

# THE INFLUENCE OF AUDIOVISUAL MATERIALS ON THE TEACHING OF ENGLISH LANGUAGE IN SENIOR SECONDARY SCHOOLS IN RIVERS STATE

*Okoh, Chinasa*

## **Abstract**

This paper sought to investigate the use of audiovisual materials in Teaching English Language, and as an aid in enhancing the attainment of teaching objectives in Senior Secondary Schools in Rivers State. Five hundred and eighty teachers were the subjects drawn from various schools in Port Harcourt and Omoku town. Research instrument used was the questionnaire and the result was analyzed using regression analysis. This result confirmed that audiovisual materials readily available in schools are mostly radio, followed by projector and video. Furthermore, computer, internet facilities and telecommunication were hardly available showing that schools have no such audiovisuals for teaching despite the qualities they possess for making learning permanent and the increasing awareness of these materials in Nigeria. Based on the findings the paper recommended among other things, that stakeholders in Education and English Language should join hands to provide audiovisual materials in all the schools in Rivers State.

## **Introduction**

This study is to investigate the influence of audiovisual materials on the effective teaching and learning of English Language in Senior Secondary Schools in Rivers State. English Language is one of the core subjects in the Secondary School curriculum and it is a prerequisite tool needed for effective learning of academic subjects. Oyetunde (2006) notes that there is a close relationship between language competence and educational achievement. According to Oyetunde (2006), a student's mastery of the learning is a sine quo non to effective learning.

English Language is not just a subject but a tool subject essential for learning other subjects. The effective teaching of the language entails the use of audiovisual materials. Audiovisual are also called instructional materials which are used to present lessons in a more meaningful way. They back up what the teacher explains Walter (1983) describes instructional materials as those materials that the teacher uses in the process of teaching so that students will grasp what the teacher wants them to understand easily. Good (1993) in Awotua-Efebo (1999:212) defines instructional material as "Any device with instructional content or function that is used for teaching purposes". Obara and Okoh (2005) observe that instructional materials refer to all things that can be seen, heard, read, manipulated with the objectives of enhancing teaching/learning process.

Various criteria are used to classify instructional materials (Awotua-Efebo) some are based on physiological parameter, some are based on particular sensory modality. Other modalities used are auditory, visual, audiovisual, tactile, olfactory, gustatory and kinesthetic materials (Romiszowski, 1995). Visual materials therefore, appeal to the sense of vision (eye) such as pictures, auditory materials appeal to the sense of hearing (ears) such as radio, while audiovisual materials appeal to both senses of hearing and vision, such as television. Radio, projectors, tape records, video sets, computers, internet facilities and telecommunication facilities are also audiovisual materials. These materials have both advantage and disadvantages.

Audiovisual materials possess some inherent advantages that make them unique in teaching English Language. They provide the teacher with interesting and compelling platforms for conveying information, since they motivate learners to want to learn more. They bring the real world into the classroom. Obara (2002) claims that instructional materials are relevant and important tools for enriching, visualizing amplifying, transmitting and accelerating the teaching and learning process.

## **Statement of the Problem**

Secondary School Students Learning English Language in most Nigerian Schools graduate from school without speaking the language fluently. Mgbodile and Afangideh (2005) note that most of our students often converse in Pidgin English and sometimes in their mother tongue, as they cannot express themselves in Standard English adequately. Ozioma (2003) blames the poor performance of

students in English Language on the poor educational background of learners, teachers as well as poor learning environment. Thus, language problem in Nigeria have persisted and the blame is always on language teachers, especially those teaching English. Students' attitude to English Language learning could be a factor as well as lack of teaching materials. It is this situation that informs this survey study. The study seeks to find out how useful audiovisual materials are in teaching language skills. It will also examine how effective these materials are in the achievement of teaching objectives in English Language. Most of the study in this area have not examined empirically if teaching objectives can be enhanced by the use if audiovisual materials. This study is intended to fill this gap.

### Research Question

The following research questions will guide this study:

1. How useful are audiovisual materials in teaching English Language.
2. How effective are audiovisual materials in teaching language skills.
3. What type of audiovisual materials are available in Senior Secondary Schools.
4. What factors determine the usefulness of audiovisual materials.
5. Can the use of audiovisual material facilitate the achievement of lesson objectives?

### Purpose of the Study

1. To examine the usefulness of audiovisual materials in teaching English Language.
2. Determine the effectiveness of audiovisual materials in teaching language skills.
3. To examine the availability of audiovisual materials in Senior Secondary Schools.
4. To find out the factors that determine the usefulness of audiovisual materials.
5. If the use of audiovisual materials can facilitate the achievement of instructional or teaching objectives.

