

EFFECT OF AUDIO-VISUAL ON STUDENTS' ACHIEVEMENT IN ORAL ENGLISH IN SENIOR SECONDARY SCHOOLS IN OBOLLO EDUCATION ZONE OF ENUGU STATE, NIGERIA

Eze, Roseline Ifeoma PhD¹, Uwakwe Chinedozie¹
& Ugwuoke Priscilla Ebere²

¹Department of Arts Education, University of Nigeria Nsukka
roseline.eze.ss12303@unn.edu.ng

²Department of Igbo language and other Nigerian Languages

Abstract

The need to identify effective measures to minimize continuous poor performance of students in oral English led to this study which is focused on the effects of audio-visual teaching aid on urban and rural Senior secondary school students' achievement in Oral English in Obollo Education zone of Enugu state. The study employed a quasi-experimental research design. The population of this study consists of 2500, SS II students in 2022/2022 academic session drawn from public senior secondary schools in Obollo Education zone of Enugu state Area. The sample size consists 80 senior secondary school 2 students offering English language, using a multi-stage sampling technique to draw the intact classes. This was divided into urban and rural schools based on stratification done by Post Primary School Management Board (P.P.S.M.B). One school was drawn from each location using simple random sampling techniques. In each location, one school will be assigned to the experimental and the other to the control. Data was collected using 20-Item Structured Students' Audio-Visual Achievement Test (AVAT) developed by the researcher. The instrument was validated by three experts. Its reliability coefficient of 0.78, was determined using Kuder Richardson formular 20. The AVAT was used for both pre-test and post-test. Mean and standard deviation were used to answer the research questions while analysis of covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. The results of the study indicate that since audio-visual materials productive, teachers should try to make effective use of audio-visual materials to improve the achievements of students in urban and rural schools. The major educational implication of the findings is that oral English students will do better if taught with audio-visual aids in schools.

Keywords: Audio-visual, Location, Achievement, Oral English.

Introduction

Background of the Study

Languages are the primary means of communication of humans and can be conveyed through speech, sign or gesture. For language to be understood and be impacted to learners there is need for language learning. Aristotle (2020) sees language as a speech sound produced by human beings to express their ideas, emotions, thoughts, desires and feelings. According to Egbe & Asadu (2017) Language is a structured system of communication. The structure of a language is its grammar and the free components are its vocabulary. Expressions include sounds and phonemes used by humans for generating speech and writing, respectively for communication. Though animals are physically fit to use voice in communicating a broad range of simple messages to others of their species, only man is able to produce true or real speech as opposed to the speech in speech mimicry of such birds as parrots. In deed speech is similar to language. Lawtie (2016) support that, speaking is fundamental to human communication. If the goal of a Language course is to groom students on how to communicate in English, the speaking skills should be taught and rehearsed regularly in the mastery of the language. Obanya (2011) affirms that Audio-visual aids are accomplished with language, Oral English on the other side is the spoken language.

Oral English can be described as spoken English, because it is spoken rather than written. This can be attributed to the fact that there are four basic language skills namely: listening, reading, writing and speaking. It is obvious that speaking skill belongs to Spoken or Oral English. According to Lawtic

(2016) phonological skills, pragmatics, syntax, morphological skills, and vocabulary (also referred to as semantics). All of these components of oral language are necessary to communicate and learn through conversation and spoken interaction.

According to Hifferty (2014) Oral English entails the process of sound production in English Language. This implies that Oral English is the aspect of English Language that is spoken using speech organs such as teeth, lips, tongue, and so on. Oral English accounts for how speech sounds are produced starting from lungs to the mouth. It is obvious that the power house of speech production is the lung. The airstream flows from the lung and it is modified by other speech organs for a meaningful speech sound. The Social Learning Theory by Bandura (2009) presumes that the social environment constitutes the overall learning situation and the deciding factor in the stability of any learning. The theory reveals that most human behavior is learned observationally through modeling as a means of providing information. Obanya (2011) notes that the most influential organ for speech production is the tongue. Tongue is generally believed as the most active articulator of speech sound. This is because tongue possesses the greatest range of movement among other speech organ. McGregor (2011) believed that lips are the most observable organs in speech articulation which comprise of upper and lower lips. The upper and lower lips come together for the production of bilabial sounds like: /p/, /b/ /m/ and labio-dental fricative sounds like /f/ and /v/ are produced when the lower lip goes in contact with the upper teeth. Teeth also help in the production of dental fricative like /θ/ and /ð/. There are sounds that are articulated with the help of nose. These sounds are called nasal sounds like /m/ and /n/. This means that if one closes one's nose, the production of these sounds is not possible. Encartar (2018) maintained that Oral English is the natural way a child can learn to understand and use a language. So, the teaching and learning of Oral English is geared towards the use of the vocal sounds in order to communicate. Oral English is broadly divided into two. They are the segmental features comprising vowels & consonants and supra segmental features comprising syllable, stress, rhythm and intonation.

