

Audiovisual Aids for Effective Teaching and Learning of Igbo Language

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Abstract

This paper examines the role of audiovisual aids in the teaching and learning of Igbo language. Audiovisual aids are very imperative in the teaching and learning of the four language skills which any competent language learner must possess. Teachers and learners of Igbo language do not make regular use of the audiovisual aids during their teaching and learning exercises, thereby making teaching and learning very boring. If the teachers of Igbo language always use appropriate audiovisual aids while teaching, the learners will in turn see learning as fun and interesting. Library and internet search were used in collecting data for the research work. Descriptive research design was adopted, using detailed presentation in analyzing the data collected. The findings show that the audiovisual aids are very crucial in the learning of the four language skills and it also makes teaching and learning to be interactive. It was recommended that language teachers should start using audiovisual aids right from nursery schools because children learn best by observing and copying the behavior of adults.

Introduction

The importance of language in any society cannot be underestimated. It remains a veritable means of communication and resolving some of the problems and tension from communication. Language is not a maturational process but a learned behavior. The best way for effective teaching and learning of language is the provision of firsthand experience like showing real objects like chair, ball, book, touch, kola nut, etc. which is appropriate for the subject matter. The teacher cannot bring all these to the classroom; therefore, there is the need to incorporate visual aids for effective communication.

In audiovisual aids, both listening and viewing senses are involved. Listening is very important to language learning because if one does not listen to a language, one cannot speak it properly. Moreover, a reader finds it easier to understand a passage which contains words she has heard or spoken in the language (Akudolu 2004). In most cases, the writer is the first reader who provides comments, asks questions and makes suggestions for revision (Matsuda & Silva 2010). So, the four language skills are interwoven and audiovisual aids can effectively help in a great way in the teaching and learning of the four skills.

Audiovisual aids like television and computer help those learning Igbo language as their second language to master the language since sounds and actions are matched in such a way as to enable students see language in its natural setting, moreover, because of the Igbo language being a tone language with different varieties. Audiovisual aids will be very beneficial to those learning the standard variety in order to acquire proper and accurate pronunciation of words. Akudolu (2004) affirms by stating that audiovisual method starts with listening and speaking (pronunciation) and later introduces writing and reading.

Porcher (1978) rightly states that the alleged collapse of the audiovisual method is the collapse of educational methods. There is a great need to revive this method and properly use the authentic documents and real picture as Porcher suggested in order to achieve communicative competence in the learners.

The Concept of Audiovisual Aids

Audiovisual aids are any device which can be used to make the learning experience more concrete, more realistic and dynamic. It is the combination of two media: the auditory aids which are any device that can be heard but not seen e.g tape record, microphone, radio, e.t.c. and Visual aids which are any device that can be seen but not heard, e.g, slide, film strips, etc. Garzon (2012) emphasizes that information and communicative technology must be used to learn and teach; whatever subject could be learnt through ICT, in particular through internet.

Audiovisual aids can also be seen as these devices which help communications of ideas between persons and groups in various teaching and learning situations (Caldecott & Koch 2014). Audiovisual aids are those sensory objects or images which initiate or stimulate and reinforce learning.

Conclusively, audiovisual aids are devices that help the teacher to clarify, establish, correlate and co-ordinate accurate concepts, interpretations and appreciations and enable him to make learning more meaningful and vivid. Audiovisual aids assist a teacher in providing suitable learning experience to the learner in the form of audio and visual perceptions that would help them acquire new information more effectively. Such experiences would help to make impressions meaningful, long lasting and to develop skills.

The Psychology of using Audiovisual Aids

Research done by Cobun (1968) indicates that:

- 1% of what is learned is from the sense of taste.
- 15% of what is learned is from the sense of touch.
- 35% of what is learned is from the sense of smell.
- 11% of what is learned is from the sense of hearing.
- 83% of what is learned is from the sense of sight.

