

**REVUE INTERNATIONALE DE LITTERATURE
ET DE LINGUISTIQUE APPLIQUEES (RILLA)**



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**Sous la direction du :
Pr Taofiki KOUMAKPAÏ &
Pr Cyriaque C. S. AHODEKON**



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LIGNE EDITORIALE ET DOMAINES DE RECHERCHE

1. LIGNE EDITORIALE

La Revue Internationale de Littérature et de Linguistique Appliquée (RILLA) est une revue scientifique spécialisée en lettres et langues. Les articles que nous publions sur les lettres et langues peuvent être écrits en français, en anglais, en allemand, en espagnol et en yoruba. Ces articles sont reçus au secrétariat du comité de rédaction de la revue et envoyés en évaluation. Ceux qui ont reçu des avis favorables sont sélectionnés pour une réévaluation par les membres du comité scientifique en raison de leur originalité, des intérêts qu'ils présentent aux plans africain et international et de leur rigueur scientifique. Après les travaux préliminaires du secrétariat, le spécimen du numéro à publier est envoyé au comité scientifique de lecture pour des corrections éventuelles et la vérification de la conformité des articles aux normes de publication de la revue.

Notons que les articles que notre revue publie doivent respecter les normes éditoriales suivantes :

➤ **La taille des articles**

Volume : 18 à 20 pages ; interligne : 1,5 ; pas d'écriture (taille) : 12 ; police : Time New Roman.

➤ **Ordre logique du texte**

- Un TITRE en caractère d'imprimerie et en gras. Le titre ne doit pas être trop long ;
- Un Résumé fait dans la langue de publication (50 à 200 mots maximum') ;
Les mots clés (03 à 05 mots) font partie du résumé ;
- Un résumé en anglais ou en français selon la langue d'écriture de l'article. Le second résumé ou abstract est juste la traduction du premier résumé. Il est aussi fait de mots clés exactement comme dans le premier cas ;
- Introduction ;
- Développement ;

Les articulations du développement du texte doivent être titrées et / ou sous titrées ainsi :

➤ Pour le **Titre** de la première section et sous-section

1. Pour le titre de la première section

1.1. Pour le titre de la première sous-section

1.2. Pour le titre de la deuxième sous-section de la première section etc.

➤ Pour le **Titre** de la deuxième section

2. Pour le titre de la deuxième section

2.1. Pour le titre de la première sous-section de la deuxième section

2.2. Pour le titre de la deuxième sous-section de la deuxième section etc.

➤ **Conclusion**

Elle doit être brève et insister sur l'originalité des résultats de la recherche

➤ **Bibliographie**

Les sources consultées et / ou citées doivent figurer dans une rubrique, en fin de texte, intitulé :

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Pour un article : Nom, Prénoms (ou initiaux), "Titre de l'article" (entre griffes) suivi de in, Titre de la revue (*en italique*), Volume, Numéro, Lieu d'édition, Editions, Année d'édition, Indication des pages occupées par l'article dans la revue.

Les rapports et des documents inédits mais d'intérêt scientifique peuvent être cités.

- **La présentation des notes**

- La rédaction n'admet que des notes en bas de page. **Les notes en fin de texte ne sont pas tolérées.**
- Les citations et les termes étrangers sont en italique et entre guillemets « ».
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- La revue RILLA s'interdit le soulignement.
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Le système de référence par année à l'intérieur du texte est également toléré.

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Les avis et opinions scientifiques émis dans les articles n'engagent que leurs propres auteurs. Les textes non publiés ne sont pas retournés.

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- **lettres** : littératures, grammaire et stylistique des langues françaises, anglaises, allemandes, espagnoles et yoruba ;
- **langues** : linguistique, didactique des langues, traduction, interprétation des langues, civilisations françaises et anglaises ;
- **sujets généraux d'intérêts vitaux** pour le développement des études en lettres et langues françaises, anglaises, allemandes, espagnoles et yoruba.

Au total, la Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) se veut le lieu de rencontre et de dissémination de nouvelles idées et opinions savantes dans les domaines ci-dessus cités.