Vowel sound production takes as the airstreams flow from the lungs to the mouth without any obstruction. According to Lawtic (2016) Vowels are classified into two main groups. They are pure vowels and diphthongs:

Pure vowels: Pure vowels are twelve and they are classified into two the short and long vowels.

The short vowels are seven and they are /i/, /a/, /e/, /D/, /u/ /ʌ/ and /ə/

The long vowels are five and they are: /i:/, /a:/, /u:/ /ɜ:/, /ɔ:/.

For the fact that vowel sound can be voiced, the voiced vowel sound can be audio taped or video tape and can be used in instruction, Original speakers of English Language can audio taped or video tape themselves while producing the vowel sound and makes it accessible to us that learns English language as our Second Language for effective teaching and learning of the sound. With the help of the audio visual materials teaching of vowel sound may now be easy and simple, since the students watch the original speakers of English pronounce the sounds. Consonants sound can also be audiotaped or videotaped.

A consonant is a speech sound that refers to letters of the alphabet that represent those sounds: /Z/, /B/, /T/, /G/, and /H/ are all consonants. Lawtic (2016) define consonants as a speech sound produced by a partial or complete obstruction of the air stream by any of various constrictions of the speech organs, such as (p), (f), (r) and (h). The consonant sound segments are 24 they are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /s/, /z/, /ʒ/, /h/, /ts/, /l/, /r/, /w/, /j/, /m/, /dʒ/, /n/, /ŋ/. The sounds are produced when the airstreams from the lungs is obstructed. For example: the lips obstruct the airstreams when one wants to produce the consonant sound /p/. In classification of consonants, three factors guide the exercise. The factors are: 'place of articulation', 'manner of articulation' and 'the state of glottises.

English is the lingua franca in Nigeria and also serves as an international language. The problems of teaching and learning a second language stems from powerful influence of mother tongue. According to McGregor (2011), there are three areas which the teacher should pay adequate attention in developing speaking skills. They are Stress, Intonation and Articulation.

McGregor (2011) points out that if learners are helped to improve the stress and intonation of their speech, they would have gone a long way in achieving that complete intelligibility. Getting the intonation right is an essential ingredient in speech and should be a focus of drills by the language teacher for developing speaking skills and for this to be achieved one have to have a coherent verbal form known as articulation.

Articulation is an aspect of pronunciation involving the articulator organs. (The joints themselves can also be called articulations.) It is the act of expressing something in a coherent verbal form. Hilferty (2008) suggests the use of audio-visual materials such as videotapes, DVDs, audio tapes, audio CDs, and microforms to aid the teacher in teaching these segmental features in Oral English, although it can be difficult to identify and access. Unlike books and journals, which are covered by regular bibliographic tools, audiovisual materials are not systematically covered. Stressing the importance of audio-visual materials, Eze & Omeje, (2018) are of the opinion that audio-visual materials are very important and useful in education because, the normal learner in so far 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. According to Eze & Omeje, human beings learn more easily and faster by audio-visual processes than by verbal explanations alone.

Owing to lack of Oral English instructional materials in Obollo Education Zone, the teachers resort to the lecture method. The lecture method is a teaching condition where the teacher teaches the students without recourse to instructional materials. The inherent weaknesses are: the teacher talks more without corresponding comprehension amongst students; the class is not lively as the method entails less interaction. The lack of interaction gives rise to inadequate internalization and poor performance in Oral English and hence a search for alternative measure becomes imperative.

The researchers therefore, decided to study the effect of audio-visual aids in senior secondary school students' Achievement in Oral English.

Statement of the Problem

It is observed that in various Senior Secondary School in Obollo Education Zone, students encounter difficulties in speaking like the native speakers of English language. Youths use slangs, vernacular and other kinds of informal expressions in English. The use of pidgin English in vigor among our secondary school students, this affects their performance especially in oral English language examination as many of them cannot differentiate between pidgin English and formal English.

Virtually most schools including public school in Obollo Education zone of Enugu state Area fall short of standard to be followed in the effective teaching of Oral English due to non-application of appropriate instructional aids. A good number of students ignore the Oral English aspect in school and the consequent effect is poor performance. Could the poor performance be linked to the method used in teaching Oral English? There is the need, therefore, to examine the effect of audio-visual instruction on the achievement of senior Secondary Students in Oral English in Obollo Education zone of Enugu state Area of Enugu State.

