

EFFECTS OF AUDIO-VISUAL MATERIALS ON THE PERFORMANCE OF STUDENTS IN ORAL ENGLISH IN EKITI STATE, NIGERIA

AKINWAMIDE Timothy Kolade & ALADE Tolani Kehinde

Department of Arts and Language Education
Faculty of Education, Ekiti State University, Ado-Ekiti, Ekiti State.

Abstract

This study investigated the effects of audio-visual materials on the performance of students in oral English in Ekiti State, Nigeria. The study adopted the quasi-experimental, pretest, posttest control design. The design included an experimental and one control group. The population for the study consisted of all junior secondary school two (JSS2) students in public secondary schools in Ekiti State; while the sample for the study were 120 students. The students were drawn from six classes purposively selected from co-educational public secondary schools. The multi-stage sample procedure was adopted to select the sample. The research instrument used for the collection of the data was Achievement Test in Oral English (ATOE) which consisted of Oral English questions. The validity of the instrument was ascertained while the test-retest method was used to determine the reliability of the instrument using Pearson Product Moment correlation analysis, a co-efficient of 0.83 was obtained for the instrument and this was considered adequate for the study. The experimental procedure was in stages. These included the training of the research assistants, administration of the pretest, conduct of the treatment and the administration of the posttest. The treatment lasted for six weeks. Data collected were analyzed using descriptive statistics of mean and standard deviation while the eight hypotheses were analyzed using inferential statistics such as t test, ANOVA and analysis of co-variance (ANCOVA). The result showed significant improvement in students' academic performance after exposing them to audio-visual materials. It was recommended others that schools and educators should integrate audio-visual materials in language teaching curricula and teachers should receive training and workshops on how to effectively utilize audio-visual materials in the classroom.

Keywords: Audio Visual, Materials, Performance, Students, Oral English.

Introduction

Language is an expression of ideas through the sound produced with the aid of speech organs. It is one of the most powerful tools we have as humans. It is believed that language which can be spoken or written cannot be understood without the adequate knowledge of its sound patterns. Its articulation can be taught through a teacher who has the knowledge of the topic, content and choice of instructional materials.

English language is used as the language of instruction in Nigerian schools and colleges. It is the major

official language apart from local languages. Most subjects are taught and examined in English language. English language is an international language which is widely spoken in England, Canada, Australia. It is used in the teaching of science and technology. The world is now in the computer age and the foremost language of computer is English. There are four basic skills in every standard language which include English language they are- Listening, speaking, reading and writing. Oral aspect of English which is connected to speaking skill is taught in schools.

Despite the wide use of English Language in Nigeria and the importance attached to the teaching and learning of English by the government so that students perform better in English language, the researcher observed that students do not show interest in learning the Oral aspect of English. Most students generally exhibit poor speaking skill and non-challant attitude towards learning it. It is alarming and disheartening that many teachers complain that students have pronunciation problem, as this tends to have serious implication on the personal and intellectual development of students. The statistics of students who passed English at JSCE level in Ekiti State as posted by the Ministry of Education stated that of all the candidates who sat for JSCE in 2014, 47.81% passed five subjects, English inclusive. In 2015, 38.30% pass in English was recorded while in 2016, 48.0% passed five subjects including English Language. In 2017, the Ministry of Education in Ekiti State stated that the number of candidates who passed rose to about 49.30%. This could only imply that only an average of candidates who sat for JSCE annually would have the opportunity of competing for placement in senior secondary schools if they have the right subject combination. This level of students' performance presents a great challenge to the government, teachers of English language, parents and guardians of students and even to the students themselves as some of these students re-sit for JSCE before they can pass English language as a subject. This leads to waste of money and more often it results into discouragement and rebellion on the part of the students.

The poor performance of students in English language at public examinations in recent times could be a major cause of the decline in academic

achievement and standard of education in Nigeria. Okorafor (2005) and Adeleye (2006) posted several factors responsible for this poor performance of students in the orals aspect of English language. The teaching of Oral English poses unique challenges. Traditional methods often fall short of engaging students effectively, prompting educators to explore innovative approaches rooted in local research (Okeke, 2022). Recent studies by Nigerian scholars shed light on the potential of integrating audio-visual materials in language education, emphasizing the importance of understanding their effects on students' performance in Oral English (Ogunleye, 2021; Adewale & Adeyemi, 2022).

