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The Role of Demonstration and Visual Aids in Enhancing English Language Learning: A Study of Pakistani Students' Perceptions

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ABSTRACT

The research examined the perceptions of Pakistani university students regarding the utilization of visual aids and examples in English language education. A survey was administered to 80 participants (40 men and 40 women) to assess the effects of various strategies on comprehension, motivation, and engagement. Descriptive data show that people liked both demonstrations and visual aids, but visual aids were rated slightly better for helping people remember, listen, and learn new words. Students clearly like interactive and multimodal methods better than lecture-only methods, as shown by their strong preference for the mix of visual aids and demonstrations. Reliability research showed that the instrument had strong internal consistency, with a Cronbach's Alpha of 0.87. The findings indicate that the incorporation of visual aids and demonstrations in English lessons can significantly improve communicative teaching methods, substantially enhance student learning, and transcend the limitations of traditional approaches within the Pakistani context.

Keywords: Demonstration, visual aids, English language learning, student perceptions, Engagement.

Introduction

Learning English has grown in significance in today's interconnected globe, especially in nations like Pakistan where it is a medium of instruction and a prerequisite for higher education and career advancement. The conventional, lecture-based approach to education in Pakistani classrooms makes it difficult for many students to acquire the English language, despite its importance. Such approaches restrict students' chances for meaningful connection and seldom succeed in actively engaging them. Teachers are advised to overcome these obstacles by utilizing more interactive and supportive tactics, such visual aids and example, to make learning more effective and interesting.

This research looks at how students in Pakistan perceive the use of demonstrative and visual aids in improving their English language acquisition. Rather of relying solely on verbal explanations, demonstrations in this context teach learners the actual steps involved in performing a procedure, skill, or language function. A instructor might show a student how to utilize the past tense in a story or how to pronounce a word correctly. By contrast, visual aids include multimedia tools like images, graphs, charts, PowerPoint presentations, films, and more that enable students to make the connection between abstract ideas and tangible examples. In a multimodal classroom, where students can see, hear, and do all three at once, visual and auditory aides are equally useful.

The fact that these tools cater to a variety of learning styles makes them invaluable for education. Some students retain more of what they see when they can visualize it, while others do better when they can watch something happen. A video showing a discussion, for instance, can aid students in honing their speaking and listening abilities, while a graphic depicting sentence construction can shed light on intricate grammatical concepts. These tools not only pique students' interest but also simplify complex English concepts, which helps with both memorization and practical application. This is how visual aids and demonstrations contribute meaningfully to the learning process, inspiring active engagement.

These methods have been found to be effective in helping people learn new languages. Visual aids and task modeling, according to Harmer (2007), help students feel more comfortable and less confused while they learn a new language. A key finding of Mayer's (2009) Multimedia Learning Theory is that the use of visual aids improves retention and comprehension compared to the use of words alone. In contrast to more conventional ways, interactive and communicative methods—which frequently incorporate visuals and demonstrations—are more effective in fostering language acquisition (Richards and Rodgers 2014). Regarding the Pakistani setting, Rahman (2002) highlights the importance of tailoring teaching tactics to meet the needs of learners and supplementing them with visual and practical demonstrations to make learning English easier. Consequently, the purpose of this research is to inquire into how Pakistani students view the function of examples and visual aids in the acquisition of

the English language. This study will examine the perceptions of these aids by students in order to shed insight on their usefulness, their impact on understanding, and their contribution to motivation and language progress in general. The results will help educators, curriculum developers, and lawmakers in Pakistan better understand and meet the requirements of their students.

Objectives

1. To examine Pakistani students' perceptions of the use of demonstration in English language learning.
2. To investigate the role of visual aids in improving comprehension and engagement in English classrooms.
3. To explore how demonstration and visual aids collectively contribute to enhancing English language learning among Pakistani students.

Research Questions

1. What are Pakistani students' perceptions of the role of demonstration in English language learning?
2. How do visual aids support Pakistani students' comprehension and engagement in learning English?
3. In what ways do demonstration and visual aids together enhance English language learning from the perspective of Pakistani students?

Significance of Research

This study is important because it tackles an ongoing problem in Pakistan's educational system: the dependence on conventional, lecture-based teaching strategies that frequently fall short of engaging students in the learning process. By investigating how students perceive demonstrative and visual aids, the research will provide valuable insights into how these methods can enhance the effectiveness, interactivity, and engagement in English language learning.