### Research Methods

The study is a quasi-experimental design. This design is suitable for the purpose of eliciting the opinion of subjects on a particular issue from which the researcher will draw an inference. The research instrument used was the questionnaire. The construction of the questionnaire was based on the likert scale of rank observation on a four point. A total of 580 teachers in various schools located in Port Harcourt and Omoku were used. The analysis of the survey was carried out first using simple statistics technique involving the construction and analysis of frequency distribution tables and mean scores and percentages.

### Analysis of Data

Five hundred and eighty teachers in various schools in Rivers State were used for the study, out of this number of questionnaires, 534 (89.17%) were retrieved and used for the analysis.

All the respondents were aware that audiovisual materials are used as teaching aids in English Language. Over 70% of the teachers have been exposed to one form of audiovisual or the other. Only about 30% had little exposure.

**Table 1**

**Exposure of Teachers to Audiovisual Materials**

Exposure	Weight	Frequency	Total	Percentage (%)
Very high	3	64	192	26.90
High	2	184	368	51
Little	1	159	159	22
No exposure	0	126	0	0
<b>TOTAL</b>		<b>533</b>	<b>719</b>	<b>100</b>

### Types of Audiovisual Materials

The teachers identified the major audiovisual materials known to them by ticking (V) in the appropriate box on the questionnaires. These were television, radio, computer, projector, video, internet facilities, telecommunication. As indicated in the table, most media are used for instructional

purposes. But the frequently used is the radio. Table 2 below, indicate the responses of the subjects. Radio scored a mean of 2.96 or 74%, video 2.46 or 61.45%, computer had a mean score of 1.54 or 38.5%, projector 2.36 or 58.05%, internet facility, 1.40 or 35%, telecommunication 1.41 or 35%.

The table show that radios, projectors, teaching are audiovisual materials in the schools studied.

**Table 2**

Audiovisual Materials	Total Score	Mean Score	Percentage %
Radio/cassettes	1567	2.9	74
Projector	1239	2.36	58.05.5
Television	570	1.11	27.5
Videos	1288	2.4	61.45
Computers	794	1.54	38.5
Internet	750	1.40	35
Telecommunication	748	1.41	35.1

### Extent of Usefulness of Audiovisual Materials in Teaching English

Table 3 below, indicates the use of audiovisual materials in teaching. From the table, 66.57% of the respondents agree that audiovisual materials are very useful while 28.26% rated audiovisual materials as moderately useful and 5.17 rated it as less useful. So, we can infer that audiovisual materials are useful in Teaching English Language.

**Table 3**

Language skills	Weight	Frequency	Total	Percentage (%)
<b>Response</b> Very useful	<b>3</b>	276	797	66.57
Moderately useful	<b>2</b>	174	348	28.26
Less useful	<b>1</b>	64	64	5.17
Not useful	<b>0</b>	16	<b>0</b>	0
<b>TOTAL</b>		<b>530</b>	<b>1239</b>	<b>100.00</b>

**Table 4 Audiovisual Materials in English Language Teaching**

	Responses	Total Score	Mean Score	Percentage (%)
1.	Extension of experience outside the classroom	1565	3.01	75.24
2.	Offer reality of experience which stimulates pupils self-activity	1685	3.30	82.60
3.	Provide experiences not easily secured by other materials	1664	<b>3.11</b>	77.80
4.	Facilitates association between sounds and symbols	1620	3.21	80.20
5.	Supply concrete basis for conceptual thinking	1461	2.86	71.57
6.	Supply necessary basis for developmental learning making learning permanent	1620	3.18	79.41
7.	Develop continuity of thought	1476	3.01	75.26

According to the table, audiovisuals extend learners experience scored a mean of 3.01 or 75.24%, offer reality of experience for self-activity, 3.30 mean or 82.60%, capture experiences not easily secured by other materials 3.11 mean or 77.80%, facilitates association between sounds and symbols 3.21 mean or 80.20%, it also supplies concrete basis for conceptual thinking 2.86 mean or 71.57%, aids in developmental learning 3.18 mean or 79.41%. This table therefore indicates that all the identified functions of audiovisual materials are important in teaching English Language. The result also agrees with Azikiwe (1998) that audiovisual materials facilitate the association between sound and symbols.

