesson plans and activities were planned by the researcher keeping in view the AV techniques. The researcher took pre-test of The Spirit School and checked the children's performance to what extent they are studying, and then the researcher took post-test after using AV techniques in the class. The same methodology and process were applied to Roots Millennium School (Islamabad). The results obtained during this whole process are given in the form of graphs and tables above. All of this activity seeks to awaken the children's potential and mental skills and the researcher has been largely successful in this process. In all of this activity, the students of class 6th and 7th were selected to perform this experiment. During the execution of lesson plans the researcher observed all the activities performed by the learners.

Ability test in form of written pretest regarding vocabulary and spellings was given to whole class as experimental group. The students of 6th and 7th class of both schools were taught 3 days in a week for 4 weeks. After four weeks of teaching through English dubbed and subtitled videos posttest about vocabulary and spellings was conducted. Ability test in form of spoken pretest was also conducted for the purpose of fluency and pronunciation. After showing English dubbed and subtitled animated videos, spoken posttest was conducted. The data was analyzed through the instruments of interview, observation, ability test and questionnaire. Ability test was compared and analyzed keeping in view the dual coding theory by Paivio. The sample size was 60. Examples from the data are cited above to show the difference before and after using AV techniques. The results show that student's performance has improved after teaching them through audio visual techniques.

The reason in the improved performance of students was the active participation of students. Another reason was their interest in lessons taught via AV techniques. It can be concluded based on the result of pretest and posttest AV techniques can enhance students' vocabulary, spellings, fluency and pronunciation.

Questionnaire was also collected from both classes of both schools for the purpose of taking feedback on learning English as a foreign language via AV techniques. The feedback also showed their preference for the exposure of AV techniques. The reason can be the animated videos and motivational nature of such animations.

Chapter 5

Conclusion

Over a period of time, English language teaching has developed into a discipline. It has placed equal emphasis on both teaching and learning the language using a variety of skills and approaches. The ability to translate is also a necessary skill for mastering English language. Translation is an important tool and skill used in studying and/or teaching language in Pakistani setting. Translation is used to acquire, teach, and assess language skills at all levels of education. This study posed three questions.

Question no. 1 was about exploration of various translational strategies used in EFL classrooms. In order to address the first question of this research, an interview was conducted with teachers of The Spirit School and Roots Millennium School (Islamabad). Interviews were taken from the teachers teaching sixth and seventh grades of the schools. The purpose of taking interviews was to explore the translation strategies they generally used in their classroom to teach English as a foreign language. After holding a one-to-one talk with teachers of The Spirit School and Roots Millennium School an observation of the classes was carried out with due permission of principals and section heads. The teachers and the class were observed by the researcher before the pre-test. The methodology of teachers, notebooks of students and responses of students were observed by the researcher during in the duration of forty minutes class. The researcher has adopted the overt observation before pre-test and during the execution of activities in class six and seven of The Spirit School and Roots Millennium School.

Question no. 2 of the study was to check the effect of introduction of AV translation activity on language production skills of students. For this, pre-test was conducted at the beginning of the experiment to assess the prior learning and comprehension of the students. The ability test was designed according to the selected dubbed and subtitled English animated videos. The pre-test was divided into two parts, the first of which included five questions about writing abilities. The emphasis was on vocabulary and spellings. The second section contained two

general questions. These two questions were related to speaking skills. The emphasis was on pronunciation and fluency. After this stage, students were exposed to subtitled and dubbed videos. The lesson plans comprised of activities were designed by the researcher and followed by the participants. According to the lesson plan, students were taught three days a week for continuously four weeks. All the activities and procedures were observed by the researcher during this process of two months. The researcher conducted a post-test after the execution of activities to check the effects of AVT techniques on productive skills of students. The post-test was similar to the pre-test taken by the experimental group after early class observation and before the execution of experiment. All the data was compared and analyzed keeping in view the theoretical framework of dual coding theory. The results show that student's performance has improved after teaching them through audio visual techniques. The reason in the improved performance of students was the active participation of students. Another reason was their interest in lessons taught via AV techniques. It can be concluded based on the result of pretest and posttest AV techniques can enhance students' vocabulary, spellings, fluency and pronunciation.

