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Influence of Audio-Visual Materials in Enhancing Classroom Interactions in Language Learning

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Article Info

Abstract
This paper examines influence of audio-visual materials in enhancing classroom interactions in language learning. Pertinently, audio-visual materials are commonly referred to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language. Therefore, audio-visual components are in the nature of process and experience for instance, dramatizing an event or a procedure or making drama makes more meaning in learning process. Audio-visual materials when properly used enhance teaching and learning at various degrees. This paper, carefully discussed the following concepts in line with the content of the paper; audio-visual materials, types of audio-visual materials in teaching and learning, importance of audio-visual materials in teaching and learning, use of PowerPoint in teaching and learning, application of audio-visual materials in classroom interactions. Thereupon, recommendations and conclusion were offered based on ideas articulated on the paper.

1. Introduction

Audio-visual materials (AVM) refers to machines that possess both a sound and a visual component, such as slide-tape presentations, films, television programs, church services and live theatre productions. Computer-based Audio-visual equipment is often used in education, with many schools and universities installing projection equipment and using interactive whiteboard technology. Audio-Visual materials are tools or materials that aid teaching. These include such teaching tools as, films, charts, overhead projector, filmstrips, maps-mock-ups audiotapes, globes, terrain-boards, and flannel boards (Elendu, 2015).

That according to Chibuzor (2013) [21, 22], audio-visual material can be defined as a judicious mix of various mass media such as print, audio and video. The scholar further states that audio-visual material also means the development of computer-based hardware and software packages produced on a mass scale and yet allow individualized use and learning. In essence, audio-visual material merges multiple levels of learning into an educational tool that allows for diversity in curricula presentation.

The role of Audio-visual material in teaching and learning in schools is rapidly becoming one of the most important and widely discussed issues in contemporary education policy (Rosen and Michelle, 2005). Audio-visual material based instructional materials is very important in teaching and learning setting, this is because with the use of audio-visual material based instructional materials, the students will be motivated in the studying of his/her course (English language). These audio-visual material tools could be of different forms which include; language laboratory, computers, audio- and audio-visual machines; websites, CD ROMS softwares and hardware as well as social network gargets. All these are audio-visual material tools that aids teaching and learning.

Just like other instructional materials, audio-visual material based instructional material helps to concretize abstract ideas in the minds of the students. Thus Bamaju (2009) [16] noted that audio-visual material can be a veritable instrument for the teaching and learning technical subjects like English language in secondary schools.

He further noted that the realization of educational objectives will not be far-fetched if the teachers can adequately make use of audio-visual materials in teaching and Learning in the classroom. The use of audio-visual material tools in teaching and learning of language in Ishielu secondary schools will change the old method of teaching; chalk and talk method of teaching, from teacher based instruction to learner based learning where teachers facilitate learning. Most experts in the field of education agreed that when audio-visual materia-1 is used in the teaching and learning processes, it will not only improve and boost academic performance of the students, it will also increase the ego of the schools to a large extent (Anayo, 2012).

Apart from the academic curriculum, with audio-visual material tools, students can develop themselves in music, arts and sports through co-curricular 'activities. Many popular educational software products have enjoyed wide acceptance. An edutainment approach is often used in making lessons livelier and more fun, especially for young children. These helps nurturing in students qualities such as creativity, confidence and perseverance which are life skills essential in a rapidly changing world. These form integral part of curriculum in secondary schools (Rosen and Michelle, 2005). Presently, the teaching and learning in various secondary schools still retain the older conservative approach of chalk and board method of teaching; with teachers in most cases, acting as the repertoire of knowledge and the students, the dominant recipients. There is over reliance on text books by the teachers. There is little or no audio-visual material based instructional materials. In these schools, one finds a teacher at the black board jotting down or copy the textbooks verbatim, while the students are furiously copying all that is written and said and are expected to memorize the facts and spit them out on the examination day (Igboekwe, 2012). This old method has been the major constraints to educational development in the area.

