

USE OF AUDIO AIDS IN TEACHING AND LEARNING CHALLENGES AND PROSPECTS

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Abstract

In this complex society of today where experiences are innumerable and varied, it's not possible to present every situation in its original colours, hence, the opportunities for learning by actual experiences always are not at all possible. It is only through the use of proper audio visual aids that the life situation can be taught in the classroom by an enlightened teacher in their simplest form and representing the original to the highest point of similarity which is totally absent in the verbal or lecture method. In the presence of audio-visual aids, the attention is attracted, interest roused and suitable atmosphere for proper understanding is automatically created, but in the existing traditional method greater efforts are liable to be made in order to achieve the aforesaid essential requisite. This study discussed the meaning of audiovisual resources, types of audiovisual aids available in the market. The study was also, on the availability of audiovisual aids available in the market. The study was also, on the availability of audiovisual aids, their frequency of use, inhibitions and finally, steps the stake holders has taken in promoting and/or creating an awareness of the inherent benefits of using the audiovisual resources. Based on findings this effort proffered some notable solutions to stakeholders.

Keywords: *Audio visual, Teaching, Learning and libraries*

INTRODUCTION

Popoola and Haliso (2009) defined library information resources as those information bearing materials that are in both printed and non-print formats, such as textbooks, journals, indexes, abstracts, newspapers and magazines reports, CD-ROM databases, internet/E-mail, video tapes tapes/cassettes, diskettes magnetic disks, computers, micro forms, e.t.c. These information materials are the raw materials that libraries acquire, catalogue, stock, and make available to their users, as well as use to provide various other services. Librarians, as information providers, should be concerned with the provision

of information in the formats most suited to the differing needs of various types of users, each of which must be clearly differentiated. A library exists to serve its community and consequently the needs of all members of that community must be accommodated, the old and the young, the able and the disabled, the gifted and the backward members of the society.

The terms non-print, non-book and audio-visual materials or resources are used interchangeably in library and information science profession. In line with this statement, audio-visual materials are usually described as “non-

print documents or “special formats” and sometimes require equipment to use. The Macmillan Dictionary of Information Technology define audio-visual technology as a general term for non-book materials that can be viewed or listened to such as films, filmstrips, e.t.c. Audio-visual materials are those centre materials that do not solely depend on reading to convey information or knowledge. Before printing was invented, papyrus vellum, codex, etc, were used in recording human knowledge. With the invention printing, came books and other printing forms. Recently, audio-visual media has come into prominence as another form of media. They are resources that are used by librarians and teachers to communicate effectively and meaningfully with students/pupils so that they can receive, understand, retain and apply the experienced to achieve educational goals (Alokunm2004) Audio-visual in this context refers to technology that is employed in the resource centres like the academic libraries, and classrooms for the purpose of student’s instruction which when properly used by teachers can revolutionize the teaching profession and promote services.

Audio-visual technology has been classified into three main types, these are:

Audio aids, -pro and non-projected Visual and Audio-visual aids.

Projected and non-projected Visual aids:
Visual aids are those materials that use

the sense of vision. Simply, visual aids communicate facts and ideas through the eyes to the mind. It comes in two main types as projected and non-projected visual aids. Visual aids such as images add a powerful support to the spoken word. Example of this equipment includes pictures, chalkboard, slide projectors, power-point presentations and others.

Audio-visual aids: audio-visual aids are those materials which involve both the audible and vision senses and provide update information they include television programs, multimedia packages, computer programs etc. Some cannot be used without equipment such as project, TV receiver, micro reader, record player, etc. They are usually not in book form and so are not easily available. They are usually hard to process because they lack some of the normal bibliographic details.

Audio-visual media are part of our cultural heritage, which carries a very huge amount of information that needs to be preserved for future utility. The rich variety of media expressions in the society should be reflected in the services offered to users by the libraries. Almost every library user or visitor is a potential user of audio-visual and multimedia materials as well as print material.

In developing countries, the provision of audio-visual materials and their associated equipment might be regarded as of greater importance than the printed



word because the level of literacy is such that oral and visual expressions are essential for the purposes of communication, therefore it is of utmost importance to enhance the use of these aids so as to improve learning skills of both educational and information learners.

LITERATURE REVIEW

In teaching and learning, the use of audio-visual materials proves to be better instructional aid and it yields good result. Audio-visual aids are specifically made instructional tools which are powerfully meant for education as well as giving information and entertainment. Gopal (2010) states that audio-visual aids provide significant gains in informal learning, retention and recall, rethinking and reasoning, activity, interest, imagination, personal growth and development. Katherine (2011) stressing the effectiveness of visual materials in learning estimates that about 40% of our concepts are based upon visual experience, 25% upon auditory. 17% on tactile, 15% upon miscellaneous organic sensation and 3% upon taste and smell. With the above assertion, it becomes clearer why audio visual materials are important in teaching and learning processes. This is because they bring the different senses contributions together contributions together to get 100% to get 100% to get 100% clarity.