Question no. 3 of this study was to find out the implication of learning through AV techniques in an ELT context. To carry out this question, questionnaire was collected from both classes of both schools. The aim was taking feedback on learning English as a foreign language via AV techniques. The feedback also showed their preference for the exposure of AV techniques. The reason could be the animated videos and motivational nature of such animations. Hence, an overall analysis of the questionnaire reveals that more percentage of the students believed teaching English language via AV methods were necessary for learning vocabulary, fluency, spelling and pronunciation whereas less percentage of the students disagree.

Audiovisual translation training has made it possible to consider translation in a variety of domains. The employment of translation in an EFL context is one such field. Students of EFL in Pakistan face issues such as being unable to communicate in English. This is due to the fact that they spend the majority of their time speaking their mother tongue and are more concerned with passing the examination than with learning skills such as vocabulary, fluency, and pronunciation. Students devote their efforts not to understand but cram grammatical rules in order to improve their writing skills. They consider translation to be a barrier to language acquisition

because they believe students lose time translating from English to Urdu and from Urdu to English. Different tactics, such as Audiovisual Aids, are not used in class to help pupils improve their speaking skills. The majority of language teachers are opposed to employing AV translation in EFL lessons. Many theoretical works and practical procedures in language teaching assume that a foreign language must be taught independently of the learners' first language. However, the application of AV techniques proved the activity of learning and teaching English via dubbing and subtitling has a favorable outcome on the productive abilities of the EFL learners. It was evident that the improvement in the writing skills of students' was significant as compared to spoken skills. In addition, the lesson plans also helped the students to enrich their vocabulary, improve their pronunciation. AVT improved the students' ideas by exposing them to dubbing and subtitling. On the basis of the result of students' speaking and writing skills, their score in the pretest showed their vocabulary, pronunciation, and expressions of the terms were not up to the mark. For enriching and improving vocabulary and pronunciation of the student's lesson plans were designed, executed and taken into consideration before the post-test. It was observed that the results of activities showed an improvement as compared to performance at pre-test time. It was observed that out of sixty students, fifty students took interest in watching the video at the first and second day of the EFL classes of both schools. Later the students were engaged in watching and listening videos carefully. These findings indicate that there is a significant increase in the motivation level and interest of students in their written activity and somehow in spoken as compared to the pre-test. A questionnaire for the feedback also showed their preference to the exposure of AV techniques. The animated videos proved to be the force and motivation and interest for the learners.

It was also observed that learning L2 without a reference to L1 is a big hurdle for Pakistani pupils. Many researches in the field of EFL have looked at the function of translation in language teaching and learning, but there has been minimal focus on the use of audiovisual translation and its type in Pakistani EFL programmes. Therefore, in order to examine EFL learners' perspectives on the contribution of dubbing and subtitling in EFL learning, it is necessary to examine the role of AV translation in EFL classes. It was evident that for learning fluency, pronunciation, vocabulary, spelling; the use of dubbing and subtitling AV translation

methodology is a productive and facilitative language learning strategy. Translation is required for language acquisition so that students can learn grammar, expand their vocabulary, comprehend material, and improve their listening and speaking skills. Firstly, the purpose of this research is to see if these strategies can be used to teach English to EFL students in a Pakistani context... Secondly, the purpose of this study is to find out what EFL Pakistani students and teachers think about the importance of audiovisual translation (dubbing, subtitling) as a language learning approach. The research showed a positive impact on the language production skills of learners. Furthermore, when utilized effectively, it can enhance the diversity of EFL learning tactics available by complementing traditional teaching approaches. In this sense, the active use of AVT approaches through the use of technology will become a good technique for teachers and students of English as a foreign language. Furthermore, this research might aid elementary pupils in developing more productive skills. Students would from making effective use of the audiovisual component in the classroom, and L2 teaching can be improved in a variety of ways. AVT is being considered as an encouraging and appealing tool for both students and teachers. It will strengthen the bonds between students and teachers, as well as between students and other students. The use of AV translation method in language learning programmes would assist students in developing language production skills.

Recommendations

Here are some suggestions for teaching English to EFL elementary school students in a Pakistani context.

