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DOI: 10.2478/seeur-2023-0024

THE INFLUENCE OF AUDITORY TOOLS ON THE RECOGNITION OF NEW WORDS IN THE SUBJECT OF THE ENGLISH LANGUAGE

*Nazlije Latifaj

PhD Student, Faculty of Language, Cultures and Communication,
South East European University, North Macedonia
nl28330@seeu.edu.mk

Arafat Shabani

Full professor, Faculty of Language, Cultures and Communication,
South East European University, North Macedonia
a.shabani@seeu.edu.mk

Donjetë Latifaj

Full professor, English Language and Literature,
University of Business and Technology, Kosovo
donjete.latifaj@ubt-uni.net

ABSTRACT

The educational process undergoes continuous evolution each year. These methods and tools have yielded positive outcomes, complementing the modern teaching practices being implemented in post-war Kosovo. It is noteworthy that our country has dedicated special attention to the field of education, actively seeking the best teaching methods that effectively bridge theory and practice. Consequently, the purpose of this research is to analyze the influence of auditory tools on the recognition of new vocabulary during English language classes. Additionally, this paper sheds light on the impact of auditory tools in motivating students to enhance their English vocabulary. This small-scale research employed both qualitative and quantitative methods. The qualitative approach involved ten English language teachers, while the quantitative method encompassed one hundred students. The Likert scale was utilized, consisting of ten questions, to gather responses from fifth-grade students. The researcher aimed to include both high and low English proficiency students to obtain a

comprehensive understanding of the results regarding the use of auditory tools for English vocabulary acquisition. In conclusion, the final results indicate that English teachers utilize auditory tools to teach English vocabulary to a certain extent, highlighting the need for increased investment in supplying the targeted schools with such tools.

Key words: auditory tools, English language, methods, students, teachers.

INTRODUCTION

Auditory tools, like other supplementary teaching materials, have a significant impact on modernizing teaching methods, shaping the processes and outcomes of educational activities, expanding the sources of knowledge, and promoting more effective forms of learning. This affirms that a two-way communication is established, allowing for clearer and more tailored learning to meet the needs, interests, and opportunities of students. This results in acquiring knowledge in a more effective and efficient manner, developing students' skills more effectively, and creating conditions for independent work during and outside the learning process, particularly when it comes to word recognition in the English language at a young age. When it comes to learning through listening, it is a reciprocal process where students who engage in this method tend to excel group activities that involve discussing lesson content with their voices. Moreover, they can also derive various benefits from reading their written work aloud (Felder RM, 1988 as cited in Aliaj & Didani, 2021). Language learning styles and strategies play a significant role in influencing the process and effectiveness of learning a second or foreign language by students. When a language is studied in a setting where it is widely used for daily communication and ample input is available, it is considered a second language. On the other hand, when a language is studied in an environment where it is not commonly spoken and there is limited exposure to the language, it is referred to as a foreign language (Oxford, 2003). The Theory of Learning includes the classification of teaching tools as sources of knowledge that replace the objective reality of nature and society, which is complex and multifaceted. With the intensive development of technology and learning, the number and variety of teaching tools have greatly increased. This paper focuses on the fundamental criteria related to the impact of auditory tools on the recognition of new words, which should be possessed and applied by every English language teacher in today's school.

The study commences with the clarification of what auditory tools are in the first chapter, followed by an exploration of their impact on learning among students. The second chapter focuses on the implementation of auditory tools, which provide great opportunities for

mutual communication between teachers and students. A special importance is also given to the use of audio-visual tools in this paper, as they are closely related to each other and clearly show their positive influence on learning new words in the English language. In the present digital age, information technology is a necessity in every sphere of life particularly in education. Some people argue that technology may take over the traditional role and responsibility of teachers, and online learning resources could replace them. However, education is not just about delivering information from learning sources to students, but also about instigating behavioral changes. It should be emphasized that utilizing digital technology alone cannot sufficiently cater to the unique learning styles of individual students. As a result, it is essential to conduct an initial evaluation of the differences in learning styles in order to determine the most appropriate teaching methods to be used (Syofyan & Siwi, 2018).

