

**THE INFLUENCE OF AUDIO-VISUAL RESOURCES IN THE
LEARNING OF ENGLISH LANGUAGE IN JUNIOR SECONDARY
SCHOOLS IN IHIALA LOCAL GOVERNMENT AREA OF
ANAMBRA STATE**

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FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

DECEMBER 2024



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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY,
IN PARTIAL FULFILMENT OF THE REQUIRMENTS FOR THE
AWARD OF THE DEGREE OF BACHELOR OF ARTS
(EDUCATION) IN ENGLISH LANGUAGE**

DECEMBER 2024

CERTIFICATION

We, the undersigned, certify that this research was carried out by **Victor Chinenye EWUZIE** with Matriculation Number **EDU2001503** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City. It is adequate in scope and quality for the partial fulfilment of the requirements of the award of the degree of B.A. (Ed.) in English & Literature.

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DEDICATION

I am deeply thankful to Almighty God for His unwavering guidance, protection, and blessings, which have made my educational dreams a reality despite the numerous challenges. This research work is wholeheartedly dedicated to my parents, the late Mr. Pius Ewuzie and Mrs. Georgiana Ewuzie, whose moral, spiritual and financial support laid the foundation for this achievement. Though my father has gone to be with the Lord, their love and encouragement have been the driving force behind the realization of my dream.

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ABSTRACT

The study investigated the influence of audio-visual resources in the learning of English Language in Junior Secondary Schools in Ihiala Local Government Area of Anambra State. Four research questions were raised to guide the study.

The study adopted descriptive survey research design. The population of the study was a total number of all junior secondary school students in Ihiala Local Government Area of Anambra State. The sample size for this study is a total number of one hundred (100) students adopting the simple random sampling technique. The data retrieved from respondents were critically examined and checked for completeness and accuracy. Data was analyzed by the use of percentages and frequency tables.

From the findings of the study, it was discovered that a lot of problems militate against the use of audio-visual aids in schools, which majorly was inadequate funding and lack of power supply in most secondary schools that even have them available. In others schools, audio-visual aids was not even available for use at all. Also, it was discovered that most teachers don't have the knowledge of the use of audio-visual devices that they skip it most times to shift to the regular teaching method which is the lecture method. Therefore, it was recommended that there should be adequate funding by the authorities concerned for the provision of these facilities, and also that teachers be trained on how to use these devices for teaching students in schools. It was also recommended that schools should be connected to a power source, either direct current or from a power generating set.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education has been conceived by a good number of scholars in the academia as a tool for development and advancement of a nation, hence it being known in Nigeria, and the foreign nations of the world. It is worthy of note to state that the major purpose of education is teaching and learning, and teaching - learning process works better when there are effective teachers working with students. The effectiveness of teachers in the educational system has proven to be the most influential school-related factor in students' learning outcomes. It is through the teacher, other factors that promote learning are derived. Some of the factors that facilitate teaching and learning are good use of instructional materials, good learning environment, the use of audio-visual aids, etc.

Teaching and learning aids are the devices, which are used in the classroom to encourage learning and thereby make it easier and interesting. Some materials for teaching English Language in secondary schools like

charts, maps models, concrete objects, film-strips, radio, television and projector etc. are good instructional aids that help a teacher in good communication, healthy classroom interaction and effective realization of the teaching objectives in the field of teaching- learning. In the types of instructional aids comes the audio-visual aids/devices/materials, which are regarded as teaching aids that affects organs of audibility and sight. Today's classroom takes the form of a laboratory where audio-visual devices are present like the projector, record player, overhead projector, computers, etc.

In defining what audio-visuals are, Ogunmilade (1971) in Nwankwo (2004) posited that they refer to devices of hardware and software through which the learning process may be encouraged and carried on. Such devices include models and mockups, video - taped instructional package, film strips instructional television, slides and transparencies, pictorial illustrations, graphic materials and maps; and three-dimensional figures. They could also include radio vision and computers.

Also, audio-visual materials and devices are meant and devised to provide rich, concrete experiences to learners instead of direct experiences

alone which is done by the chalk and board method. A visual instruction movement arose, which encouraged the use of visual materials to make abstract ideas more concrete to students. As sound technology improved, the movement became known as audio-visual instruction. In the 1950s and 1960s, developments in communication theory and system concepts led to studies of the educational teaching and learning processes, which are being regarded as a very crucial aspect in all levels of educational development. If well planned and directed, they are the keys to influence students' learning anywhere they are used.

