Efficacy of the Use of Audio-Visual Facilities in the Teaching and Learning of English Phonology

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ARTICLE INFO

Keywords: Efficacy, Use, Audio Visual Facilities, Teaching, Learning, English Phonology

Received : 22, October
Revised : 21, November
Accepted: 30, December

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ABSTRACT

This paper discussed the efficacy of the use of audiovisual facilities in the teaching and learning of English Phonology. In recent years, the integration of audiovisual facilities in classrooms has emerged as a potential catalyst for enhancing the learning experience, particularly in the realm of English Phonology. Through observing classrooms and gathering feedbacks from both educators and students, a clearer picture of the impact of audiovisual tools emerged. The ease of illustrating phonetic and phonological nuances with the help of visual and auditory stimuli was found to significantly elevate the learning curve. The interaction between visual aids, auditory tools, and traditional teaching methods creates a more engaging and interactive learning environment, which in turn, contributes to a more effective motivating and enjoyable learning experience. This exploration has not only shed light on the potential benefits of employing audiovisual facilities in the teaching and learning of English Phonology but also advocated for a broader acceptance and implementation of technology in educational settings to better cater for the diverse learning needs and preferences of today’s learners especially, in English Phonology. These include the compelling need to equip educators with the necessary training on how to effectively use AV facilities to teach English Phonology, enhance resource availability, overcome language interference as well as address technical issues. Others are to foster student engagement, assess effectiveness regularly, explore multimodal learning environments, among others.
INTRODUCTION

The teaching and learning of English Phonology embody a pivotal aspect of linguistic education, fostering not only the accurate articulation of sounds but also an understanding of the nuanced phonemic intricacies inherent in the English language. In the modern era, the advent of audio visual (AV) facilities has notably enhanced the educational landscape, offering a plethora of tools and methodologies to enrich the learning environment, particularly in the domain of English Phonology. Audio visual facilities comprise a diverse range of tools including, but not limited to, videos, interactive whiteboards, digital audio recordings, and speech analysis software. These tools serve to visually and audibly illustrate phonological concepts, thus, catering for a variety of learning styles and promoting a more engaging and interactive learning experience. For instance, speech analysis technology can provide visual representations of speech sounds, facilitating a deeper understanding of phonetic and phonological properties (Pennington and Rogerson-Revell, 2019). Moreover, visual aids can help elucidate the articulatory mechanics involved in producing various phonemes, thereby enhancing learners’ pronunciation and overall phonological competence (Lowe, 2020). Empirical evidence underscores the efficacy of AV facilities in augmenting the teaching and learning of English Phonology. A study showcased the positive impact of audiovisual aids in improving students’ pronunciation across different levels of language proficiency, highlighting the inclusive benefits of these resources (Espinoza et al., 2021). Moreover, various researches demonstrate that AV aids not only foster an improved understanding and retention of phonological concepts but also stimulate learners’ engagement and interaction, making the learning process both effective and enjoyable (Saima et al., 2011). Furthermore, the integration of AV facilities in phonological education resonates with the contemporary pedagogical shift towards a more learner-centered, interactive, and multimodal teaching approach.

LITERATURE REVIEW

The systematic incorporation of audio and visual stimuli not only aligns with the natural multisensory nature of language but also mirrors real-world linguistic encounters, thus preparing learners for authentic communication scenarios (Shaojie et al., 2022). In the light of the aforementioned, the exploration of the efficacy of audio-visual facilities in the teaching and learning of English Phonology is not merely an academic endeavor, but also pragmatic inquiry with significant implications for modern language education. Through a meticulous examination of the available AV resources and their impact on phonological education, educators, policymakers, and curriculum designers can better gauge the potentials of these tools in fostering a more effective and engaging learning environment, ultimately contributing to the broader objective of enhancing linguistic competence and communication skills among learners.
METHODOLOGY

Importance of Audio-Visual Facilities in Education

In the contemporary educational landscape, the significance of audio visual (AV) facilities cannot be overstated. These tools have shown a substantial positive impact on both teaching and learning processes, as corroborated by studies from around the globe (Ben Rogers, 2021). Here are several facets underscoring the importance of AV facilities in education:

1. **Enhanced Learning Experience**: AV facilities offer a multisensory learning experience, enabling students to engage with the material visually and auditorily. This engagement has been proven to foster better understanding and retention of complex concepts and abstract ideas, making them more accessible and digestible (Lisedunetwork, 2023). The visual aids such as charts, graphs, and diagrams provide a tangible representation of information, aiding in the comprehension of challenging concepts.

2. **Improved Teaching Quality**: The use of AV technology augments the quality of teaching by facilitating clearer explanations and demonstrations. It also allows for a more dynamic and interactive classroom environment, which in turn enhances the educator's performance and the overall teaching-learning process (AGT, 2021).

