

IMPACT OF AUDIO-VISUAL TEACHING AIDS ON
TEACHING AND LEARNING FRENCH FOREIGN
LANGUAGE

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Abstract

Despite efforts made by Government of Rwanda and Organisation Internationale de la Francophonie (OIF) through Ministry of Education in order to improve teaching and learning French for English-speaking learners, they still have great difficulty in speaking and writing it. The same difficulties arise at the level of comprehension. This study investigates the effectiveness of audio-visual teaching aids to improve teaching-learning French to anglophone learners, to encourage English-speaking learners to take an interest in learning French; give our contribution to the improvement of the teaching-learning of French to English-speaking learners. To verify that we have achieved our objectives, we have distributed questionnaires to learners, observation, interview with learners and with teachers, as methods used to collect information related to our subject. The findings revealed that audio-visual teaching aids is playing major role in helping anglophone learners to take interest in learning French foreign language. After collecting the information, we analyzed it, in order to draw the conclusion on the results obtained. We recommend the Government of Rwanda through the ministry of education to supply all necessary audio-visual teaching aids for teaching French foreign language and provide many trainings to teachers about how these teaching aids should be used properly in order to enhance students' French ability.

Keywords: *Investigating, French language, teaching and learning, audio visual aids*

Today, like yesterday, language plays a major role in our daily lives. It is an instrument of communication, a tool for socio-cultural development allowing people to help each other, to enrich their knowledge (technological, scientific, etc.) so that the mastery of several languages is necessary. If we then admit that language is a tool of communication, we also admit that this communication takes place when the interlocutors have a perfect command of the language in which the message is transmitted. In Kicukiro district, which is our field of investigation, courses are taught in English as the language of instruction. Learners benefit from French as a subject.

We are interested in improving teaching-learning of French to English-speaking learners, because we notice that they are not very interested in it, whereas its mastery is a wealth. Indeed, we know that in addition to official language status in Rwanda, French is a taught language. It is therefore one of the languages that must constitute our knowledge or enrichment in languages, since it has even become (at the world level) the international language after English.

Despite efforts made by Government of Rwanda and Organisation Internationale de la Francophonie (OIF) through Ministry of Education in

order to improve teaching and learning French for English-speaking learners, they still have great difficulty in speaking and writing it. The same difficulties arise at the level of comprehension. Some learners do not understand anything when the teacher explains a text in French without doing the translation in Kinyarwanda or in English and they cannot even take notes in French.

It is this observation that prompted us to choose the subject of this work entitled "Investigating audio-visual teaching aids to improve teaching-learning French to anglophone learners."

Guiding questions

Such a situation led us to ask ourselves the following questions: First question of knowing the different factors that contribute to the difficulties of teaching and learning French in secondary schools; What effects do audio visual aids have on the teaching and learning process of FFL learners?; Can audio visual aids boost the learners' interest and motivation to learn actively French language?; To what extent do audio-visual teaching aids help learners to follow actively in teaching and learning environment?; What are the students and teachers' attitude toward integrating audio visual aids inside the FFL classrooms?

Objectives

To properly conduct any study, you must set goals to achieve. Thus, we have chosen our topic with the intention of: encourage English-speaking learners to take an interest in learning French; -give our contribution to improving the teaching and learning of French as foreign language instead of being taught as second language to anglophone learners.

Brief literature review and theoretical framework: This research article was guided by one theoretical framework, named Cognitive domain of learning (Benjamin Bloom, 1956). If teachers adapted their teaching methods to the individual needs of each student, more children would receive the opportunity to learn better (Bloom, 1956). This leads to the topic entitled Investigating audio-visual teaching aids to improve teaching and learning French to anglophone learners.