1. English teachers should encourage students to be creative. Novel teaching strategies should be used to replace rote memorization of the material, other outdated and traditional methods of teaching. Their teaching materials should be modified, updated and designed according to the need of the students and circumstances of the class.
2. There can be a comparative study of private schools that have employed such audio visual aids versus government schools that have used them either less or not.
3. The teacher may also bring audio and visual material related to the topic to improve their grammar.

4. To increase participation of students the teacher should encourage students and engage them in different activities like dialogue performance and role plays; and offer each student an opportunity to speak in front of the class.
5. While using Dual coding theory, researches on teaching of other combinations of integrated skills using AVT techniques may be conducted.
6. The experiment can also be conducted using Audio visual translation techniques on intermediate and advanced level of learners other than beginners.
7. School owners should provide English teachers innovative equipment and required facilities for teaching English as teachers require a motivating environment to transfer knowledge to students. In order to implement novel methods such as AVT techniques on EFL learners, adequate equipment like projectors and sound systems should be accessible in classrooms of EFL students at elementary and secondary levels.

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APPENDICES

APPENDIX A: Written Pre and Post-Test

Question 1. Write a paragraph on how would you treat a physically disabled classmate?

6 marks

Question 2. Create a story by using following words. All of the words must be used in the story.

Marks will be given to spellings and the correct use of words.

Need, spend, share, generosity, collect, money, help, give

8 marks

Question 3. Write three associative words of the words given below.

4 marks

Politics

Web

Flood

Guardians

4) Complete the sentences by using the words from the box.

6marks

- i) Stop playing _____ on people. It is shameful.
- ii) When you get up in the morning, don't forget to _____ your blankets.
- iii) Please _____ to bring the birthday cake. Don't forget it.
- iv) It was police who _____ John.
- v) If everyone will _____, we will finish the work quickly.
- vi) Every person in the world has a _____ of some kind or another. No one is perfect.

arrested
remember

flaw
fold

cooperate
tricks

5. Choose the correct spelling.

6 marks

- | | | | |
|---------------|----------------|----------------|---------------|
| 1) Temprature | 2) Temperature | 3) Temprachure | 4) Temperatur |
| 1) Oshun | 2) Oshan | 3) Ocean | 4) Otion |
| 1) Destroy | 2) Destory | 3) Desteroy | 4) Distroy |
| 1) Suficient | 2) Suffcient | 3) Sufficient | 4) Sufficeint |
| 1) Delicious | 2) Delicous | 3) Delecious | 4) Dilecious |