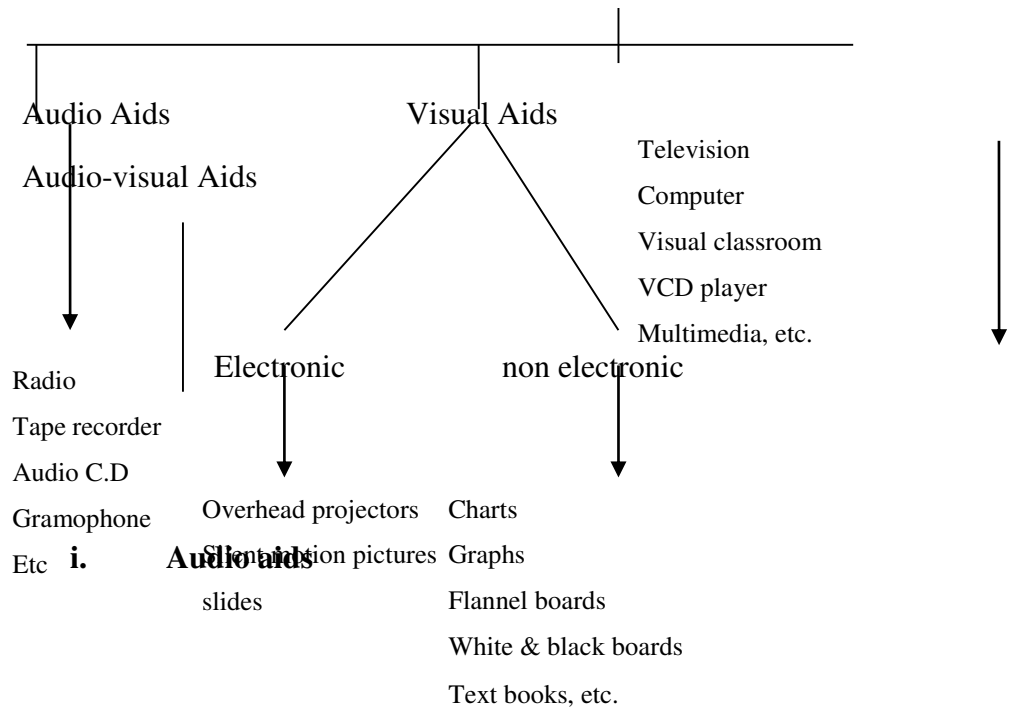
Also people generally remember,

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 5% of what they hear and see
- 70% of what they say
- 90% of what they say and as they do a thing. Sabarish (2014).

The above statements really justify the use of audiovisual aids in teaching and learning.

Types of Audiovisual Aids

Audio Visual Aids



These are materials that stimulate the learners' auditory senses. In language learning, they strengthen or enrich communication skills among the learners through various listening activities. They also give the learner enough opportunity to listen to the correct pronunciation of alphabets and words. Audio aids help in developing the listening skill. Examples of audio aids are radio, gramophone, tape recorder, audio C.D, e.t.c.

ii. Visual aids

These are materials which require the involvement of learners' visual senses. Visual aids are designed to influence the eyes of the learners to enable them to understand what is being shown. They help in developing language skills such as speaking and writing as they stimulate learner's sense of sight. Visual aids help listeners to understand abstract concepts and allow complex data to be organized and reduced to make a point clearly and concisely. Moreover, effective visual support maintains listeners' interest and increase audience retention of the subject matter. Visual aids are classified into two; the electronic and non electronic equipments. The electronic equipments are the overhead projector, the silent motion pictures, etc. while the non electronic equipments are Black and white boards, charts, graphs, photographs, maps, models, puppets, etc.

iii. Audiovisual aids

These are materials that involve the sense of vision as well as hearing. Examples are:

- **The visual classroom**

These are useful for fulfilling the gap between academic experts and distance learners through which the learners can get important guidelines from the skilled people by having internet connection. Lectures can be recorded and telecasted when the learner is interested (Viswanath & Maheswara, 2016).

- **Television and C. D. players**

Television provides diverse programs with realistic situations and sciences which will help the learner to develop listening skills and also learning of new vocabularies. C.D player can also be used to store folktales, songs, and lectures which the learner can play at his/her own convenient time.

