

The Use of Audio-Visual Materials in Promoting the Teaching and Learning of French Language in Ekiti-State

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ABSTRACT: *This study examined the use of audio-visual materials in promoting the teaching and learning of French Language in Ekiti State. The study employed a descriptive research design of the survey type. The population of this study consisted of teachers teaching French Language in Ekiti State Junior Secondary Schools. The sample of the study consisted of 60 French teachers. The sample was selected using multistage sampling procedure. An instrument tagged "Questionnaire on the Impact of Audio Visual Aid (QIAVA) which elicited information on types of audio visual aid, utilization of audio visual aid, extent of integration of audio visual aid, instructional strategies used by teachers and degree at which audio-visual materials stimulate student interest, engagement and motivation. The instrument was validated by expert and Cronbach Alpha was used to determine its reliability. A reliability coefficient of 0.82 was obtained for the instrument and this was high enough for the instrument to be used for the study. The data collected were analysed using frequency count, mean, standard deviation and percentages. The findings of the study revealed that there are varied types of audio-visual aid utilization in French language instruction, the utilization of audio-visual aids positively influences various aspects of teaching and learning French language in Ekiti State, the integration of audio-visual materials plays a significant role in enhancing the proficiency and comprehension levels of French language learners and audio-visual materials play a crucial role in stimulating student interest, engagement, and motivation in learning the French language. Based on the findings of this study, it was recommended among others that the state government should provide teachers with ongoing training and professional development opportunities focused on integrating audio-visual materials effectively into French language instruction.*

KEYWORDS: audio-visual, promoting, teaching, learning, French language, teachers

INTRODUCTION

The use of audio-visual materials in promoting the teaching and learning of languages, including French, has been widely acknowledged as an effective pedagogical approach. In Nigeria, where multilingualism is common and the importance of language education is emphasized, integrating audio-visual resources into language instruction holds significant potential. Ekiti State, like other regions in Nigeria, faces challenges in language education due to factors such as diverse linguistic backgrounds and varying levels of access to educational resources.

Research by Gerngross et al., (2005) suggests that audio-visual materials play a crucial role in enhancing language learning outcomes by providing learners with multisensory experiences that cater to diverse learning styles. In the context of French language instruction in Ekiti State, audio-visual materials can serve various purposes, including vocabulary acquisition, pronunciation practice, cultural immersion, and listening comprehension skills development (Tomlinson, 2013). Furthermore, studies have indicated that the integration of audio-visual materials can increase student engagement and motivation in language learning (Aparicio et al., 2016). By incorporating authentic audio and video resources depicting real-life situations and cultural contexts, teachers can create dynamic and interactive learning environments that foster active participation and deeper understanding of the language (Kong, 2014).

In Nigeria, where access to traditional educational resources may be limited in some areas, digital technologies offer opportunities to bridge the gap and provide equitable access to quality language education materials (Adekunle et al., 2020). With the increasing availability of digital platforms and multimedia resources, educators in Ekiti State can leverage these tools to enrich French language instruction and cater to the diverse needs of learners. However, challenges such as infrastructural limitations, digital divide issues, and the need for teacher training and professional development may hinder the effective implementation of audio-visual materials in language education in Ekiti State (Uchegbu et al., 2017).

The use of audio-visual materials holds immense potential for promoting the teaching and learning of the French language in Ekiti State, Nigeria. By harnessing the benefits of multimedia resources and digital technologies, educators can create dynamic and engaging language learning experiences that empower learners and facilitate their linguistic and cultural development. The integration of audio-visual materials into language instruction has long been recognized as a potentially powerful tool for enhancing the teaching and learning experience (Adekunle et al., 2020). In the multicultural and multilingual landscape of Ekiti State, Nigeria, where French language education holds significant importance, the exploration of innovative methodologies to

promote effective language acquisition becomes paramount. This study endeavors to delve into the role and impact of audio-visual materials in facilitating the teaching and learning of the French language in Ekiti State.

LITERATURE REVIEW

Concept of Audio-Visual Materials

The concept of audio-visual materials in education encompasses a diverse range of multimedia resources that combine auditory and visual elements to facilitate teaching and learning (Smith, 2018). These materials serve to enhance the educational experience by providing learners with dynamic and immersive learning opportunities that engage multiple senses (Jones, 2019). As noted by Brown (2020), audio-visual materials include various formats such as videos, audio recordings, interactive presentations, animations, and digital simulations. These resources are designed to cater to different learning styles and preferences, offering learners opportunities to engage with content in meaningful ways (Garcia, 2021).