1) Ecschange 2)Exchang 3) Exchange 4)Exchanje

Pre and post spoken test **(30 marks)**

Topic: Family, family care or kindness and climate change

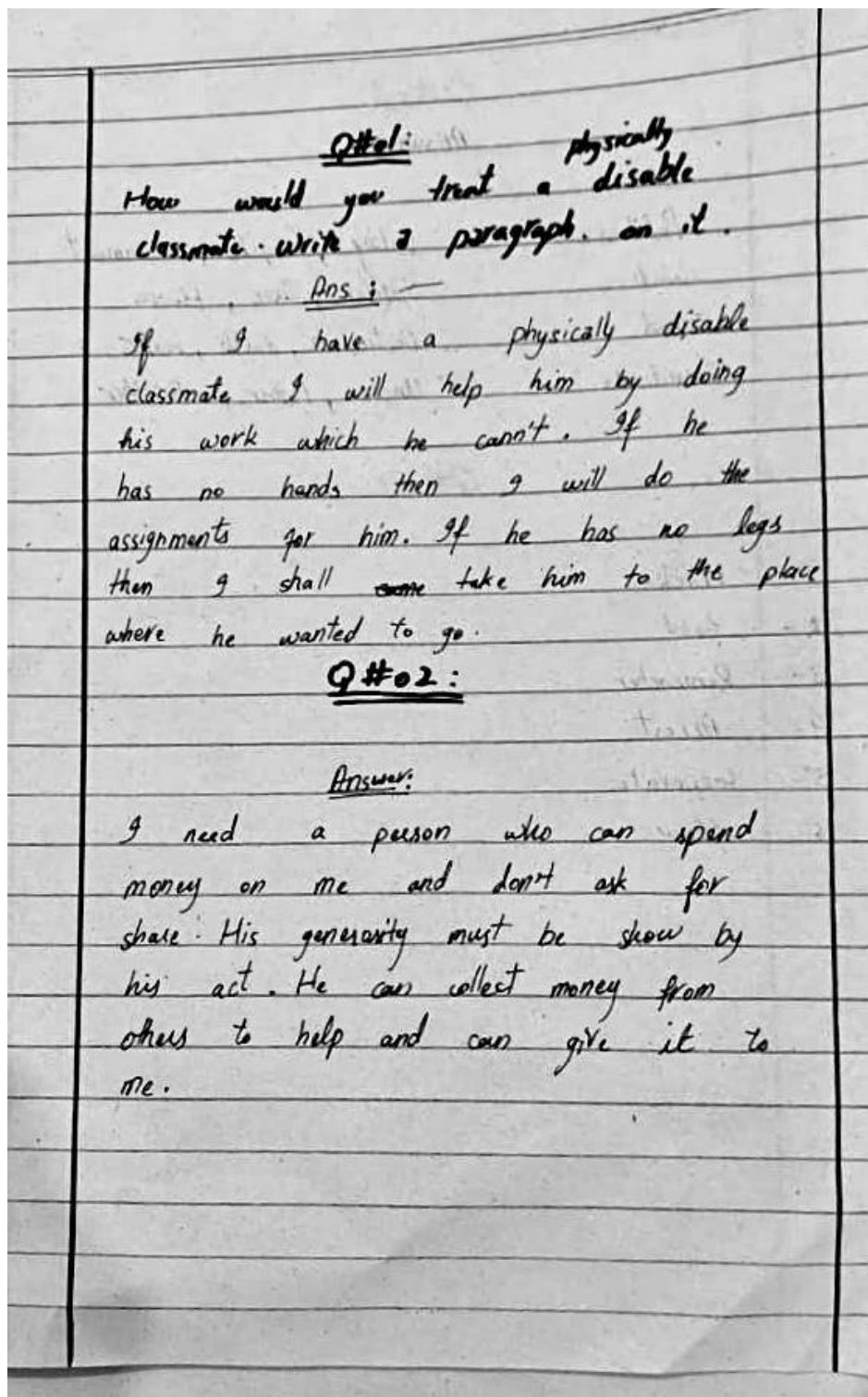
Focus (Fluency, Pronunciation)

1. Speak about your family or family care or kindness. **(15 marks)**

2. Speaking of climate change or how you view the world **(15 marks)**

APPENDIX B: Pre and post-test of The Spirit School

Pre-test: Sample 1



Q#03:

Answer:

Politics	Voting, people, government
Web	Spider, Cave, House
Flood	Destruction, death, water
Guardians	Uncle, Father, Brother

Q#04:

1- tricks

2- fold

3- Remember

4- Arrest

5- Cooperate

6- flaw

Q#03:

Answer:

Politics	Voting, people, government
Web	Spider, Cave, House
Flood	Destruction, death, water
Guardians	Uncle, Father, Brother

Q#04:

1- tricks

2- fold

3- Remember

4- Arrest

5- Cooperate

6- flaw

Post-test: Sample 2

QNO: 01 Paragraph
physical disabled people are usually sensitive due to their defect. So we have to treat them nicely. If I had found any disabled person in my classroom, I would approach him, spend most of my time with him. I would encourage him to face the world bravely. I would help him in studies, if he found any difficulty. I would bring food for him in breaktime from canteen.

QNO: 02 story

Once I went to visit my friend to spend some time with him. When I reached at his door, I heard some voices coming from inside. From these voices I came to know that my friend need some money for his mother's operation. After hearing this, I came back to home immediately and decided to help him. I shared the whole matter with my father. Then, he collected money from some generous people and gave it to my friend. He was very grateful to us at this favor.

QNO: 05: Spellings

2) Temperature

3) Ocean

1) Destroy

3) Sufficient

1) delicious

3) Exchange

QNO: 03 Associative words

Politics: Rule,
~~the~~ politician,
Election

web: Internet,
Screen,
Information

Flood: Loss,
Poverty,
homeless

Guardians:
struggle,
attendant
High spirit

QNO: 04: Vocabulary

- i) tricks
- ii) fdd
- (iii) remember
- iv) arrest
- v) Cooperate
- vi) flaw

APPENDIX C: Pre- and post-test of Roots Millennium School

Sample 1: Pre-test

14 December 2021 Test.

Q1 How would you treat a ^{physically} disabled classmate?