Historical overview of teaching-learning in Rwanda: French was introduced in Rwanda at the beginning of the 20th century with the arrival and installation of the Missionaries of Africa (known as "White Fathers") whose congregation was founded in 1868 by Cardinal Charles LAVIGERIE. It was under the reign of YUHI IV MUSINGA who later gave way to the German colonizers (Richard, 2014). According to NYIRAKABERA (2004), during German colonization (1907-1916), French was not officially recognized and the preferred languages were Swahili and German. And as the power was held by the Germans, the teaching of French at that time was not privileged although most of the missionaries were French. It was during the period of Belgian colonization that French very quickly acquired the privileged status of language of expansion, as stated by

NYIRAKABERA 2004, p. 16): History having put Rwanda under Belgian domination for a certain time, French has become for Rwandans as for other French-speaking peoples, a language of international audience, a "window" which opens onto the outside world. Thus, we have seen French appropriate quite varied fields such as administration, economics and (...) education. In these different areas considered as key areas for any development, French was used because it was the language of the Belgian colonizers. They were the ones who assumed all the responsibilities, which made French a language of administration, that is to say an official language. French as a language of instruction: A language of instruction is assumed to be an enabling tool which facilitates the learning of content subjects (Kyeeyune, 2010). A language is also said to be the language of instruction when it serves as an instrument of communication between teachers and learners during the teaching learning of courses other than the language itself. In other words, it is a language used for teaching and learning.

French as a subject: Being one of the means of communication, French has been taught in Rwanda for a long time but for different purposes, depending on the circumstances and needs of the moment. Before 1939, French was taught to a small number of Rwandans who served French-speaking Europeans as we have already said a little above. This teaching of French to the Rwandan elite was elementary and included neither method nor appropriate manuals. From 1939 to the eve of independence, French was taught from the first year of primary school to prepare for the nascent secondary education. From 1962 to the eve of the great reform of 1979, French was a privileged language in Rwanda. It was the only language of communication with foreigners, the language of administration, the second official language after Kinyarwanda, not to mention the status of language of instruction and language taught.

Bilingualism and its impact on the education system in Rwanda: It is useful to define the notion of bilingualism, even if it is not easy to find a perfect definition for this term. It is the capacity of an individual to use more than one language regularly, in various situations of daily life. It develops through the need to use more than one language on a daily basis. Based on this definition, we find that bilingualism is a situation characteristic of a linguistic community where two languages are used. In this case, the speakers are called bilingual. Based on this definition of the term in question, we would like to specify that bilingualism has negative effect on French language because most of learners say that learning English language is easier than learning French and they even discourage their schoolmates who want to be active when teaching and learning French is taking place.

Factors that contribute to French teaching-learning difficulties

The dominance of Kinyarwanda and English over French: Kinyarwanda as a mother tongue is used in all social strata of the Rwandan population and English which has become a language of instruction. They play a major role in the weakness of good oral and written expression in French. Despite being in the fourth and fifth years of secondary school, these students want to use the mother tongue or English almost everywhere, so they even tend to use Kinyarwanda during the lesson.

Lack of motivation: Since primary school, today's teachers no longer give French the value it deserves as an official language, and forget its importance both nationally and internationally, especially in the press and in research. The majority of teachers do not encourage their students to practice French, and do not encourage them to master this language because they think that the use of English constitutes the pride of an intellectual. This is also done at the secondary level where students are not motivated to master the French language.

Insufficient knowledge of French: Apart from a few private schools, in the other schools, the pupils will learn French for the first time as soon as they enter secondary school and this for two hours per week. There are even schools that do not teach French in the core curriculum, which means that students begin to study French and communicate with its speakers after reaching the upper cycle.

Audio-Visual teaching aids: It focuses on the joint use of image and sound. The didactic supports are visual, oral and written. The sound support consists of a series of magnetic recordings and the written and visual supports are of the captions of dialogues or comments. Exercises of phonetic correction, structural training, and descriptions of reused images are employed. The canonical phases of the lessons according to this methodology are the following: presentation/explanation, repetition/memory, exploitation/fixation, transposition/appropriation. All the methods present in the direct methodology were used as a teaching method, in particular the direct method, in which the images were the starting point for direct understanding, that is to say without having recourse to the mother tongue. This method was applied both to the teaching of the lexicon (without translation) and to the teaching of grammar (without the intermediary of the rule, the student knew the rules intuitively). The audiovisual methodology is based on a basic dialogue document, developed to present the vocabulary and structures to be studied. In the case of the oral methodology, the audiovisual medium replaces the written medium. The interpretative way of the basic dialogue facilitated its oral exploitation in class.