Teachers' use of these audio-visual aids for content delivery and evaluation is paramount, and can be a determinant to improving students' learning outcomes. Back in the days, before digitalization and computer age, teaching was only supported by the chalk and the experience of teachers to illustrate examples of whatever content he is trying to espouse by drawing charts on the chalkboard. The teacher takes time to make learners understand a concept by using the chalk alone combined with the lecture method of teaching. But today, with the use of various audio-visual materials like powerpoint presentation, video clips with voice over, and moving or still

images, interactive whiteboard, television, etc., learning in school has now been enhanced, and their performance in subjects improved.

But in the case of public secondary schools, audio-visual materials are virtually not in use. Most teachers make use of alternative means of teaching, and therefore most students are not learning at the optimal level and at such, their learning and mastery of subject contents is not satisfactory.

Statement of the Problem

There is urgent need to improve the quality of education, especially at the public secondary school level. There seems to be a wide gap in the educational standard of Nigeria and that of the developed nations like the United States, United Kingdom, etc. Since the inclusion of audio-visual aids technology to education, it has been realized to bring significant changes to the curriculum, which has greatly promoted the high-order thinking skills of students, thereby improving their learning outcomes tremendously (Koc, 2005).

But it has been realized that these audio-visual aids are seemingly absent in public secondary schools, and in some private secondary schools as well.

These may be due to some factors like inadequate funding, lack of proper maintenance, amongst others.

Therefore, upon these factors, it is pertinent to know why most schools don't make use of audio-visual aids, and also check on the schools making use of audio-visual aids to see if it has promoted the learning outcomes and capabilities of students in any way.

Research Questions

The following research questions were raised to guide the study.

1. Are audio-visual resources available in Junior Secondary Schools for learning English Language in Ihiala Local Government Area of Anambra State?
2. Are there competent teachers for the use of audio-visual resources for teaching English Language in junior secondary schools in Ihiala Local Government Area of Anambra State?
3. Why do some junior secondary schools avoid the use of audio-visual resources for teaching and learning English Language in junior secondary schools in Ihiala Local Government Area of Anambra State?

4. Has audio-visual resources made any positive influence on students' learning of English Language in Ihiala Local Government Area of Anambra State?

Purpose of the Study

The purpose of this study is to investigate the influence of audio-visual aids on junior secondary school students' learning of English Language in Ihiala Local Government Area of Anambra State. Specifically, the study intends to find out if audio-visual aids are available in junior secondary schools for learning English Language in Ihiala Local Government Area of Anambra State.

Also, it is to find out if teachers are competent in the use of audio-visual aids for teaching English Language in junior secondary schools in Ihiala Local Government Area of Anambra State.

Furthermore, the purpose of this study is to find out reasons why some junior secondary schools avoid the use of audio-visual aids for teaching and learning English Language in junior secondary schools in Ihiala Local Government Area of Anambra State.

Lastly, to determine if audio-visual devices has made any positive impacts in students' learning of English Language in Ihiala Local Government Area of Anambra State.

Significance of the Study

The study is on the influence of audio-visual aids in the learning of English Language in junior secondary schools in Ihiala Local Government Area of Anambra State. On publication in reputable journals, it would be significant to students, teachers, researchers and various government authorities in the area of study and beyond.

The study would help students understand the importance of audio-visual devices and why they should be taught with them. The study would also be a voice for students who cannot reach the government directly, to speak on their behalf why these audio-visual aids should be provided in schools.

This study would serve as a reference material to teachers who wish to find out more on the influence of audio-visual aids on students' learning outcomes. Teachers will be able to understand the need for audio-visual aids

in teaching and learning, in order to enhance students' understanding of subject contents and their learning outcomes. It will also identify the appropriate audio-visual aids that influence learners and arouse their interest to study and participate effectively in schools. Also, teachers will be able to understand the different ways in which students learn and how audio-visual aids are important in learning. The study would also encourage teachers and instructors who do not use audio-visual aids to do so, since it provides concrete evidence of the output experienced by fellow teachers who use them for teaching.

It is also expected that the study will be of substantial significance to researchers who wish to embark on further research on the influence of audio-visual aids on students' learning capabilities, because it copiously exposes crucial areas of concern about the subject matter.

Finally, it is believed that the study will remind concerned government authorities at the local, state and federal levels about the importance of audio-visual aids in students learning and how to make more provision for them and train teachers better on how to make use of them.