According to Katherine (2009) learning takes place effectively when the learner is provided with learning situation because of his natural reactions to the

provided materials. During this process of learning, the learner has to be provided with the learning situation to satisfy his natural reaction and this is through the use of instructional aids. Fawcett (2004) also contributing on the role of audio-visual aids in stimulating interest stated that "A friendly, accepting group climate is important in any learning situation especially those materials that require learners to reveal their ignorance". When there is climate of acceptance for learning, then learning is stimulated. It has been said that audio-visual materials provide a means of individualizing instruction. This is said to be possible through programmed learning and tapes which enables learner to learn at his pace and also work without supervision.

Audio-visual aids provide experience not easily secured in other ways and hence contribute to the depth and variety of learning. They play a major role of making learning permanent because having seen something, most people remember; for whatever that things was, it conjures up an image at a mere mention and can be talked about freely. Dike (2003) explains that knowledge acquired is easily forgotten because of lack of interest and opportunity to use the knowledge that has been gained.

Generally, the importance and the usefulness audio-visual aids in teaching and learning are explained under the materials are valuable assets in learning situations because they make lessons practical and realistic. They are the

pivots on which the wheels of the teaching learning process rotate. Since it does concretize issues, it then facilitates revision (recall) activities and provides very unique opportunities for self and group evaluation for the teacher and the students alike. It captures the student intellect and eliminates boredom; make the work easier, neater, and boosting for clarity and more appeal.

Used for mass instruction and taking care of wide audience:

Used for mass instruction and taking care of a wide audience. With the use of projected and electronic materials such as television, overhead transparencies and computer, especially, instructions are packaged in a very broad manners and which take care of wide range of learners in a classroom with less stress and time. Many students will be able to learn faster as the package takes care of various learners' interest at the same time. Many students will be able to learn faster as the package takes care of various learners' interest at the same time. Teacher can handle a very large class conveniently as the teacher is guiding and displaying the instructional materials on the wall with the use of projector.

Providing meaningful and useful sources of information to teachers and learners.

Teachers are up to date and able to provide for reliable and useful information for the learners with the use audio-visual aids, it can effectively be used to ultimate, shorten information

from various sources for the purpose of comparison and contrasting ideas. It helps in perception and retention of information or knowledge in learners.

It helps in developing a continuity of reasoning and coherence of thought:

The use of audio-visual aids helps the learners to encounter integrated experiences, which may vary, and makes make the end product of education more productive. Since students are exposed to the real nature of those concept or body of knowledge they tend to analyse and synthesis those body of knowledge for the proper application in their daily lives.

PROBLEMS ASSOCIATED WITH THE USE OF AUDIO-VISUAL AIDS

It has been identified and that, using audio-visual aids to facilitate learning in subjects' instructions is not always the issue but how to use it and its availability to users. In spite of the bright prospect of audio-visual aids, they are grossly lacking in Nigeria let alone its circulation to the libraries across the nation. A lot of problems are confronting the use of audio-visual aids in Nigeria library: Some of the challenges include:

Teachers' professional Knowledge and technical knowhow:

Interests of the learners and its appropriateness with the instructional tasks. For instance, a teacher who computer literate would find it difficult to apply its operation even when and were found necessary, or even if the



teacher has a partial knowledge of the operational function of the materials. The materials might be wrongly used thereby creating a wrong impression for the audience or the students.

Lack of equipment:

Computers as a major equipment of audio-visual materials are still very expensive and despite spirited efforts by government agencies, NGOs corporate organizations and individuals to donate computers to as many libraries as possible, there still remain a big percentage of schools and other non-academic libraries that are unable to purchase computers or have very limited quantity for use.

Inadequate supply of electricity:

Many libraries are experiencing an uphill task regarding electric power availability; Nigeria being a developing country, the government has not been able to connect all parts of the country to the national electricity grid and even those parts connected do not always have power supply.

Consequently, those libraries that fall under sour areas are left handicapped and may not be able to efficiently utilize the audio-visual equipment.

Lack of internet or slow connectivity

Most libraries are not able to connect to the World Wide Web, due to the high costs involved in the connectivity. On average, it may cost approximately \$150 per month to connect to about 15 computers on a bandwidth of

128/64kbps. This is considered as very expensive for a very slow speed.

