

# The Effects of Audio-Visual Materials in the Teaching and Learning of the Speaking Skill in Junior Secondary Schools

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**Abstract:** This work examined the effects of audio-visual materials in the teaching and learning of the speaking skill in Junior Secondary Schools in Katsina local government area of Katsina State. Three null hypotheses were formulated and tested at the probability of 0.05 levels of significance. The study used the Phonetic Assessment Test (PAT) instrument to determine students' entry level in speaking skill. The instrument (PAT) was face-validated by lecturers from the Department of English of Federal College of Education, Katsina and Staff of Education Resource Centre (ERC) Katsina. The entire population for the study was 2,012 students obtained from two (2) Junior Secondary Schools selected from the study area with gender bias (mixed-male and female schools). Two hundred (200) respondents were sampled out of the total population using simple random sampling technique and were grouped into Control and Experimental groups. Thereafter, they were subjected to treatment for six (6) lessons of two (2) periods per week using Video Compact Disc and Chart for Experimental and Control group respectively. The data collected for the study are analyzed using t-test to answer the research questions as well as testing the null hypotheses.

**Keywords:** Audio-Visual, Teaching, Learning, Speaking Skill, Junior Secondary School.

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## 1. INTRODUCTION

English is believed to be the language of the people of England. It is said to have originated from the Jute, Angles and Saxon who are the early settlers in Britain. It is part of the Germanic branch of the Indo European language family. At the initial state, English was confined to Britain alone. Later, it developed and spread to other parts of the world. It spread to Asia, Germany, Africa and other continents as a native language, second language or foreign language. Progressively, the English Language has spread virtually all over the world (McArthur, 1996). He stressed further that, English throughout the world has become significant everyday language. It is a global and widely distributed medium of instruction and communication. It has a prestigious official status and has acquired a constitutionally endorsed legal right. It has gained explicit recognition which has established it as a medium of administration, education, international relations, commerce and law. Throughout the world, the English language is very important (McArthur, 1996).

In Nigeria, English is a second language and a lingua-franca. This means that it is the language for communication, economy, national pride, law, press, trade and instruction. As a language of instruction, it is an essential prerequisite for an advancement and career succession in the country. It means a lot in the life and progress of a child as it is a key subject with profound influence on all the school subjects. English is used in the Junior Secondary Schools as core school subject. It is a solid foundational course. The key elements of the course are designed to cover the basic four language skills which are: listening, reading, speaking and writing. It is expected that after learning these skills in Junior Secondary School, the students who choose to work can use the language fluently while those who wish to go further can be proficient in the language. According to Ekene (1999), the teachers are to integrate the key elements of the language experiences in schools. English at this stage tends to receive more critical attention. Ekene further posits that the

professional teacher of English is one who has been trained or has trained himself to do a competent work. The teacher should at least possess a college major in English or a strong minor. He must have deep interest in literature and a solid knowledge of the language skills. Moreover, he has to acquire strong skill in the handling of the instructional materials and educational problems. The emphasis here lies on training and qualification of the teachers.

The importance of instructional materials in teaching English in Junior Secondary School is very profound. It makes whatever amount of work being done at Junior Secondary School convenient. It promotes greater acquisition and high retention of actual knowledge. They provide increased interest and integrated experience (Rowtree, 1994). Vikoo (2003) observes that the most suitable instructional materials for the effective teaching and learning of English at this information age are audio – visual materials. He describes the audio – visual materials as the instructional system which uses the operations of the scientific and technological equipment combining both visual projections and sound productions to provide tangible experiences to learners. Some of such materials are computer assisted instruction, video – taped instruction and film shows. Baldeh (1990) states that audio – visual aids have been introduced, tested and tried in the school system and found effective.