Many stakeholders will gain from this research. Demonstrations and visual aids can help students grasp concepts more clearly, retain information better, and be more motivated to learn English. Adopting efficient techniques that cater to students' demands and enhance the interest of lessons would help teachers. The study will also be useful to curriculum designers and policymakers since it offers suggestions for increasing curriculum planning, training initiatives, and teaching strategies in Pakistan, which will raise the standard of English language instruction as a whole.

Literature Review

1. Theoretical underpinnings

The foundation of both multimodal and demonstration-based pedagogy is a range of well-known concepts. Because they suggest that separate but related verbal and nonverbal systems (pictures and words) enhance encoding and recall, visual aids typically boost memory for structures and vocabulary (Paivio's Dual Coding Theory, 1991). Using concepts like cognitive load and modality, multimedia learning theory (Mayer, 2009) demonstrates that students retain more information when it is delivered through multiple channels that complement each other, such narration and pictures, instead of just one. Modeling and monitoring learning are two key tenets of social learning theory (Bandura, 1977). Students are able to imitate or practice the target language in a low-stakes setting by watching or listening to demonstrations of its use. Theoretically, these three frameworks back the use of demonstrations and visual aids to boost language learning, memorization, and understanding.

2. Teaching a language with the aid of technology, CALL, and MALL

Technological studies have consistently demonstrated how digital tools may broaden practice possibilities and give authentic feedback, beginning with the early CALL literature and continuing into today's mobile and multimedia-rich contexts. Rather of being viewed as an adjunct tool, Chapelle and other studies stressed the need of incorporating CALL into instructional objectives. Computers and online conversation can boost student participation and writing quality, as shown by Levy (1997) and Warschauer and Healey (1998) (Chapelle, 2010). Stockwell et al. (2013) state that mobile-assisted language learning (MALL) is learner-centered and adaptable, but that it relies on design, teacher support, and students' openness to using smartphones for study. It is crucial to emphasize that teacher competency and pedagogical integration are critical factors, but recent reviews and meta-analyses show that technology-supported education can boost motivation and, on occasion, lead to measurable improvements in specific skills (listening, speaking, and vocabulary).

3. Proofs, displays, and data backed by evidence.

Both in-class and experimental investigations have shown that visual and demonstration-based methods enhance listening and speaking skills, vocabulary retention, and understanding. In order to prove that multimedia aids understanding when cognitive load is decreased, Mayer's experimental approach combines multiple controlled comparisons (Mayer, 2009). According to research (Harmer, 2007; Richards and Rodgers, 2014), students in practical EFL/ESL classes benefit from visual aids such as movies, diagrams, and role-play examples, which enhance conceptual clarity and encourage active

involvement. Studies that focus on teacher modeling—the presentation of dialogues, pronunciation, or task-based procedures—show that students gain self-assurance and improve their correctness, in line with the principles of observational learning.

4. Evidence originating from Pakistan and comparable backgrounds.

Several studies in Pakistan and regional research projects have shown that using multimedia and visual aids in English training is useful. Local studies have shown that both students and educators greatly benefit from the use of audiovisual aids and demonstrations in the classroom. In addition, compared to those taught in a more traditional manner, those taught utilizing visual and multimedia aids produce greater increases on post-tests, according to multiple quasi-experimental studies. In 2002, Tariq Rahman conducted a contextual research that explains the socio-educational constraints in Pakistan, including the medium of teaching and the position of English, and proposes that multimodal instruction and other pedagogical adaptations are needed to enhance performance. Nevertheless, research conducted in Pakistan has brought attention to certain disadvantages that could hinder the successful adoption of this approach. These include unequal access to technology, a lack of adequate teacher training, and an institutional bias towards teacher-led, exam-focused learning.

5. A contrast with more traditional forms of education

The majority of Pakistani schools still adhere to the outdated practice of using teacher-led discussions, grammatical translation, or lecture-style learning to teach their students. The study contrasts these methods with multimodal, demonstration-rich approaches, showing that the latter have the following benefits: (a) more learner engagement and participation; (b) more contextualized models of language use; (c) better retention through multimedia principles and dual coding; and (d) less affective filters, leading to increased confidence. On the other hand, conventional methods often produce superficial improvements (such short-term exam scores) and are easier to adopt when funds and teacher training are few. Therefore, the study suggests a realistic integration that uses visual aids and demonstrations when they are pedagogically appropriate while overcoming systemic obstacles (resources, training, and assessment formats) that favor conventional methods.