The vast majority of students possess unique learning strengths that allow them to concentrate, remain attentive, comprehend and recall significant concepts and information. By leveraging these strengths, students can improve their efficiency, productivity, and success rate and are more likely to deliver their best work. Auditory learning is one of the three primary learning styles, which also include visual and kinesthetic. Learning is not confined to the formal educational system, but rather starts long before schooling and persists long after it. Learning occurs in various forms and settings, both within and beyond the school environment (Kayalar & Kayalar, 2017).

OBJECTIVES OF THE STUDY

This research seeks to fulfill the following objectives:

1. To analyze the importance of the influence of auditory tools in learning new words in the English language.
2. To investigate the auditory tools used in the classroom.
3. To process and interpret the obtained results.
4. To recommend ways to achieve the use of auditory tools in learning new words in the English language.

LITERATURE REVIEW

Successful teaching can only be achieved when the teacher demonstrates specific skills in facilitating the learning process by using different didactic methods, techniques, and strategies. A good teacher is someone who understands how their students can learn. To

promote learning, a teacher can integrate themselves into the learning environment by sitting among the students, showing that they are committed to engaging and valuing what each student thinks and says. This is more important than simply filling in the blanks (Vrapi, 2015). Therefore, knowing about learning styles and their significance in the process of teaching and learning is an essential element for successful teaching (Csapo & Hayen, 2006). Every auditory learning tool must be shaped in a didactic aspect, as only in this way can it serve in the learning of knowledge. Tonal recordings and recordings of people and animal voices, bird chirping, as well as natural sounds such as thunder, rainfall, and river gurgling, recorded on tapes or CDs, are very suitable to be used in teaching. All of these have a certain purpose, as they express specific objective relationships with the learning contents. In Cohen and Wolvin's (2011), research, they argued that auditory learning benefits greatly from story-listening. They emphasized the importance of stories for auditory learners and how they go beyond just providing entertainment, but also help us understand ourselves and the world. This study further noted that stories are essential to communication and that trained listeners exhibit better cognitive focus. While storytelling is significant, Cohen and Wolvin highlighted the need to shift the focus towards story-listening. As a result, there is tremendous potential for utilizing stories in classroom education to improve students' listening skills and overall understanding.

The English language, identified as a global language, is taught at all levels of education in the education system of Kosovo and around the world as a result of globalization (Ngo, 2015). As a result of this, there has been a motivation to conduct a study regarding the extent to which auditory tools are used in the public schools of the Republic of Kosovo. The application of auditory tools provides great opportunities for mutual communication between the teacher and the students, and also affects their position in learning. The educator, as the direct source of knowledge in which their living word prevails, assumes the role of leader and organizer, while the students are enabled to fully develop their skills. Effective teaching includes all those methods and techniques that assist students in learning and personal development. Through effective learning, students understand concepts and information in depth and can apply them later. A student who learns effectively uses different strategies and approaches to learning, such as working with others on a project, reading and understanding written text, listening, and engaging in dialogue with others (Kosovo Career Development Foundation, 2021). People who are auditory learners obtain knowledge by means of listening and spoken communication. They comprehend information by paying attention to factors such

as the tone, pitch, and pace of the speaker's voice. Reading aloud is helpful for them, and they might not rely on written material as much (Awla, 2014).

THE PURPOSE OF THE RESEARCH

The aim of this study is to examine how auditory tools affect the acquisition of new vocabulary in the English language, and to determine which auditory tools are most effective in helping students expand their vocabulary and improve their English proficiency. The primary objective is to gather information on the impact of using auditory tools to enhance the quality of teaching and learning.

BACKGROUND OF THE PARTICIPANTS

The representative group consists of ten English language teachers from two primary schools and one hundred students who attend "Ismail Qemali" and "Hasan Prishtina" schools in Prishtina. Both qualitative and quantitative methods were used. There was no need for any gender division in this research, except that fifth-grade students were chosen intentionally, due to their English level. The interviews with the teachers and the questionnaires with the students were conducted in person.

DATA COLLECTION AND PROCEDURE

During the data collection process, the researcher was interested in determining the impact of auditory tools on English language vocabulary acquisition. Additionally, the researcher aimed to explore the specific auditory tools that English teachers use in their teaching and recommend a few for the readers of this research. To address these objectives, the researcher developed ten questionnaire questions and four interview questions to answer the following research questions:

1. **What** impact do auditory tools have on the recognition of new words in an English language class?
2. **What** kind of auditory tools do English teachers use today in the classroom?