Purpose of the Study

The purpose of this study is to examine the effect of the use of audio-visual aids on Senior Secondary School Students' Achievement in Oral English in Obollo Education zone of Enugu state Area. Specifically, the study intends to find out:

- i. Effect of audio-visual materials on students' achievement in oral English.
- ii. Effect of audio-visual materials on achievement of students in urban and rural schools in Oral English. .

Research Questions

The following research questions guide the study:

- i. What is the effect of the mean achievement score of the students thought Oral English using audio visual materials and those thought Oral English using lecture method ?
- ii. What is the effect of the mean achievement scores of student's in the urban and rural schools thought Oral English using Audio-visual materials?

Hypotheses

The following hypotheses are formulated to guide the study. They were tested at 0.05 level of significance.

- i. There is no significance difference in mean achievement scores of students thought Oral English using audio visual material and those taught Oral English using the lecture method.
- ii. There is no significance difference in mean achievement scores of student's in the urban and rural schools taught Oral English using the audio-visual materials.

Methodology

The design for the study is quasi-experimental. Specifically, the study applied non – equivalent control group design. Eze (2022) define quasi experimental as a type that is not a free experiments. In this case, intact or pre-existing groups are used. A quasi-experimental design is considered appropriate for the study because intact classes were used to avoid disruption of normal class lesson. The pre-test was used to partial out initial differences and also to control selection bias which is a threat to internal validity.

The study was comprised out in Obollo Education zone. The zones consist of three local government areas: Namely Udenu, Igbo-Eze North and Igbo-Eze South. The choice of this area is based on the fact that researchers observed inability of a good number of students in the area to effectively pronounce English words. Secondly, the researchers are familiar with the locations of all the schools within the area, which gave the researchers the opportunity to monitor and supervise the experiment properly.

The population of this study comprised all SS II English Language students in the public Senior secondary schools in Obollo Education of Enugu state. The population of the study is two thousand, five hundred (2500) students, which was made available to the researchers by Post Primary School Management Board (P.P.S.M.B) (2022/2023), Obollo Education Zone. Multi-stage sampling technique was used to draw 80 students from two intact classes of SS II students in both urban and rural schools in the zone. Students of SS II class were chosen because they are not in exam class, and there is a need to assess their level of knowledge of oral English and the factors which may affect their performance in Oral English in their Senior Secondary Certificate (SSCE) Examination. In each location, one school was assigned to the experimental and the other to the control.

The instrument for data collection was Audio–Visual Achievement Test (AVAT). The AVAT consists of 20 items of multiple-choice tests based on four options A, B, C and D. The items test the students' pronunciation on pure vowels. The instrument was validated by three experts, one from Measurement and Evaluation Unit and two from Department of Arts Education, all from Faculty of Education, University of Nigeria Nsukka. A reliability index of 0.78 was established using Kuder Richardson formula 20 (KR-20) reliable coefficient.

The scores obtained from the Pre and Post-tests were analyzed using Mean, Standard deviation and ANCOVA statistics. Mean and Standard deviation were used to answer the research questions, while Analysis of Co-variance (ANCOVA) was used to test the hypothesis at $p < 0.05$ level of significance.

Results

The results for the data analysis were based on the two research questions and two null hypotheses that guided the study as follows:

Research question 1:

What is the difference in the mean achievement scores of students taught Oral English using audio-visual materials and those taught Oral English using lecture method?

Table 1: Pretest and Post-test Scores of Experimental and Control Groups in Oral English.

Group	n	Pretest	SD	Post-test	SD	Gain
Experimental	38	13.63	7.08	37.06	12.95	22.43
Control	40	11.22	7.09	33.53	14.58	22.31

Result in Table 1 indicates the pre-test mean achievement scores for experimental groups of 13.63 and a post-test mean score of 37.06 with a standard deviation of 7.08. However, the pretest means score of the control group was 11.22 and post-test of 33.53 with standard deviation of 14.58. Also, the experimental group had a mean gain score of 22.43 as against the mean gain score of 22.31 recorded by the control group. The higher achievement gain score result of the experimental group indicated that Audio-visual Aid has effect on students' achievement in Oral English.

Hypotheses 1

There is no significant difference in the mean achievement scores of SS2 students in oral English when exposed to Audio visual instructional and lecture method.