Types of Audio-Visual teaching Aids: Audio visual teaching aids are classified into three types: audio aids, projected and nonprojected visual aids and audio-visual aids (Merdas,2015). The following are definitions,

activities and objectives of different forms of audio-visual materials now in use by foreign language teachers in the classrooms.

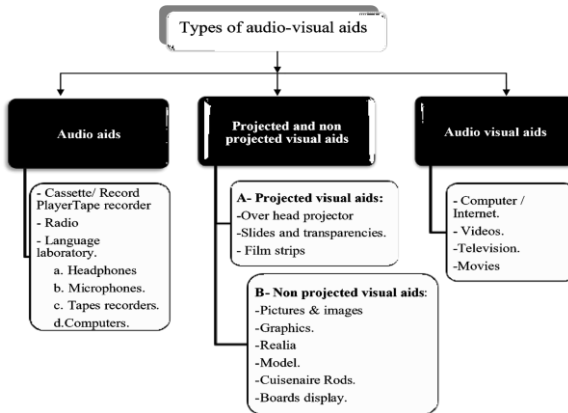
Audio Aids: Audio aids are audible materials that communicate thoughts and ideas through the ears to the mind; it includes the spoken words, recognizable sound, songs and music (Merdas, 2015). Audio aids are valuable and very essential materials **used by the teacher in the French classrooms in order to stimulate learners' attention and practice target language.**

Integrating audio aids into classrooms brings the reality directly through exposure to the native speakers' sounds. Examples of this equipment are (Audio cassettes/ tape recorder, Radio, Music/ songs and others). Teachers use audio materials on tape, CD or hard disk when they want their students to practice listening skill (Harmer,2007). He suggested a number of advantages and disadvantages of audio material precisely are:

Projected and Non-Projected Visual Aids: «Visual aids are those materials which use the sense of vision. Simply, visual aids communicate facts and ideas through the eyes to the mind. », (Merdas, 2015). It comes in two main types as: « Projected and non-projected visual aids. It can be very powerful tool to encourage active participation and enhance the presentations; visual aids such images added a powerful support to the spoken words. Examples of this equipment are pictures, chalkboard, slide projectors, PowerPoint presentations and others. Moreover, the effective use visual aids can reinforce the content of the speech, focus attention, and increase interest of the audience; those visual tools come in variety of forms such as slides, charts, maps, and others. », (Merdas, 2015).

Audio Visual Aids: Languages are dynamic, so they are used in the media such; Internet, computer, television, radio and newspaper that are extraordinarily rich sources of language in use (Çakir, 2006). The audiovisual teaching aids are electronic materials that involve the both audible and vision senses and provide vivid information such as: Computer and Internet, videos, television, movies.

The following Diagram summarizes the main common types of audio-visual aids that are used nowadays in French foreign language:



Impediments that cause the Implementation of Audio-Visual teaching teaching aids: Using audio visual aids can be helpful for making teaching and learning easy and attractive, effective and permanent, but there are certain challenges and disadvantages that can affect negatively the process of teaching and learning.

According to Merdas, S. (2015), «Using Audio Visual teaching aids can be useful for making learning easy, effective and permanent. » But there are certain problems hinder the uses of them are: Teachers’ inability to use Audio Visual aids properly has emerged as biggest hurdle in utilizing these materials to promote learning and teaching students. This problem is because they lack of the required dedication to learn new ideas of teaching. They are hesitant about bringing new experiments and innovations in their teaching and are far behind in making use of new technology; Financial hurdles: Luck of funds in providing money in arranging and maintaining the costly audio-visual aids. Where many schools are failed to manage and obtain appropriate materials; School management and teacher has complete focus on marks obtained in examination rather than learning. Due to this attitude by consider investment in implementing audio visual aids as wastage of time and money; Need for training: inappropriate teacher trainer programs are seeming another problem which prevent the use of technological assistance such as audio-visual aids. Those existing teacher training programs are not framed properly to train them about how to use the teaching aids effectively in and outside the classroom; Time: Another drawback is that audio visual aids are time consuming in preparation; it takes time to produce one’s own video or slides. Films may be difficult to obtain, creating a PowerPoint presentation can also be time consuming. (Park, 1999); Indifference of students: The judicious use of teaching aids arouses interest but when used without a definite purpose they lose their significance and purpose (JoomlArt.com, 2015); Apathy of the Teacher: It has not yet been possible to convince the teacher that teaching with words alone is quite tedious, wasteful and ineffective (JoomlArt.com, 2015).

