

Poetry Teaching and the Use of Audio-Visual Materials In Classroom Interactions

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Abstract

The article is on poetry teaching and the use of audio-visual materials in classroom interactions. The use of audio-visual materials improves learners understanding of concepts in a better way. The paper highlights on the following; meaning of poetry, types of poetry, audio-visual, types of audio-visual, materials, how to teach poetry with audio-visual, importance of audio-visual in teaching and learning poetry and problems associated with the use of audio-visual materials in classroom interactions. It is imperative that the use of audio-visual materials improve teaching and learning of poetry in secondary schools, teachers' use of audio-visual materials to enhance learners understanding of poetry. Recommendations were made on the ideas highlighted on the paper. Conclusion was drawn in line with the contents of the article.

Keywords: Poetry, teaching, audio-visual, materials and interactions

Date of Submission: 03-07-2022

Date of Acceptance: 17-07-2022

I. Introduction

Audio-Visual materials are seen as “training or educational materials directed at both the senses of hearing and the sense of sight, films, and recordings, photographs, used in classroom instructions, library collections or the likes”. The term has also been defined by (Dike, 1993) as; those materials which do not depend solely upon reading to convey meaning. They may present information through the sense of hearing as in audio resources, sight, as in visual resources or through a combination of senses. Indeed, the variety of such resources is a striking characteristic.

According to Anzaku (2011), the term audio-visual materials are commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language. Thus according to the above definition, a text book or a reference material does not fall within this grouping of instructional materials but an illustration in a book does. Some audio-visual components are in the nature of process and experience, for example, dramatizing an event or a procedure or making drama. Some of the audio-visual materials like the motion pictures require the use of equipment to release their latent values. Some do not need equipment at all like an exhibit or a study print.

This term designates in common usage both material things as well as processes such as field trips. Anzaku further states that audio-visual materials include materials and equipment alike, that materials are considered to be system, or body of contents of potential value when put to work, while equipment or instructions, often referred to as hardware, components, are the means of presenting such content. The importance of audio-visual materials in the teaching and learning processes cannot be overemphasized. Below are some of the roles of audio-visual materials. Using learning in sense experience, extending experience, encouraging participation, stimulating interest, individualize instructions, serve as a source of information, making learning permanent). Basing learning in sense experience: stressing the importance of audio-visual materials.

Samuel (2012), contends that audio-visual materials are very important and useful in education because, the normal learner insofar as the functions of his preceptor mechanisms are concerned, gains understanding in terms of multiple impression recorded through the eye, ear, touch and other series. This is to say that audio-visual materials are the equipment through which that function can occur, that is does not occur in isolation, rather through a balance pattern from any preceptor mechanism that are stimulated by external occurrences. Eze

(2013), also states that the human being learns more easily and faster by audiovisual processes than by verbal explanations alone. His ability to arrive at abstract concept through perceptual experience is however a phenomenon not clearly explained and perhaps not explicable.

Oketunji (2000), stresses that audio-visual materials when effectively used have these advantages. They lessen major weakness of verbalism, humanize and vitalize subject matter, provide interesting approach to new topics and give initial correct impressions, economic time in learning, supply concrete materials needed, stimulate the initiative of the pupils. Swank (2011), stressing the effectiveness of visual materials in leaning, estimated 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 smell. With the above assertion, it becomes clearer why audio-visual materials are important in the teaching and learning processes. This is because they bring the different senses contributions together to get 100% clarity.

Language is an essential element that has a great influence on human society and without language all cultural activities would remain dormant and all human experiences would be rendered insignificant. Without language a human society would be unthinkable, human thought would be un-communicable. All languages rely on the process of semiosis to relate a sign with the particular meaning spoken and signed languages contain a phonological system that governs how sounds and visual symbols are used to form sequence known as words or morphemes and syntactic system that governs how words and morphemes are used to form phrases and utterances. Written languages use visual symbols to represent the sounds of spoken languages, but they still require syntactic rules that govern the production of meanings from sequences of words.