Environmental factors:

Part of the application of audio-visual aids process is the target population for whom the materials are to be used and the setting or vicinity where the learning should take place, the degree of satisfaction derived by learning in a conducive environment is a great deal.

Poor maintenance culture:

Audio-visual aids materials available at libraries are usually poorly handled mostly by the users. Non-availability of a resource room for both the locally manufactured and the commercially purchased ones thereby encouraging improper handling of the equipment's. Very many of the users use materials occasionally without the proper upkeep of the materials after use for the future.

WAYS OF ENHANCING THE USE OF AUDIO-VISUAL AID IN NIGERIAN LIBRARIES

The audio-visual resources have their unique roles to play in teaching and learning situation and so must be made readily available and accessible especially at the resource centres like library. Chambers English dictionary defined the words "available in this research work to mean the state of being physically present, within easy reach of users. It also refers to information resources that are within the reach of users for their use, while accessibility refers to resources being effectively and independently reached and utilized. The

distinction between these two terms availability and accessibility is that the former refers to the provision of the resources and the other the ability of access to get to them. In the developed countries like Britain, France and the United States of America, the advent ages of audio-visual resources especially computer have been fully explored for handling various aspects of library and information services. The use of audio-visual aids in Nigeria can be enhanced through:

Provision of audio-visual equipment to libraries:

Due to the high cost of some audio-visual equipment such as computers, projectors, internet connection (World Wide Web), most of the libraries in the nation have them in limited quantity; provision of funds both by government and Non-governmental agencies to supply these equipment to libraries will greatly enhance the use audio-visual aids in the country. The use of audio-visual resources has every sign of long survival as long as its devices become more afforded, the connectivity bandwidths become widely used and less constraint, the multimedia applications will prosper.

Adwoyin (2007) has reported that in line with the provision of education services as outlined in the National Policy on Education, the federal and State government have established several educational audio-visual centres. They are responsible for the provision for the provision/procurement and distribution

of educational media to schools. For example, the curriculum development centre, Enugu, produces maps, and graphs for schools in its graphic acts section and builds leaning aids and games from wood in its woodwork division. The centre also has a good number of overhead and sound projectors as well as a stock of sound films which are loaned generally to schools.

Training and retraining of staff and individuals in audio-visual resourced management:

Aside the provision of equipment to enhance audio-visual aids, active training programs should be set up to equip librarians and school teachers so as to reduce or eliminate the problem of lack of knowledge as regards these instructional materials.

The National Education Technology Centre, Kaduna is a highly specialized instruction centre serving a national purpose of enhancing the teaching learning processes for the advantages of both teachers and learners. The centre has adequate training facilities in educational broadcast that has contributed greatly to the training and development of high level man power for educational broadcasting in Nigeria. Fawol (2004) pointed out that many states and local government in the country have benefited from the National Educational Technology Centre training programmes. The centre also produces educational (Radio and 420 Int. I Lib. Inf. Sci. Television)



programmes for schools and colleges. Some of these programmes are for the environment of classroom lesson with the assistance of the teachers, while some are self-instructional in nature.

Provision of a stabilized electricity supply

Availability and accessibility of audio-visual aid equipment are very important but not sufficient to ensure their efficient use because most but not all the equipment of audio-visual aids cannot be used without proper supply of electricity. On this note, there should be an effort by the government to improve on the supply of uninterrupted electricity (renewable energy sources like solar are readily available) so as to enhance the smooth running of these equipment.

Education of users on the proper handling of audio-visual resources

Most times, audio-visual resources are improperly handled by users; this can be due to lack of knowledge on the workings of these equipment or lack of maintenance culture thereby leading to the destruction of the expensively purchased items. To curb this, there should be a training or orientation for users on the proper handling of the equipment and also a proper monitoring should be in place to ensure that the equipment are not vandalized.

Role of foreign organization in improving the productivity of library in Nigeria.

Over the years, some foreign bodies and organizations have greatly assisted

Nigeria in the provision of education resources to school libraries and at the same time enhanced audio-visual resource use. Some of such measures include:

- The British council provided many of education services in the country. Two of its contributions in the areas of education resources are in the provision of children's resources libraries and the free loan of hundreds of sound films on a variety of school subjects, the major users of these films are secondary schools.
- The United Nations Education Scientific and Cultural Organization (UNESCO), The United state agency of international (USAID) United Development Programme (UNDP), among others, have immensely contributed in diverse way in the provision of instructional resources in Nigeria. While some have helped to set up micro teaching and language laboratories in some instructions of higher learning, others have helped some states to setup resource centres.

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