Scope and Delimitation of the Study

The scope of this study is focused on the influence of audio-visual aids in the learning of English Language in junior secondary schools in Ihiala Local Government Area of Anambra State.

The study is delimited to only public junior secondary schools. The researcher intends to choose just five public secondary schools within the geographical area of the study.

Definition of Terms

Audio-Visual Aid: instructional devices, which are used to communicate messages more effectively through sound and visuals.

Learning Outcomes: measurement of students' achievement across various academic subjects, especially English Language learning.

Junior Secondary School Students: Learners who are at the junior secondary school level of education, e.g. JSS1, JSS2 and JSS3 classes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of relevant and related literature on this study. This chapter is reviewed under the following subheadings:

- (i) Brief History of Educational Technology
- (ii) Concept of Audiovisual Aids
- (iii) Types of Audio-visual for Teaching English Language
- (iv) Features and Characteristics of Audiovisual Aids
- (v) Positive Influence of Audio-visual Aids to the Learning of English Language in Secondary Schools
- (vi) Environmental Factors Affecting the Use and Improvisation of Audiovisual Aids
- (vii) The Importance of Audiovisual Aids in Teaching
- (viii) Summary of Reviewed Literature

Brief History of Educational Technology

Educational technology in Nigeria started when teaching was simplified to the use of common known aides such as lesson notes and instructional materials. It was duly recommended that teachers at this point in time come to the classrooms fully prepared with materials there were simplified and made available for every teaching. While Nigeria was still under the British rule, the Teacher Training Colleges in 1932 was provided as the first way of communication for the Nigerian people. A radio station was built in Lagos state to promote the technology of mass media and disseminate news as quickly as possible to the masses.

This media period was between 1940 and 1950 and it was spread all over the country like a wildfire. It was adopted in Lagos state but other parts of the country began to adopt this mode of communication provided by the colonial masters. The radio programs that were put in place at that time only allowed for the English language to be spoken. However, the Nigerian Broadcasting Service (NBS) came into existence in 1951 and made its way to the top by being at the top of the educational programming station of Nigeria. Things were going quite well then 6 years later, the Nigeria

Broadcasting Service (NBS), was merged together with the Nigerian Broadcasting Corporation (NBC). This was a major progress for the Nigerian people, and the educational technology program and it was later put unto history that this initiative began in 1958.

The first program that went on broadcast collided with the Western Nigerian Ministry of Education's Audio/Visual Center which was situated at Ibadan. Other sectors keyed into this dream and began to open up different sectors and centers that were solely based on audio/visual broadcasting. A lot of schools benefitted from this program, and soon enough another sector was put in place and it was called the Federal Radio Corporation of Nigeria (FRCN) and it was established in 1982.

In the early 1950s, audiovisual centers gained voice and had its own region in Nigeria and it was used to broadcast news in English language and signs to houses all over.

A television sub-Saharan Africa came into play in October 1959, and this brought about not only change but hope for educational sectors in Nigeria. Nigeria was becoming a confident and reliable country and so many other countries thought of what they could to be like Nigeria in every way.

Educational instruments and programs were put in place as part of the television programs and children and adults could learn by either seeing with their eyes or hearing with their ears. Education was fast becoming a thing of necessity, hence it was put in the constitution that this gesture was to be made free for learners no matter what.

Secondary schools, Grammar schools, and Teacher Training Colleges benefitted more from this program and soon they began to conduct smoother classes and learning periods for children and adults.

The program was used to relieve the teachers of the stress they had to go through to talk to a full class or address a number of students with their mere voices.

It also helped for teaching to come out as smoother as possible, and help to make the classrooms fit for educational activities.

It also had a very promising content as it contained a lot of curricular activities that learners had to engage in while learning.

The first federal support given to the educational technology was used to train teachers and audiovisual centers in order to gear them towards betterment.

Around 1964, three universities were built for the educational technology purpose. And these universities were;

- University of Ibadan
- Ahmadu Bello University, Zaria.
- Research Center for Programme Instruction Techniques, which is

located in Accra Ghana.