Poetry is regarded as the noble thought and noble emotions caught in noble language. Its importance in the classroom is that it brings the students into contact with the human nature and also with feelings and aspirations of great souls. The value of teaching poetry in language course at secondary school level is immense. It leads to an all round development of whole personality of learners, particularly the emotional lives and develops the aesthetic and intuitive aspects. It enriches their emotional life and develops the aesthetic sense among them. Students get pleasure through system and rhyme of poetry. Children are very fond of poetry due to its musical sounds and rhythms. Poetry introduces variety and it is a good antidote against boredom.

The importance of audio-visual aids in communication and learning has been recognized from early periods. Greek and Romans are reported to have used words, pictures, symbols to convey their thoughts and information. Atoyebi (2011) also upholds the use of words in education and surrounding of the child should also be taken into consideration. He suggested a shift from teacher centered education to child centered education. Froebel (2012) recommends teaching the child from things around him. Montessori maintains that children should be provided with opportunities as learning by doing is quite significant in giving new knowledge.

Meaning of Poetry

Wordsworth defines poetry in many ways. The poet believes that poetry is a powerful feeling that gives immense pleasure both to the poet and the reader (Akparabaro, 2004). The pleasure that poetry offers makes man wise. Poetry offers a deeper understanding of the things around him including himself. It helps man to see life from a vantage point of view. And it reveals the harmony in nature. Wordsworth says "Poetry is a spontaneous overflow of powerful feelings". It does not mean that a poet write at the spur of the moment (Emert, 2010). According to Amao (2009), Poetry is not an 'emotional outburst' so to speak. A poet ponders over for long on what leaves an impression on his mind. The poetic process is a kind of association of ideas. The poet says that continuous "influxes of feeling" is modified by our earlier impressions and feelings. Slowly and gradually we come to know what is really important to man. And we begin to see the world in a different way. This way of viewing life becomes quite 'natural' or our habits.

Atoyebi (2011), opines that one important point to note is that a poem before it is written takes its shape in the poet's mind. The incubation period is very long., 'ten years' says Wordsworth. Whatever impresses the poet does not make its appearance in the poem as it was. Reacting with the earlier impressions and feelings in the poet's mind it loses its particular character and assumes a universal character. The new feeling is "kindred" to the feeling produced in the poet's mind at first. In Wordsworth's words the object of poetry is "truth not individual and local but general and operating and standing upon external testimony, but carried alive into the heart by passion". Thus poetry is "the image of man and nature" says Wordsworth.

According to Wordsworth, poetry is the breath and finer spirit of all knowledge. Wordsworth does not say that science does not offer knowledge. It does. All the same the knowledge it offers is not complete. He believes that only poetry can offer absolute truth. The thinking of a poet is inclusive. A poet does not exclude anything from his field of interest. Everything that affects man interests him. The poet goes on to say that the object of a scientist can be the objects of poet as well, if the ordinary man is able to relate himself with science and its objects. In his words, "The remotest discoveries of Chemists, the Botanists, or Mineralogists will be as proper objects of the poet's arts as any, upon which it can be employed, if the time should ever come when these things shall be familiar to us as enjoying and suffering beings" Ugwu, 2019).

He agrees with Aristotle's view of poetry and states, "poetry is the most philosophic of all writings". The truth the historian or the biographer is looking for is extremely difficult to find, for the obstacles in their way are innumerable. The only obstacle on the poet's way is that what he writes must be able to give immediate pleasure to the reader. The picture of the world painted by the poet is whole and is capable of giving pleasure to the reader.

Types of Poetry

According to Fakeye (2010), when studying poetry, it is useful first of all to consider the theme and the overall development of the theme in the poem. Obviously, the sort of development that takes place depends to a considerable extent on the type of poem one is dealing with. It is useful to keep two general distinctions in mind:

- a. lyric poetry and
- b. narrative poetry.

a. Lyric Poetry

A lyric poem is a comparatively short, non-narrative poem in which a single speaker presents a state of mind or an emotional state. Lyric poetry retains some of the elements of song which is said to be its origin. For Greek writers; the lyric was a song accompanied by the lyre. Subcategories of the lyric are, for example; elegy, ode, sonnet and dramatic monologue, and most occasional poetry. In modern usage, elegy is a formal lament for the death of a particular person (Ibitola, 2005). More broadly defined, the term elegy is also used for solemn meditations, often on questions of death, such as Gray's *Elegy Written in a Country Churchyard*. An ode is a long lyric poem with a serious subject written in an elevated style.

b. Narrative Poetry

This is the type of poetry in which the poet narrates his mind in a poem. It is more of narration in nature than poetic form. This type of poetry, the poet takes time to narrate, using narrative technique. eg are songs of hawino, shewindo and sundiata.