In spite of the importance of English and the effectiveness of the audio – visual aids in teaching English in Nigeria, the students' performances are found low in the Junior Secondary Examination. In the Chief Examiner's report (2006), it is stated that the students' attainments in English have been dwindling every year while the enrolments of the candidates are astronomically increasing. Rowtree (1994) still describes audio – visual aids as the most fitted materials to aid the teachers to inculcate the language competence in students. It uses electric method to enhance learning. Yet, the results of the students are found low.

## 2. STATEMENT OF THE PROBLEM

Asuquo (2007:22) says, 'Education is the greatest weapon for self-confidence civilization.' She further says that most students of our secondary schools are faced with poor self-confidence and wrong oral expression in pronunciation of English words. An average child has a problem of mother-tongue sounds interfering with spoken English because he/she starts to speak and learn the language of his/her environment before learning the English as a second language. The child is faced with the pronunciation problem which is as a result of mother-tongue influence on the second language acquisition (Kutigi, Gambari and Gana 2010).

In teaching and learning, instructional materials have been a triumphant entry, bringing benefits to both teachers and students. This makes it essential for every teacher and student to be familiar with the topic taught through the use of materials which the students can hear and see things for themselves. Several researchers in Nigeria have investigated into the use of instructional materials in teaching and learning. For instance, Adu (2002) investigates the extent to which audio – visual materials are used in the teaching of Economics in our secondary schools. Adeosun and Oreowo (2008) investigate the effectiveness of the video tape and picture instructional strategies on junior secondary school students' academic performance in Christian Religious Studies. Oyinloye and Ajayi (2008) investigate the effects of audio instructional packages on the academic achievements of students in listening skills in Junior Secondary Schools in Ekiti State. However with all the researches made on the effects of instructional materials especially Audio-visual materials, no research has been specific to the teaching and learning of speaking skill in particular especially at the junior secondary schools.

## 3. AIM AND OBJECTIVES OF THE STUDY

The aim of this research is to find out the effects of Audio-Visual Materials on the teaching and learning of the speaking skill in selected Junior Secondary Schools in Katsina Local Government Area of Katsina state. Specifically, the objectives of the research are to find out:

1. if there would be any significant difference in the performance of students taught using Audio-Visual instructional materials and those taught using Chalk-Talk method,
2. if the male students taught with the use of audio-visual material would perform better than their female counterpart,
3. if the students taught using Audio-Visual instructional materials have more retention of learning than students taught using Chalk-Talk method.

#### **4. RESEARCH HYPOTHESES**

The Null Hypotheses tested are:

1. there is no significant difference in the performance of the students taught with Audio-Visual Materials and those taught without Audio-Visual Materials among Junior Secondary Schools students in Katsina Local Government area.
2. there is no significant difference in the performance of male and female students taught using Audio-Visual Materials among Junior Secondary Schools students in Katsina Local Government area.
3. there is no significant difference in the retention of lessons by students taught using Audio-Visual Materials and those taught without Audio-Visual Materials among Junior Secondary Schools students in Katsina Local Government area.

#### **5. SIGNIFICANCE OF THE STUDY**

This study which is concerned with investigating the effects of audiovisual materials in the teaching and learning of the speaking skill in the junior secondary schools in Katsina local government of Katsina state is bound to be of immense benefits to students, teachers, school authorities, educational stakeholders, especially the Federal and State Ministries of Education. Specifically, the study will be of immense benefit because it will enhance the learning processes of the students and thereby improve on their overall academic performance, since it will increase the motivation of the students, add clarity to the topics taught and make learning more interesting. Findings from the study will help to sensitize teachers of secondary schools of their important roles in promoting the use of audiovisual resources in teaching and learning. This is because it will provide a basis for them to understand the need for their complimentary roles in encouraging and supporting the use of audiovisual resources. The findings will further help to reveal and create awareness among the school authorities of the importance or otherwise of the use of audiovisual resources in teaching and learning. This is because the findings from this study may require taking a decision by the secondary school authorities whether to infuse audiovisual materials in learning curriculum or to modify, expunge or discontinue with the existing teaching methods. Create awareness for state and federal ministry of education as policy makers in secondary schools of the need to infuse the use of audiovisual resources as a core teaching method in the curricula of secondary schools and impress upon them to provide explicit strategy for enforcing the use of audiovisual materials in teaching and learning.