Based on the above, Hawkin (2006), noted that one of the major setbacks in education the third world countries like Nigeria is lack of audio-visual material tools, lack of adequate computer hardware and software as well as a reliable internet access. He also noted that with the availability of audio-visual material tools like protectors, computer dish/modern for internet access in the schools there will be a great transformation in the educational sectors of the third world countries. It is on this note that the researcher tries to investigate if the use of audio-visual material based instructional materials will improve student's schools in Ishielu Local Government Area of Ebonyi State.

Concept of Audio-Visual Materials
Audio-Visual Aids as "training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc used in classroom instructions, library collections or the likes". The term has also been defined by (Dike, 2003) as; those materials which do not depend solely upon reading to convey meaning. They may present information through the sense of hearing as in audio resources, sight, as in visual resources or through a combination of senses. Indeed, the variety of such resources is a striking characteristic. According to (Anzaku, 2011) "the term audio-visual materials is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language". Thus according to the above definition, a text

book or a reference material does not fall within this grouping of instructional materials but an illustration in a book does. Some audio-visual components are in the nature of process and experience, for example, dramatizing an event or a procedure or making drama. Some of the audio-visual materials like the motion pictures require the use of equipment to release their latent value. Some do not need equipment at all like an exhibit or a study print.

This term designates in common usage both material things as well as processes such as field trips. Anzaku (2011) further states that audio-visual materials include materials and equipment alike, that materials are considered to be system, or body of content of potential value when put to work, while equipment or instructions, often referred to as hardware, components, are the means of presenting such content. The importance of audio-visual materials in the teaching and learning processes cannot be over emphasized. Below are some of the roles of audio-visual materials. Basing learning in sense experience, extending experience, encouraging participation, stimulating interest, individualizes instructions, serves as a source of information, making learning permanent, 1) Basing learning in sense experience: stressing the importance of audiovisual material's, (Samuel & lsaac, 2012) unanimously agreed that audio-visual materials are very important and useful in education because, the normal learner in so far as the 'functions of his preceptor mechanisms are concerned, gains understanding in terms of multiple impression recorded through the eye, ear, touch and other series. This is to say that audio-visual materials are the .equipment through which that function can occur, that it does not occur in isolation, rather through a balance pattern from any preceptor mechanism that are stimulated by external occurrences.

Eze (2013) also states that the human being learns more easily and faster by audio-visual processes than by verbal explanations alone. His ability to arrive at abstract concept through perceptual experience is however a phenomenon not clearly explained and perhaps not explicable. Furthermore, (Oketunji, 2000) stressed that audio-visual materials when effectively used have these advantages. They lessen major weakness of verbalism, humanize and vitalize subject matter, provide interesting approach to new topics and give initial correct impressions, economic time in learning, supply concrete materials needed, stimulate the initiative of the pupils. Swank (2011), stressing the effectiveness of visual materials in learning, estimated that about 40% of our concepts are based upon visual experience, 25% upon auditory, 17% on tactile, 15% upon miscellaneous organic sensation and .5% upon taste smell. With the above assertion, it becomes clearer why audio-visual materials are important in the teaching and learning processes. This is because, they bring the different senses contributions together to get 100% clarity.

Types of Audio-Visual Materials in Teaching and Learning
There are different ways of classifying audio-visual materials. As listed by (Fayemi) together with the necessary related equipment for putting them to work in the classroom, audio-visual materials include the following:

Realia in Social and Physical Environment: These materials, situations, and the people have to be visited, studied, observed, reacted to and worked with, right in their natural environment. The study of relied may then demand