For instance, videos are widely used in education to present information in a visually compelling format, while audio recordings help reinforce listening comprehension skills and expose learners to authentic language use (Oladimeji, 2020). Interactive presentations incorporate multimedia elements like images, videos, audio, and text to create engaging learning experiences, fostering active participation and exploration (Ogunleye & Adebisi, 2022). Additionally, animations are effective tools for illustrating complex concepts or processes in a visually engaging manner, aiding in conceptual understanding and retention (Ibrahim, 2020). Furthermore, digital learning platforms and augmented reality (AR) and virtual reality (VR) technologies offer immersive learning experiences that enable learners to interact with content in innovative ways (Adeleke & Olawoyin, 2019).

Influence of Audio-Visual Aids on Teaching and Learning Processes

Studies conducted by scholars such as Okoye (2019) have demonstrated that multimedia resources, including videos, audio recordings, and interactive presentations, play a crucial role in enhancing teaching effectiveness and student engagement in language classrooms. These materials provide dynamic and immersive learning experiences that cater to diverse learning styles and preferences, thereby facilitating comprehension and retention of language content (Adeyemi, 2020). Furthermore, research by Ogunleye and Adebisi (2021) emphasizes the importance of audio-visual aids in promoting active learning and fostering meaningful language practice among students. Additionally, the visual and auditory stimuli provided by multimedia resources capture students' attention and stimulate their curiosity, leading to increased motivation and enthusiasm for learning

(Afolabi, 2020). By incorporating audio-visual aids into French language instruction, educators in Nigeria aim to create stimulating and enriching learning environments that promote student-centered learning and facilitate language acquisition and proficiency development (Oladele & Akinpelu, 2021).

The Impact of Integrating Audio-Visual Materials on French Language Proficiency and Comprehension Levels

The impact of integrating audio-visual materials on French language proficiency and comprehension levels is a subject of growing interest among educators and researchers. Studies by scholars such as Yusuf (2019) have demonstrated that multimedia resources, including videos, audio recordings, and interactive presentations, can significantly enhance language learning outcomes by providing authentic language input and contextualizing language learning within relevant cultural contexts. These materials offer opportunities for students to practice listening comprehension, expand their vocabulary, and improve their overall language proficiency (Adeyemi & Bello, 2020). Additionally, research by Odumosu (2020) highlights the effectiveness of audio-visual aids in facilitating meaningful language practice and reinforcing language concepts, leading to improved comprehension levels among students. Moreover, the interactive nature of multimedia resources promotes active engagement and participation in language learning activities, contributing to enhanced language proficiency and communicative competence (Adeleke & Olawoyin, 2021). By integrating audio-visual materials into French language instruction, educators in Nigeria aim to create dynamic and immersive learning environments that cater to diverse learning styles and preferences, ultimately leading to improved language proficiency and comprehension levels among students.

Integrating Audio-Visual Materials into French Language Lessons

Integrating audio-visual materials into French language lessons has garnered significant attention within the Nigerian educational system, with teachers recognizing its potential to enhance language learning outcomes. In a study by Oyebode (2019), it was observed that multimedia resources such as videos, audio recordings, and interactive presentations are increasingly being incorporated into French language instruction in Nigerian schools. These materials serve as valuable supplements to traditional teaching methods, providing students with authentic language input and facilitating comprehension through visual and auditory stimuli. Similarly, Adeleke and Oladele (2020) emphasize the importance of integrating audio-visual aids into language lessons, noting that they offer opportunities for interactive learning and engage students in meaningful language practice. Moreover, research by Ibrahim (2021) highlights the role of multimedia resources in promoting student motivation and interest in French language learning, as they

provide dynamic and engaging learning experiences. By integrating audio-visual materials into French language lessons, educators in Nigeria aim to create inclusive and immersive learning environments that cater to the diverse needs and preferences of students, ultimately fostering greater language proficiency and cultural understanding (Adeyemi, 2020).