Studies conducted by Ogunleye (2021) and Adewale & Adeyemi (2022) have demonstrated the positive impact of audio-visual materials on language learning in the Nigerian context. These materials, ranging from multimedia presentations to indigenous language videos, have been found to enhance students' understanding of pronunciation nuances and cultural contexts, leading to improved Oral English skills. These findings emphasize the need to further explore the integration of culturally relevant audio-visual resources in Nigerian classrooms. (Okeke, 2022; Ibrahim & Bello, 2021). Emphasise the importance of using pre-tests as diagnostic tools to assess students' initial proficiency levels. Post-tests, conducted after interventions, provide valuable insights into students' progress. Significant differences in pre-test mean scores between experimental and control groups, as observed by Ibrahim & Bello (2021), serve as indicators of the effectiveness of teaching methods.

According to Okafor (2022), gender interacts with pedagogical

methods, influencing learning outcomes. Understanding these challenges is crucial for tailoring instructional strategies to cater for the diverse learning needs of male and female students in Nigerian classrooms. Afolayan and Ahmed's (2020) study provides valuable insights into the gender disparities in language learning strategies, emphasizing the need for nuanced approaches in language education. It opens avenues for further research and encourages educators to consider diverse learning styles while designing language learning curricula and classroom activities.

This study addresses the specific challenges faced in Nigerian classrooms concerning Oral English education. By exploring the effects of culturally relevant audio-visual materials and considering the interactive influence of gender, this research bridges the gap between global educational theories and the local Nigerian context. Therefore this study tends to investigate effects of audio visual materials on the performance of students in Oral English in Ekiti State, Nigeria.

Statement of the Problem

The study focuses on the challenges related to Oral English education in Ekiti State. The lack of instructional materials, such as audio-visual aids, seems to hamper students' pronunciation skills. It was observed that teachers often resort to traditional methods of teaching due to the absence of proper materials, leading to students making errors influenced by their mother tongue. Moreover, students' exposure to Received Pronunciation (RP) is limited, making it difficult for them to achieve proficiency. The research also notes that teachers' own pronunciation issues are often mimicked by students. Additionally,

the interference of students' first language, Yoruba, with English sounds poses a significant problem. The existing examinations do not assess Oral English skills, leading to students not valuing this aspect of language learning. Consequently, students struggle to articulate English correctly, impacting their communication abilities with native speakers and other English learners. The study highlights the need for improved instructional methods and materials to enhance Oral English education in Ekiti State.

Research Questions

The following research question was raised to guide this study:

1. What are the effects of audio visual materials on the performance of students in Oral English?

Research Hypotheses

1. There is no significance difference in the pre-test mean score of students in Oral English in the experimental and control groups;
2. There is no significance difference in the post-test mean score of students in Oral English in the experimental and the control groups.
3. There is no significant interactive effect of gender on students' performance in Oral English between the experimental and control groups.

Methodology

The study adopted the quasi-experimental, pretest, posttest control design. The design included one experimental and one control group. The population for the study consisted of all junior secondary school two (JSS2) students in public secondary schools in Ekiti State; while 120 students were randomly selected for the study. The students were drawn from

four classes purposively selected from co-educational public secondary schools. The multi-stage sample technique was adopted to select the sample. The research instrument used for the collection of the data was Achievement Test in Oral English (ATOE) which consisted of Oral English questions. The validity of the instrument was adopted while the test retest method was used to determine the reliability of the instrument using Pearson Product Moment correlation analysis. A co-efficient of 0.83 was obtained for the instrument and this was considered adequate for the study. The experimental procedure was in stages. These included the training of the research assistants, administration of the pretest, conduct of the treatment and the administration of the posttest. The treatment lasted for six weeks.

Data collected were analyzed using descriptive statistics of mean and standard deviation while the eight hypotheses were analyzed using inferential statistics such as t test, ANOVA and analysis of co-variance (ANCOVA). The hypotheses were tested at 0.05 level of significance.

Results
Descriptive Analysis

Research Question: What are the effects of audio -visual materials on the performance of students in Oral English?

In answering the question, performance mean scores of students in the audio- visual and control groups before and after treatment were computed and compared. The result is presented in Table 1 and Figure 1.

Table 1: Effect of audio- visual materials on the performance of students in Oral English

Groups	N	Pretest		Posttest		Mean Difference
		Mean	SD	Mean	SD	
Audio- visual materials	60	10.96	1.21	27.95	1.69	16.99
Control	60	11.07	1.23	21.83	2.04	10.76

Table 1 revealed that students in the audio- visual and control groups had mean scores of 10.96 and 11.07 prior to treatment. On exposure to treatment, students taught using audio visual materials had higher mean score of 27.95 than their counterparts in the control group with a mean score of

21.83. This implies that audio visual materials had effect on the performance of students in Oral English. The effect of audio visual materials on students' performance in Oral English is further depicted in Figure i.