FINDINGS

This chapter presents charts and tables created as a better illustration of the findings obtained from conducting questionnaires and interviews. The findings are useful for current and novice English teachers as well as new researchers of this particular field.

Questionnaire

The research instrument used with students was a questionnaire consisting of ten statements with a Likert scale. The questionnaire was distributed in person to fifth-grade students in primary schools. The collected data were initially stored in a database and later analyzed and presented in the form of graphs.

Interview

Another research instrument used was interviews conducted with English language teachers. The interviews were conducted in person with both the researcher and the teachers present. The interviews consisted of four open-ended questions, and the responses were collected and analyzed by presenting the data in graphical and visual formats.

Students' Questionnaire Results

The table below shows the answers of students who come across a difference with a different number of positive and negative statements.

	Never	Rarely	Neutral	Frequently	Forever
1. When the teacher mentions a new word, we all repeat it out loud after him.	6	19	11	47	17
2. We listen to some parts of the lesson on CD (radio, laptop...)	20	22	20	27	11
3. We practice pronouncing words through the radio.	57	15	3	14	11
4. After we read the text aloud, the teacher turns on the radio for us to listen and correct our mistakes.	49	11	20	7	13
5. The teacher plays English texts on the radio, and we dictate the texts we hear.	28	32	10	15	15

6. We create different stories and dialogues in English through the words we hear on the radio/CD.	39	36	9	12	4
7. We listen to songs through which we learn new words in the English language.	20	16	8	15	41
8. We play memory games, e.g., the teacher playing animal sounds on the radio or a video from the internet, and we try to guess what it is.	34	24	20	15	7
9. We formulate dialogues and drama roles and act them out in front of the class.	20	30	11	30	9
10. We record our roles and then watch them on the projector.	80	11	2	4	3

Table 1. Students' responses regarding their opinions and beliefs on the use of PBL.

Based on this data, we can see that a significant number of students answered that they never use auditory tools such as the radio, laptop or computer, projector, telephone, loudspeaker or magnifier for listening and pronouncing new words in the English language subject. It should be noted that a large number of students indicated that they use the radio only when they have to listen to a song, and that they learn new words mainly through the teacher's voice and through various dramatic roles.

Teachers' interview Results

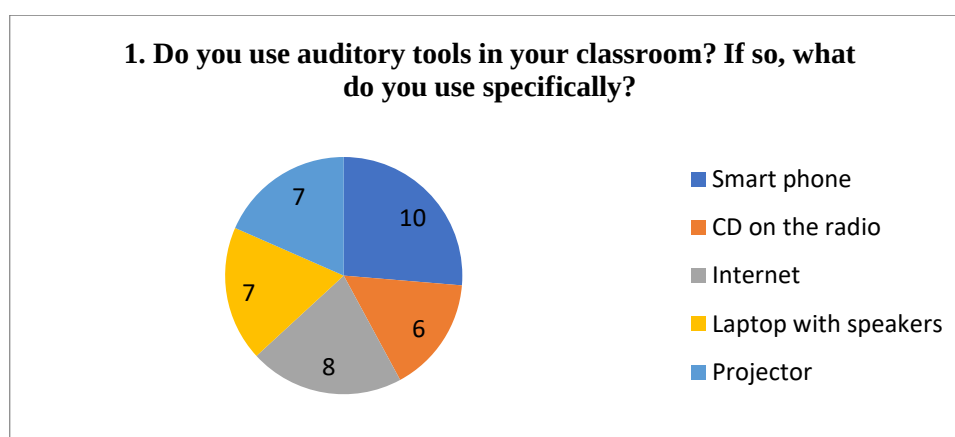


Fig 1. Teachers' responses on the question: 'Do you use auditory tools in your classroom? If so, what specifically? If not, what methods do you use for students to learn new words?'

Out of the 10 English language teachers interviewed in the question "Do you use auditory tools in your class? If so, what specifically? If not, how do you teach new words?", all 10 claimed

that they often use smartphones because they have an electronic dictionary installed in them. Seven teachers from the same group mentioned that they use CD software on the radio, internet, or laptops with speakers. Seven also mentioned using projectors. It is worth noting that all teachers mentioned at least one auditory tool in their classroom, and none of them complained about a lack of facilities, but the data from students reveal the opposite.