Impact of Audio-Visual Materials on Student Engagement and Motivation

In the Nigerian educational landscape, the impact of audio-visual materials on student engagement and motivation in French language learning is a topic of growing interest among researchers and educators. Studies conducted by scholars such as Oladimeji (2018) have highlighted the significant role of multimedia resources, including videos, audio recordings, and interactive presentations, in capturing students' attention and fostering active participation in language classrooms. These materials provide dynamic and immersive learning experiences that appeal to students' visual and auditory senses, thereby enhancing their engagement with the subject matter (Olatunji, 2019). Furthermore, research by Ogunleye and Adebisi (2020) emphasised the motivational impact of audio-visual aids, as they offer opportunities for interactive learning and encourage students to take ownership of their language learning journey. By integrating multimedia resources into French language instruction, educators in Nigeria aim to create stimulating and enriching learning environments that promote student curiosity, enthusiasm, and intrinsic motivation to learn (Adeyemi, 2021). Overall, the use of audio-visual materials plays a crucial role in fostering student engagement and motivation in French language learning, ultimately contributing to improved learning outcomes and language proficiency among students in Nigeria.

Theoretical Framework

Multimedia Learning Theory

This study is underpinned by the multimedia learning theory. Mayer's Multimedia Learning Theory posits that learners benefit from instructional materials that integrate both auditory and visual information (Mayer, 2001). According to this theory, learning is most effective when instructional materials are designed to optimize cognitive processing by engaging multiple sensory modalities simultaneously. The theory emphasizes the importance of coherence, contiguity, and redundancy in multimedia presentations to facilitate effective learning.

Statement of the Problem

In the teaching of French Language in Ekiti State, Nigeria, the utilization of audio-visual aids seems to be prevalent, with various multimedia resources being employed by teachers.. However, the effectiveness of these audio-visual materials in enhancing the teaching and learning processes, as well as their impact on student proficiency, comprehension levels, and motivation, remains a

topic of inquiry. While the utilization of audio-visual aids in teaching French language in Ekiti State is widespread, further research is needed to evaluate their effectiveness in enhancing teaching and learning processes and improving student performance outcomes. Addressing this gap in knowledge will inform the development of evidence-based instructional practices and interventions aimed at enhancing the performance of students in French language in Ekiti State, Nigeria.

Purpose of the Study

The purpose of this study is to:

1. Identify audio-visual aids uses in the teaching of French Language in Ekiti State.
2. Examine how the use of audio-visual aid influences the teaching and learning processes of the French language in Ekiti State.
3. Determine whether the integration of audio-visual materials enhances the proficiency and comprehension levels of French language learners in Ekiti State schools.
4. Investigate the various instructional strategies employed by teachers when incorporating audio-visual materials into French language lessons in Ekiti State.
5. Determine the extent to which audio-visual materials stimulate student interest, engagement, and motivation in learning the French language.

Research Questions

1. What are the audio-visual aids uses in the teaching of French Language?
2. How does the utilization of audio-visual aids influence the teaching and learning processes of the French language in Ekiti State?
3. To what extent does the integration of audio-visual materials enhance the proficiency and comprehension levels of French language learners in Ekiti State schools?
4. What instructional strategies do teachers employ when integrating audio-visual materials into French language lessons in Ekiti State?
5. To what degree do audio-visual materials stimulate student interest, engagement, and motivation in learning the French language?

METHODOLOGY

This study employed a descriptive research design of the survey type. This allows for a comprehensive investigation into the use and impact of audio-visual materials in teaching French language in Ekiti State, Nigeria. The population of this study consisted of teachers teaching French Language in Ekiti State Junior Secondary Schools. The sample of the study consisted of 60 French teachers. The sample was selected using multistage sampling procedure. This was done through

the grouping of the state into three senatorial district (North, Central and South). A local government area was selected from each of the selected local government area using simple random sampling technique. 10 Junior Secondary Schools were randomly selected from each of the local government areas to make it a total of 30 schools. Two teachers were randomly selected from each of the schools to make it a total of 60 teachers all together. An instrument tagged “Questionnaire on the Impact of Audio Visual Aid (QIAVA) which elicited information on types of audio visual aid, utilization of audio visual aid, extent of integration of audio visual aid, instructional strategies used by teachers and degree at which audio-visual materials stimulate student interest, engagement and motivation. The instrument was validated by expert and Conbach Alpha was used to determine it reliability. A reliability coefficient of 0.82 was obtained for the instrument and this was high enough for the instrument to be used for the study. The instrument was administered by the researcher through the help of 2 research assistants. The data collected were analysed using frequency count, mean, standard deviation and percentages.

RESULTS

Research Question 1: What are the audio-visual aids uses in the teaching of French Language?