3. **Increased Student Participation and Behavior**: Advanced AV technology has been associated with increased student concentration, participation, and improved behavior in the classroom. The interactive nature of AV tools encourages students to take part actively in the learning process, thereby creating a conducive learning environment (Savchenko, 2021).

4. **Stimulation of Imagination**: By offering a visually rich and auditory stimulating environment, AV facilities ignite students' imagination and curiosity, which are crucial for a deeper and more creative learning experience (Savchenko, 2021).

5. **Facilitation of Remote Learning**: In recent times, the transition to remote learning has been significantly smoothened by the capabilities of AV facilities. They have played an indispensable role in ensuring the continuity of education, providing effective means for teachers and students to interact and engage with the learning material from afar (Ben Rogers, 2021).

6. **Historical Evolution and Adaptation**: The rapid development of AV education since the 1920s, drawing on new communication technologies, showcases its adaptability and continual relevance in modern education. The infusion of current technologies like computers and interactive boards further amplifies the effectiveness of audiovisual education (Britannica, 2018).

7. **Preparation for a Tech-Savvy Future**: As the world increasingly gravitates towards digitalization, equipping students with the skills and familiarity with AV technology is imperative. It not only enhances their learning experience but also prepares them for a tech-centric future. In
essence, the integration of Audio-Visual facilities in the educational domain is a progressive step towards creating a more engaging, effective, and forward-looking educational milieu. Through the prudent use of AV facilities, educators are better positioned to impart knowledge, and students are better equipped to assimilate and apply the knowledge acquired, thus mutually fostering a conducive environment for the holistic development of the learners.

RESULT AND DISCUSSION
Efficacy of Audio-Visual Facilities in Teaching and Learning English Phonology

Audio Visual (AV) facilities have emerged as significant aids in the educational arena, specifically in the teaching and learning of English Phonology. Here are various ways in which AV facilities have shown efficacy:

1. **Improving Pronunciation**: A study demonstrated a notable improvement in students' pronunciation, especially in pronouncing word-stress, through the use of Audio-Visual Aids (AVAs). The study outlined the positive impact of AVAs on teaching English pronunciation, underscoring the beneficial role of visual aids in phonological instruction (Anggar et al., 2008).

2. **Enhancing Vocabulary Learning**: Another study investigated the efficacy of audio-visual technologies in assisting students in learning English vocabulary. It highlighted the interplay of audio-visual aids in facilitating a conducive learning environment for vocabulary acquisition (Mohammed et al., 2021).

3. **Phonological Awareness with Online Media**: The use of online media in producing plosive and fricative sounds provided a perspective on learning English Phonology. Through online media, students were able to engage with phonological concepts actively, which is crucial for effective language learning (Nurhayati, 2020).

4. **Effective English Language Learning (EFL) Classes**: An exploration in Ethiopia revealed the efficacy of audio-visual teaching materials in EFL classes. The study aimed to identify common materials and methodologies and assess their impact on the learning process. The use of AV facilities was found to be effective in creating a more engaging and effective learning environment (Wondimtegegn, 2020).

5. **Promoting Multimodal Learning**: A study proposed an empirical analysis of audio-visual teaching coupled with a network multi-modal learning environment to enhance students’ ability in English audio-visual effects and improve the quality of teaching. This blend of AV teaching and multimodal learning environment was envisioned to offer a robust platform for English majors to thrive in their phonological and linguistic pursuits (Yuanyuan, 2022). The aforementioned studies and explorations delineate the substantial role of AV facilities in bolstering the teaching and learning of English Phonology. By facilitating visual and auditory interactions with phonological concepts, AV facilities

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augment pronunciation accuracy, vocabulary acquisition, and overall phonological awareness among learners. Furthermore, the integration of online media and multimodal learning environments amplifies the scope and effectiveness of phonological instruction, making AV facilities indispensable tools in modern phonological education.

Challenges in the Use of Audio-Visual Facilities in Teaching and Learning English Phonology

The integration of Audio-Visual (AV) facilities in teaching and learning English Phonology undoubtedly offers a myriad of benefits including enhanced engagement, better understanding, and improved retention of phonological concepts. However, like any other technological intervention, the use of AV facilities is not devoid of challenges. Here are some of the challenges associated with the use of AV facilities in teaching and learning English Phonology:

1. **Language Interference**: One of the prominent challenges is the interference of students' Mother Tongue (MT) in the pronunciation of English sounds, especially those that do not exist in their native languages. This interference might be exacerbated when visual aids reinforce incorrect pronunciation due to misalignment with the phonological system of English (Anana et al., 2022).