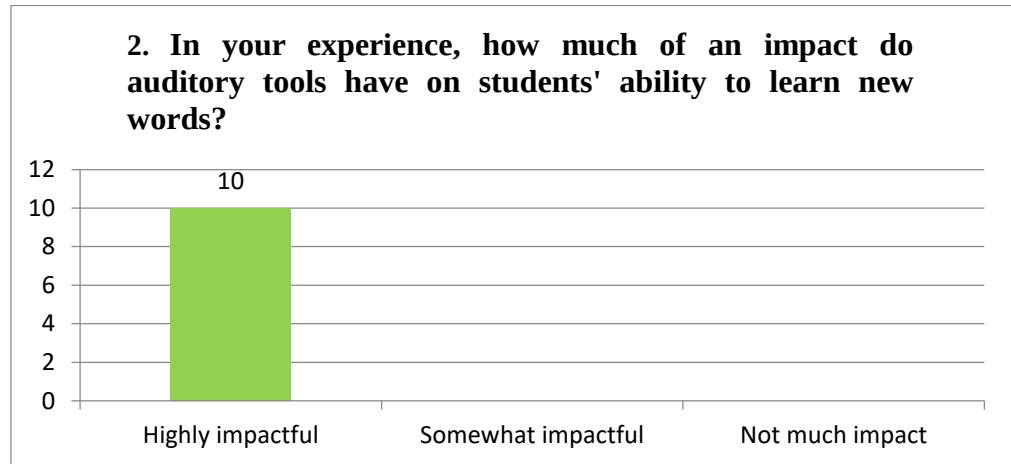


Fig 2. How does the use of auditory tools affect students in learning new words? Please give some examples from your experience.

It is interesting to note that all the teachers have affirmed that the use of these tools has a very positive effect. One of the interviewees mentioned that they use the Longman dictionary, while others said that they try to find passages either from the internet or from the CD that comes with the book. Meanwhile, a teacher affirmed, "The use of auditory tools has a great impact, but in school, it is a bit impossible to use technology every lesson. So instead, we use pictures and play memory games.

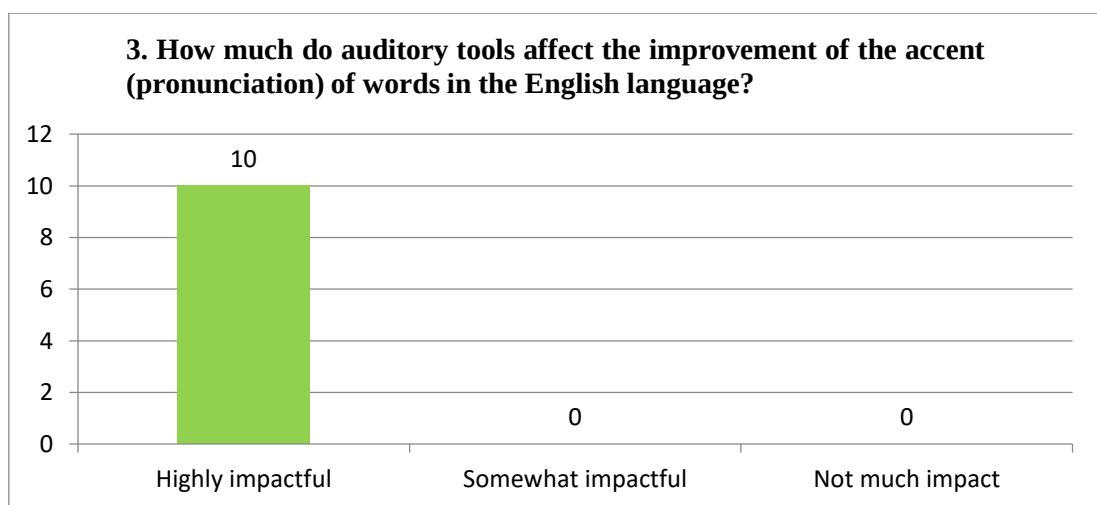


Fig 3. How much do auditory tools affect the improvement of the accent (pronunciation) of words in the English language?

