



Review Article

Investigating Role of Audio-Visual Aids as Correlates of Secondary School Students Performance in English Language in Taraba State, Nigeria

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ABSTRACT: *The purpose of this study was to evaluate audio-visual aids as correlates of secondary school students' English language proficiency in Taraba State, Nigeria. To direct the investigation, two research questions were developed. This study used a quasi-experimental design with experimental and control groups before, during, and after the test. The study was carried out in Taraba state's Jalingo metropolis. All senior secondary school pupils enrolled in Taraba State's public secondary schools make up the study's population. The researchers chose a sample of 100 pupils at random from five sampling schools in Taraba State's Jalingo metropolis because there are a lot of secondary schools in the state. The 100 sampled students that were pretested by the researchers and 52 students who scored average marks were selected by the researchers and grouped into two equivalent groups based on their performances in the pre-test. Each of the groups was a mixture of Male and female students. The instruments for the collection of secondary data were the text books and information from articles and the internet, while the primary data were collected through test. Two tests were set by the researchers comprising of 25 multiple choice items each. A pre-test was administered prior to the trial, and a post-test was administered following the course of treatment. The t-test of independent sample was used to assess the data that was gathered both before and after the experiment. Based on the study's findings, it can be said that using audio-visual aids to teach and learn English in secondary schools in Taraba State, Nigeria, has been demonstrated to greatly improve student performance. This is because the study's results indicate that there is no discernible difference in the mean score of senior secondary school English language learners who received instruction using audiovisual aids compared to those who did not. Table 2 shows that students who received instruction in English using audiovisual aids had a higher mean score than those who did not get such instruction. The researchers made the following recommendations in light of the aforementioned conclusion: Education stakeholders should understand the value of investing in resources for efficient teaching and learning, and instructors should get ongoing training to support the efficient use of audio-visual aids.*

KEYWORDS: *Audio-visual, English Learning, Secondary School Students, Taraba State, Nigeria.*

INTRODUCTION

Education is seen as essential for the advancement of the community and the country as a whole, in addition to the advancement of individuals. It might be necessary to use contemporary teaching methods during the secondary school teaching and learning process in

order to improve everything. Since this would ultimately result in the students' academic performance improving (Sanni, Aransi & Adebayo, 2019). The modern world and human activity are characterized by rapid growth in information and knowledge. In this regard, efficient tools for quickening the learning process are required.

According to Alabere (2017), one of the advances in the educational system at all educational levels is the incorporation of various innovative teaching methods and instructional materials into the teaching and learning process. The use of instructional resources makes teaching effective since it enables students to actively participate in classroom instruction, according to Alabere (2017), who cited Mathew (2012). Kochhar (2012) backed up the idea that instructional materials are important teaching and learning resources.

According to Saima, Qadir, and Shazia (2011), audio-visual aids are crucial to the teaching-learning process because they make sure that instruction is efficient, give students and teachers detailed information about the subjects, and create an engaging environment in the classroom that motivates both parties. In addition to saving time, these tools encourage creativity, critical thinking, and curiosity (Jadal, 2011). It emphasizes the cognitive development of the student and seeks to lay a strong foundation for future study. Medical students can learn in a variety of ways, including kinesthetic, visual, auditory, and read/write. Given this, educators must select various teaching strategies to improve student learning and make it more engaging and impactful.

According to Abdu-Raheem (2011), although instructional resources are essential to the teaching and learning process, their lack of availability and insufficiency greatly contribute to the educational system's inefficiency and students' subpar academic achievement. Ogbondah (2008) asserts that the severe shortage of instructional resources and their underutilization—which are necessary to compensate for the sense organs' deficits and to increase the capacity of the dominant organs—are the root causes of students' subpar performance. In light of this, the purpose of this study is to evaluate audio-visual aids as correlates of secondary school students' English language proficiency in Taraba State, Nigeria.