#### **6. LITERATURE REVIEW**

##### **THE PLACE OF THE ENGLISH LANGUAGE IN JUNIOR SECONDARY SCHOOLS:**

Spolsky (1989) describes secondary school as the intermediate level of education in Britain. In Nigeria, the environment is the same as that of Britain but the secondary school system is divided into two main parts. These are the junior secondary schools and the senior secondary schools. The junior secondary school is the stage between primary schools and the senior secondary schools. Learners at this level, produce their own phrases and sentences freely. When learners begin to produce their own phrases and sentences, they can use their creativity in mental connections. Sometimes, they may be correct often times, they become wrong. They still develop constantly and gradually. They make guesses, express themselves and modify their abilities in their experiences and exposure. Junior secondary school students may feel the need for plenty of materials, which confirm and consolidate to what they know, speeding up recognition and comprehension and exceeding knowledge. It equally provides opportunity for reflection, rehearsal, and practice on its use. The students need to have interest, variety and relevance, without which they become bored. Many students of Junior Secondary School usually stop learning the English language; their capacity fossilized at a point where they no longer find the target language learning a challenge (Oyinloye, G. O. et. al, 2008). For more students to be highly motivated, it is at this level that audio visual materials are most suitable.

##### **ORAL PERFORMANCE: CONCEPTS AND DEFINITIONS:**

Oral performance or speaking is the ability and right to speak freely and clearly, unashamed, to fully vocalize, to choose to make contact with a word and to communicate that word successfully. Speaking is the ability to express oneself clearly in flexible conversational language, nationally and internationally accepted (Gbenedio, 1996). Oral performance includes the learning of vocal skills for a free and articulate delivery, as such oral performance may focus on production of speech, dramatization of speech and dramatic interpretation. Speaking is a vital component of English which provides basis for

growth in reading and writing abilities. It involves activities that occur prior to, during and after the actual speaking event. Hence, it enables students to make connection between what they know and what they are learning. Speaking performs two important functions, which are social functions and intellectual functions. As a social function, it helps students to adjust to ideas and these ideas are reformulated to facilitate understanding. It helps in sharing information and ideas with listeners by speaking informally and sharing through conversation (Florez, 1999). To participate actively in our society individuals must be able to communicate clearly, effectively and appropriately in a variety of modes and to employ reasoned analysis to interpret and structure arguments. As an intellectual function, it shapes students' perception of the world and represents these perceptions as knowledge.

### **CONCEPTS AND DEFINITIONS OF AUDIO- VISUAL AIDS:**

Teaching aids arouse the interest of learners and help the teachers to explain the concepts easily. Undoubtedly, audio visual aids are those instructional aids which are used in the classroom to encourage teaching learning process. As Singh (2005) defines: "Any device which by sight and sound increase the individuals' experience beyond that acquired through read described as an audio visual aids" Audio- Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. The materials like charts, maps, models, film strip, projectors, radio, television etc called instructional aids. (Rather, 2004).

According to Webster's Encyclopaedia Unabridged Dictionary of English, Audio-Visual Aids as "training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc 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 material is 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 Anzaku 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 diorama. Some of the audio-visual materials like the motion pictures require the use of equipment to release their latent value. 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 content 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 AND FUNCTIONS OF AUDIO-VISUAL MATERIALS:**

In teaching and learning of the English language, the use of audio-visual materials proves to be better instructional aids and according to Mgbodile (1999) it yields good result. There is a shift from teacher-dominated method to child-centered method. The teacher becomes a controller and a manipulator of an intellectual and instructional environment. Echetabu (1984) has the view that audio-visual materials stimulate children to speak and write in a relatively short time. Children learn more as they interact with persons, objects, materials, ideals and ideal environment. Audio-visual aids are specifically made instructional aids which are powerfully meant for education as well as giving information and entertainment. Rowtree (1994) sums up the value of audio-visual aids as:

- ❖ Those materials that fill such gaps which are created by the use of traditional teaching methods where teachers sparingly use the instructional materials
- ❖ Audio-visual materials help people to share expert knowledge which reaches a lot of people simultaneously.
- ❖ They are very good materials for the preservation of records and documents.
- ❖ They enrich learning and teaching
- ❖ They allow students to learn at their own rate
- ❖ They encourage integration in individuals and group learning

- ❖ They contain recorded voice of the original speakers which gives added advantages for effective learning and getting it from the source. He further groups the audio-visual aids as:
  - i. Manipulative Equipment: They are elements and tools of training
  - ii. Facilitative System: Any teacher who uses this system has the purpose to help learners cultivate and fulfill expectation of their own.
  - iii. Operational Value System: In this concept, teaching has to be done in line with the existing culture of a people for over and conformity. Again, there is the overlap of meaning and activities of teaching as indoctrinating, conditioning, instructing and training, which are native to the learners. Therefore, audio-visual materials carry them as real life experiences and pass on to the learners as direct experiences.
  - iv. Education Process: It is a model of teaching. It contains programmes that are full of intellectual activities. The material contains; discussions, commentaries, tutorials, games, simulations and other such activities selected and guided by the teacher in line with the set educational objectives or goals.
  - v. Entertaining Device: It is specially designed to carry along entertainment in form of music, dances and other lively activities to ward off boredom and conditions the students to absorb more knowledge.

#### **THE ADVANTAGES OF AUDIO-VISUAL AIDS:**

Gopal (2010) states that the Audio-Visual Aids provides significant gains in informal learning, retention and recall, rethinking and reasoning, activity, interest, imagination, personal growth and development. Swank (2011) stressing the effectiveness of visual materials in learning estimates 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. Gopal (2010) stressed that audio-visual materials help the teacher 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 (1993:87) "once the phenomenon is visualized, the picture and knowledge becomes very clear and permanent". Agreeing to this assertion, a 20th century Chinese philosopher stated that "one picture is worth a thousand words". Natoli (2011:102) 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.

According to Katherine (2009) "learning takes place effectively when the teacher sets out to provide learning situation in which a child will learn because of his natural reactions of 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 aids. The attention of the learner is caught and his interest is also won and he is ready to learn. Fawcett (1994) also contributing on the role of audio-visual materials in stimulating interest stated 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. Lestage (1959) stressed 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. These audio-visual resources serves, because the information can be gotten 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. He further stressed that where consistency of presentation is desirable and audio-visual materials are useful. They provide experiences not easily secured in other ways and hence contribute to the depth and variety of learning. 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. And 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.

This overall classroom environment becomes conducive to creative discipline. At the same time, it is important to take into account that the Audio-Visual Aids do not play role up to disseminate the information, data, facts and clues but also they influence the mentality, psychology, grasping level of the students in the classroom. On the other hand, they greatly motivate and inspire the teachers to adopt the latest creative and innovative aids.

## 7. RESEARCH DESIGN

The research design for this study was quasi-experimental involving independent variables (speaking skill) and moderator variables. A pre-test was administered on the subjects using Phonetic Assessment Test (PAT) to determine students' entry level in oral English and ensure that the samples were of comparable abilities. The sampled subjects were divided into experimental and control groups. The experimental group (treatment group) was exposed to rigorous teaching using Audio-Visual Material- designed Video Compact Disc while the control group was treated using the chalk-talk method of teaching without materials. These two groups were post tested using PAT to access if there was effect due to the treatment. After two weeks of the post-test, the students are re-tested to ascertain the retention level of the groups.