All teachers have affirmed that auditory tools improve students' accent. One teacher even suggested using the BBC (The British Broadcasting Corporation) as it provides typical English accents, along with dictionaries such as the Longman Dictionary of Contemporary English and short clips from YouTube that deal with specific speaking topics and hearing. In general, it is worth emphasizing that teachers have ideas, use and find solutions in the use of these tools, with special emphasis on recognizing new words and their pronunciation.

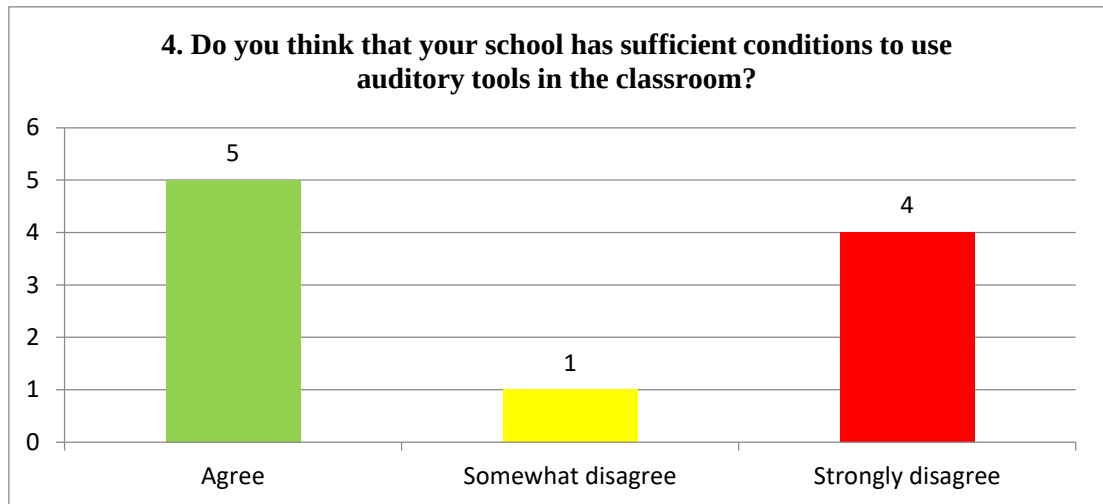


Fig 4. Do you think that your school has sufficient conditions to use auditory tools in the classroom?

The participants noted that the responses are almost proportional to each other and that the classrooms need to be enriched with better conditions to meet the needs of the school. The teachers who responded positively said that their school has cabinets with sufficient auditory tools and that English language teachers have good access to them.

Based on the findings of both instruments, we can see that the answers of the students and those of the teachers do not completely coincide with each other, and there is variability between the responses received. This is because the students have emphasized that the teachers do not use auditory tools much, while the teachers have affirmed that, on the contrary, they use these tools and positively influence the learning of new words and the pronunciation of words in the English language subject. Also, the teachers have mentioned that there are cabinets in schools, but they are not easily usable by them.

The researchers believe that these existing assets should be used more by teachers, and that their use by students outside their classrooms is welcome and fruitful in contrast to traditional classes. The use of the cabinets affects other educational actors as well as the school in general, enriching the cabinets and providing a modern and easily accessible environment.

CONCLUSION

After analyzing the responses provided by the students and English language instructors, it is found that their viewpoints on the matter are somewhat contentious. The teachers argue that educational institutions possess evaluation instruments specifically designed for the English language curriculum, emphasizing the instruction and accurate spelling of unfamiliar vocabulary.

The students, on the other hand, highlight that their English language learning primarily revolves around listening to English songs on the radio and imitating their teacher's pronunciation of new words, focusing on acquiring the correct accent and intonation. As a result, the students claim that they have minimal opportunities to practice aspects such as tone, voice modulation, or spelling of new words. Consequently, they seldom engage in activities such as dictation, creating narratives or plays, or watching educational videos.

Considering the continuous advancement of technology, which has become an integral aspect of our daily lives, educational institutions should likewise possess essential tools like radios, speakers, projectors, laptops, smartboards, and microphones. These tools enable a more interactive and high-quality approach to teaching various subjects, with a particular emphasis on languages and communication.