### Factors That Determine The Use of Audiovisual Materials

The subjects identified and ranked the factors that determine the choice and usefulness of audiovisual materials in teaching English Language. Their responses are shown in the table below. As indicated, in table 5, the most important factor is the ability to bring the real world into the classroom, which scored a mean of 3.16 or 79.95%. This was followed by simplicity in presentation with a mean score of 2.92 or 73.03%, relevance of the materials to language skills a mean of 2.88 or 71.88%, time saving both for teachers and students scored a mean of 2.85 or 71%, motivate learners interest scored 2.69 mean or 67%. Affordability 2.67.32% mean or 67%. Learners' age scored 2.67 mean or 67%. Durability 2.68 mean score or 67%, large class size scored 2.02 mean or 50.45%, clarifies concept scored a mean of 2.43 or 60.85% and availability scored 1.94 mean or 48.51%.

**Table 5 Factors That Determine The Use of Audiovisua**

	<b>Responses</b>	<b>Total score</b>	<b>Mean score</b>	<b>Percentage %</b>
1.	Availability	978	1.94	48.10
2.	Relevance to language skills	1496	2.88	71.88
3.	Simplicity in presentation	1516	2.92	73.03
4.	Large class size	1039	2.02	50.45
5.	Motivate learners	1320	2.69	67
6.	Brings the real world into the class	1604	3.16	79.95
7.	Durability	1405	2.68	67
8.	Learners age	1308	2.67	67
9.	Readily affordable	1435	2.67	67
10.	Clarifies concept	1206	2.43	60.85
11.	Time saving	1484	2.85	71

### Problems Associated With the Use of Audiovisual Materials

Certain problems are associated with the use of audiovisual materials in the Senior Secondary Schools in Rivers State. Most of the schools visited have no audiovisual materials. The few available ones were radio found in almost all the schools though not usually used for Teaching English Language. The table below indicates that acquisition and maintenance cost scored a mean of 3.20, power failure got a mean score of 3.04. The teachers also identified more problems such as students acquiring social vices 3.71 and unethical behaviour 2.82.

**Table 6**

<b>Responses</b>	<b>Total score</b>	<b>Mean scored</b>	<b>Percentage (%)</b>
Cost/availability	1650	3.20	80
•Power failure	1511	3.04	75
Imbibing foreign culture and	1665	3.17	79
Unethical behavior	1440	2.82	70

### Achievement of Teaching Objective In English Language

English Language when properly taught equips the learner with skills that will enable him/her succeed in academic content courses as well as perform social functions in the society. It is assumed that audiovisual materials enhance the attainment of instructional objectives in English. In this regard, the study sought to find out the opinion of teachers. The result is tabulated below:

Response	Weight	Frequency	Total	Percentage (%)
Very high	3	120	360	26.51
Moderate	2	250	500	50.91
Low	1	123	123	12.58
No	0	40	0	0
<b>TOTAL</b>		<b>533</b>	<b>983</b>	100

This table indicates that teachers believe that using audiovisual materials may enable teachers achieve instructional objective when teaching English. 26.51% rated achievement of instructional objective very high. 50.91% indicate that the achievement level is moderate, 12.58 rated the achievement of low objective could be achieved. Based on this, the paper posits that the lesson objectives could be achieved with the use of audiovisual materials.

### Test of Hypotheses

#### Two Null Hypotheses were Designed

- i. There is no significant relationship between the achievement of instructional objective and the use of audiovisual materials in teaching English Language,
- ii. There is no significant relationship between the teaching of language skills and the use of audiovisual materials. These hypotheses were tested using results of the simple regression analysis.

**Table 8: Relationship Between Audiovisual Materials And Achievement of Instructional Objective:**

#### Bivariate simple Regression Result

Variable	F-statistic	Probability
Radio	4.32	0.40 (significant)
Video	3.621	0.060 (significant)
Projector	4.136	0.44 (significant)
Television	2.419	0.123 (not significant)
Computer	1.493	0.224 (not significant)
Internet	2.362	0.127 (not significant)
Telecommunication	0.041	0.841 (not significant)

**Table 9: Relationship Between Audiovisual Materials and the Teaching of English Language**

Variable	F-statistic	Probability
Radio	4.286	.041 (significant)
Projector	2.299	.132 (not significant)
Television	2.655	.106 (not significant)
Video	0.165	.685 (not significant)
Internet	1.884	.173 (not significant)
Telecommunication	0.587	.445 (not significant)
Computer	2.543	.114 (not significant)