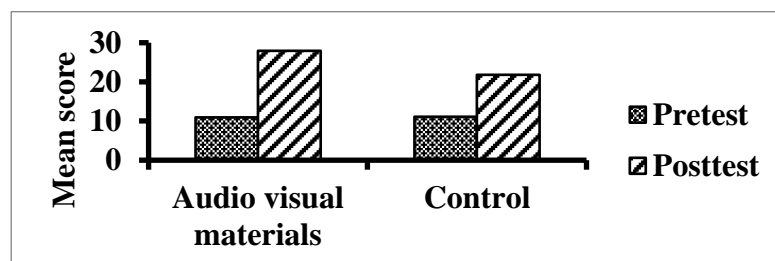


Figure 1: Effect of audio-

visual materials on the performance of students in Oral English

Testing of Hypotheses

Hypothesis 1: There is no significance difference in the pre-test mean score of

students in Oral English in the experimental and control groups.

In order to test the hypothesis, pretest mean score of students in Oral English in experimental and control groups were computed and

subsequently compared for statistical significance using Analysis of Variance (ANOVA) at 0.05 level of significance. The result is presented in Table 2.

Table 2: ANOVA showing pretest of students in Oral English before treatment

Source	SS	Df	MS	F	P
Between Groups	2.478	2	1.239		
Within Groups	160.433	177	0.906	1.367	0.258
Total	162.911	179			

p>0.05

Table 2 revealed that there is no significant difference in the pre-test mean scores of students in Oral English in the experimental group and control groups ($F_{2,177}=1.367$, $p>0.05$). The null hypothesis is not rejected.

in the experimental and the control groups.

In testing the hypothesis, post mean score of students in Oral English in experimental and control groups were computed and subsequently compared for statistical significance using Analysis of Variance (ANOVA) at 0.05 level of significance. The result is presented in Table 3.

Hypothesis 2: There is no significance difference in the post-test mean score of students in Oral English

Table 3: ANOVA showing posttest mean scores of students in Oral English After treatment.

Source	SS	Df	MS	F	P
Between Groups	2320.478	2	1160.239		
Within Groups	908.767	177	5.134	225.979*	0.000
Total	3229.244	179			

***p<0.05**

The result in Table 4 indicates that that there is significant difference in the post-test mean scores of students in oral English in the experimental group and control groups ($F_{2,177}=225.979$, $p<0.05$). The null hypothesis is rejected.

performance in Oral English between the experimental and control groups.

Mean scores on performance of male and female students exposed to audio visual material in oral English and the control groups were computed and subsequently compared for statistical significance using Analysis of Covariance (ANCOVA) at 0.05 level of significance. The result is presented in Table 5.

Hypothesis 3: There is no significant interactive effect of gender on students'

Table 5: 2 X 3 ANCOVA of students 'performance in oral English by gender and treatment

Source	SS	Df	MS	F	P
Corrected Model	2330.287	6	388.381	74.742	.000
Covariate (Pretest)	6.295	1	6.295	1.212	.273
Gender	3.536	1	3.536	.681	.411
Group	2257.667	2	1128.834	217.239	.000
Gender * Group	.507	2	.253	.049	.952
Error	898.957	173	5.196		
Total	128260.000	180			
Corrected Total	3229.244	179			

$p > 0.05$

Table 5 showed that there is no significant difference between the achievement of male and female students in the experimental group and the control group in oral English ($F_{2,173} = 0.049$, $p > 0.05$). The null hypothesis not rejected. Similarly, the main effect of gender on the achievement of students in Oral English is not statistically significant at 0.05 level ($F_{1,173} = 0.681$, $p > 0.05$). However, treatment had significant main effect on students' achievement in Oral English at 0.05 level ($F_{2,173} = 217.239$, $p < 0.05$).

Discussion

The study revealed no significant difference in the pre-test mean scores of students in oral English between the experimental and control groups. This suggests that the students' achievement levels in oral English before the treatment were relatively low. The lack of a significant difference in the pre-test mean scores between students exposed to audiovisual materials and those in the control group also indicated the homogeneity of the sample. However, there was a noticeable improvement in students' performance after the treatment. This finding aligns with Akinwamide's (2007) view that when digital educational enhancement programs are well-conceptualized and properly implemented, they can significantly benefit language learners. Specifically, the use of digital tools such

as projectors, audio tapes, and video tapes can enhance learners' abilities across all four language skills, particularly in speaking.