Held trips, demonstration, experiments and other direct experiences as processes for getting the meaning. They may come into the class in display cases or attached on bulletin boards. Dramatic performances (portrayal of people, events, and procedures) dolls and puppets are produced for use as dramatic models. Models, Mock-ups GloB'es, and Relief Maps. These can be purchased or produced by the teachers and students jointly. Exhibits and dioramas made up of models can be borrowed, purchased or constructed. Television programmes: This requires television receivers and antenna systems. They can be produced jointly by students and teacher as learning experiences. Motion pictures: Projection equipment for accommodation either optical and/or magnetic sound tracks or projection screens are required. Still pictures projection materials include transparencies and micro-projector materials (microscopic slides and microscopic objects). Study prints and pictorial illustrations Radio and Audio programmes,-as found in tapes or disk recordings and radio broadcasts

Graphic materials such as maps, graphs, cartoons, diagrams and. charts. According to (Aina & Olutade, 2006), the chief visual tools which can be used by the teacher may be classified as follows:

Pictorial and Graphic Aids Chalkboard Textbooks Illustrations Charts Pictures (a) Drawing (b) Reproductions (c) Photographic Maps of various types Diagrams. Optical Aids Episcope Diacopes (a) Standard Lantern (b) Sub-standard slide projector (c) Strip projector (d) Micro-slide projector 16mm Cinematograph
(a) Silent
(b) Sound

Specimens
(a) Actual objects
(c) Facsimiles or reproductions

Models (a) Reduced (b) Enlarged (c) Sectional (d) Working, included real objects e.g. school visits the direct experience the contrived experience or "Mock-up" Dike (2003) grouped audio-visual materials into: Audio resources such as records, tapes and cassettes, and radio broadcasts. Visual resources including models, real objects, three dimensional displays, the chalkboard, bulletin board, adhesives, graphs, diagrams, charts, maps, cartons, posters and pictures and projected forms like transparencies, slides, filmstrips and films. Audio-visual combinations e.g. slide film and filmstrips. slides-tape decks, television programmes, videotapes and dramatization. Others such as educational programmes/games, programmed instructions, demonstration and field trips. From the above we can see that A/V resources are divided into audio visual and a combination of audio and visual resources and others which are class with audio-visual resources which can either be in a projected or non-projected form.

Importance of Audio-Visual Materials in Teaching and Learning
1. Extending Experience: Gopal (2010) stressed that audio-visual materials help the teacher to overcome physical difficulties of presenting subject matter. That is to say, with audio-visual materials, the barrier of communication and distance is broken. The culture and climatic conditions of other countries can be brought into the classroom with the aid of slides, films, filmstrips and projectors. This is important because, according to Dike (2003) "once the phenomenon is visualized, the picture and knowledge becomes very clear and permanent". Agreeing to this assertion, a 20th century Chinese philosopher stated that "one picture is worth a thousand words".

2. Encouraging Participation: Natoli (2011) once again added that "audio-visual materials are rich opportunities for students to develop communication skill while actively engaged in solving meaningful problems". In other words, students certainly like it more and learn better if they are engaged in important and appealing activities. For example, involving students in bulletin board display will enhance their choice of colour and aid their understanding of the concept in question or when they join the teacher in dramatization of an event or a process.

3. Stimulating Interest: According to Katherine (2009) "learning takes place effectively when the teacher sets out to provide learning situation in which a child will learn because of his natural reactions of the provided materials". During the process of learning, the teacher has to provide the learning situation to satisfy the natural reaction of the learner and this is through the use of instructional aid$. The attention of the learner is caught and his interest is also won and he is ready to learn. Fawcett Hills (2004) also contributing on the role of audio-visual materials in stimulating interest stated that "A friendly, accepting group climate is important in any learning situations, especially those materials that require students to reveal their ignorance and confront their fellow students". When there is a climate of acceptance for learning, then learning is stimulated.

4. Individualise Instruction: Lestage (1959) stressed that audio-visual materials provide a means of individualizing instruction. This he said is possible through programmed learning and tapes which enable the learner to learn at his pace and also to work on his own. Moreover, according to Dike (2003) the machine frees the teacher to work with individual students, since he or she is not now required to carry out routine drills. Production of resources by students is another way of individualizing instruction.

