



THE ROLE OF AUDIO-VISUAL AIDS IN IMPROVING UNDERSTANDING OF GRAMMAR CONCEPTS FOR 6THE-GRADE STDENTS

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Abstract: Grammar instruction in middle school English classrooms often relies on explanations and repetitive exercises, which can limit understanding. This study examines how structured audio-visual instruction affects grammar learning for sixth-grade students. Lessons included animated presentations, videos, visual sentence mapping, and guided listening activities. Data were collected through tests, classroom observations, and student reflections. The results show that using audio-visual materials improves grammar understanding, increases engagement, and helps students use grammar in context. Low-cost multimedia strategies can support effective grammar teaching in middle schools.

Keywords: grammar instruction, audio-visual aids, EFL learners, multimedia learning, middle school education.

Аннотация: Обучение грамматике в средней школе часто основано на объяснении правил и повторяющихся упражнениях, что может ограничивать понимание. В этом исследовании изучается, как структурированное аудиовизуальное обучение влияет на изучение грамматики учащимися шестого класса. Уроки включали анимированные презентации, видео, визуальное моделирование



предложений и направленные аудиоупражнения. Данные собирались с помощью тестов, наблюдений за уроками и анкет учащихся. Результаты показывают, что использование аудиовизуальных материалов улучшает понимание грамматики, повышает активность и помогает применять грамматику в контексте. Доступные мультимедийные стратегии могут поддерживать эффективное обучение грамматике в средней школе.

Ключевые слова: обучение грамматике, аудиовизуальные средства, учащиеся EFL, мультимедийное обучение, средняя школа.

Annotatsiya: Umumta'lim maktablarida ingliz tilini o'qitishda grammatika ko'pincha qoidalarni tushuntirish va takroriy mashqlar orqali o'rgatiladi, bu esa tushunishni cheklashi mumkin. Tadqiqot oltinchi sinf o'quvchilarida strukturaviy audio-vizual ta'limning grammatikani o'zlashtirishga ta'sirini o'rganadi. Darslar animatsion taqdimotlar, videolar, gap tuzilishini vizual modellashtirish va yo'naltirilgan tinglab tushunish mashqlarini o'z ichiga olgan. Ma'lumotlar testlar, dars kuzatuvlari va o'quvchilarning refleksiya shakllari orqali yig'ildi. Natijalar audio-vizual materiallar grammatikani yaxshiroq tushunishga, o'quvchilarning faolligini oshirishga va grammatikani kontekstda qo'llashga yordam berishini ko'rsatdi. Arzon va samarali multimedia strategiyalari o'rta maktablarda samarali grammatika ta'limini qo'llab-quvvatlashi mumkin.

Kalit so'zlar: grammatika o'qitish, audio-vizual vositalar, EFL o'quvchilari, multimedia ta'lim, o'rta maktab.

Introduction. Grammar competence forms the foundation of communicative ability in foreign language learning. In middle school classrooms, grammar is often taught through explanations and repetitive exercises, which may limit conceptual understanding. 6th-grade learners frequently struggle with abstract concepts such as tense formation, subject–



verb agreement, and sentence structure. Developmental theory by Jean Piaget suggests that learners benefit from concrete visual representations, while sociocultural theory by Lev Vygotsky emphasizes the importance of mediated support in learning. Audio-visual tools provide such support by integrating sound, imagery, and contextual examples.

This study explores to what extent audio-visual instruction improves grammar understanding among 6th-grade EFL learners. The study is based on Mayer's Cognitive Theory of Multimedia Learning, which states that learners process information through visual and auditory channels and achieve better understanding when both are actively engaged. Research shows that video-based grammar instruction helps learners recognize patterns and apply grammar in context. Visual aids such as charts and sentence mapping improve comprehension, while audio exposure supports pronunciation and natural language use. Grammar acquisition is more effective when learners experience meaningful input rather than memorize isolated rules. Despite this, many classrooms still rely on textbook-based approaches, limiting engagement. Participants were thirty sixth-grade EFL students with mixed proficiency. A six-week quasi-experimental pre-test and post-test design was used. Lessons covered topics such as present continuous, past simple, and subject-verb agreement, taught using animated explanations, contextual videos, visual sentence mapping, and guided listening. Traditional exercises were included to reinforce learning. Data were collected through grammar tests, classroom observations, and student reflection forms. Quantitative results were analyzed by comparing pre-test and post-test scores, and qualitative responses were coded to identify patterns in engagement and understanding.

The study showed improved grammar accuracy and increased student engagement. Students participated more actively during lessons with audio-



visual support and reported that videos and visual aids helped them understand grammar better. Observations indicated that learners were more confident in constructing sentences independently and applying grammar in context. Audio-visual instruction enhances grammar learning by supporting dual-channel processing, reducing abstraction, and promoting meaningful understanding. Multimedia materials increased motivation and classroom participation. The intervention relied on accessible resources such as teacher-prepared slides and freely available videos, demonstrating that effective implementation does not require expensive technology.

Conclusion. This study demonstrates that structured audio-visual instruction can significantly enhance grammar mastery among sixth-grade EFL learners. By combining animated presentations, contextualized videos, visual sentence mapping, and guided listening activities, students were able to understand grammatical structures more clearly and apply them in meaningful contexts. The integration of audio-visual materials not only improved grammatical accuracy but also increased learner engagement, motivation, and confidence in using English.

Importantly, the findings highlight that effective grammar instruction does not require expensive or sophisticated technology. Even low-cost multimedia resources, when thoughtfully integrated into lessons, can provide meaningful support for learning abstract grammatical concepts. This approach aligns with both cognitive and sociocultural theories, emphasizing the benefits of dual-channel processing, concrete visual representation, and scaffolded learning.

The study suggests several practical implications for teachers. First, grammar lessons should move beyond repetitive rule memorization and incorporate multimedia strategies that illustrate real-life language use. Second, visual organizers and interactive activities can help learners



recognize patterns and relationships between forms and meanings. Third, ongoing formative assessment and reflection can guide teachers in adapting instruction to student needs.

Overall, audio-visual aids provide a flexible, student-centered, and contextually rich approach to grammar instruction. Their use can foster deeper understanding, promote autonomous learning, and prepare students for effective communication in real-world English settings. Future research could explore long-term retention of grammar knowledge, the integration of interactive digital tools, and the impact of multimedia instruction across different proficiency levels and educational contexts.

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