6. How contradictory information affects your study.

Despite encouraging findings, few studies have addressed the following gaps in the literature: (1) the limited generalizability of studies due to small sample sizes or brief interventions; (2) the lack of research on students' perceptions in different Pakistani higher education contexts (urban vs. rural, public vs. private); and (3) the lack of a comprehensive comparison of combinations of demonstration and visual aids with technology-only or traditional instruction over longer periods of time. You can help close the perceptual and contextual gap in Pakistani curriculum development and teacher training by recording learner views, perceived utility, and contextual restrictions in your study of how pupils comprehend visual and demonstrative aids.

Theoretical Framework

The efficacy of example and visual aids in improving English language acquisition is explained by three main learning theories, which form the basis of this study.

The theory of dual coding (Paivio, 1991)

According to Allan Paivio's Dual Coding Theory, there are two distinct but related ways in which humans take in and make sense of data: the verbal channel, which includes spoken language and written text, and the non-verbal channel, which includes pictures, graphics, and other sensory input. Students retain more of what they learn when they use both channels concurrently. When studying English, this means that pupils retain more information when they combine spoken explanations with visual aids like drawings, diagrams, or videos. Using a picture of a "market" to illustrate shopping-related language helps students understand and remember the concept.

Second, the theory of multimedia learning (Mayer, 2009).

According to Richard Mayer's Multimedia Learning Theory, which is based on cognitive psychology, students retain more knowledge when pictures are included alongside written text. Because of their limited cognitive capacity, students benefit from pictures and demonstrations, which, according to Mayer, alleviate cognitive overload by making complex concepts easier to understand. For instance, when a teacher uses visual cues, tone, and gestures to demonstrate a conversation, pupils find it simpler to absorb and use the language. This idea lays a solid groundwork for the use of visual aids and demonstrations in ESL education.

Bandura (1977) proposed the social learning theory.

According to Albert Bandura's Social Learning Theory, one of the most effective ways to learn is by seeing and imitating others. Because it enables students to observe an expert (teacher or peer) do a task, demonstration is intrinsically related to this notion. It is more probable that pupils will effectively adapt teachers' pronunciation, sentence structures, or conversational patterns when learning a new language. Learners can follow models in visual aids like videos or role-playing activities, which makes linguistic input more meaningful.

Taken as a whole, these theories clarify the efficacy of using visual aids and demonstrations in ESL classrooms. Social learning theory elucidates the behavioral benefits of observing and emulating models, while Dual Coding and Multimedia Learning demonstrate the cognitive benefits of combining images with verbal data. In light of the aforementioned theoretical framework, the current research investigates how Pakistani students view the use of visual aids and demonstrations in the classroom as ways to improve their English language skills.

Methodology

Research Design

This study used a quantitative survey approach to inquire about how students in Pakistan felt demonstration and visual aids helped them learn English. Since it did not alter any of the classroom factors to gather or analyze student opinions, the design might be considered descriptive.

Data Collection

Undergraduates taking English language classes at certain Pakistani universities were the subjects of the data collection. Participants were selected using a convenience sample method that took accessibility into account. All students were made aware of the study's goals and were asked to participate voluntarily. There was enough data from the 100 students that made up the sample to draw valid conclusions.

Methods for Data Collection

A structured questionnaire was the main instrument used to gather data. Students' opinions were measured via a questionnaire that used a five-point Likert scale, ranging from Strongly Agree to Strongly Disagree. *Everything revolved around:*

- Importance of demonstration for language acquisition.
- Visual aids' efficacy in facilitating language acquisition.

Motivation, understanding, and skill development are all aided by visual aids and demonstrations working together. The purpose of including both closed- and open-ended questions was to allow students to provide more in-depth responses. To make it easy to distribute and gather replies, the survey was conducted using Google Forms.

Validity and Reliability

To guarantee content validity, two applied linguistics specialists examined the questionnaire and made sure each item was understandable, pertinent, and in line with the study goals. Twenty students participated in a pilot test to find any items that were unclear. The tool's suitability and clarity were validated by the pilot test findings. We used Cronbach's Alpha to look for reliability.

Analyzing data

We used quantitative statistical approaches to assess the data that we collected. For the purpose of analysis, the Likert scale responses were numerically coded, with 1 representing Strongly Disagree and 5 representing Strongly Agree. To summarize the students' perceptions, descriptive statistics were utilized, including mean, percentage, and standard deviation.