5. Serves as a source of information: According to Peterson, "the child is to think; but he must have the information to with". This audio-visual resources serves, because, the information can be gotten from the good use of perceptual instructional materials especially those provided from our locality. When they are used in the class, their familiarity gives a back-ground for understanding the information. (Mcnaught, 2007) also observed that audio-visual materials are very useful teaching and instructional as well as promotional aids. He further stressed that where consistency of presentation is desirable, audio-visual materials are useful. They provides experiences not easily secured in other ways and hence contribute to the depth and variety of learning.

6. Making learning permanent: Audio-visual resources can play a major role of making learning permanent. Gopal (2010) stressed that "audio-visual methods do seem to facilitate the acquisition, the retention and the recall of lessons learned, because, they seem to evoke the maximum response of the whole organism to the situations in which

learning is done. And perceptual materials readily, associate themselves with the unique experiential background of each individual. Natoli (2011) stressed that audio-visual materials are important in the teaching and learning processes because "Having seen something, most people remember, for whatever that thing was, it conjures up an image at a mere mention and can be .talked about freely. Dike (2003) also explained that students forget because of lack of interest and opportunities to use the knowledge they have gained later on. Audio-visual resources can therefore contribute to the clarity of information presented by allowing students to visualize what is learned.

Use of PowerPoint in teaching and learning

PowerPoint is the name of a proprietary commercial software presentation programme developed by Microsoft used by organizations, individual and institutions for teaching and presentation of seminar, workshop and conference papers (Atkinson, 2009). The word PowerPoint initially was called "presenters" it was developed by Dennis Austin in 1987 due to problems of trademark PowerPoint was officially launched on May, 22, 2000 (Atkinson, 2009). PowerPoint has undergone series of modification since the time it was officially launched and put into use. As of 2012, various versions of PowerPoint has claimed about 95% of presentation software market shares having been installed on at least 1 billion computers and the frequency of use in presentations has been estimated at around 350 per second globally (Federal Reserve Bank of Minneapolis, 2012). PowerPoint consists of a number of individual pages or "slide" The "slide" analogy is referred to as slide projector. It also has "foils" or what is called transparencies or plastic sheets which is shown with an overhead projector. The slide may contain text, graphics, sounds, movies and other objects which are orderly arranged to make the PowerPoint functions properly in teaching and learning and presentations of workshop, seminar and conference papers (Swatz, 2003)-.

According to Swatz (2003) PowerPoint provides three types of movement when it is used in presentations, these include; emphasis, exit of elements on a slide which are controlled by what is custom animations, On transmission, movements between slides can be animated in a variety of ways and custom animation can be used to create small story boards by animating pictures to enter, exit or move. He further stated that the use of PowerPoint eases presentation and can save lots of time for people who otherwise would have used other types of visual aids. For instance, PowerPoint usage eliminates the difficulties encountered by users in drawing mechanically, typesetting, using blackboards or whiteboards. The emphasis being made by the author is that PowerPoint usage eliminates or reduces to the nearest minimum the difficulties of drawing and typesetting mechanically using the whiteboard or the blackboard by the presenter or the facilitator or the teacher.

Allan (2003) reported that PowerPoint usage encourage learners because presentation of materials on the screen enables the viewer or learner to observe, visualize and recognize what is being taught. He further explained that the use of PowerPoint in teaching and learning simplifies the work of the teacher and makes learning interesting, exciting and less boredom. He went on to say those PowerPoint usages not only simplifying the presenter's job, but important techniques for poor speakers. The authors emphasized that