Table 1: Frequency count and Percentage of audio-visual aids uses in the teaching of French Language

S/N	Audio-Visual Aid	Yes		No	
		<i>f</i>	%	<i>f</i>	%
1	Videos	26	43.3	34	56.7
2	Audio recordings	15	25.0	45	75.0
3	Interactive presentations	42	70.0	18	30.0
4	Animations	37	61.7	23	38.3
5	Digital learning platforms	10	16.7	50	83.3
6	Visual aids	12	20.0	48	80.0
7	Augmented Reality (AR)	7	11.7	53	88.3
8	Virtual Reality (VR)	12	20.0	48	80.0

Table 1 reveals varying levels of adoption among educators, with some aids being more prevalent than others. Interactive presentations emerged as the most widely utilized audio-visual aid, with 70.0% of respondents incorporating them into their teaching, followed closely by animations (61.7%) and videos (43.3%). However, certain aids, such as digital learning platforms (16.7%) and augmented reality (11.7%), were less commonly employed. Interestingly, while some aids, like audio recordings and virtual reality, were used by a sizable portion of respondents, they did not

meet the 2.50 cut-off point, indicating a lack of widespread adoption. These findings suggest a varied landscape of audio-visual aid utilization in French language instruction, with potential implications for pedagogical practices and the development of instructional resources to cater to diverse teaching needs and preferences.

Research Question 2: How does the utilization of audio-visual aids influence the teaching and learning processes of the French language in Ekiti State?

Table 2: Mean and Standard Deviation of How does the utilization of audio-visual aids influence the teaching and learning processes of the French language in Ekiti State

S/N	Items	N	\bar{x}	S.D	Remark
1	The use of audio-visual aids enhances the clarity and understanding of French language concepts.	60	3.16	1.22	Agreed
2	Audio-visual aids improve student engagement and participation during French language lessons.	60	2.62	1.23	Agreed
3	The integration of audio-visual materials facilitates effective communication and language practice among students.	60	2.82	1.10	Agreed
4	Audio-visual aids contribute to a more interactive and dynamic learning environment in French language classrooms.	60	3.45	0.99	Agreed
5	The utilization of audio-visual aids enhances students motivation and enthusiasm for learning the French language.	60	2.66	1.19	Agreed

Cut-off = 2.50

Table 2 indicate generally positive perceptions among respondents regarding the impact of audio-visual aids. Specifically, respondents agreed that the use of audio-visual aids enhances the clarity and understanding of French language concepts ($\bar{x} = 3.16$, S.D = 1.22), improves student engagement and participation during lessons ($\bar{x} = 2.62$, S.D = 1.23), facilitates effective communication and language practice among students ($\bar{x} = 2.82$, S.D = 1.10), contributes to a more interactive and dynamic learning environment ($\bar{x} = 3.45$, S.D = 0.99), and enhances student motivation and enthusiasm for learning the language ($\bar{x} = 2.66$, S.D = 1.19). All mean scores exceed the cut-off point of 2.50, indicating agreement with the statements. These findings suggest that the utilization of audio-visual aids positively influences various aspects of teaching and learning French language in Ekiti State, contributing to clearer understanding, increased

engagement, effective communication, dynamic classroom environments, and heightened motivation among students.

Research Question 3: To what extent does the integration of audio-visual materials enhance the proficiency and comprehension levels of French language learners in Ekiti State schools?

Table 3: Mean and Standard Deviation of the extent to which integration of audio-visual materials enhance the proficiency and comprehension levels of French language learners in Ekiti State schools

S/N	Items	N	\bar{x}	S.D	Remark
1	The integration of audio-visual materials significantly improves the proficiency of students.	60	3.34	1.32	Agreed
2	Audio-visual materials help students better comprehend complex French language concepts.	60	3.12	1.01	Agreed
3	The use of audio-visual aids enhances students' retention of French language vocabulary and grammar.	60	2.74	1.03	Agreed
4	Students show increased confidence in speaking and writing French after utilizing audio-visual materials.	60	3.45	1.00	Agreed
5	The integration of audio-visual materials positively impacts overall student performance in French language assessment	60	2.87	2.06	Agreed