Ans: If I have a disabled classmate in my class if she don't have hand I help her to write her work I do her classwork. If she don't have feet I bring water for her, I shall provide basic needs to him.

Q2 Make a story by using following words.
Need, spend, share, generosity, collect, money, help, give.

Once upon a time I go to village. I spend money to poor people for the help of poor peoples. One day I am going with my cousins and there was a man who crying over money He don't have money to feed his children. He is collecting money and begging and crying. So I show generosity and give him money and help him. he buy some food and share with his children.

Q3

Politics:- People, vote, parties.

Web:- birds, wood, Tree.

Flood:- Water, destruction, Death

Guardians:- Parents, Teacher, Uncle

Q2 Fill in the blanks answers.

1- Tricks

2- fold

3- remember

4- arrest

5- cooperate

6- flaw

7-

Sample 2: Post-test

Question #01

Write a paragraph on how would you treat a physically disabled classmate?

(Paragraph)

Few days ago a new student takes admission in our class. Her name is Ayesha and she is a hardworking student but she is physically disabled. Her knee and hand joints fractured in a car accident. I will make notes for her that help her in studies. I will go to the canteen and take some chips for or whatever she wants to eat. I will treat her more than a friend and always help her in her studies. Some students tease Ayesha very badly, I will say to them all that don't tease her and rather than teasing give her a comfort zone and

help him in her studies and other activities-

Question #02

Create a story by using following words-

(Needs, spend, share, generosity, collect, money, help, give)-

Story

Once upon a time my friend Hania collected some money to give her maid - she wants to help him because her maid was very needy. Her maid needs money to pay college fee - so, Hania collected money to give her maid - I also share my pocket-money - Hania's maid shared money with her siblings and they spend all of the money in their school fee - Her maid shows generosity while she was already in need of money-

Question #03

Write three associative words of the words given below-

1) - Politics -

Fake promises, Blame, corruption,
Lobby -

2) - Web -

Browsers, Email, Internet, home page -

3) - Flood -

Crowd, Loss, Water, Torrent -

4) - Guardians -

Protector, Kind-hearted,
Lovable -

Question #04

(i) -

(ii) - Fold

(iii) - Remember

(iv) - Arrest

(v) - Cooperate

(vi) - Flaw

Question #05

- (i) - Temperature
 - (ii) - Ocean
 - (iii) - Destroy
 - (iv) - Sufficient
 - (v) - Delicious
 - (vi) - Exchange
-

Appendix D: Lesson plans

One

Duration of the video: 4 minutes

Title: 1001 Nights Episode 11

Class: 6th/7th

Subject: English

Duration of the class: 40 minutes

Topic: Generosity

Objective: The students will be able to learn

Fluency and pronunciation

Material Resources (Training aids): Multimedia (Animated dubbed video)

Activities: What happens next/ Practice of sound (Spoken/written task)

Procedure: Stopping the clip a minute early and have the students guess what will happen next. The rest of the video will be played to see if they were right.

Students will have to write a catchy title and find the rhyming words.

Two

Duration of the video: 5 minutes

Title: Khalsabad: a story of humanity, unity and co-existence (Subtitled in English)

Class: 6th/7th

Subject: English

Duration of the class: 40 minutes

Topic: Humanity, unity and co-existence

Objective: The students will be able to learn

Vocabulary

Material Resources (Training aids): Multimedia (Animated subtitled video)

Activities: Character description

Find the adjectives, generating and adding nouns. (Written)

Procedure: Before playing a film clip, write on the board the names of all the characters in the film. (It's okay if students overlap and have the same characters). During the film, tell students to pay special attention to their character and take notes on who they are and what they do. At the end of the movie, students have write one to two paragraphs about their character.

Example:

Here are some starter questions to set you on the right path:

- What is your character's name?
- What is their job?
- Where do they live?
- What are their goals?
- What is the relation of characters with other characters?