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La Revue Internationale de Littérature et de Linguistique Appliquée (RILLA), publiée par l'Institut Universitaire Panafricain (IUP), est une revue ouverte aux chercheurs des institutions universitaires de recherche et enseignants-chercheurs des universités, instituts universitaires, centres universitaires et grandes écoles.

L'objectif du lancement de cette revue dont nous sommes à la dixième publication est de permettre aux collègues chercheurs et enseignants-chercheurs d'avoir une tribune pour faire connaître leurs travaux de recherche.

Le comité scientifique de lecture de la RILLA est présidé par le Pr Akanni Mamoud IGUE. Ce comité compte sept membres qui sont tous des Professeurs Titulaires. Aussi voudrions-nous informer les lecteurs de la RILLA, qu'elle devient multilingue avec des articles rédigés aussi bien en français, en anglais, en allemand, en espagnol qu'en yoruba.

Pr Taofiki KOUMAKPAÏ

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1	Dr Crépin D. LOKO, Dr (MC) Innocent S. KOUTCHADE, Dr Rissikatou MOUSTAPHA BABALOLA, et	Linguistic stylistics reappraisal of the language of wole soyinka's <i>the man died</i>: a systemic functional analysis Page 24 - 67	Département des lettres, langues et sciences sociales, Ecole Normale Supérieure, Université d'Abomey-Calavi, Bénin, Département d'Anglais, Faculté des Lettres, Langues, Arts et Communication (FLLAC), Université d'Abomey- Calavi, Bénin, Département d'Anglais, Faculté des Lettres, Arts et Sciences Humaines (FLASH), Campus d'Adjarra, Université d'Abomey-Calavi, Bénin

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2	Dr Théophile G. KODJO SONOU	Contribution of audio visual aids in teaching and learning english language communication skills Page 68 - 101	Département d'anglais, Institut Universitaire Panafricain (IUP) Porto-Novo, Bénin, presidentsonou@yahoo. com
3	Dr Evariste Assogba KOTTIN	The Place of Discussion and Conversation in EFL Learners' Interactive Speaking Skills in some Secondary Schools of Benin Page 102 - 133	Department of English, Faculty of Letters, Languages, Arts and Communication, University of Abomey- Calavi (FLLAC / UAC), Republic of Benin kottinevariste@yahoo.fr

4	Dr M. Flavien GANKPE	Exploring “Gun” from Nigeria and Benin Republic Burial Tradition Page 134 - 159	Département d’anglais, Institut Universitaire Panafricain (IUP) Porto-Novo, Bénin
5	Dr Adeniyi Olanipekun ADEFALA	Problems facing yoruba learners of english in epe local government Area of lagos state Page 160 - 197	Tai Solarin University of Education, Ijebu-Ode, Ogun State, Nigeria. adefalaa@tasued.edu.ng
6	Dr Afolabi OLUBELA Dr Adeola OGUNSANYA &	Expanding the undergraduate students’ capacity for citizenship practice in southwestern nigeria: implications for effective pedagogy Page 198 - 242	^{1&2} Department of Arts & Social Sciences Education, Faculty of Education, Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria. afolabi.olubela@oouagoiwoye.edu.ng

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7	Dr Bertin K. ELOMON	Rémanence du mythe de l'irresponsabilité humaine dans les chansons Aja Fon Page 243 - 269	Enseignant de la littérature africaine orale
8	M. Horeb Midjochedo ANTHONY	Une étude comparée de la structure de quelques temps simples en français et en gungbe Page 270 - 308	Department of European Languages and Integration Studies, University of Lagos midjochedo2012@gmail.com

9	Dr Samson OLATUNJI	Ensuring nigerian students' increased english language proficiency; mother-tongue-based multilingual early education as facilitator Page 309 - 343	Language Immersion Centre, University of Ilorin, Ilorin, Nigeria
10	Mujibat Opeyemi OMOTOKESE	Coexistence français-yoruba à Ejigbo, une ville anglophone du Nigéria Page 344 - 369	Département de Français, Institut Universitaire Panafricain (IUP), Porto-Novo, Bénin
11	Prince L. G. GBEGNITO	De la conception de la notion de l'enfance a sa protection dans les couvents de vodun sakpata à allada : une socio-anthropologie de la negociation sociale Page 370 - 397	Faculté des Sciences Humaines et Sociales (FASH) Université d'Abomey-Calavi (UAC) Email : lioguegue@yahoo.fr