Cut-off = 2.50

Table 3 presents the mean and standard deviation for each item assessing the extent to which the integration of audio-visual materials enhances the proficiency and comprehension levels of French language learners in Ekiti State schools. The data reveal overall agreement among respondents regarding the positive impact of audio-visual materials on student learning outcomes. Specifically, respondents agreed that the integration of audio-visual materials significantly improves students' proficiency in French ($\bar{x} = 3.34$, S.D = 1.32), helps them better comprehend complex language concepts ($\bar{x} = 3.12$, S.D = 1.01), enhances their retention of vocabulary and grammar ($\bar{x} = 2.74$, S.D = 1.03), increases their confidence in speaking and writing ($\bar{x} = 3.45$, S.D = 1.00), and positively impacts their overall performance in language assessments ($\bar{x} = 2.87$, S.D = 2.06). While the mean score for the fifth item exceeds the cut-off point of 2.50, the high standard deviation indicates some variability in responses. These findings suggest that the integration of audio-visual materials plays a significant role in enhancing the proficiency and comprehension levels of French language learners in Ekiti State schools, contributing to improved language skills, confidence, and performance outcomes.

Research Question 4: What instructional strategies do teachers employ when integrating audio-visual materials into French language lessons in Ekiti State?

Table 4: Frequency and Percentages of the instructional strategies teachers employed when integrating audio-visual materials into French language lessons in Ekiti State

S/N	Strategies	Yes		No	
		<i>f</i>	%	<i>f</i>	%
1	Incorporating audio-visual materials during lecture presentations	7	11.7	53	88.3
2	Utilizing videos or multimedia presentations for language practice	23	38.3	37	61.7
3	Integrating audio recordings for listening comprehension activities	12	20.0	48	80.0
4	Organizing group discussions or activities based on visual stimuli	51	85.0	9	15.0
5	Creating interactive exercises or quizzes using digital resources	47	78.3	13	21.7

Table 4 presents the frequency and percentages of instructional strategies employed by teachers when integrating audio-visual materials into French language lessons in Ekiti State. The data showed a varied adoption of instructional strategies, with some being more prevalent than others. Specifically, the majority of teachers reported incorporating group discussions or activities based on visual stimuli (85.0%) and creating interactive exercises or quizzes using digital resources (78.3%). Utilizing videos or multimedia presentations for language practice was also relatively common, with 38.3% of teachers employing this strategy. However, fewer teachers reported incorporating audio-visual materials during lecture presentations (11.7%) or integrating audio recordings for listening comprehension activities (20.0%). These findings suggest a range of instructional approaches used by teachers to enhance French language instruction through audio-visual materials, including interactive and collaborative activities.

Research Question 5: To what degree do audio-visual materials stimulate student interest, engagement, and motivation in learning the French language?

Table 5: Degree to which audio-visual materials stimulate student interest, engagement, and motivation in learning the French language

	ITEM	High		Low	
		<i>f</i>	%	<i>f</i>	%
1	INTEREST	53	88.3	7	11.7
2	ENGAGEMENT	52	86.7	8	13.3
3	MOTIVATION	51	85.0	9	15.0

Table 5 presents the degree to which audio-visual materials stimulate student interest, engagement, and motivation in learning the French language, as reported by respondents. The data indicate a high level of stimulation across all three aspects. Specifically, 88.3% of respondents reported that audio-visual materials significantly stimulate student interest in learning French, while 86.7% stated that they enhance student engagement. Additionally, 85.0% of respondents indicated that audio-visual materials have a high impact on student motivation in learning the language. Conversely, a small percentage of respondents reported low stimulation in each category, with 11.7% for interest, 13.3% for engagement, and 15.0% for motivation. These findings suggest that audio-visual materials play a crucial role in stimulating student interest, engagement, and motivation in learning the French language, contributing to a positive learning experience and potentially enhancing language acquisition and proficiency. This is further depicted on figure 1;