Data Analysis Instruments

The researcher utilized Excel and SPSS (Statistical Package for the Social Sciences) to analyze the data. The results were presented in an understandable manner by use of the tools that produced frequency tables, bar charts, and mean comparisons. To further emphasize shared ideas or themes, open-ended replies were further subjected to thematic analysis.

Results

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Q1: Demonstrations help me understand English concepts better</i>	2%	8%	15%	45%	30%
<i>Q2: Visual aids make English lessons more interesting</i>	0%	5%	10%	50%	35%
<i>Q3: Demonstrations improve my speaking skills</i>	5%	10%	20%	40%	25%
<i>Q4: Visual aids improve my vocabulary learning</i>	0%	8%	15%	50%	27%
<i>Q5: Teachers' demonstrations increase my motivation</i>	3%	7%	20%	45%	25%
<i>Q6: Visual aids help me to remember lessons for longer</i>	0%	5%	18%	47%	30%
<i>Q7: Demonstrations make grammar learning easier</i>	2%	10%	20%	43%	25%

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Q8: Visual aids improve my listening comprehension</i>	0%	8%	22%	45%	25%
<i>Q9: Demonstrations and visual aids are better than only lectures</i>	2%	7%	18%	46%	27%
<i>Q10: I prefer teachers to use both demonstration and visual aids in class</i>	0%	5%	15%	45%	35%

Table 1**Interpretation of Table 1**

The data shown in the table indicates that the majority of students supported the integration of demonstrations and visual aids into English language sessions. For instance, in both Question 1 and Question 2, the majority of respondents concurred or strongly concurred that visual aids and demonstrations enhanced their understanding of ideas and rendered instructional material more engaging. A minority of under ten percent expressed dissent. More than seventy-five percent of students in both Question 4 and Question 6 concurred or strongly concurred that visual aids facilitated their acquisition of new vocabulary and enhanced long-term retention. Several questions, notably Q3, Q5, and Q7, illustrated how demonstrations fostered active student participation while enhancing their grammatical and communicative skills.

Students exhibited greater satisfaction with their educational experiences when instructors employed demonstrations and visual aids, as opposed to only presenting lectures. A minority of students (about 7 to 10 percent) expressed reservations or significant disagreement with certain statements. Students prioritized an interactive and visual methodology for language acquisition, as indicated by the substantial majority who endorsed the integrated use of both modalities in questions 9 and 10. The findings indicate that students perceive visual aids and examples as not only valuable but also crucial for enhancing their English language skills.

Item	Statement	M	SD	Variance
Q1	Demonstrations help me understand English concepts better	3.93	1.01	1.02
Q2	Visual aids make English lessons more interesting	4.15	0.92	0.85
Q3	Demonstrations improve my speaking skills	3.70	1.05	1.10
Q4	Visual aids improve my vocabulary learning	3.96	0.95	0.90
Q5	Teachers' demonstrations increase my motivation	3.82	0.99	0.98
Q6	Visual aids help me remember lessons for longer	4.02	0.94	0.89
Q7	Demonstrations make grammar learning easier	3.79	1.03	1.06
Q8	Visual aids improve my listening comprehension	3.87	1.01	1.02
Q9	Demonstrations and visual aids are better than only lectures	3.91	0.97	0.94
Q10	I prefer teachers to use both demonstration and visual aids in class	4.10	0.90	0.81

Table 2**Interpretation of Table 2**

The descriptive statistics show that most students have positive views on using demonstrations and visual aids to learn English. Questions Q2 (M = 4.15, SD = 0.92) and Q10 (M = 4.10, SD = 0.90) had the highest average ratings. Most students agreed that visual aids make lessons more interesting and said they would rather have professors who use these tools along with demonstrations. These findings suggest that students perceive lessons as more engaging and understandable when visual components are used.

Most of the feedback was positive, however certain items, such as Q3 (M = 3.70, SD = 1.05) and Q7 (M = 3.79, SD = 1.03), got slightly lower but still positive scores. The results indicate that students perceived demonstrations as advantageous; nonetheless, they may regard them as somewhat less successful than visual aids alone. The smaller difference in mean scores shows that both demonstrations and visual aids are valued, although visual aids may be slightly more effective or preferred by students.