2. **Availability of Resources**: The availability of audiovisual materials is a significant hurdle in many educational settings. Despite being a current technological tool to motivate students, there prevails a set of challenges in ensuring the availability of these materials, which can hinder the effective implementation of AV facilities in teaching English Phonology (Kwegyiriba et al., 2022).

3. **Technical Issues and Equipment Malfunction**: Technical glitches and equipment malfunctions are common challenges. These issues can disrupt the teaching and learning process, thereby reducing the efficacy of AV facilities in facilitating phonological education.

4. **Lack of Training and Technological Proficiency**: Both educators and learners may lack the necessary training or technological proficiency to effectively utilize AV facilities. This lack of expertise can lead to underutilization or improper use of these facilities, thus diminishing their potential benefits in teaching and learning English Phonology.

5. **Cost Factor**: The acquisition, maintenance, and upgrade of AV facilities require substantial financial investment, which might be a deterrent for many educational institutions, especially those with limited resources, especially given the current global economic recession of our time.

6. **Internet Connectivity**: In scenarios where AV facilities require internet connectivity, unreliable or lack of internet access can pose a significant challenge, especially in remote or underprivileged areas.

7. **Student Interest and Engagement**: While AV aids are designed to enhance interest and engagement, some students might find it difficult to adapt to this mode of learning, especially if they are accustomed to traditional teaching methods (Saima et al., 2011).
8. **Effectiveness in Language Acquisition:** Although AV aids can be beneficial for both teaching and learning, their effectiveness in acquiring language-related skills needs to be assessed continually to ensure that the desired learning outcomes in English Phonology are being achieved (Nalliveetti & Alidmat, 2013). The aforementioned challenges necessitate a well-thought-out strategy for the integration and utilization of AV facilities in the teaching and learning of English Phonology. Addressing these challenges requires a collaborative effort among educators, policymakers, and other stakeholders to ensure that the potential benefits of AV facilities are harnessed while mitigating the associated drawbacks.

**CONCLUSIONS AND RECOMMENDATIONS**

Audio-Visual (AV) facilities significantly contribute to the teaching and learning of English Phonology by enhancing pronunciation, vocabulary acquisition, and overall phonological awareness. They provide multisensory engagement, foster interactive learning, and prove beneficial in both physical and remote classroom settings. However, the integration of AV facilities comes with challenges such as language interference, availability of resources, technical issues, lack of training, and the cost factor. Addressing these challenges requires a collaborative effort among educators, policymakers, and stakeholders to optimize the benefits of AV facilities in phonological education, thereby enhancing linguistic competence and communication skills among learners.

1. **Encourage Teacher Training:** Equip educators with the necessary training on how to effectively use AV facilities to teach English Phonology, ensuring they are proficient in both the technical and pedagogical aspects of these tools.

2. **Enhance Resource Availability:** Address the challenge of availability by ensuring a sufficient supply of audio-visual materials and tools, possibly through government or institutional funding, donations, or collaborations with tech companies.

3. **Overcome Language Interference:** Design instructional materials in a way that minimizes interference from students’ mother tongue, possibly by incorporating comparative phonological insights that highlight the differences and similarities between English and the students’ native languages.

4. **Address Technical Issues:** Establish a reliable technical support system to address technical glitches and equipment malfunctions promptly to ensure minimal disruption in the teaching and learning process.

5. **Foster Student Engagement:** Employ strategies to ensure that AV materials are engaging and cater to diverse learning styles, thus promoting active participation and effective learning among students.

6. **Assess Effectiveness Regularly:** Conduct regular assessments to gauge the effectiveness of AV facilities in enhancing phonological instruction.
and learning outcomes, and make necessary adjustments based on the findings.

7. Explore Multimodal Learning Environments: Integrate AV facilities with other learning modalities to create a rich and varied learning environment that enhances the acquisition of phonological skills.

8. Advocate for Financial Investment: Advocate for the necessary financial investments to acquire, maintain, and upgrade AV facilities, emphasizing the long-term benefits of enhanced phonological education.

9. Promote Online Platforms: Utilize online platforms that offer audio-visual materials and interactive phonological exercises to supplement classroom instruction, especially beneficial for remote learning scenarios.

10. Establish a Community of Practice: Create a community of practice among educators, technical experts, and policymakers to share experiences, challenges, and best practices in utilizing AV facilities for phonological education.

11. Research and Development: Encourage further research and development to explore innovative ways of utilizing AV facilities to overcome the challenges and enhance the teaching and learning of English Phonology.

These recommendations aim at maximizing the benefits of AV facilities in the phonological education domain, addressing the challenges, and fostering a conducive learning environment.

FURTHER STUDY

This research still has limitations so further research needs to be done on this topic “Efficacy of the Use of Audio-Visual Facilities in the Teaching and Learning of English Phonology”.

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