12	AFADJINOU Horace ¹ & Dr (MC) GBAGUIDI Arnauld ²	Manager la souffrance au travail dans le contexte de la gouvernance d'une entreprise publique beninoise Page 398 - 437	¹ Ecole Doctorale Pluridisciplinaire, Laboratoire d'Analyse et de Recherche: Religions Espaces et Développement (LARRED), Université d'Abomey-Calavi (UAC) ² Institut National de la Jeunesse, de l'Education Physique et du Sport (INJEPS), Département des Sciences et Techniques des Activités Socio-Educatives, Laboratoire d'Analyse et de Recherche: Religions Espaces et Développement (LARRED), Université d'Abomey-Calavi (UAC)
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CONTRIBUTION OF AUDIO VISUAL AIDS IN TEACHING AND LEARNING ENGLISH LANGUAGE COMMUNICATION SKILLS

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ABSTRACT

The use of audiovisual aids in teaching and learning of English language communication skills is very important as it contributes a lot to the practical learning. The audiovisual tools contribute to the acquisition of oral and written communications. But the great problem is that the many teachers and learners do not know and do not have the audiovisual devices and the consumables useful in the teaching and learning. The objective of the study is to expose the usefulness of audiovisual aids in teaching and learning of English language oral and written communication. The qualitative and quantitative with questionnaire coupled with classroom observation is used to carry out the research work. The results obtained have

shown that audiovisual aids used in English language classroom contribute immensely to teaching and learning of English language oral and written communication.

Key words: contribution, audiovisual, teaching, learning, English, communication.

RESUME

L'utilisation des outils audiovisuels dans l'enseignement et apprentissage des compétences de communication de l'anglais est vraiment important parce qu'elle contribue énormément à l'apprentissage pratique. Les outils audiovisuels aident et contribuent à l'acquisition des communications orale et même écrite. Mais, le grand problème est que bon nombre d'enseignants et d'apprenants ne connaissent et ne possèdent les outils audiovisuels et l'utilité de leurs consommables dans la contribution à l'enseignement et l'apprentissage. L'objectif de cette est d'exposer l'utilité des outils audiovisuels dans l'enseignement et apprentissage des communications orale et écrite en langue anglaise. La méthode documentaire suivie des observations cours en salle est utilisée pour la réalisation de cette étude de

recherche. Les résultats obtenus ont montré que l'usage des outils audiovisuels dans l'enseignement de l'anglais en salle de cours contribue énormément à l'acquisition des compétences en communication orale et écrite.

Mots clés : contribution, audiovisuel, enseignement, apprentissage, anglais, communication.

INTRODUCTION

The introduction and use of audiovisual aids in English language classroom for oral and written competences acquisition is very important and useful to teachers as well as the learners. The very fast development of technology has greatly contributed to the use of the audiovisual aids in teaching and learning. It is important to say that the use of audiovisual aids in the process of teaching and learning contribute to outstanding and modern education. Kochhar (2007:134) stated that "An outstanding development in modern education is the increased use of supplementary devices by which the teacher through the use of more than one sensory channel helps to clarify, establish and correlate accuracy, concepts, interpretations and appreciations; increases knowledge;

rouses interest and even evokes worthy emotions and enriches imagination of children”. The correlate of teachers, learners and audiovisual devices is very useful for accurate language acquisition.

Learning takes place at three levels as follows: direct experiencing, vicarious experiencing and symbolic experiencing. Thus, audiovisual aids are quite helpful, in instruction and teaching and learning. Audiovisual aids supply a concrete basis for conceptual thinking; they give rise to meaningful concepts to words enriched by meaningful associations. Kochhar (2007:134) is of the opinion that “Researchers have also recommended that in education we should appeal to the mind chiefly through the visual and auditory sense organs, since it is possible that 85 per cent of our learning is absorbed through these”.

