

EFFECTS OF AUDIO-VISUAL MATERIALS ON ORAL COMPETENCE IN SECONDARY SCHOOLS IN NASARAWA STATE

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Abstract:

This study focused on the effects of audio-visual materials on oral competence in secondary schools. The study was applied to 52 students from some randomly selected secondary schools in Nasarawa State between 2017-2018. Twenty- six (26) of the participants undergone the treatment, and the remaining twenty- six (26) did not receive any treatment during the experimental period; this group is the control group. The participants of the study underwent eight weeks' intervention, 45 minutes for each group every day. The data collection instrument that used for the study is an adopted performance test. The data collected, was analyzed using the SPSS 23.0 statistics.

Paired Samples T-test was used to analyze the data obtained from the pre- and post-tests while Independent Samples T-test was used to compare the performance of the experimental and the control groups. The results showed that after the intervention, both groups mean scores in posttest were significantly higher than the pre-test. However, the mean score of the experimental group was significantly higher than the control group. Thus, audio-visual materials have significant effects on oral competence in secondary schools

Keywords: Oral, Audio-visual materials, Competence.

Introduction

In Nigeria setting, oral competence is an utmost importance. As a developing country, it would be better if every individual can cope with the fast changing world, and English Language is one of the best weapons in doing so. That's the very reason why Nigeria classroom has been teaching English as second language for centuries to the Nigerian learners. Learning English as second language is not just about grammatical competence, but the most practical part of acquiring it is being able to use it in real life situations.

English learners, who are always exposed to scripted texts, are hardly able to put what they have learnt in classroom to the real language situation. Audio- visual material is the best if not, one of the best authentic materials. Many scholars defined audio-visual materials as to what is its use in teaching- learning process. However, the definition that best suits this study is the definition of McKean and Roberts (as cited in Meriem, 2015) defined audio visual aids as supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations.

Therefore, audiovisual material has a vital role in facilitating the development of the oral discourse competence of English as Second Language (ESL) learners because it provides them the opportunity to witness, through visual and aural representation, how the native speakers communicate to different situations. A number of investigations attempted to determine the disparity of the effects of authentic materials, like the audio-visual materials and traditional materials. The study of Boztepe (2013) the effect of using audio-visual materials on foreign language learners' levels of motivation and achievement of 48 pre-intermediate students attending university preparatory classes. The researcher divided the group as experimental and controlled group. The experimental group's post-test results were higher than the control group's. Thus, it is possible to say that the video presentations used during the experimental group's test process helped the students develop a higher level of achievement than the control group had. As in the above findings, video had a positive effect on Amasya University's English Preparatory Class language learners' achievement levels. A study was also conducted regarding the role of audio-visual materials in enhancing English as Foreign Language (EFL) students' speaking skill. It was conducted by Meriem (2015). The investigation was conducted in the department of English at Biskra University. It aimed at confirming or rejecting the hypothesis which states that if teachers use audio-visual aids in their classes, they will be able to develop their students' speaking ability. The research case study was first year LMD students and their teachers of oral expression at Biskra University. The finding shows that using audio-visual aid is very important in teaching English because they help to improve the students' speaking skills. In addition, it was concluded that oral practice is a very important activity in the classroom because mastering the speaking skill requires more than learning about grammar rules of the language. Finally, audio-visual aids are successful and effective tools since they give students an opportunity to hear and to see English in its real use, facilitate teaching and learning process, motivate students and help them to feel comfortable to practice freely in different speaking activities. A study about the effectiveness of audio-visual aids in language teaching was also conducted. The research conducted by Abdullah Al Mamun (2014) comprised both observation method and interview method with open ended questions. Five classes were observed in different English courses at one of the leading language institutes in the country to collect practical data. Besides, five experienced language teachers of the same institution were interviewed and focuses group discussion (FGD) was conducted among twenty-five students to collect in-depth data. Different procedures were followed to collect data with different instruments. Firstly, the five language classes were observed within two weeks. A specific class observation checklist was used to observe the data. Then five senior language teachers have been interviewed by three days. They were asked pre-planned questions. And finally the FGD was conducted one day with the students. All the findings from the data collection support that audio-visual aids facilitate language learning. Both the teachers and learners have benefitted from different audiovisuals materials in language classrooms. Audio-visuals make the language teaching and learning effective making the class teachers nowadays, especially those in urban areas, found a way for an efficient development of oral discourse competence—through the aid of audio-visual materials. Audio visual materials provide input through listening and viewing. It also serves as model on how to use the language in real-life situations. The researcher aims to determine whether the use of audio-visual materials have significant effects on the development of oral competence in secondary schools.

Research Questions

This study focused on answering the following questions:

- i. Is there a significant difference between the use of audiovisual materials and the traditional instruction with regards to their effect on oral discourse competence of the experimental group?
- ii. Is there a significant difference between the experimental and control group with regards to their oral discourse competence after the intervention?

Methodology

The present study uses true experimental design to determine the effects of audio-visual materials on the discourse competence of grade five students. Fifty-Two (52) Grade Five students were chosen randomly to participate in the study, 26 of which will undergo the treatment and the other 26 underwent the common way of teaching discourse competence. According to research true experimental design involves two groups that are subjected to identical environmental conditions, however, one group is provided by a specific treatment and withholding it from the other. They further state that true experimental design maximizes internal validity because the respondents are randomly selected, thus, eliminating any systematic error that might be associated with non- randomized sample. The purpose of the study agrees to the objective of the true experimental design.

Results and Discussion

The results of the t-test revealed that there is no significant difference, $t(50) = .455$, $p = .651$ (2-tailed) between the control group and experimental group in terms of their pre-test on oral discourse competence before the conduct of the experiment. Significance level is set at .05. Furthermore, the results of the ttest revealed that there is significant difference, $t(25) = -17.199$, $p = .000$ (2-tailed) between the pre-test and posttest of experimental group. This means that they have improved after the treatment. Significance level is set at .05. In addition, the results of the t-test revealed that there is significant difference, $t(50) = 8.397$, $p = .000$ (2-tailed) in post-test on oral discourse competence between the experimental group and the control group. Significance level is set at .05.

Conclusion

In summary, the results indicated that audio-visual materials had a large effect on learners 'oral discourse competence. The study provided an additional intervention program to the existing programs which will help learners in becoming an effective communicator. In addition, its feasibility to conduct in classroom setting greatly helps a teacher in lessons pertaining to oral discourse. However, using audio-visual materials might be difficult to administer in other situations without a knowledgeable teacher to manipulate equipment pertaining to aural and visual input. Moreover, the study did not measure the effect of audio-visual materials if it is sustained after the period of intervention. Doing this will help the study to strengthen its results. It is hereby encouraging further research of audio-visual materials that would unveil its effectiveness on different grade levels or different type of students.



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