- **Computer with sound system**

Computer with internet are used to teach language skills. Moreover, the utilization of language laboratory system has transformed the mode of teaching and the learner can gain optimum level of knowledge of the language he/she is learning (Dewels, 2001).

Review of Related Literature

Kausar (2013) examines the students' perspective of the use of Audio visual aids in Pakistan and observes that students do agree that they are facing many problems in learning English as a second language. They find it difficult to learn it without the use of any audio or visual aids. The study then recommends that audio visual aids should be used in an English language classroom to facilitate maximum learning.

Pons, Andreu, Buil-Legaz and Lewkowicz (2012) investigate the perception of audio-visual speech synchrony in Spanish-speaking children with and without specific language impairment and found out that children with typical language development perceived an audio visual asynchrony of 666ms regardless of whether the auditory or visual speech attribute led the other one. Children with special language impairment only detected the 666ms asynchrony when the auditory component followed the visual component. None of the groups perceived an audiovisual asynchrony of 366ms. These results suggest that the difficulty of speech processing by children with special language impairment would also involve difficulties in integrating auditory and visual aspects of speech perception.

Garzon (2012) studies the impact of the audiovisual aids in the teaching and learning process at the technical university of Cotopaxi and found out that when audiovisual aids materials are used intelligently, they can promote the most effective kind of learning, in adults as well as children, in college as well as grade school everywhere.

Caldecott and Koch (2014) investigate using mixed media tools for eliciting discourse in indigenous languages. The study reveals that one of the underlying reasons for the dearth of prosodic data is methodological. Modern technology has removed technical barriers to recording the appropriate data, but traditional methods of elicitation still inhibit accurate documentation of linguistic structures at or above the phrasal level. They present techniques for solving the problems.

Methodological Aspect of Using Audio-visual Aids in Igbo Language Teaching:

Use of visual Aids in the direct method

The main objective of the direct method is the teaching of the spoken language of everyday life. It emphasizes the complete use of the target language. Kwofie, (1985:45) states:

The direct method based on the primacy of spoken language and relying heavily on phonetic notation as a mode of teaching, rejects recourse to the learner's language. Explanation or definitions are generally provided in the target language with the help of pictures.

In this method, teachers do not use the learner's first language; rather they use different visual aids like posters, pictures and graphs to demonstrate to the students. For example, if the teacher wants to teach the students vocabularies, he can use pictures to make the students to understand the topic easily. Moreover, it helps the learner to have clear ideas about the subject matter through those visual materials (Freeman, 2000).

Audio-visual aids in Communicative Language Teaching

This is an approach that emphasizes the ability of the learner to communicate appropriately in the target language. Therefore, the communicative approach implies language teaching with emphasis on communicative competence rather than on correctness of usage (Akudolu, 2004). Here language teachers are encouraged to use authentic materials (audio visual aids) in order to make the class interesting and authentic. Audio visual aids like video and computer can be very useful in teaching tone to learners of Igbo language. In the area of vocabulary development using audio visual aids in communicative language teaching is very crucial. For example, the teacher can put video containing different activities that are related to real communication.

The Silent Way and use of Visual Aids

The principle of this method was that, learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned. (Abdullah Al Mamun, 2014). This method also based on the idea that teachers should be as silent as possible during a class but learners should be encouraged to speak as much as possible. This method can be used to teach colors, comparison, preposition, etc. in Igbo language. For example, with a pointer, the teacher points on the sound color chart while the students utter the sound that is represented by the color itself. The silent way is characterized by its focus on discovery, creativity, problem solving and the use of accompanying materials.

Suggestopedia and Audio-visual aids

This method of language teaching highly supports the use of audio-visual aids in teaching language. Some of the key elements of suggestopedia include a rich sensory learning environment (pictures, color, music, etc.), a positive expectation of success and the use of a varied range of methods; dramatic texts, active participation in songs and games, etc.