This research work is presented in eight sections as follows: technical framework of the study, research methodology, conceptual clarification, types of audiovisual aids, discussions and analyses, interpretation of the results, observations and suggestions.

1. TECHNICAL FRAMEWORK OF THE STUDY

The technical framework of the study is made up of: the background of the study, the statement of the problems, the objectives and the hypotheses.

1.1. Background of the study

The great development of the new information and communication technologies has brought into the education sector of Republic of Benin the use of audio visual aids. The use of these aids contribute to English language teaching and learning at the higher institution. The use of audio visual aids in the process of teaching and learning oral and written communications contributes to the rapid acquisition of better communication skills. Kochhar (2007:81) opined that “good teaching is causing, facilitating and promoting learning”. The use of audiovisual aids in teaching communication skills in English contribute to facilitating and promoting learning of good communication skills in English language. The students that are taught with the audiovisual aids learn faster. They communicate faster as they practice the English language with the audiovisual aids which

contribute to the learning process. Teachers also make students practice the language better.

1.2. Statement of the problems

English language is a foreign language in Republic of Benin as the official language is French. Beninese national languages⁵ are, according to Capo...64. This situation creates a multilingual environment in the country, where English language is the second language taught officially and the first foreign language. But when taking into account the curriculum of the English language teaching both at the secondary and at the University where the language is taught for the reinforcement of the students' communication skills, it is bad to know that little effort is made to facilitate the language teaching and learning with audiovisual aids. The result is that many students are unable to speak the language they have learnt for many years. The great problem is that many teachers are not using the audiovisual aids to teach. The students

⁵ Republic of Benin constitution of 31 December 1990, article 11 qualified the Beninese language as national language, different from French that is the official language (see preamble of the constitution)

also do not use the aids, despite their usefulness and contribution to learning. This research exposes the teachers and students to the usefulness of audiovisual aids. It observes the two different students' classroom where English is taught with audiovisual aids and another one where audiovisual aids are absent.

1.3. Objectives of the study

The study's purpose is to:

- Expose to both teachers and students the usefulness of the audiovisual aids in English classroom.
- The study stands to observe and evaluate the contribution of audiovisual aids in the process of teaching and learning of oral and written communication to under graduate students of Panafrican University Institute, Porto-Novo.

1.4. Hypotheses

The Hypotheses of the study are:

- to verify if the exposure by presentation of the usefulness the audiovisual aids to teachers and students make them to use the aids for better English language communication skills acquisition;

- to observe the correlate between a classroom for three months teaching and learning with the aid of audiovisual aids and a classroom where the aids are absent;
- to evaluate the results and the performance of students of the two groups in English communication skills.

2. CONCEPTUAL CLARIFICATION

Under this subtitle the research presents the theoretical framework of the study and conceptual clarification

2.1. Theoretical framework

The book of Kochhar, S. K. titled “Methods and technics of teaching” published for the first time in the year 1985. The book was reprinted in 1988, 1990, 1992, 1994, 1996, 1997, 2000, 2001, 2002, 2003, 2004, 2006 and 2007. It is the version review of 2007 that guided us in writing this article. In the book published at New Deli by sterling publishers private limited, exposes the usefulness of the audiovisual as aids in the process of teaching and learning. The book presents the correlate

teaching-learning and audiovisual aids in the process of making students to acquire knowledge rapidly.

2.2. Conceptual clarification

The terms like audiovisual aids, teaching, learning, and communication are defined under this subtitle.

2.2.1. Concept of Audiovisual aids

The term audiovisual is used to designate, the devices that produce sound and image in the process of communication with technology media. In language education, audiovisual and tools such as television set, audio and video machines coupled with consumable like compact disk, hard disk, video games are used to store audiovisual recorded documents that are used in teaching between audiovisual and in fractional aids. An instructional aid is any device that assists an instructor to transmit to a learner fact, skills, attitudes, knowledge, understanding and appreciation.