PURPOSE OF THE STUDY

This study's primary goal is to evaluate audio-visual aids as correlates of secondary school students' English language proficiency in Taraba State, Nigeria. In particular, the study aimed to:

- i. Determine the correlation between the pre-test and post-test mean score of the students.
- ii. Determine the correlation between the mean score of senior secondary school students taught English language with audio-visual aids and those taught without audio-visual aids.

RESEARCH HYPOTHESES

Two research hypotheses were formulated for this study and they will be tested at 0.05 level of significance.

HO1: There is no significant correlation between the pre-test and post-test mean score of the students.

HO2: There is no significant correlation between the mean score of senior secondary school students taught English Language with audio-visual aids and those taught without audio-visual aids.

LITERATURE REVIEW

The study of English is crucial for forming students' identities. Nigeria's quest to become a developed nation has traditionally relied heavily on the English language. One of the key elements that could make it successful is the use of technology, which can aid pupils in learning the language more efficiently. The implementation and utilization of audio-visual aids in English language instruction is the main focus of this more recent method (Charanjit, 2021).

According to Anzaku (2011), "The phrase "audio-visual materials" is frequently used to describe educational resources that can be used to communicate meaning without entirely relying on". Teaching aids stimulate students' interest and make the process easier for teachers to grasp, (Charanjit, 2021). Whether on purpose or accidentally, audiovisual resources aim to enhance classroom instruction.

There are three distinct categories into which audiovisual aids can be divided: audiovisual aids, video aids, and audio aids. Instructional products that incorporate both visual and aural components to improve learning are known as audio-visual aids. Videos, presentations, audio recordings, and interactive media are a few examples of these tools. It has been demonstrated that incorporating audio-visual aids into classroom instruction improves students' comprehension and memory of the material.

Several studies have demonstrated the need for instructional materials for successful teaching and learning (WootingPong, 2014 and Asadi & Berimani, 2015). In this situation, visual aids are crucial for helping them comprehend the true meaning of many of the new terms they learn, particularly when describing objects (Bello and Goni, 2016). There are several uses for audio-visual aids in the classroom. They make lessons more interesting and approachable by accommodating various learning styles, including kinesthetic, auditory, and visual. Words and pictures work better together than words alone for learning, according to Mayer's Cognitive Theory of Multimedia Learning (Mayer, 2009). According to this theory, adding visual aids to spoken instruction can help students comprehend and remember the material better.

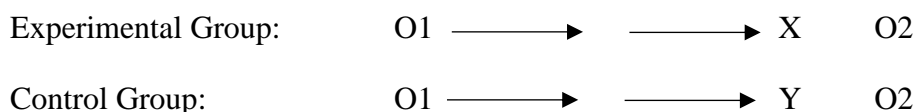
Numerous studies have shown a good association between students' academic achievement and the usage of audio-visual aids in English language instruction. According to a study by Alshahrani (2019), for example, students who were exposed to multimedia resources showed increased motivation and engagement, which in turn led to improved academic achievement. The study demonstrated that using films, animations, or other audio-visual resources to teach ideas can greatly increase students' comprehension.

Similarly, by offering contextualized examples of language use, audio-visual aids help people learn languages. Watching a movie clip, for example, might show cultural settings and conversational nuances that are frequently missing from conventional textbooks and this exposure not only enhances vocabulary but also improves listening skills and pronunciation (Higgins & Moseley, 2001).

RESEARCH METHODOLOGY

The design for this study was quasi-experimental pre-test, treatment, post-test experimental and control group. The purpose of using this design agrees with the view of Campbell and Stanley (2009) who said: "Experimental is to investigate possible cause and effect as well as the relationship between two or more variables by the application of treatment which cannot be resolved by observation or description". The experimental and control groups were pre

tested to determine the group equivalence at the start of the experimental. The illustration of the design can be seen below.