This revealed that there was significant difference in the post-test mean scores of students in oral English in the experimental group and control groups. The result revealed that, those exposed to audio experimental group performed better than those in the control group. This implies that the students taught in oral English using audio-visual perform better than those taught with conventional method. The observed difference could be attributed to the effect of treatment using audio-visual materials administered on the students which showed that the treatment was effective because they involve in active participation of students in practice and production of sound as they are teachers-led but not teacher-centred which show that it was effective. The findings of this study agreed with the one carried out by Anzaku (2011), Mc Naught (2007), Harmer (2001). The report of these two separate studies showed that students who exposed to audio visual materials performed better than their counterparts in control group. The findings of this study also agrees with the report of Akir (2006). In his research on using the audio-visual material. It facilitates the speaking skill of students in pronunciation. He concluded that using audio-visual

material in oral English increase the students' interest and motivation in learning speech sounds. The out performance of the students in the audio visual over control was supported by the view of Binnie (2002), that the use of audio-visual material was very helpful in assisting the learning of the students for their active involvement in the tasks because it enhances better learning. He declared further that the use of audio-visual material engages students in learning, acquiring knowledge and skills.

The study showed that there was significant difference between the pre-test mean scores and the post- test mean scores of the students in each of the experimental and control groups. It was found that there was significant difference in the post- test mean scores of students exposed to audio visual material in oral English and the control groups. The finding agrees with the submission of Vikoo (2003) & Congizham (2011) that most suitable instructional materials for effective teaching and learning of sounds are audio visual materials. It was further stressed that audio- visual is an instructional material which uses the operation of the scientific and technological equipment combining both visual projectors and sound productions to provide tangible experiences to learners.

The study showed that there was significant difference in the post- test mean scores of students exposed to audio- visual in oral English and the control groups. The finding is favourably supported by Bell and Bull (2010) who observed that there is a great improvement on the performance of students when audio- visual material was used as instructional material by providing stimuli to the learner which facilitates an opportunity to get a background of the subject.

The result revealed that there was no significant difference between the achievement of male and female students in the experimental group and the control group in oral English. This implies that male and female students exposed to the same treatment do not differ significantly in their achievement in Oral English. The finding agrees with the view of Edun (2001) and Clemons (2008), that there is no significant difference in the English Language achievement of male and female students. However, a researcher posited that most studies indicating sex differences may be the result of sex-role and stereo-type influence. Ismail and Othman (2006), Roger (2011) indicated gender difference in the performance of students on several verbal skills tasks: verbal reasoning, verbal fluency, pronunciation of sounds and understanding logical relations.

Conclusion

The study presented compelling evidence regarding the effectiveness of instructional materials, specifically audio-visual materials, in enhancing students' oral English skills. The research demonstrated that prior to the treatment, students in experimental and control groups had similarly low levels of achievement in oral English, highlighting the initial challenge. However, after the intervention, significant differences emerged in the post-test mean scores. Students exposed to audio-visual material exhibited the highest achievement, followed by those in the control group displayed the lowest post-achievement scores. This disparity underscored the positive impact of the treatment, emphasizing the effectiveness of active student participation facilitated by these materials. The study's findings corroborated previous research, supporting the idea that audio-visual materials significantly enhance

students' oral English proficiency. Additionally, the research dispelled any significant gender-based differences in achievement, emphasizing that both male and female students benefited equally from the instructional materials, further underscoring the importance of these findings in shaping future language education strategies.

Recommendations

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

- ✚ Schools and educators should integrate audio-visual materials into their language teaching curricula. This integration can be done through interactive multimedia lessons, online platforms, and classroom presentations, ensuring that students have regular exposure to these materials.
- ✚ Teachers should attend training and workshops on how to effectively utilize audio-visual materials in the classroom. Proficient use of these resources can significantly impact students' engagement and learning outcomes. Continuous professional development programs should be provided to keep educators updated with the latest techniques and technologies.
- ✚ Educational institutions and policymakers should invest in the development of interactive online platforms that incorporate audio-visual elements. These platforms can provide additional practice materials, quizzes, and interactive exercises, catering to various learning styles and abilities.
- ✚ Teachers should encourage active student participation by incorporating group activities, discussions, and presentations that involve the use of audio-visual materials. This hands-on approach

can enhance students' confidence and speaking skills.

- ✚ Schools should promote parental involvement by organizing workshops and seminars to educate parents about the benefits of audio-visual learning. Parents can actively support their children's learning journey by reinforcing these methods at home.

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