A visual aid is an instructional device that can be seen but not heard. An audio aid is an instructional device that can be heard. An audio-visual aid is that device which can be heard as well as seen.

2.2.2. Teaching and learning

Teaching is process of attending to people's needs, experiences and feelings and making specific interventions to help. Teaching is a process by which knowledge is transmitted from a teacher to a learner. Teaching can also be defined as engagement with learners to enable their understanding and application of knowledge, concepts and process to teach is to engage learners or students in learning process, thus teaching consists of getting students involved in the active constitution of knowledge.

Learning is an organised process through which one acquires knowledge. Learning is the acquisition of knowledge or skills through study, experience or being taught. Learning is the process of acquiring new understanding, knowledge, behaviours, skills, values, attitudes and preferences. Learning is also seen as the modification of behaviour as a result of experience. Here learning of English language is associated with audiovisual aids for better practice of the language through the machines and their consumables.

2.2.3. Communication

Communication is the activity or process of expressing ideas, minds and feelings or giving people information. Communication can also be seen as the methods of sending information, especially through telephone, computers televisions etc... communication is equally the willingness to talk and give information to other people. It is again connected with the ability to communicate in a language, especially a foreign language. For example, English language communication skills acquisition.

3. TYPES OF AUDIOVISUAL AIDS

The types and some important audiovisual aids are presented under this subtitle as to showcase the usefulness in the process of teaching and learning English language. Audiovisual aids can be classified into five types as follows: auditory, visual and audiovisual.

3.1.Auditory aids (sound only)

These are devices that produce sounds. Examples are audio machine: magnetophone, radio, phonograph, etc.

3.2.Visual aids (visual only)

These are aids through the eyes, aids that are seen to produce effect of teaching and learning. Examples are: motion picture; stereoscope , magnetoscope; camera, comescope; chalkboard flannel board, bulletin board, pictorial materials, newspapers, magazines, books, booklets, model, collection, dramatization; representations-maps, globes, diagrams etc

3.3.Audiovisual aids (both audio & visual)

These are aids through the eye and ear (audio-visual). They produce sound and also images. They are seen and they can also be heard. Example are: sound-motion pictures, dramatization, sketches, television, tablet, android telephones, etc.

3.4. Other important aids

The School journeys are one of the most important and valuable of all the audio-visual aids. A school journey means an out-door lesson. Few school programmes are

complete without a field trip. In the process of English language learning, the local factory retail bakeries, radio station, bank, temple, court etc., are really very important in the process of oral communication skills acquisition. Outing to an English language speaking country (Nigeria or Ghana) for example help all the students that are learning English language and to acquire better oral communication skills. In that the natural environment of English language speaking, at the church on the street, in the mosque, at home i.e. at the residence, at the cinema hall and more importantly at the school, with the other Anglophone English language speaking students, the francophone students learn to practice the language more culturally and naturally. School student can see them, hear them, ask questions about and examine them minutely. Kocchar (2007) states that “If we believe that first hand experiences with real things are the sources of learning naturally, this must expand. Life in the classroom can cover only a small part of our total life and if our learning is to become full and well-rounded, we must go beyond our school walls and into the community as students and as working participants.” School authorized teacher-

planned, curriculum-integrated school journeys are the most concrete and most real of all visual techniques, and this is really teaching and learning of English as a foreign language.

4. RESEARCH METHODOLOGY

The research methodology presents the instrument of the research, the scope and limit of the study, sample and sampling techniques, research questions.

4.1.1. Instrument of the research

The qualitative method of research followed by stratified random access technique was used to select the respondents answers to observe the teaching and learning situations of two different students' classrooms where English language is taught with audiovisual aids on one hand and without the aids on the other hand. A questionnaire was established and distributed to students and teachers as to obtain data that are analysed. Students were also observed in their classrooms when teachers were teaching with and without the audiovisual aids.

4.1.2. Method of data collection

Data were collected with a questionnaire sheets distributed to one hundred and five (105) students and three (03) teachers of the Department of English, Panafrican University Institute, Porto-Novo, Benin. The one hundred and five (105) students were undergraduate of 100, 200 and 300 levels. The students used audiovisual aids intensively to learn. All the three (03) Teachers teach at 100, 200 and 300 levels. While some of them use audiovisual aids intensively, some use the aids time to time to teach them students and to make them learn practical English language.