the usage of PowerPoint in presentation aids poor speakers who may now use few words while the viewers see and views what the speaker or the teacher would have been expected to say. This means that PowerPoint presentation does most of the works and talks the teacher or presenter would have done. Tufte (2009) reported that the use of PowerPoint in the classrooms situation has influenced the student's performance positively compared to lessons based "on traditional lecture methods. He further remarked that not only that PowerPoint usage has influence students' performance but has been a useful tool and has many functions that allow the audience to view, observe, and recognize facts as they are being presented. He added that the visual aspect of the use of PowerPoint has resulted to effective learner retention experience than traditional presentation teaching methods. Lowenthal and White (2008) argued that PowerPoint usage reduces complex issues to bulleted or micro points which enhances assimilation of salient points in lesson. In order words, Lowenthal et al pointed out that PowerPoint usage condense facts, issues, and ideas which make it easy, simple and understandable to the learners. Equally, it simply means that PowerPoint usage eliminates unnecessary details and facts that may cause boredom and fatigue to the learners. Wright (2009) reported that PowerPoint usage is a convenient tool 'for poor speakers. He went on to state that PowerPoint reduces complicated messages to simple bullet points and it elevates style over substances in comparison to the numerous traditional teaching methods. Kalyuga, Chandeler and Parke (2001) enumerated and summarized the advantages of the use of PowerPoint in teaching as follow; it has more control over what are to he spoken by the presenter and beside it saves lots of time than to write down, the points or the tips on the board, to draw and illustrate using the chalkboard. Using PowerPoint show points visually and makes the learner or the viewer clearly see what is in the presentation, especially when pictures, diagrams and illustration like maps are used which could have been more difficult when chalkboard is used. Learners are less nervous when PowerPoint is used. This is because most speakers are afraid of public speaking and they will get nervous when talking in front of large people. With PowerPoint, the audience looks at the screen instead of looking at the teacher. PowerPoint's makes use of templates of different types such as specimens, pictures, samples of instructional material and educational templates. Equally, PowerPoint makes it easy to add images, pictures, and as well magnify pictures, images to the proper viewing of the learner.

Kalyuga et al (2001) reported that PowerPoint usage has great advantages of securing the content of the lesson which can be stored without distortion and changing any part of the presentation. Such information and messages can be retrieved and use when needed. Furthermore, they summarized the merits of PowerPoint usage in teaching as saving time, inputs images easily, builds educational templates for different appearance, adds notes pages, magnifies objects, images, pictures and illustration. Others include, PowerPoint can easily excite learners, promotes visual powers of the learners, promotes retentive memory, simplifies complex ideas, facts and principles into bullet points and makes the job of the teacher less tedious, simple and interesting for the e-learners. Power point helps the students a lot in the area of speech production (phonetics and phonology) they see how the sounds are correctly- written.

Use of video projector in teaching and learning

A video projector also known as "Digital Projector" is an electronic device that projects an image on a surface using a lens system. Video projectors may also be called front projectors or "Two-piece projection system" projectors are typically used with a separate screen either mounted on wall or hung from a ceiling. Sometime projectors may be operated using shinny white wall as the screen to save the cost of acquiring screen. Video projectors are widely used for many applications such as presentation of papers in conferences, workshops seminars, classroom training, home theatre and concerts (Charles, 2007). He further explained that video projector may project onto a traditional reflective projection screen, or it may be built into a cabinet with a translucent rear projection screen to form a single unified display device. He went on to state that video projectors can produce beautiful images at sizes of 90 inches to 120 inches diagonal, which is far larger than anything one can get-with flat screen television . the author-emphasized more that video projector has become an excellent and modern instrument for promoting teaching and learning in to classrooms as well as presentation of papers in workshops, seminars and conferences in organizations and institutions: The emphasis being made by the author is that video projector has become one of the useful tools that can be used in teaching in schools and training of personnel in organizations. The usefulness of video projector lies on its ability to project images, pictures, diagrams and illustrations clearly for the proper viewing. Images, pictures and diagrams can be seen very well by the viewer's even better than television production. Richard (2006) reported that video projectors are capable of magnifying image twice than original sizes which enables viewers in the classroom to identify objects very .easily without mistake. He also explained that the ability of the video projector, to magnify image makes it easy for viewers to observe all the components of the object being magnified without stress.