Table 2: Analysis of covariance (ANCOVA) of Post Achievement Scores in Oral English by treatment

Source	Type III sum of squares	Df	Mean square	F	Sig. of F	Decision
Corrected model	369.207 ^a	2	184.603	.964	.383	
Intercept	46724.360	1	46724.360	244.082	.000	
Pretest	46.627	1	46.627	.244	.622	
Group/Method	295.364	1	295.364	1.543	.216	NS
Corrected/Model	233.969 ^a	2	116.984	.692	.503	
Intercept	26381.864	1	26381.864	156.140	.000	
Pretest	49.009	1	49.009	.290	.591	
Location	198.236	1	198.236	1.173	.281	NS
Corrected/Model	233.969 ^a	2	116.984	.692	.503	
Intercept	26381.864	1	26381.864	154.140	.000	
Pretest	49.009	1	49.009	.290	.591	
Error	16389.391	97	168.963			
Total	161632.880					
Corrected Total						

Table 2 indicates that method of treatment as a main factor has no significant effect on students' achievement in Oral English. Therefore, the null hypothesis that there is no significant difference between the mean achievement scores of students taught Oral English using audio-visual materials and those taught Oral English using lecture method is confirmed.

Research Question 2

What is the difference in the mean achievement score of students in urban and rural schools taught Oral English using audio-visual materials?

Table 3: Pretest and Post-test Mean Score of Urban and Rural Students in Oral English.

Group	n	Pretest	SD	Post-test	SD	Gain
Urban	42	14.64	7.08	38.08	12.96	23.44
Rural	37	13.22	7.06	35.54	14.62	21.32

Results in Table 11, shows that the students in urban schools had a mean score of 14.64 in the pretest and 38.08 in the post-test with standard deviation of 7.08 and gain score of 22.43. Moreover, students in the rural school had a mean score of 13.22 in the pretest and post test score of 35.54 with a gain score of 21.32. Information in the table indicates that students in urban schools performed better than the students in rural schools in Oral English.

Hypotheses 11

There is no significant difference in the mean achievement scores of students in the urban and rural schools taught Oral English using audio-visual materials.

Results presented in Table 2 reveal that there is no significant difference between the mean achievement scores of students in urban and rural schools in Oral English. This is because the F- value of 1.173 in respect of location as a factor is shown to be significant at .281 level and therefore, not significant at 0.05 level. Therefore, the null hypothesis that there is no significant difference in the mean achievement scores of students in urban and rural schools taught Oral English using audio-visual materials is accepted.

Discussion of the Findings

The findings of this study shown that audio-visual aid had relative effect on students' achievement in oral English more than the control group. This indicates that location has nothing to do with students' performance, and that there is no significance difference on the effect of use of Audio- visual aid on students' achievement in favor of experimental group. The superiority of the experimental group over the control group is due to the guidance and assistance provided by Audio-visual aids which enabled the students gain competence and motivation when guided through Audio visual materials. The findings also in agreement with Bloomfield, (2019). who states that teachers should be able to help students acquire these skills and competences when their interest is low. Students should therefore, liaise with their parents and guardians with a view of acquiring their video records. The findings of the study support the earlier submission of Forez (2010) which reveals that students who listen to visual recordings or audio- visual materials and try to imitate in the hope of speaking like the native speakers of English are bound to perform better in their speaking skills.

The study further revealed the achievement gain scores for urban and rural students experimental group exposed to Audio visual aid during oral English lesson. Therefore, the null

hypothesis that there is no significant difference in the mean achievement scores of students in urban and rural schools taught Oral English using audio-visual materials is accepted. The findings is in line with the findings with Eze (2016) who states that human being learn more easily and faster by audio-visual processes than by verbal explanations alone. However, this finding to a large extent supports Abiri (2008) which showed that using instructional materials to teach speaking skills improves performance of students. The implication of the study to teachers is that since audio-visual materials as a method are productive, effective use of audio-visual materials should be the watchword of teachers.

Conclusions

Based on the result of this study, the researchers drew the following conclusions: Both the audio-visual materials and the lecture methods are good methods since there is no significant difference on the performances of the two groups of students that the methods were applied on. Location has no differential effect on the performances of students in Oral English.

Recommendations

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

- i. Curriculum developers should advocate effective use of audio-visual materials in teaching oral English in schools.
- ii. The Government should organize seminars and refresher courses for Oral English teachers as teaching the teachers will enhance their Oral English skills.
- iii. School authorities should ensure that teachers should appropriate the audio-visual materials by supervising Oral English class regularly.
- iv. The Government should and teachers encourage speech training by building language laboratories in schools where the audio-visual materials should be maximally utilized.

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