Quantitative method of research couple with classrooms observations was used that permit to conclude on the results of the use of audiovisual aids in the three (03) classrooms. In all, one hundred and five (105) questionnaire sheets were established and distributed to the students. All the 105 questionnaires. Sheets were collected back from the students who filled them. But, one hundred (100) students responses were selected and analysed. All the three teachers who received questionnaire sheets returned them for analysis.

4.1.3. Scope of the study

The study takes into account the undergraduate English as a foreign language students of Panafrican University Institute, Porto-Novo in Republic of Benin. Three levels of students were considered that is 100, 200 and 300 levels. At the 100 level, there were 50 students. While for the 200 and 300 levels there were 25 students at each level. So, in all 3 classrooms where observed for the study with 3 Teachers and 100 students.

4.1.4. Research questions

Three questions were addressed to the Teachers and three others to the Students

➤ Teachers questions

- (i) Do you teach with audio visual aids?
 - a) Regularly
 - b) Time to time
 - c) When necessary

- (ii) Does the use of audio visual aids to teach contribute to boost the performance of your students?
 - a) Yes, tremendously

- b) Yes, very well
 - c) Yes, little bit
- (iii) What are your difficulties?
 - a) No availability of device to be used
 - b) Lack of training
 - c) Lack of interest from authorities as there is no motivation.

➤ **Students questions**

For students, three questions were also asked

- (i) Do you use audiovisual aids to learn?
 - a) Yes regularly
 - b) Yes time to time
 - c) When necessary
- (ii) Does the use of audiovisual aids contribute to boost your learning accurately?
 - a) Excellently
 - b) Very good
 - c) Little bit

- (iii) What are your difficulties as a students?
- a) Purchase of credit for my Android phone use (this is too expensive).
 - b) Too many assignment are given and this create lack of time to really do all assignment.
 - c) No motivation from both the teachers and the other.

5. ANALYSIS OF THE DATA COLLECTED

Data collected after the observations of the three (03) classrooms of one hundred (100) students are presented for their statistical analysis.

The tables bellow presents the statistical analysis and the results of the classroom observations and the respondents responses.

5.1. Teachers responses to the questions

The three teachers to the question to you use audiovisual aids to teach.

N°	Questions	Responses	Effective	Percentage
1	Do you teach with audio-visual aids	Regularly	02	66,66%
		Time to time	01	33,33%
		When necessary	00	00%
2	Does the use of aids to teach contribute to boost the performance of your students?	Yes, tremendously	02	66,66%
		Yes, very well	01	33,33%
		Yes, little bit	00	00%
3	What are your difficulties ?	No availability of device to be used	00	00%
		Lack of training	01	33,33%
		Lack of interest from authorities as there is no motivation	02	66,66%

Figure 1: Table presenting the data analysed for teachers; Source: T.G. KODJO SONOU, 2019

5.2. Students responses to the questions

The three teachers to the question to you use audiovisual aids to teach.

N°	Questions	Responses	Effective	Percentage
1	Do you use audiovisual aids to learn?	Yes regularly	80	80%
		Yes time to time	15	15%
		When necessary	05	05%
2	Does the use of audiovisual aids contribute to boost your learning accurately?	Excellently	85	85%
		Very good	10	10%
		Little bit	05	05%
3	What are your difficulties as a students?	Purchase of credit for my Android phone use (this is too expensive).	65	65%
		Too many assignment are given and this create lack of time to really do all assignment.	20	20%
		No motivation from both the Teachers and	15	15

		school authorities.		
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Figure 2: Table presenting the data analysed for students; Source: T. G. KODJO SONOU, 2019

5.3.Interpretation of results obtained

Both Teachers and students table of analyses results were presented and the interpretation done here.