Data collection methodology and technique: This article attempted to answer the following research question: “What is effectiveness of using audio-visual teaching methodology to improve teaching and learning French to anglophone learners?”

Presentation of the study population

The study was conducted among 45 secondary students and French teachers, both in private and public schools. They were selected in five schools located in Kicukiro district as sampling technique. «While the pre-2008 language policy allowed lower primary schools to choose either French, English or Kinyarwanda or a combination of two as a medium of instruction, the participating teachers experienced the medium of either of the three at secondary school level, they then shifted to English medium in 2009. », (Niyibizi,2015). The 8 selected teachers had a long experience in teaching and had been teaching French before the shift to English medium. These participants were selected from five secondary schools, including three public and two private schools.

Instruments: In research work, the complementarity of different techniques and methods to collect data are essentials. This is why we used various techniques and methods to collect tangible, reliable and objective information that should make our job easier to find the solution to the problem identified. To have the points of view on the learning and the teaching of the French language, its current value within the Rwandan society, we tried to distribute questionnaires to the 45 pupils, to collect all the information which can contribute to the resolution of the problem identified. Fortunately, 40 out of 45 students responded to our questionnaires and returned them back to us.

In order to have also useful information to improve the problem, we interviewed various students and their teachers, in order to obtain reliable information and tangible testimonies on the difficulties of learning French for students and the effectiveness of using audio-visual teaching aids in teaching and learning French to anglophone learners.

Analysis: To make an effective analysis of the data collected, we used two essential methods, namely qualitative and quantitative analysis. In this research work, we used a qualitative analysis of the information given by the respondents and interviewees concerning “How audio-visual teaching aids help in improving the teaching learning of French to anglophone learners.”:

Question 1: Does your teacher use teaching aids such audio-visual aids in the classroom?

Table 1 Students’ responses about use of audio-visual teaching aids

Opinion	N° of students	Percentage %
Yes	24	60 %
No	16	40 %
Total	40	100 %

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From this table, the majority of the participants with percentage 60% reports that their teachers use audio visual aids in Oral classroom; however, 10 of the students with percentage 40% claimed that their teachers do not use teaching aids in classes. Consequently, it seems that the majority of the teachers are interested in using alternative methods and strategies to enhance students' French level as well accomplish effective teaching process whereas teachers do not use this tool; it may because of their teaching ability or lack of training.

Question 2: If it is yes, how often does your teacher use audio visual aids in the classroom?

Table 2 Students' views about how often audio-visual aids is used in the classroom

Opinion	N° of students	Percentage
Always	03	06 %
Sometimes	28	70 %
Rarely	7	20 %
Never	02	04 %
Total	40	100 %

This question is related to the previous one, it observed that the majority of the students with percentage 70% reported that their teachers sometimes use audio visual aids in teaching oral expression and 7 of the students with percentage 20% reported that these tools are used rarely. Only 3 of the students with percentage 6% argued that their teachers always use audio visual aids and 2 of the students with percentage 4% said they are never used. As a result, the percentage of 70% indicates that some teachers use audio visual aids sometimes when they found it necessary according to the subject and they are rarely as well they are quietly aware of the usefulness of these devices in FFL context. However, teachers who tend to use these devices from time to time or never, it could be that these tools are not always available and teachers cannot always have accessibility to them which means that they are interested but there are certain circumstances that prevent them from using teaching materials.

Question 3: Do you prefer to learn with audio visual aids? Justify your answer.

Table 3 Students' views about if they prefer learning with audiovisual aids or no.

Opinion	N° of students	Percentage %
Yes	38	94 %
No	02	06 %
Total	40	100 %

The table above shows that the majority of the participants with the percentage 94% prefer to learn with audio visual aids since it is helpful, enjoyable in many ways; it facilitates learning, simplify ideas and brings the real context into classroom whereas 2 of the students with the percentage 06% doesn't prefer to learn with audio visual aids, it may because of their personality or they don't aware of the value of this tools in learning process. Two of the participants which represents 06% respondent "No" but they didn't give any justifications. Their choice may interpret according to their characteristics and learning style.