## 8. RESEARCH INSTRUMENT

The research instrument employed in this study was the Phonetic Assessment Test (PAT). The instrument was self-developed by the researcher due to the difficulty in finding a standardized test that could be relevant with the Nigerian curriculum and the researcher's field of interest. The PAT was a twenty-five item test (Appendix III) which is subdivided into three sections. The sections include test of sounds recognition, transcription and identification of words with the same sounds.

The Audio-Video material used was an adopted video-tape developed by the British Council for the teaching of sounds to the ESL students. This video was downloaded from the British Council website because there was no standard developed videotape that treated the researcher's area of interest-Junior Secondary School II. The video was modified to suit the target sample under the supervision of the researcher's supervisor and the Head of Department, Instructional Materials Unit Education Research Centre (ERC) Katsina State.

## 9. ADMINISTRATION OF THE INSTRUMENTS

The lesson notes were presented by the researcher using method of listening to sounds of English e.g. vowels and consonants, to teach the students. Each note covers an aspect of oral English which were taught for four weeks of two lessons per week. Eight lesson notes were developed by the researcher to cover topics under the area of study. The researcher undertook the treatment in Government Day Secondary School, Kofar Yandaka. The other school was treated by their teachers under the researcher's supervision using the lesson notes.

The teachers teaching the English language in the selected schools were first degree holders in English language or Nigeria Certificate in Education (NCE) with a minimum of 10 years teaching experience. They were trained on how to use the developed material (Video Compact Disc) in teaching. The teachers were subjected to series of tests after training to ascertain their level of mastery of the method to agree with the researcher's view.

Each group was treated under their two lesson periods of 40 minutes each per week.

## 10. DATA ANALYSIS PROCEDURES

The hypotheses were tested with a summation of all the scores on the items used for assessing the effectiveness of the treatment. The groups (control and experimental along with male and female) are then compared in their mean achievement with the two sample t-test because of the two group involved in the respective cases. All the hypotheses were tested at the 0.05 level of significance.

## 11. TEST OF HYPOTHESES

**Hypothesis I:** There is no significant difference in the performance of the students taught with Audio-Visual Materials and those taught without Audio-Visual Materials among Junior Secondary Schools in Katsina Local Government area.

This hypothesis is tested with the data collected from the students in the experimental and control group after the experiment in which the treatment is administered. To test the hypothesis, the total scores for the items in the three sections are computed as the performance of the students in the speaking skill. The two sample t-test procedure is used for the test because of the two independent groups (experimental and control) involved in the test. The summary of the result is presented in Table i.

**Table i. Two Sample t-test on Performances in Speaking Skill by Students in Experimental and Control Groups after the Treatment**

Group	N	Mean	Std. Deviation	Std. Error	t-value	DF	P-value
Control	99	7.48	4.95	50	9.034	197	0.00
Experimental	100	15.32	7.08	0.71			

(critical value of  $t$  at  $DF(197) = 1.96$ )

The students who are exposed to the audio-visual materials in the teaching and learning of the speaking skill are significantly different in the speaking skill from those in the control who are not exposed to the treatment. The mean score of those exposed to the treatment is 15.32 compared with those in the control group whose score is 7.48. From the observed t-value of 9.03 and the level of significance of 0.00, there is every evidence to reject the null hypothesis that there is no significant difference in the performance of the students taught with Audio-Visual Materials and those taught without Audio-Visual Materials among Junior Secondary Schools in Katsina Local Government area. The result revealed that the use of Audio-Visual Materials in the teaching and learning of speaking skill is significantly better than the conventional method in the Junior Secondary Schools of the local government area understudy.

**Hypothesis II:** There is no significant difference in the mean achievement of male and female students taught using audio-visual materials among Junior Secondary Schools of Katsina Local Government area.

Only the male and female students in the experimental group who are exposed to the use of the audio-visual materials in the teaching and learning of the speaking skill are selected for this test. The hypothesis is tested with their performances after the treatment (post-test). The two sample t-test is used to compare the performances in order to determine the effect of gender on the application of the audio visual materials used in the treatment. The result of the test is summarized in Table ii.