(i) For Teachers

The results of teachers data analyses have shown that:

- Majority of the lectures teach with audio visual aids even regular as 66, 66% of Teachers claim this.
- The use of audio visual aids to teach contribute tremendously to boost the performance of the students as 66,66% of the teachers agreed on this;
- There is lack of motivation as 66, 66% of the teachers behave that there must be more interest from the school authorities and more motivation as to encourage them to continuous using the devices.

(ii) For the students

The following results were observed from the students data analyses:

- 85% of the student behave that the use of audio visual aids contribute excellently to boost their learning and even accurately, against 10% who see the use of audio visual aids to be very good.
- 65% of the students claim to have great difficulties in purchasing credits for the use of their Android telephone in the classroom with the order of the Teacher for learning purpose against 20% who have difficulties in doing most of the assignment given to them by the Teachers. While 15% of the students claim as difficulties no motivation from the Teachers as well as from the authorities.

May be this students are requesting for a Wi-Fi which would have assisted them in doing the assignment and learning process without the purchase of credit to make the android phone work as to save them.

Audiovisual aids use in the classroom in teaching and learning is very good thing but there is need to:

- Purchase adequate devices and materials;
- Train the personnel for the use of devices;
- Provide Wi-Fi for the students as source of motivation.

6. ANALYSIS OF THE CONTRIBUTION OF THE USE OF AUDIO-VISUAL AIDS

English language teaching and learning with the use of audiovisual aids contribute to the acquisition of the language communication skills. Analysis of the usefulness and the contribution of audiovisual aids are here discussed.

6.1. Contribution of audio visual aids

Audiovisual aids contribute tremendously to English language teaching and learning at the Panafrican University Institute, Porto-Novo, Republic of Benin. Audiovisual aids are lesson starters and motivators for rapid learning, they are also sources of variety to classroom teaching and learns techniques.

6.1.1. Audio-visual aids as lesson starters and motivators

When the child finds learning made easy, interesting and joyful with the help of sensory aids he feels motivated. He cannot but attend to an interesting procedure going on before him. Direct, concrete, contrived, dramatized experiences add interest and vitality to any training situation. As a result, they enable students to learn faster, remember longer, gain accurate information and receive and understand delicate concepts and meanings. Thus, learning becomes meaningful enjoyable and effective.

6.1.2. Audio-visual aids give variety to classroom techniques

They generally represent a rest from the traditional activities of the school. When using them, the child is experiencing something different. varic. tv is always attractive to the child as well as to the adult, Audio-visual aids provide a change in the atmosphere of the classroom. They allow some freedom from the formal instruction of the traditional type. While using sensory aids, the pupil may move about, talk, laugh, question, comment upon, and in other ways act in a natural manner as they do

outside the classroom. As Kochhar (2007) may have it “The attitude of the teacher is also very friendly and co-operative. In this way, school work is motivated when pupils work because they want to and not because the teacher wants them to do.” This shows the variety of classrooms techniques with the use of these audiovisual aids.

6.1.3. Many of the aids provide students with opportunities to handle and manipulate

An opportunity to touch, feel, handle or operate a model; specimen, picture, map; press a button or turn a crank gives an added appeal because it satisfies, temporarily at least, the natural desire for mastery and ownership.

6.1.4. Audio-visual aids supply the context for sound and skillful generalizing

Books lack specificity and warmth, indeed, some, the unutterable poignancy of concrete experiences. Through direct, purposeful, first-hand-experiences and semi concrete audio-visual experiences, we can supply the context for sound and skillful generalizing.

6.1.5. Audio-visual aids educate children for life in this modern complex world

There was a time when life was very simple - children learnt through direct experiences, the rudiments of knowledge. But ours is a complex world. We live in a pushbutton age when comfort has a terrific appeal; but there is no easy road to learning. There is no magic osmosis; effective learning is still the old fashioned formula of nine-tenth perspiration and one-tenth inspiration. Naturally, therefore, more must be done to determine how teaching is accomplished easily and speedily. More the need to-day than before.

6.1.6. Audio-visual aids for international understanding promotion

These aids can bring about mutual understanding and appreciation of cultural values and ways of living among the different nations of the world. Enlightened and sympathetic attitudes can be developed among the school children through this media. Films and radio Programmes can be exchanged among countries. Coloured slides on works of art of different countries to appreciation of eastern and western cultural values.