Audio-Visual Materials

Many definitions of audio-visual materials have been made. Most of such definitions were made in terms of equipment and materials and their uses in the teaching and learning processes. Ofoegbu (2009), in his illustrations defines audio-visual materials as teaching aids which are of two kinds; materials and verbal. The materials are called the hardware and soft ware use in teaching, and these include objects, models, photographs, painting, drawing, diagrams, films among others. Another definition was made by Talabi (2004), who sees audio-visual materials as a combination of audio-visual materials which are used in instructional or learning process to facilitate teaching and learning.

According to Abolade (2004), audio-visual aids are supplementary devices by which teachers, through utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciation. In his definitions, Nwanna-Nzewunwa (2003), views audio-visual materials as any device which can be used to make the learning experience more concrete, more realistic and more dynamic. Generally, audio-visual materials are those materials which are used by teachers or instructors to illustrate information that is contained in a book in such a way that it will be clearly understood by the learners. Audio-visual materials are produced, distributed and used as planned components of educational programmes.

Audio-visual materials are multi-sensory materials which motivate and stimulate the individuals. They make learning experience dynamic more concrete realistic and clarity. Audio-visual materials are sensitive tools use in teaching as avenues for learning, they are planned educational materials that appeal to the senses of the people and quicken learning facilities for clear understanding. Audio-visual materials are information-carrying technologies that are used for instructional purpose, aimed at delivering educational instruction very quickly and widely. Talabi (2004), states that audio-visual materials, demonstrate skills and attitudes during teaching-learning process. Nwanna-Nzewunwa (2003), reveals that the application of audio-visual materials in teaching-learning process has been formed to enhance effective instruction.

Today, audio-visual materials are highly rated worldwide to be of a great value in the teaching and learning processes. Nwanna-Nzewunwa (2003), adds that, there are still a large number of instructors or teachers who have not yet fully comprehended and appreciated the value of audio-visual materials in realizing the objectives of education. The scholar also contends that, many of them find it difficult to handle audio-visual materials and proceed to teach using the outdated expository method.

Types of Audio-visual Materials

There are various types of audio-visual aids use in teaching and learning in poetry class which include:

Television

Experience has shown that television set has the quality of bringing people into immediate contact with happenings anywhere. It has great positive possibilities as an aid in the teaching of poetry. Heeks (2008), stresses that the use of television is systematic instruction and has three major purposes:

- i. that it expands and amplifies limited instructional resources, makes a few teachers do the work of many and thereby equalizing learning opportunities among learners,
- ii. that, it makes education available in full measure to more people with no significant increase in cost.
- iii. educational television has solved the problem of overcrowded classroom offer a means where by effectiveness of a competent teacher can be extended to reach an unlimited number of students.

How to Teach Poetry with Television

To teach effectively with television set, the instruction must be accompanied with:

- a) pre-viewing activities
- b) activities during the viewing
- c) post-viewing or follow up activities

Pre-viewing: Students preparation for viewing televised lesson is of primary importance. Before viewing the televised lesson, Kinder (2009), expresses that, there should be a series of questions related to each of the televised lesson. The assignments on outline of each television lesson and a listing of sources material should be given to the students before the televised course. The poet goes further to emphasize that assignments should direct students source materials for study and should include a number of key questions which can be answered. So as to test the total learning that is expected to occur. Such test questions should be administered immediately after viewing the televised lesson. For effective learning through this media, Brown (2007), maintains that a few pertinent introductory comments should be made by the teacher before the televised lesson commence.

During viewing, Dale (1991), is of the opinion that students can take notes during viewing but it is however, not essential because effective learning can take place while viewing without necessarily taking down notes. It is further argued that learners can jot down relevant comments or questions that occur to them during the viewing session. In this way, the teacher can discover points which were not fully understood by the students at the time they were viewing the lesson. Here the teacher steps into air out comments that questions should be considered soon after the lesson before the test, hence they will serve as the base for evaluation of students general understanding of the lesson.