Key:

- Q1: Pre-test
- Q2: Post-test
- X: Treatment (taught with Audio-Visual material)
- Y: Control (taught without Audio-Visual material)

The study was conducted in Jalingo metropolis of Taraba state. Taraba State, located in northeastern Nigeria, has Jalingo as its capital. Bauchi and Gombe states border Taraba on the north, Adamawa state borders it on the east, and Cameroon borders it on the south, and Benue, Nassarawa.

All senior secondary school pupils enrolled in Taraba State's public secondary schools make up the study's population. The researchers chose a sample of 100 pupils at random from five sampling schools in Taraba State's Jalingo metropolis because there are a lot of secondary schools in the state. The researchers pretested 100 sampled students, and 52 students who received average scores were chosen and placed into two equal groups according to their pre-test results. There will be a mix of male and female students in each group.

The instruments for the collection of secondary data were the text books and information from articles and the internet, while the primary data were collected through test. Two tests were set by the researchers comprising of 25 multiple choice items each. The first test was a pre-test (given before the experiment) the second test was a posttest given after the treatment. The data collected before and after the experiment were analyzed using the t-test of independent sample.

RESULTS AND DISCUSSIONS

Testing the Hypotheses

HO₁: There is no significant correlation between the mean score of pre-test and posttest of the students.

Table 1: Summary Table for Testing HO₁

Category	N	DF	M	SS	S ²	Cal t	P.value	Decision
Pre-test	52	51	29.71	7120.67	139.62	0.3519	0.7257	Accepted
Post-test	52	51	43.	11926.92	233.86			

From the t-test summary in table one above it is clear that the calculated t- of 0. 3519 is less than the p-value of 0.7257 which indicates that using the two tail test, the calculated t- will fall within the acceptance region. Meaning that hypotheses one is accepted. This means that there is no significant correlation between the mean score of pre-test and posttest score of the students.

HO₂: There is no significant correlation between the mean score of senior secondary school students taught English Language with audio-visual aids and those taught without audio-visual aids.

Table 1: Summary Table for Testing HO₂

Category	N	DF	M	SS	S ²	Cal t	P.value	Decision
Students taught without audio visual aids	26	25	30.38	846.15	33.85			
						-1.4212	0.1615	Accepted
Students taught with audio visual aids	26	25	56.54	2188.46	87.54			

From the summary of the t-test analysis in table two above it is clear that the calculated t- of -1.4212 is less than the p-value of 0.1615 which indicates that using the two-tail test, the calculated t- will fall within the acceptance region. Meaning that hypotheses two is accepted. This means that there is no significant correlation between the mean score of senior secondary school students taught English Language with audio-visual aids and those taught without audio-visual aids.

Summary of the findings

Based on the findings in Tables 1 and 2, the study concluded that:

- There is no discernible relationship between the students' mean scores on the pre-test and post-test.
- The mean score of senior secondary school pupils who were taught English using audiovisual aids and those who were not showed no discernible difference.

DISCUSSION OF FINDINGS

It is evident from the results in Table 1 that there is no meaningful relationship between the students' mean scores on the pre-test and post-test. This indicates that there was a substantial difference between the students' pre-test and post-test mean scores. Furthermore, table two's results showed no discernible difference in the mean score of senior secondary school English language learners who received audiovisual assistance against those who did not. This finding agreed with the findings of Alshahrani (2019) who found out that students exposed to multimedia resources demonstrated higher levels of engagement and motivation, which translated into higher academic performance.

CONCLUSION

Based on the study's findings, it can be said that using audio-visual aids to teach and learn English in secondary schools in Taraba State, Nigeria, has been demonstrated to greatly improve student performance. This is because the study's results indicate that there is no discernible difference in the mean score of senior secondary school English language learners who received instruction using audiovisual aids compared to those who did not. Table 2 shows

that students who received instruction in English using audiovisual aids had a higher mean score than those who did not get such instruction.

The researchers suggested the following in light of the aforementioned finding:

- a. Education stakeholders need to understand how crucial it is to allocate funds for efficient instruction and learning.
- b. Teachers who support the efficient use of audio-visual aids need to be trained and re-trained.

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