Question 4: If yes, what kind of audio-visual aids do you prefer to learn?

Table 4 Students' answer about which type of audio-visual teaching aids they prefer most.

Options	N° of students	Percentage %
-Audio aids (Tape recorder...)	7	18 %
-Visual aids (Pictures,PowerPoint...)	13	32 %
-Audio-visual aids (videos, television...)	20	50 %
Total	40	100 %

This question is related to the previous one. The table above shows that 20 of the students whom represent 50% prefer to learn with audio visual aids, it may due to their nature and characteristics of combining both the audio and the visual senses. However, 13 of the students with percentage 32% indicates that they are prefer to learn with visual, it may because of their styles to learn through seeing such as PowerPoint presentation, pictures or others. In contrast, 7 of the learners with the percentage (18%) indicates that they choose to learn with audio aids since they acquire language better through hearing such as tape recorder, radio, songs and so on.

Question 5: What is your attitude toward using audio visual aids as teaching aids into French Foreign Language?

Table 5 Students' attitudes toward using audio visual teaching aids.

Options	Students' number	Percentage %
a. Positive	30	76 %
b. Neutral	10	24 %
c. Negative	00	00 %
Total	40	100 %

This question seeks to know the student's attitude towards using audio visual aids in teaching and learning French. Hence, the table indicates that the majority of the students with the percentage 76% have positive attitude, it may owe to their awareness of the usefulness and significance of these tools in facilitating teaching and learning language through hearing and watching whereas 10 of the students with percentage 24% have neutral attitude which means no opinion or they don't care in which way they are taught. And no one has negative attitude 0 (0%).

Question 6: Does the class become more interesting if the teacher uses audio visual aids when teaching you?

Options	No students	Percentage %
Yes	38	94 %
No	2	06 %
Total	40	100 %

Table above shows that the majority of the respondents with the percentage 94% are agreed that class became more interesting and attractive if the teacher use audio visual aids during teaching whereas only two students (6%) disagreed integrating this tool. Consequently, it is pleasing to know that audio visual materials have a positive effect on students since it brings authenticity, make class enjoyable as well as reach fulfilled outcomes for French foreign language learners.

Results and findings

After collecting the data from the learners, we had the idea of interviewing the teachers of "French language".

This is why out of 3 teachers; we were able to contact 2 teachers. During our interviews with the teachers, we asked them to tell us about how they feel when they teach using audio-visual teaching aids. The answer to this question, both said that they try to use these new teaching aids regardless to ICT literacy and insufficient materials they are still facing.

The second question concerned types of audio-visual teaching aids which help learners to take interest in learning French. To answer this question, all interviewed teachers answered that most of audio-visual aids attract learners' attention but audio-visual aids is the most attractive one.

During the interview, we wanted to know also which type of audio-visual teaching aids which help learners to take interest in learning French. Many students said audio-visual aids help them to follow attentively due to the combination of sounds and image.

Conclusion and recommendations

This article provides us a deep insight on the significance of using audiovisual aids in teaching and learning process in general and teaching active French foreign language to anglophone learners in specific. In this work entitled " Investigating audio-visual teaching aids to improve teaching and learning French to anglophone learners. Case study Kicukiro district", it is important to present the main part of its content. When undertaking our research, we noted that the teaching-learning of French to said learners presented difficulties. These were the basis of their poor performance in French. We then proposed to determine the factors related to this problem in order to give our contribution to the improvement of teaching-learning to these learners. We talked about different strategies that we used to solve this problem.

To obtain information on this problem, we used different techniques to collect data such as observations, questionnaires, interviews, etc. We recommend to the Rwandan government to revalue French by considering it as the other official languages, by increasing the number of periods reserved for this language on the school timetable and by encouraging the current generation to practice this language and by providing enough audio-visual teaching aids. It must also train French teachers how these materials are used in order to boost students' French ability. To help in improving teaching and learning of French, school headteachers must encourage students to practice French by forming French clubs in their schools.

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