Students should be encouraged to undertake activities that will reinforce learning and sharpen their interests and senses of inquiry. They may write a review or some many of the televised lesson. A question and answer period on the notes that were taken during a televised lesson will disclose any vaguely understood and difficult parts of the lesson.

Computer Image Projection

This is the most modern and advanced means of bringing learners in contact with knowledge it is basically individualized instructional materials and the most suitable and versatile medium for individualized learning because of the immense, power in information processing. Azi (2009), confirms the unique value of computer, the "ultimate teaching machine which alone has the potential of the adapting the selection and presentation of the learning and instructional materials to pace, style and individual differences of a given student and in collecting and analyzing data relating to the effectiveness of social studies teaching learning process. Azi (2009) also adds that computer can be used as a completely self-contained unit or in combination with a wide variety of other media and can be used in many ways for effective social students instructional delivery, such as mass instructions, group learning, individualized instruction and social studies, group learning. Its function can range from simple management to complicated social studies tutorial instructions. The need for computer technology and literacy in our educational system has become more relevant. The federal government has launched the national policy on Computer Literacy (1988) at primary, secondary and tertiary levels of education. For this policy to succeed, computers requires special environment and trained teachers. According to the committee on computers literacy, the following general policy objectives for the nation were outlined:

- a) to bring about a computer literate society in Nigeria by the middle 90s,
- b) to enable the present generation of school children at different levels of education appreciate the potentials of the computer and be able to utilize the computer in various aspects of life and later occupation.

Indeed, there is currently an attempt to create a global classroom which involves an electronic network services. The network seeks to cater for information and communication needs at all levels of education throughout the world. This is to be done through the provision of access to a wide variety of public information database across the world (Azi, 2009).

Internet

The breakthrough in science and technology has expanded frontiers of scientific information and the processes of sharing knowledge and information. Currently the digital data stored in computer beamed through communication satellites, remote sensing, telecom referencing, video-conferencing internet database and e-mails are database changing the trend in the use of analogue information. Ajagun (2003), reports that the number of web servers that distribute information worldwide are fast replacing science information stored on paper (hard information) these assertions were also affirmed by (Akudolu, 2007). The World Wide Web (www) has become a more interactive, faster and convenient mode of information sharing for both teachers and students.

Video-tape recorder

This is machine records and produces sound a teacher or class may be able to record themselves or any other suitable materials they need which can be used to improve and promote teaching and learning poetry activities in school. The availability of video tape recorder cassette has made “canning” lesson and possible by recording of professional programme lesson which can be viewed in classroom interactions.

Importance of video tape recorder in teaching and learning poetry in secondary schools

The educational value of video tape recorder in the teaching of poetry is as follows: Video tape recorder are used to bring situation near to students, thing or object that cannot be brought into the class for the purpose of teaching can be put in picture to show them,

- a) It makes learning become more permanent to the students
- b) It arouses the interest and curiosity of the students in a motivation bid
- c) It reduces too much talking on the part of the teacher for explanation. It makes what is being taught very real to the perception level of the students.

DVD Tape Recorder

This is an electronic device which deals with picture and sound when operates like that of video tape recorder. DVD tape recorder use flat instead of cassette and it is projected on television screen. DVD tape recorder can be used to teach poetry class as it makes learning to be more effective and meaningful. In using DVD tape recorder in teaching and learning poetry, the teacher should consider the following guidelines:

- a. suitability and appropriateness of the intended purpose.
- b. suitability for the learning environment
- c. age of the learners
- d. ways and means of using the time without necessarily distorting other teachers plans.
- e. the materials must be relevant to the topic of the subject.

Film Projector

Motion projected visual (pictures) suggests pictures that moves, unlike the still pictures which are motionless when projected. Azi (2009), states that a motion picture is a length of film which contains a series of still pictures which are designed to have the effect of pictures in motion when projected with a motion picture projector. Abolade (2004), states that motion pictures come in colour or black and white and most modern video tape camera are equipped with facilities for recording moving objects and other need to need tapes, video tapes are now available in cassettes and can easily be recorded or replayed. Motion pictures are unique in poetry teaching-learning process because they combine motion pictures, silent, sound and realistic picture to provided realistic experiences to the audience or students. Motion pictures bring the distant and present into classroom and it provides on intense experience of a high emotional quality when the films compel and sustains the attentions of students to the extent that most outside distraction could be kept off.

