



Challenges Associated with the Use of Audio Visual Resources in Teaching and Learning Process

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Abstract: It is absurd that despite the ability of audio-visuals to achieve the basic elements in teaching learning process some schools especially those at the study area still do not put the resources in use. However, it has been observed that insufficient funding, lack of competent teachers, lack of awareness; erratic power supply, lack of space, and lack of school library are some of the contributing factors to non-use of audio visual resources in the study area. Previous studies such as the study conducted by Kaswa (2015) and that of Acharu and Solomon (2014) identified inadequate funding as one of the major challenges to nonavailability of instructional materials in schools. Other challenges according to Adakole, Eiriemiokhale and Nnaji (2016) are capital intensive, poor or lack of maintenance, increase in students' enrolment and student attitudes to educational facilities.

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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/Email, 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 audiovisual 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.

Feuerstein (1980, 1990) shared the common opinion that in modern language classroom, the issue of how to engage students in learning activity becomes even more important than what material to teach. In other words, it is shifted from what to teach to how to teach. It also means that no matter how accurate the subject matter selection of the teacher is, if he does not employ appropriate and effective methods and techniques to teach it, he eventually cannot fulfill his instructional aims. Furthermore, according to Feuerstein (1991), the child is exposed to two types of learning situations: direct learning that includes an unmediated interaction between learning material and the child's mind, and mediated learning that „depends on the activity of an initiated and intentioned adult who interposes him/herself between the child and the world“. In other words, Feuerstein (1991) defines the term “mediated learning experience” as the process through which teachers help learners develop the capacity to adapt to their learning environments. Mediated learning becomes more crucial especially when „the child's mind does not know how to accept the material, cannot identify its meaning, or does not know how to respond“ (Feuerstein, 1991). In mediated learning environment, the teaching tool or variable teaching techniques or activities such as the appropriate use of video as audio-visual material, chosen by the teacher, can take the place and the mediational role of teacher between the learner and the subject matter. Furthermore, the selection of the teaching tool and the way the language teacher chooses to use that tool is very important as Feuerstein (1990) puts the emphasis on the problem of reduced cognitive modifiability when mediation is not appropriate for the learners' needs which can be defined as the lack of mediated learning experience.

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 audiovisual 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.

Different learning styles

Beyond three general categories in which people learn, which are visual learners, auditory learners and kinesthetic learners, the theory of multiple intelligences was developed by Howard Gardner, Professor of Education at Harvard University. Among these intelligences, „related to a person’s unique aptitude set of capabilities and ways they might prefer to demonstrate intellectual abilities“, Spatial-visual intelligence can be accepted as „the capacity to think in images and pictures, to visualize accurately and abstractly“ (Gardner, 1983). When it comes to teaching Aviation Library Science, especially at high school level, both the instructor’s ability to appeal different learning styles of his students, and his talent in enriching the selected aviation context with appropriate visual aids boosts the students’ capacity to visualize the subject matter accurately and abstractly, this therefore lead to more meaningful and permanent learning.

Use of video as information and communications technology (ICT)

Within the latest trend of the immense use of ICT in language teaching, the internet is considered a key-factor in enhancing the learner’s motivation for both language learning and linguistic proficiency (Lee, 2000). The use and integration of ICTs in language learning environment also provides learner with a brand new learning experience that has rich digital textual, graphic, audio, video and other interactive features (Muehleisen, 1997). However, as the success or failure of in language teaching and learning rests, to a large extent, on the effort and competence of teachers, they have a huge responsibility to upgrade or familiarize themselves with the most appropriate and effective application of ICT in classroom setting (Shetzer and Warschauer, 2000). The success or failure of a teaching and learning situation in language acquisition rests, to a large extent, on the teacher. However, it has been discovered that many teachers are yet to upgrade or familiarize themselves with ICT and its application in the classroom setting (Morse,

1972). In addition, Stempleski (2002) emphasizes the importance of teacher in „success“ or „failure“ of video used in language classroom as follows: The teacher plays a key role in the success or failure of any video used in the language classroom. It is the teacher who selects the video, relates the video to Şahin and Seğer 861 students' needs, promotes active viewing, and integrates the video with other areas of the language curriculum. Any video's chances of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication can be improved or destroyed by the way in which the teacher introduces the video and the activities which the students carry out in conjunction with viewing. Moreover, any use of ICT does not automatically improve the quality of language teaching and learning. As it is stated in Australian Department of Employment, Education, Training and Youth Affairs (1996), “Information technology can only contribute substantially to the improvement of schooling if it is appropriately embedded in powerful and interactive learning environments, established within the broader context of supportive pedagogy, curriculum and school organization“. In parallel with this approach, Orlova (2009) recommended that video recording of micro-teaching lessons should be done on a voluntary basis so trainees will regard it not as a means of punishment or criticism but as a useful tool for their successful professional development. Additionally, Bolandifar (2013) states, in his study on teachers’ attitudes toward the use of ICT, that lack of internet access, lack of computer and internet facilities, insufficient computer skills, and lack of time were the barriers that were expressed by these teachers.

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 it 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 nonacademic libraries that are usable 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.

Conclusion

With the analysis of the data collected through the focus group interview, it can be clearly concluded that the challenges encountered in the use of audio-visual materials in Aviation Library Science course

generate from time allocation due to curriculum design, technical problems due to poor maintenance of school's technical facilities, and the problem of video selection in accordance with the subject matter of Aviation Library Science lesson and students' linguistic competence, needs, and interests.

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