The main purpose of this type of classroom arrangement is to remove the anxiety of the learner and ensure a friendly and comfortable classroom setting. Smooth music is used in the

classroom to make the learner relaxed and more attentive in the learning process. The skills that are developed most in this method are listening, speaking and reading. Xue (2005) outline three stages, the teacher using suggestopedia to teach speaking in the classroom should use. They are:-

- **Presentation**

The main aim in this stage is to help students relax and move into a positive frame of mind, with the feeling that learning is going to be easy and funny.

- **Concert**

First Concert (Active Concert)

This involves the active presentation of the material to be learnt. For example, in the Igbo Language course, there might be a dramatic reading of a piece of text, accompanied by Igbo music.

Second Concert (Passive review)

The students are now guided to relax and listen to some Igbo music, with the text being studied quietly in the background. After the readings, the teacher will then make use of the dialogue for more conventional language work. The students then make and practice dialogue after they memorize the content of the materials.

- **Practice**

The use of a range of role plays, games, puzzles, etc. to review and consolidate the learning. Speaking skill can be taught using role play.

Audio Visual Aids and Language Skills

Use of Audio and Video in Teaching Listening

Teaching listening skill is one of the difficult tasks for the language teacher. Listening involves making sense of the spoken language normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge (Lynch & Mendelsohn 2010). Nowadays, different audio visual materials are available for providing the learners with native language exposure. Language teacher can record pronunciation of words, sentences or discourse in the target language and also download pictures representing them; match them accordingly. Audio materials help the learner to have ideas about the correct pronunciation of the target language through learning. Moreover, using videos in the class listening materials will enable learners to know about the non linguistic features which is also very important in learning new language.

The teacher should select the appropriate aid according to the proficiency level of the learner. This will make the learner to be interested in listening and learning actively. The teacher will provide the objective of the lesson before the listening activity. All the students should understand what they suppose to do before a teacher starts to play, read, or speak the listening text (Viswanath & Maheswara, 2016).

The teacher can play a song or a recorded comprehension and told the listener to listen carefully with or without taking note. Then the teacher later ask them one by one to share what they understand from the song of comprehension topic.

Use of Audio Visual Aids in Teaching Pronunciation and Speaking

Currently, language learning is based on the need of communication with other unlike before when language learning meant learning how to read the literature in the language. Speaking is one of the challenging task of the language learner. They feel nervous to speak when they are asked to do so. Using Visual aids during learning makes the learner to pay attention to the language teacher. Cakir (2006:69) sums up the idea of using video in the language class to facilitate speaking and presentation skills with the following words:

Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation, the teacher writes some key questions on the board... After viewing the questions, the students answer the question orally or make note while viewing. Television can also be used in teaching tone and tone marking in Igbo language. This is provided by recording the correct pronunciation of words and also matching them with their pictures.

The Use of Visual Aids in Teaching Reading

Reading abilities are critical for academic learning and second language reading represents the primary way that second language students can learn on their own beyond classroom (Carrell & Grabe, 2010). Students do not like reading that much and this makes the task of the language teacher difficult. In order to make reading interesting, the teacher has to incorporate visual aids so that learners may be attracted to reading. Different visual aids like pictures, videos and projectors help the learner to understand the abstract ideas of the text.

The use of Visual Aids in Writing

Writing is a medium of human communication that creates language and through the inscription or recording of signs, symbols, characters and letters. Different attractive visual aids are used to motivate the learner in writing. The learner might lose interest in writing if he/she is told to write a composition on a topic but if the teacher presents an attractive aid to them and tell them to write about it, the learner will develop interest in the writing.

Conclusion

The use of the audio visual aids during teaching and learning makes the class to be interesting. Different visual aids bring variation in the classroom teaching which are helpful to draw the attention of the students. Audio visual aids help in a great way in the teaching of the four language skills in the target language. It is better to have something visual in front of the students so that they can understand the lesson well. Harmer, (2001) opines that the use of pictures in the class makes the lessons appealing. The type of audio visual material which the teacher incorporates in his/her teaching must match with the proficiency level of the learner in order to accomplish the objective of the lesson.

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