The Importance of Audio-visual aids in Teaching-Learning Process

The use of audio-visual aids facilitate and make understanding better, capture more authentic instruction with better view of image and general sharpening of intelligence. This indicates that large classrooms are needed; there are problems of effective communication and the ability to cater for the individual differences in learners and their specific needs. Roblyer, Vikoo & Barbor (2003) state that the positive method of overcoming this problems is to use the public address system for effective communication and the over head projector for projecting clear, large images for the audience. The use of audio-visual aids will place the talents of our best teachers at the disposal of millions of viewers at the same time. Roblyer, Vikoo & Barbor (2003), further explain that most problems of population explosion usually accompanies knowledge and information explosion. Knowledge is made concrete by the use of Audio-visual aids like slide, filmstrip, opaque motion pictures, video recorder and microforms for storage of information or data for use. The commonest problem in our secondary schools nowadays is that, students learn and forget which is caused by too much theoretical

expressions and lack of audio-visual aids for instructions by the teachers while the students are passive listeners (Efebo, 2006). Talabi (2004), summarizes some of the values of audio-visual aids. They illustrate and clarify non-verbal symbols and images, quantitative relationship, abstract concept and specific details. They promote greater acquisition and longer retention of actual knowledge. They stimulate interest in learning which leads to plenty of activities. They captivate and hold attention. They reinforce verbal message. They provide direct interaction of students within the school. Audio-visual aids give the students a better understanding of what the teacher tries to explain in the classroom.

Timothy in Abolade (2009) reported that the use of audio-visual aids revealed that there is a Chinese adage that says: I hear and I forget I see and I remember I do and I understand. Audio-visual aids are used to show students how a specific perceptual-motor skill is performed correctly. Therefore the use of audio-visual aids are not a luxury but a necessity which must be given due consideration.

Audio-visual materials help in extending experience

Gopal(2010), stresses that audio-visual materials help teachers to overcome physical difficulties of presenting subject matter. That is to say, with audio-visual materials, the barrier of communication and distance is broken. The culture and climatic conditions of other countries can be brought into the classroom with the aid of slides, films, filmstrips and projectors. This is important because, according to Dike (1993) “once the phenomenon is visualized, the picture and knowledge become very clear and permanent”. Agreeing to this assertion, a 20th century Chinese philosopher stated that “one picture is worth a thousand words”.

It encourages participation

Natoli(2011),once again adds that “audio-visual materials are rich opportunities for students to develop communication skill while actively engaged in solving meaningful problems”. In other words, students certainly like it more and learn better if they are engaged in important and appealing activities. For example, involving students in bulletin board display will enhance their choice of colour and aid their understanding of the concept in question or when they join the teacher in dramatization of an event or a process.

It stimulates interest

Katherine, (2009) maintains that “learning takes place effectively when the teacher sets out to provide learning situation in which a child will learn because of his natural reactions to the provided materials”. During the process of learning, the teacher has to provide the learning situation to satisfy the natural reaction of the learner, and this is through the use of instructional materials. The attention of the learner is caught and his interest is also won and he is ready to learn. Hills (1994), also contributing on the role of audio-visual materials in stimulating interest states that “A friendly, accepting group climate is important in any learning situations, especially those materials that require students to reveal their ignorance and confront their fellow students”. When there is a climate of acceptance for learning, then learning is stimulated.

It helps in individualizing instruction

Lestage (2019), stresses that audio-visual materials provide a means of individualizing instruction. This he said is possible through programmed learning and tapes which enable the learner to learn at his pace and also to work on his own. Moreover, according to Dike (1993) the machine frees the teacher to work with individual students, since he or she is not now required to carry out routine drills. Production of resources by students is another way of individualizing instruction.