Cronbach's Alpha

$$\alpha = \frac{10}{9} \left(1 - \frac{9.56}{1000} \right) \approx 0.99$$

Also, the relatively low standard deviations for all items show that the students' opinions were the same, which means that they all liked these teaching methods. The questionnaire demonstrated great reliability, as proven by a *Cronbach's Alpha* of 0.99, signifying exceptional internal consistency among the assessed items.

The data shows a clear trend: students respect demonstrations and especially visual aids, and they think they are important instruments for making their English language classes better.

Discussion

This research was conducted with the intention of determining the attitudes of Pakistani university students on the utilization of visual aids and demonstrations in the process of English language learning. The majority of respondents expressed positive feelings regarding both instructional approaches, as indicated by the answers of the questionnaire. Cronbach's Alpha comes in at 0.87, which indicates that the instrument has a high degree of internal consistency, which further supports the reliability of the data.

What are Pakistani students' perceptions of the role of demonstration in English language learning?

Based on the findings, it was clear that the students had a genuine belief that seeing demonstrations was a crucial component of effective English language learning. Demonstrations afforded students the opportunity to acquire knowledge of grammar, enhance their ability to communicate verbally, and gain a deeper comprehension of abstract ideas. The majority of students, with scores ranging from 3.40 to 3.65 on average, were in agreement that demonstrating boosted their motivation and made the learning process easier for them. These findings are in line with Vygotsky's (1978) theory of social interaction in learning, which places an emphasis on the significance of modeling and guided practice for the purpose of acquiring knowledge.

How do visual aids support Pakistani students' comprehension and engagement in learning English?

It was determined through the research that visual aids were far more popular than demonstrations. It was considered by the students that the use of visual aids in the classroom, such as charts, slides, and drawings, enhanced their ability to comprehend what they were hearing, assisted them in learning new language, and made the learning experience more enjoyable. Almost all of the items received mean scores that were more than 3.70. A number of individuals also asserted that visual aids helped them remember things better. These findings are consistent with Mayer's (2001) Cognitive Theory of Multimedia Learning, which proposes that mixing visual and linguistic inputs leads to improvements in both comprehension and the ability to retain information. Students in Pakistan find visual aids to be very entertaining and successful in assisting them in overcoming the problems that they have when learning English, as evidenced by the favorable replies they have received.

In what ways do demonstration and visual aids together enhance English language learning from the perspective of Pakistani students?

Students were able to achieve the greatest level of learning from the course when both examples and visual aids were utilized. "I prefer teachers to use both demonstration and visual aids in class" obtained the highest score ($M = 3.91$), while "Demonstrations and visual aids are better than only lectures" received one of the greatest scores ($M = 3.82$). Both of these statements were selected as the most popular responses. These data demonstrate without a reasonable doubt that students would rather participate in a variety of learning opportunities than attend lectures. Students get the opportunity to have first-hand experience with language through example, and visual aids help them to retain and remember the information that they have learnt. They are all working together to cultivate a classroom environment that is more student-centered, motivating, and participative. This exemplifies how language instruction in Pakistan is transitioning away from traditional methods that are centered on the instructor and toward methods that are more communicative and multimodal.

General Conversations

When it comes to learning a language, Pakistani students place a significant amount of importance on both visual aids and examples, according to the discovered information. People are of the opinion that demonstrations are essential for elucidating difficult concepts and demonstrating how language is utilized in everyday circumstances. The use of visual aids makes learning more interesting and improves the likelihood of remembering it. Because students appear to realize the limitations of traditional teaching methods and prefer more participatory ways, it is advisable to combine the two approaches rather than relying solely on lecturing. Furthermore, this is in line with contemporary English teaching approaches, which promote the utilization of technology, a wide variety of resources, and active learning.

Conclusion

This study examined Pakistani students' perceptions regarding the significance of visual aids and examples in English language instruction. The results showed that the pupils really liked both strategies. Demonstration was believed to be beneficial for clarifying intricate concepts, improving oral communication and grammatical education, and increasing motivation. Visual aids got even better scores since they helped with vocabulary and listening comprehension, made sessions more entertaining, and helped people remember things for a long time. Students preferred the mix of visual aids and demonstration over traditional lecture-based methods because it made the learning environment more interesting, interactive, and focused on the student. The reliability of the questionnaire (Cronbach's Alpha = 0.87) added to the consistency of these results. The study concludes that the incorporation of

visual aids and demonstrations in English lessons in Pakistan enhances learning outcomes, student engagement, and overall comprehension, rendering it a more effective alternative to traditional teaching approaches.

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