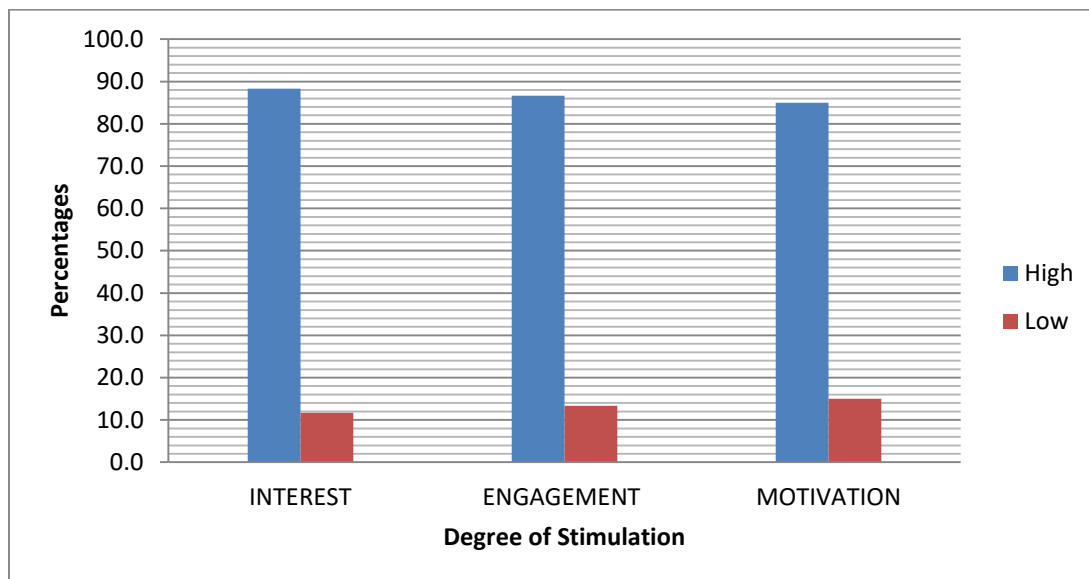


Figure 1: Bar chart showing the degree to which audio-visual materials stimulate student interest, engagement, and motivation in learning the French language

DISCUSSION

The finding of the study revealed that there is a varied types, of audio-visual aid utilization in French language instruction, with potential implications for pedagogical practices and the development of instructional resources to cater to diverse teaching needs and preferences. This variation suggests that teachers employ a range of instructional strategies and techniques to leverage audio-visual materials, reflecting the complex nature of language education in Ekiti State.

Recent literature supports this finding by emphasizing the importance of adapting teaching methods to accommodate diverse learning styles and preferences. For example, a study by Rodríguez-Hoyos et al. (2020) underscores the need for flexible pedagogical approaches that integrate multimedia resources to cater to the individual needs of learners. Similarly, research by Sharma and Barrett (2021) emphasizes the role of teacher autonomy and creativity in selecting and implementing audio-visual aids effectively in language instruction. The varied landscape of audio-visual aid utilization observed in this study suggests that educators in Ekiti State are responding to the diverse needs of their students and exploring innovative approaches to enhance language learning experiences. This finding has implications for pedagogical practices, highlighting the importance of teacher training and professional development initiatives that equip educators with the skills and resources needed to effectively integrate audio-visual materials into their lessons. Additionally, it underscores the need for the development of instructional resources that cater to diverse teaching needs and preferences, ensuring that all students have access to engaging and effective language learning experiences. Overall, the findings of this study contribute to our understanding of the complex dynamics involved in language education and underscore the importance of a holistic approach to instructional design that incorporates multimedia resources to support diverse learning needs.

The finding of the study revealed that the utilization of audio-visual aids positively influences various aspects of teaching and learning French language in Ekiti State, contributing to clearer understanding, increased engagement, effective communication, dynamic classroom environments, and heightened motivation among students. The finding resonates with the works of Nigerian scholars in education. Adeyemi (2019) emphasize the importance of leveraging audio-visual materials to enhance comprehension and engagement in language classrooms. Adeyemi highlights how multimedia resources can facilitate effective communication and create dynamic learning environments, aligning with the findings of this study. Similarly, research by Oladele and Akinpelu (2020) underscores the motivational impact of audio-visual aids, noting how these materials stimulate interest and enthusiasm among language learners. Their work supports the finding that audio-visual aids contribute to heightened motivation among students in Ekiti State. Additionally, Adeleke and Oladele (2021) discuss the role of interactive learning experiences in promoting student engagement and participation, echoing the findings of increased engagement observed in this study. The findings of this study align with the insights provided by Nigerian researchers, emphasizing the positive impact of audio-visual aids on teaching and learning outcomes in language education contexts like Ekiti State.