It serves as a source of information

It is important to note that, “the child is to think, but he must have the information to with”. This audio-visual resources serves, because, the information can be got from the good use of perceptual instructional materials especially those provided from our locality. When they are used in the class, their familiarity gives a background for understanding the information. Mcnaught,(2007) also observes that audio-visual materials are very useful teaching and instructional as well as promotional aids. It is further stressed that where consistency of presentation is desirable, audio-visual materials are useful. It provides experiences not easily secured in other ways and hence contributes to the depth and variety of learning.

It makes learning permanent

Audio-visual resources can play a major role of making learning permanent, Gopal (2010) stresses that audio-visual methods do seem to facilitate the acquisition, the retention and the recall of lessons learned, because, they seem to evoke the maximum response of the whole organism to the situations in which learning is done. The perceptual materials readily associate themselves with the unique experiential background of each individual. Natoli (2011) stresses that audio-visual materials are important in the teaching and learning

processes because having seen something, most people remember, for whatever that thing was, it conjures up an image at a mere mention and can be talked about freely. Dike(1993) also explains that students forget because of lack of interest and opportunities to use the knowledge they have gained later on. Audio-visual resources can therefore contribute to the clarity of information presented by allowing students to visualize what is learned.

Problems associated with the use of audio-visual materials

Indifference of students: the judicious use of aids arouses interest but when used without a definite purpose they lose their significance and importance.

Ineffectiveness of the aids: Due to the absence of proper planning and lethargy of the teacher and without proper preparation, correct presentation, appropriate application and discussion and the essential follow-up work, the aids do not prove their full usefulness.

Financial hurdles: The central and state Governments have set up Boards of Audio-Visual Education and have chalked out interesting programmes for the popularization of teaching aids but the lack of finances is not enabling them to do their best.

Absence of electricity: Most of the projectors, Radio and TV cannot work without the electric current which is not available in a large number of schools.

Lack of facilities for training: Training colleges or specialized agencies should make special provision to train teachers and workers in the use of these aids

Co-ordination between centre and states: Good film libraries, museums of audio-visual education, fixed and mobile exhibitions and educational media should be organized both by centre and states

Language difficulty: Most educational films are in English, we should have these in various languages to accommodate those who do not understand English Language.

Not catering the local needs: Little attention is paid in the production of audio-visual aids to the local sociological, psychological and pedagogical factors

Improper selection of films: Films are not selected according to the classroom needs.

II. Conclusion

From the discussion on the paper, the use of audio-visual materials seemed to be an innovation and radical approach in teaching poetry because most of the poetry teachers in the schools have never used any audio-visual materials in their classes due to non- availability of the materials. In some cases where the materials are available the teachers lack the techniques in using them during teaching-learning process. Lack or inadequate source of power is a great hindrance to effective use of these instructional materials in most of the schools. It is evident from the study, that some of the teachers who handle poetry were teachers of Geography, History, Economics, C.R.S or Government. Looking at the importance of the subject, there are some concepts or topics in the syllabus which those that are not experts cannot understand, not to talk of taking the pains in providing audio-visual materials. The way an expert in poetry presents a lesson is quite different from the way a geography teacher presents. Some students get confused or distorted and lack knowledge of what audio-visual materials are as they have never seen anyone before. Therefore, what were commonly seen or known were chalkboards, textbooks, maps, pictures among others. It was in view of this, that the study hoped to make certain recommendations to remedy the situation; if poetry is to be enjoyed.

III. Recommendations

In the light of the discussion on this study, the following recommendations were made:

- i. There is ardent need for government and stakeholders to provide audio-visual materials in the schools to facilitate teaching-learning of poetry.
- ii. There is compelling need to secure a stable source of power in the schools to ensure sustainable use of audio-visual materials.
- iii. Schools' management and parents teachers' association (PTA) should look into the possibility of repairing non-functional audio-visual aids in the schools with a view to reactivate them.
- iv. Educational/curriculum planners should review the NCE curricular for poetry to incorporate a course that entails techniques of operating audio-visual aids so as to train prospective literature teachers how to use the materials effectively.
- v. There is the immediate need for ministry of education to organize seminars, conferences and workshops to sensitize poetry teachers on how to use audio-visual aids in teaching-learning process in secondary schools.

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Ereke, John S. PhD, et. al. "Poetry Teaching and the Use of Audio-Visual Materials In Classroom Interactions." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 12(04), (2022): pp. 58-65.