6.2. What audiovisual aids are not

It is important to observe here that clarification is made of what audiovisual aids are not.

6.2.1. Audio-visual aids are not the panacea for all instructional ills

Films, recordings, television etc., are all very good to improve teaching. But teachers and books cannot be replaced by these aids Reading, writing and speaking will continue to be considered fundamental end points of instruction.

6.2.2. Audio-visual aids are not aids to teaching

Audio-visual aids are aids to children rather than to teachers - aids to learning, rather than to teaching. They do not make teaching easier, they do not lighten the work of teachers. Their use requires a considerable addition to the time spent in planning and preparing lessons.

6.2.3. Audio-visual aids are not ends but means

Audio-visual aids are but means to an end - end is good learning on the part of the pupils.

6.2.4. Audio-visual aids are not designed to amuse the pupil

They are to increase his interest in, and his comprehension of the topics being studied by presenting several slants on it, especially through his two most used senses - sight and hearing.

7. OBSERVATIONS

After the research work, the researcher has observed that there are many problems surrounding the effective use of audiovisual aids in English as a foreign language teaching and learning.

For the Teachers, the most important problems are:

(i) Lack of audiovisual aids that this the devices and consumables for effective use;

(ii) Too many security attached to the use of the aids available to the point that one is discouraged as the process of key collection to have access to the audiovisual laboratory is long;

(iii) Lack of training to really handle the device for effective use.

(iv) Fair for damage of the device.

(v) Less motivation and too many preparations for the use of the devices.

For the students, there are:

(i) Lack of money to recharge android telephones and to download documents.

(ii) Lack of time to carry out the many assignments;

(iii) Lack of motivation.

(iv) Lack of consumables materials sometimes.

(v) Lack of high power of wifi used in the school.

Above all the problems observed, both the teachers and the students confirmed that used of audiovisual aids help them teach rapidly and also to learn accurately.

8. SUGGESTIONS

In 21st century and the new technology world in which we found ourselves, it is necessary that technology is used to boost teaching and learning. Good plan must be made for the latest technology is introduced to education setting generally, language education specifically and more specifically, English as a foreign language.

For that at the Panafrican University Institute where some audiovisual devices exist efforts must be made to make these aids and materials use effective both for Teachers for, necessary to:

(i) Make available the audiovisual aids such as language laboratory, audiovisual room, etc.

(ii) Appoint audiovisual aids use officer for easy access to the language laboratory for example;

(iii) Organize training uniform of workshop as to discuss the latest technology devices and use with the teachers;

(iv) Remove fear from teachers for the effective use of the aids;

(v) Motivate effective used of the aids teachers.

For the students there is need to:

(i) Regulate the use of audiovisual aids as not to block other subjects teaching;

(ii) Make students to create time for practice;

(iii) Install and pay the subscription for the wifi for students use specifically;

(iv) Purchase consumable materials for students use.

All these suggestions if put in practice will help English as a foreign language students to really improve their level in English as a foreign language communication skills acquisition.

CONCLUSION

To conclude, in the words of Mckown and Roberts, “Audio-visual aids, wisely selected and intelligently used, arouse and develop intense and beneficial interest and so motivate the pupils’ learning. And properly motivated learning means improved attitudes, permanency of impressions, and rich experience and ultimately more wholesome living.”

Drawbacks

Edgar Dale bases his classification upon the kinds of experiences presented through the aids. He calls it the “Cone of Experience.” The range of experience as described earlier through audio-visual aids as classified by him is between direct experience and pure abstraction.

These divisions are not intended to be rigid. They overlap and sometimes blend into each other. The author desires the cone to be 'a visual metaphor of learning experience' which is the depicting the various items in the 'order of increasing abstraction, as one proceeds from direct 'purposeful experience' which is the "bedrock or all education." Figure 4 shows the galaxy or teaching Aids which a teacher can use to make teaching effective and interesting. Now we shall proceed to discuss the use of some of the important aids.

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