Four

Duration of the video: 2:15 minutes

Title: Saif the fisherman

Class: 6th/7th

Subject: English

Duration of the class: 40 minutes

Topic: Adverse effects of pollution

Objective: The students will be able to learn

Spellings and vocabulary

Material Resources (Training aids): Multimedia (Animated subtitled video)

Activities: Finding difficult words, understanding meanings and correction of spellings. Who, What, When, Where, Why?

Procedure: Before playing the video, instruct students to separate a piece of paper into four columns. On the top of each column, write the words “Who,” “What,” “When,” “Where,” and “Why.”

The video will be paused where it is needed to be and to have the students’ answer **Who** was in the scene, **What** they were doing in it, **When** they were there, **Where** they were, and **Why** they were there.

Nine

Duration of the video: 5 minutes

Title: Tomorrow

Class: 6th/7th

Subject: English

Duration of the class: 40 minutes

Topic: Climate change

Objective: The students will be able to learn

Pronunciation, fluency and vocabulary

Material Resources (Training aids): Multimedia (Animated dubbed video)

Activities: Oral drill and jot down associative words related to climate change to write a paragraph. (Written and spoken)

Procedure: After watching the dubbed video, the class will have to repeat some dialogues of the video. The students will practice pronunciation in this session. Later they will be provided with dialogues of the video to practice fluency. In writing task, students will write associate words related to climate change to write a paragraph of seven to eight lines at least.

APPENDIX E: Questionnaire for feedback

Name of the student

Class

Institution

This questionnaire is meant for an M Phil thesis in Linguistics. No names or other identifying information will be disclosed. The purpose of the study is taking questionnaire as feedback from the students after the experiment is carried out.

–Syeda Ammara

National University of Modern Languages

1. Please read the statements carefully and give your first reaction by choosing (✓) an answer for each statement: (1) Strongly Agree, (2) Agree, (3) Neutral (4) Disagree, or (5) Strongly Disagree.

Serial No	Statement	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	Dubbing and subtitling are effective for written and spoken skills in learning English language for learners at middle level.					
2	Teaching through visuals and audio helps to develop a natural connection between words and visuals.					
3	Visuals and audios when combined, help learners to identify objects and actions shown and played on the screen.					
4	Dubbing and subtitling make it easy to perceive emotions /feelings through visuals and audio by making a mental					

	representation of the situation.					
5	Audio-visual translation techniques can be used for teaching how to use and pronounce words in different settings.					
6	Words and concepts learn through audio-visual aids remain in memory of learners for a long time.					
7	The use of dubbing and subtitling helps the learners in the revision of the previous knowledge.					
8	Visuals using subtitles can help learners to learn spelling effectively.					
9	The teaching method through dubbing and subtitling brings confidence in the learners					
10	The learners find the type of animated videos with dubbing and subtitling as a teaching method interesting and informative.					

APPENDIX F: Links of the animated dubbed and subtitled videos in English

- 1) <https://www.youtube.com/watch?v=2s8PYLMp7RQ>
Depression and Anxiety Awareness video - Dubbed in English
- 2) <https://www.youtube.com/watch?v=aWHTIBU9IGM>
Tomorrow, an animated film about climate change - Dubbed in English
- 3) <https://www.youtube.com/watch?v=MyKk09Gz-HE>
Meena: We'll protect ourselves - Dubbed in English
- 4) https://www.youtube.com/watch?v=vW9U_p-NYIs
1001 Nights Episode 11 - Dubbed in English
- 5) <https://www.youtube.com/watch?v=QeNPicJymIY>
TROUBLE WITH SOPHIE - EP20 - The cousins - Dubbed in English
- 6) <https://www.youtube.com/watch?v=tHwHayZZFiw&t=683s>
Burka Avenger Fights Polio - with English Subtitles
- 7) <https://www.youtube.com/watch?v=WyvS4dVkPCI>
23 March Pakistan History for Children Explanation || Cartoon - with English Subtitles
- 8) <https://www.youtube.com/watch?v=1I77wkg8Oos>
Kulsoom Hazara - The Karate wonder - with English Subtitles
- 9) <https://www.youtube.com/watch?v=TmAdIq8SgIs>
Khalsabad: a story of humanity, unity and co-existence - with English Subtitles
- 10) <https://www.youtube.com/watch?v=DaTTVX1tPYA>
Saif the fisherman - with English Subtitles