The observation of the author implies that video projectors can magnify small objects even twice of its size, this, helps the learners or the viewers to easily identify the objects and as well observe-all the vital components of the object easily. Furthermore, Richard (2006) explained that the use of video projectors m leaching and learning, of English language makes the work of the teacher easy, interesting and more rewarding. This is because, the teacher talks less since what he needs to say and explain can vividly be displayed on the screen to the viewing of all the learners. Summarily put, the author is of the view that the use of video projector reduces the workload of the teacher and makes the teacher's job more interesting. Volkel (2004), reported that the use of video projector for teaching and learning and presentations help to save space. This is simply because the projector screen can be hung on the ceiling without occupying any floors pace in the classroom. When not operating, the screen can be folded and kept in a safe corner. He further remarked that presenting materials using video projector excites the learners. Learners enjoy the sight of the images, pictures and illustrations on the screen

Equally, learners can clearly see on the screen what is being taught with their necked eyes. Thomas (2009) reported that the use of video projector in teaching promotes retentive memory of the learners and as well enables the learners to observe, identify and analyze issues properly. He explained that video projectors produce the largest possible images and images produced are always sharp, this enables the teacher or

the instructor to explain his points very well and on the other hand, the learner sees clearly the objects used in teaching. Video projects when applied in teaching can enlarge structures that cannot be seen with the necked eyes to the size that such structures can easily be seen with the necked eyes. This has made the learning and teaching of such subjects easier and interesting. Elizabeth (2010) added that video projector brings out the real colour of objects when projected on the screen. The ability of the project-to provide the real colour of the objects makes it easier for the viewers to easily identify the object on the screen. The emphasis being made by the author is that video projectors enable the learners to identify and recognize objects easily as a result of the ability of the project to produce real colour of the objects.

Conclusion

Audio-visual learning offers a significant opportunity to reach the greatest number of students and most effectively support students with different learning styles. Including Audio-visual as part of instruction can significantly enhance student learning. Research has contributed much to our understanding of how the brain processes information, and we know that Audio-visual that recognizes how the brain processes information is more effective than Audio-visual that doesn't. Trend in the delivery of education reflect broad development in the industry. The increasing technology is becoming increasingly common in both business and higher education institutions, and, is important in the economic market for training, retraining and pursuing advanced degrees.

The development and use of Audio-visual instructional material in education in recent years has been influenced by the advantages that technology provides with respect to flexible learning and potential cost savings. Audio-visual instructional material in education provides means of increasing access and meeting the-demands of the growing and demographically changing students' population. It often provides a better fit with the life style of student and other academic members when compared to traditional courses, with advantages include lowered cost convenience, security, efficiency, flexibility and geographic distance. Perhaps, the most important of these is that transformational capacity of technology to reshape the modern academic teaching and learning process.

The benefits of technology in education are eluding most education institutions in the country because they are factors that hinder these institutions from utilizing information and communication technology in delivering, education programme. Among these factors include inadequate funding, negligence, non-inclusion-in educational policy the capital investment requirement and low level of technological development in the country. However, there is a need to fund education adequately and also make Audio-visual based education mandatory for every education institution in the country.

Recommendations

Based on the findings of this work, the research makes the following recommendations:

1. Schools should make Audio-visual instructional materials available in the various academic programmes.
2. Education institution in the country should be adequately funded to enable them intensify investment on Audio-visual. This is because; the provision of these facilities

involves huge capital investment.
3. Government should subsidize the cost of Audio-visual facilities to enable institutions and students to afford them.
4. Private individual should help schools in procuring Audio-visual instructional materials to boost the learning and teaching of language in Nigerian schools.
5. All the stakeholders of English language in education sector should join hands to provide audio visual materials in all the secondary schools in Nigeria.

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