**Table ii. Two Sample t-test on Mean Achievement in Speaking Skill by Male and Female Students Taught Using Audio-Visual Materials**

Gender	N	Mean	Std. Deviation	Std. Error	t-value	DF	P-value
Male	50	15.14	6.83	0.96	0.25	98	0.80
Female	50	15.50	7.39	1.04			

(critical value of  $t$  at  $DF(98) = 2.000$ )

The male and female students who are exposed to the use of the using audio-visual materials do not differ significantly in their mean achievement in the speaking skill after the treatment. From the table ii, the mean scores of the two groups are 15.14 and 15.50 for the male and female students respectively. The observed t-value for the test (0.25) is lower than the critical value of 2.0 at the probability level of 0.05. The observed significant level is 0.801 ( $P > 0.05$ ). This means that there is no sufficient evidence to reject the null hypothesis. Therefore the null hypothesis that there is no significant difference in the mean achievement of male and female students taught using audio-visual materials in Junior Secondary Schools of Katsina Local Government area is retained. The implication is that the use of the audio-visual materials used in the treatment has no gender effect on the Junior Secondary School students involved in the study.

**Hypothesis III:** There is no significant difference in the retention of lessons by students taught using Audio-Visual Materials and those taught without Audio-Visual Materials among Junior Secondary Schools students of Katsina Local Government area.

The test of this hypothesis is conducted by selecting the retention performance of the students who have been exposed to the use of the audio-visual materials and those in the control group after the expiration of the experiment. This is aimed at

establish the retentive capability of the treatment in the speaking skill among the Junior Secondary School students involved in the experiment. The hypothesis is tested with the two sample t-test. The summary of the test is presented in Table iii.

**Table iii. Two Sample t-test on Retention Performance in Speaking Skill between Students in the Control and Experimental Groups after the Expiration of the Experiment.**

Group	N	Mean	Std. Deviation	Std. Error	t	DF	P-value
Control	98	5.88	5.07	0.51	12.70	194	0.00
Experimental	98	15.44	5.45	0.55			

(critical value of  $t$  at  $DF(194) = 1.96$ )

Table iii shows that students who are exposed to the use of the audio-visual materials have better retentive performance than those in the control group who are not involved in the treatment. The observed  $t$ -value (12.70) is higher than the critical value of 2.0 and the observed level of significance for the test is 0.00 ( $P < 0.05$ ). All these indications point to one fact, that performances of the experimental group who are exposed to the treatment are significantly better than those who are taught the speaking skill with the conventional method irrespective of the duration of time. With these observations, there is enough evidence to reject the null hypothesis. The implication here is that the use of the audio-visual materials in the teaching and learning of speaking skill among Junior Secondary school students is far better than the use of the conventional method.

## 12. MAJOR FINDINGS

The major findings from the data analysis and test of the hypotheses are summarized as follows:

1. The use of audio visual materials for teaching and learning speaking skills among Junior Secondary School students improve their performance.
2. The use of audio visual materials for teaching and learning speaking skills is significantly better than the conventional method among Junior Secondary School students in English.
3. The effect of the use of audio-visual materials on the speaking of Junior Secondary School students is not significantly different between male and female students.
4. The use of audio visual materials for teaching and learning speaking skills among Junior Secondary School students has better retentive memory than the conventional method of teaching.

## 13. CONCLUSION

The main purpose of this research was to find out the effects of audio-visual materials in teaching and learning of the speaking skill in the Junior Secondary School. After the treatment using audio-visual material for the experimental group, and data analyzed it was found that the material has a significant effect on the performance of the students.

All the findings from the data collection support that audio-visual aids facilitate language learning. Both the teachers and learners benefit from different audio-visuals materials in language classrooms. Audio-visuals make the language teaching and learning, effective making the class interactive and interesting, motivating the learners, facilitating language skills and so many. If teachers can utilize the audio-visual aids prudently, the language teaching and learning will become effective.

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