As technology continues to progress, it is crucial for teachers to undergo ongoing professional training to enhance their digital competencies. This training should encompass the utilization of various platforms and programs that specifically cater to English language learning and foster interactive communication interactions.

By implementing auditory tools, students can enhance their proficiency in English language skills, including accurate spelling of new words, comprehension of word meanings, identification of synonyms, understanding of intonation, and mastery of stress patterns. These tools facilitate the development of effective English language pronunciation and sound production, thereby improving overall language proficiency.

Hence, it is essential for teachers to involve students in the learning process and reinforce English vocabulary through diverse interactive and imaginative methods within the classroom. This involves creating interactive games, engaging in dialogues, performing dramas and presentations, as well as providing opportunities to listen to native speakers, which aids in the accurate learning and spelling of new words.

Since every student possesses unique learning preferences, it is crucial for the teacher to serve as a role model by incorporating various styles, particularly auditory, visual, and kinesthetic, into the lessons. By combining these styles, a multisensory learning experience is created, incorporating visual and kinesthetic elements to enhance the acquisition and understanding of new English vocabulary.

The research suggests some recommendations for teachers:

1. **Encourage Collaborative Learning:** Teachers should foster collaborative learning environments where students can work together and actively engage with one another. Group activities, discussions, and projects can promote peer interaction and enhance language learning.
2. **Provide Access to a Variety of Auditory Tools:** Schools should invest in providing a range of auditory tools and resources beyond just the radio. This could include audio books, language learning apps, online resources, and multimedia materials to expose students to different forms of auditory input.
3. **Incorporate Technology:** Teachers should explore the use of technology in language teaching, such as interactive learning platforms, language learning apps, and educational websites. Integrating technology can enhance engagement and provide students with more opportunities for auditory learning.
4. **Promote Continuous Professional Development:** Teachers should actively seek opportunities for professional development beyond the officially recognized qualifications. Attending workshops, conferences, and online courses can keep teachers updated with the latest teaching methodologies and approaches for effectively utilizing auditory tools in the classroom.
5. **Encourage Language Practice Outside the Classroom:** Teachers can encourage students to practice English outside the classroom through activities like listening to English songs, podcasts, or watching movies or TV shows in English. Promoting language practice beyond formal instructional hours can reinforce learning and improve fluency.
6. **Collaborate with Language Specialists:** Teachers can seek collaboration with language specialists, such as language resource teachers or speech therapists, to gain additional insights and strategies for using auditory tools effectively in language instruction.

7. Advocate for Improved Resources: Teachers can advocate for better resources and funding to support the integration of auditory tools in language learning. This could involve engaging with school administrators, participating in curriculum development discussions, and highlighting the benefits of auditory methods for language acquisition.

In conclusion, it is essential for teachers to recognize that the use of appropriate teaching tools, such as auditory tools, plays a significant role in contemporary learning. These tools create opportunities for effective communication between teachers and students and can facilitate changes in students' learning approaches, leading to high-quality educational outcomes.

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Appendix 1**Interview with English language teachers**

1. Do you use audit tools in your classroom? If so, what specifically? If not, how do you do it, what methods do you use for students to learn new words?
2. How much does the use of auditory tools affect students in learning new words? Please give some examples from your experience.
3. How much do auditory tools affect the improvement of the accent (pronunciation) of words in the English language?
4. Do you think that your school has sufficient conditions to use auditory tools in the classroom? But why ...? No, because...?

Appendix 2**Questionnaire for students**

	Never	Rarely	Neutral	Frequently	Forever
1. When the teacher mentions a new word, we all repeat it out loud after him.					
2. We listen to some parts of the lesson on CD (radio, laptop...)					
3. We practice pronouncing words through the radio.					
4. After we read the text aloud, the teacher turns on the radio for us to listen and correct our mistakes.					
5. The teacher plays English texts on the radio, and we dictate the texts we hear.					
6. We create different stories and dialogues in English through the words we hear on the radio/CD.					
7. We listen to songs through which we learn new words in the English language.					
8. We play memory games, e.g., the teacher playing animal sounds on the radio or a video from the internet and we try to guess what it is.					

9.We formulate dialogues and drama roles and act them out in front of the class.					
10.We record our roles and then watch them on the projector.					