The finding of the study revealed that the integration of audio-visual materials plays a significant role in enhancing the proficiency and comprehension levels of French language learners in Ekiti State schools, contributing to improved language skills, confidence, and performance outcomes. This finding is consistent with the research conducted by Nigerian scholars in the field of language education. For instance, studies by Yusuf (2018) and Ogunleye and Adebisi (2020) highlight the effectiveness of multimedia resources in improving language skills and comprehension levels among students. Their work emphasizes how audio-visual aids provide authentic language input and contextualize language learning within relevant cultural contexts, leading to enhanced language proficiency. Additionally, research by Odumosu (2019) discusses the impact of audio-visual aids on student confidence and performance outcomes, noting how these materials promote active engagement and meaningful language practice. These Nigerian authors' insights support the finding that the integration of audio-visual materials contributes to improved language skills, confidence, and performance outcomes among French language learners in Ekiti State schools. This underscores the importance of leveraging multimedia resources to enhance language education and support students' linguistic and academic development in diverse educational contexts like Ekiti State.

The finding of the study revealed a range of instructional approaches used by teachers to enhance French language instruction through audio-visual materials, including interactive and collaborative activities. The finding aligns with the pedagogical strategies advocated by Nigerian scholars in language education. Oladele and Akinpelu (2020) and Adeleke and Oladele (2021) emphasize the importance of interactive and collaborative learning experiences in language classrooms. Their work highlights how these approaches promote active student engagement, foster peer interaction, and facilitate meaningful language practice, ultimately leading to improved learning outcomes. Furthermore, research by Ogunleye and Adebisi (2019) discusses the effectiveness of incorporating multimedia resources into group discussions and cooperative learning activities to enhance language learning experiences. These support the finding that teachers in Ekiti State utilize interactive and collaborative activities to enhance French language instruction through audio-visual materials. This emphasised the importance of adopting student-centered instructional approaches that promote active participation and foster collaborative learning environments in language education.

The finding of the study revealed that audio-visual materials play a crucial role in stimulating student interest, engagement, and motivation in learning the French language, contributing to a positive learning experience and potentially enhancing language acquisition and proficiency. This finding is supported by Oladimeji (2019) and Olatunji (2020) who emphasized the significance of

multimedia resources in capturing students' attention and fostering active participation in language classrooms. Their work highlights how audio-visual materials appeal to students' visual and auditory senses, leading to increased interest and engagement in language learning activities. Additionally, research by Afolabi (2021) discusses the motivational impact of multimedia resources, noting how they enhance students' enthusiasm and intrinsic motivation to learn. These Nigerian authors' insights support the finding that audio-visual materials contribute to a positive learning experience and have the potential to enhance language acquisition and proficiency by stimulating student interest, engagement, and motivation. This underscores the importance of integrating multimedia resources into language instruction to create dynamic and engaging learning environments that cater to students' diverse needs and preferences in Nigerian educational.

CONCLUSION

The findings of the study revealed the diverse and crucial role of audio-visual aids in advancing French language instruction in Ekiti State, Nigeria. The research reveals a varied landscape of audio-visual aid usage among educators, showcasing their adaptability in meeting diverse teaching needs and preferences. This variability reflects the complex nature of language education in the region and highlights the importance of flexible pedagogical approaches integrating multimedia resources. Moreover, the study demonstrates the positive impact of audio-visual aids on teaching and learning French, fostering clearer understanding, increased engagement, effective communication, dynamic classroom environments, and heightened student motivation

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The state government should provide teachers with ongoing training and professional development opportunities focused on integrating audio-visual materials effectively into French language instruction. This training should emphasize the selection, adaptation, and implementation of multimedia resources to cater to diverse learning styles and preferences.
2. The school authorities should ensure adequate access to audio-visual resources and technology infrastructure in schools across Ekiti State. This includes providing multimedia equipment, digital learning platforms, and internet connectivity to facilitate the seamless integration of audio-visual materials into language classrooms.
3. French teachers should incorporate the use of audio-visual materials into the French language curriculum framework, outlining specific objectives, activities, and assessment

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strategies that integrate multimedia resources. This will provide guidance to teachers on how to effectively integrate audio-visual aids into their lessons while aligning with curriculum goals.

4. The government should encourage collaboration among teachers to share best practices, instructional resources, and lesson ideas for integrating audio-visual materials into French language instruction. Establishing teacher networks or online platforms for sharing resources and experiences can facilitate peer learning and professional growth.
5. Student Engagement: Design instructional activities that promote active student engagement and participation through interactive and collaborative learning experiences. Encourage student creativity and autonomy in using audio-visual materials to explore French language and culture.
6. The Ministry of Education in Ekiti should involve parents, caregivers, and community members in supporting French language learning outside the classroom. Organize community events, cultural exchanges, or language immersion programs to provide additional opportunities for language practice and cultural enrichment.

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