Table 10a: Stepwise Multiple Regression Results

Variable	t-statistic	Probability
Radio	2.76	.040 (significant)
Constant	13.327	.000 (significant)
Excluded variable computer	0.512	.069 (significant)
Television	0.455	.486 (significant)
Projector	1.529	.128 (significant)
Video	1.044	.297 (significant)
Internet	1.097	.272 (significant)
Telecommunication	-0.709	.478 (significant)

Table 10b: Stepwise Multiple Regression Results

Variable	F-statistic	Probability
Radio	2.894	.006 (significant)
Constant	2.662	.010 (significant)
Excluded variable computer	0.015	.989 (not significant)
Television	0.574	.567 (not significant)
Projector	1.279	.208 (not significant)
Video	-0.738	.460 (not significant)
Internet	1.167	.249 (not significant)
Telecommunication	0.398	.695 (not significant)

The tables (8 and 9) show the relationship between individual audiovisual media and achievement of instructional objectives and tables 10 shows the stepwise multiple regression results of the same relations. The simple regression relationship table show that three variables significantly relate with instructional objectives and English Language these are radio (F=4.32, P = .04, significant at 5% level), projector (F = 4.136, P = .044, significant at 5% level) and video (F = 3.621, P = 0.060 significant at 10% level) other variables are not significant. This result shows that there are significant relationships between the use of radios, projectors and videos as audiovisual materials in achieving instructional objective on one hand and the teaching of English language on the other. Again, there are no significant relationships between the use of computers, television, internet facilities and telecommunication facilities as audiovisual material. This result means that the respondents see radio, video and projectors, as audiovisual materials that contribute effectively to the attainment of instructional material and teaching English language. The other audiovisual materials were seen not be significant the reason being that the schools are not provided with audiovisual materials such as telecommunication, internet services, and computers. Very few schools (private) have computers and video facilities for learning English. This number is insignificant.

#### Discussion

This study has identified the type of audiovisual materials readily available and used in schools in Rivers State Senior Secondary Schools. From the study some audiovisual materials are not available or utilized in schools. The most common is the radio. The study agrees with the study of Mandah (2005) who found that ICT facilities are neither available nor used in the police training institutes and Ezeudu (2000). Who also found the absence of audiovisual materials in Enugu State Primary Schools. It also collaborates the study of Okwo (1998) on the lack of audiovisual materials at various educational levels in Nigeria. The study also found that achieving instructional objective is enhanced with the use of audiovisual materials this is in line with Omiebi-Davis, (1996). The study also supports the teaching of language skills by using audiovisual materials (Azikiwe, 1998 and Omiebi Davis, 1996).

### **Educational Implication of the Findings**

The implication of the findings is that the teaching of English Language in Senior Secondary Schools in Nigeria has been hampered by the lack of audiovisual materials in secondary schools. This has resulted in the poor performance of students in English Language and in other subjects taught using English Language.

### **Recommendation**

1. Educational stakeholders in the society, Government, British Council, individuals, NGOs should join hands to provide audiovisual materials in our secondary schools.
2. English Language Teachers should be retrained so that they can handle these materials effectively during teaching.
3. Students should be sensitized to make use of internet facilities outside the school to improve their language performance.

### **References**

- Awotua-Efebo, E. (1999). *Effective Teaching*. Port Harcourt: Paragraphics
- Azikiwe, U. (1998). *Language Teaching and Learning*. Onitsha: Africana-Peb Publishers.
- Mandah, N.N.S. (2005). Status of Information and Communication Technology Media in Police Training Institute. *African Journal of Education and Development Studies (AJEDS)* 1 & 2. 157 — 163.
- Mgbodile, T. & Afangideh, M. (2005). A Survey of State of English Studies in Uyo Local Government Area of Akwa Ibom State. *AJEDS* 1 & 2, 129 - 135.
- Obara, J.K. (2002). The Efficiency of Instructional Materials Utilization: Its Implication to Teaching. *Nigerian Journal of Empirical Studies in Psychology and Education (NJESPE)* 1(6), 16-22.
- Obara, J.K. & Okoh, C. (2005). Instructional Material Production: The Need for Improvisation and Innovation. *AJEDS* 1 & 2, 125 - 135.
- Okwo, F.A. (1998). Communication S.T.M with New Media Status. *STAN*
- Omeibi - Davis, I. (1996). *Educational Technology for Trainee Teachers*. Umuahia: Hereon Publishers.
- Oyetunde, T. O. (2006). Teachers Development and Effective English Teaching as a Second Language. Conference Paper Delivered at Markurdi, 4th August -7th August (2006).
- Romiszowsky, A.J. (1995). *Designing Instructional Systems*. London: Kogan Page.