Chapter 13
Impact of Audio-Visual Resources on Student Performance in Higher Education in Support of SDG 4

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ABSTRACT

The Sustainable Development Goal (SDG) 4 emphasizes the importance of quality education for all, aiming to provide inclusive, equitable, and lifelong learning opportunities. In line with this goal, higher institutions have embraced technological advancements, particularly the integration of audiovisual resources, to enhance the learning experience for students. This research explores the impact of audio-visual resources on student achievement in higher institutions and its contribution to advancing SDG 4. Students in higher institutions have widely adopted mobile technologies in their academic pursuits, presenting an opportunity to leverage these technologies for educational purposes. Specifically, the study focuses on the use of audiovisual resources to teach Arabic language skills to non-native speakers at Universiti Brunei Darussalam. A semi-experimental approach was employed, and a randomly selected sample of Arabic language students participated in the study.

INTRODUCTION

Students at the Universiti Brunei Darussalam have mobile technologies such as smartphones, laptops and smart boards that use the Internet. Students have free internet access within the university and use mobile technologies in everyday life and matters related to academic study. The university's "canvas" program encourages the use of modern technologies in the development of learning processes in and out of the classroom (Hasmawati et al., 2020; Anshari & Lim, 2017). E-learning has been shown to help develop speech and listening skills (Guangying, 2014), giving students repeated training opportunities

and continuous learning that is not limited by place and time. This helps increase students' motivation towards self-learning leading to the development of their language skills (Ahad & Anshari, 2017; Anshari et al., 2016a).

The European Union has recommended the use of a Common Language Framework of Reference for Languages (Council of Europe, 2001) (abbreviated as CEFR or CEF) as a system aimed at verifying the linguistic competence of language learners. The CEFR framework should be the focus of the educational process, especially in university education (Wright, Gloria Brown, 2011). Many researches have been conducted on the effectiveness of e-learning in increasing the efficiency of learning, and the importance of advanced techniques to achieve better and faster learning (Mulyani et al., 2019a; Anshari et al., 2022b). This type of learning takes into account individual differences and allows learners to progress according to their individual pace (Collis et al., 2005). There are statistically significant differences between students who utilised computerised learning and traditional methods respectively in problem-solving skills (Taradi et al., 2005; Anshari et al., 2022a).

Studies have shown that the combination of traditional methods and modern methods are more useful (Corina Constanta Sirbu, & Others, 2014). The provision of e-learning syllabus leads to increased student participation in the learning process and provides new educational opportunities where the syllabuses are available online, (Learning Technology Center 2010). In this way, the student is connected to online syllabuses that improve the students' language skills (Hamdan et al., 2020). There are a number of potential advantages to blended learning that are emerging, of which revolves around accessibility, pedagogical effectiveness, and course interaction. Students requiring more repetition and exercises can have that opportunity without taking face-to-face class time away from those who might not need the extra reinforcement. (Strambi, A. & Bouvet, E. 2003; Anshari et al., 2015). To maximize the benefit of individualizing instruction through blending, provided redundancy to students in the form of audio, video, and textual versions of modules and increased the variety of ways students could engage the material. Without the bounds of in-class time, students can spend as much time as necessary to master the material. Through utilizing blended learning, accreditation and high standards can be maintained while providing the additional flexibility that students require. (Dziuban, et al. 2004: 3-6; Anshari et al., 2016b)

This study uses mobile technologies to train Arabic language skills by converting level 1 syllabus content into a computerised electronic program that uses video, audio, image, songs, games, exercises and electronic tests. The program supports blended learning comprising traditional (classroom) and e-learning (both within and outside the classroom), as in Figure 1. The program supports Arabic language skills and components in an integrated manner, and the four basic language skills: listening, speaking, reading and writing as well as linguistic elements: sound, vocabulary and grammatical structures (www.arabic-teacher.com).

To identify the effectiveness of the use of audiovisual resources on the level of achievement of Arabic language students at Universiti Brunei Darussalam. This study attempts to answer the following questions: Does the use of audiovisual resources in teaching Arabic language skills to students in the experimental group improve their scores in their post-test compared to their grades in the pre-test? Are there statistically significant differences between the mean level of achievement of the experimental and control groups in the post-test application for the experimental group?

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