Concept of Audiovisuals Resources

Audio Visual Resources are also called instructional materials or better still, Audio Visual Aids in most contexts. Audio literally means "hearing" and "visual" means that which is found by seeing. So all such aids, which endeavor to make the knowledge clear to us through our senses are called "Audio Visual Aids" or "Instructional Materials". These materials make the learning situations as real as possible and gives firsthand knowledge through the organs of hearing and seeing. Therefore, any device which can be used to make the learning experience more concrete and effective, more realistic and dynamic can be considered audio visual material. We learn through our sense organs. Senses are the ways of knowledge. All the sense organs help

us in understanding the environment. Most of the knowledge, which we acquire from the school, comes through our ears and eyes.

Prostano and Prostano (1982) asserted that the time immemorial, audio-visual materials existed but were not incorporated into educational system". According to the authors, the advent of audio-visual materials is long but it is the use that has been limited until in the 1960s and 1970s that libraries realized the use of these materials and started incorporating them into the library collections for future use. Summer stressing on the advent of the materials stated that "before man developed speech as a means of communication, he expressed himself in terms of drawings, signals and symbols". The point here is that the use of audio-visual materials started as early as man's civilization began. This is evident in their attempt to communicate ideas. Green (1965) has this to say; "in time of antiquity, man carried pictures on rocks for conveying ideas".

Ani (1990) supporting the introduction of audio-visual aids observed that as far back as the 1920s audio-visual materials came to be used in teaching in the United State of America. According to Dike (1993), the

various methods of teaching informally such as observation, participation and the use of the senses are forms of audio-visual resources in our indigenous Nigerian Education. The child is asked to observe carefully without verbal instructions and to participate in domestic science, craft, and agriculture, the child is able to grasp knowledge from different fields unconsciously. Thus every child has the right to knowledge and information especially that which concerns his cultural heritage". It is imperative therefore that in cultures whose traditions are essentially of the oral rather than the written kind, knowledge and information transfer be effected by using verbal instructions and the preservation of their cultural arts. This is the meaning of the story telling sessions in our indigenous African education.

In modern times, the value of instructional materials has been realized of late in this country and attempts are being made by all organs connected with education to see that audio-visual materials are used in teaching and learning situations, For examples, University of Nigeria, Nsukka has established Curriculum Development and Instructional Materials Centre (CUDIMAC) to promote the utilization of various types of audio-visual resources and media in the school. In advances in librarianship, (Hallett and

Faria, 2006) points out that, books are not the only way the libraries can extend the available information to the public but other means such as pictures, filmstrips, not available on a particular topic. That is, in the modern educational methods modern technologies have given rise to various means of teaching which make it easier for both the teacher and learner to achieve their aims of teaching and learning.

Types of Audiovisuals for Teaching English Language

Audiovisuals can be classified simply on the bases of sensory experience. Because human beings derive their experiences mainly through direct sensory contact. Keeping this in view, it can be classified in to three main groups:

- Visual aids
- Audio aids
- Audiovisual aids

Audio aids

Audio-aids can be defined as models and devices that can be heard and listened to. It deals with the sense organ of hearing, which is the ear. They

include recorded materials, radios, cassette players, cassettes and the like which are relatively available and which the English teacher with a little training can use in the class, so as to make the teaching methods, techniques and materials considerably effective and interesting, and to help the learner have maximum benefit (Akanbi, 1988).

Unlike most other types of aids and means used in the class, on the one hand, this type of aid enables the teacher to modify the teaching method and technique, and change the classroom situation quickly and immediately as necessary; and on the other, it attracts the learner's attention, stirs his/her imagination, reduces his/her exhaustion, motivates him/her to be engaged in the learning process, and thus helps him/her to acquire expected proficiency in the language skills especially listening and speaking.

Visual aids

Visual aids are instructional devices that appeals chiefly to vision, making use of the sense organ for sight. Visual aids are items of a visual manner, such as graphs, photographs, video clips, charts, maps, world atlas, African historical books, etc. used in addition to spoken information. Visual

aids are chosen depending on their purpose, for example to summarize information, reduce the amount of spoken words (for example, you may show an imagery of your results rather than reading them out), to clarify and show examples, to create more of an impact (for example, if your presentation is on the colonization of African nations and trans-Saharan slave trade, you may show images of the events that took place during that period plus maps to indicate countries affected by those prehistoric events). You must also consider what type of impact you want to make beforehand - do you want the audience to be sad, happy, angry etc.?

Also, visual aids are used to emphasize what you're saying, make a point memorable, enhance your credibility, engage the audience and maintain their interest, and make something easier for the audience to understand.

Audiovisual Aids

According to the Webster's dictionary, audio-visual aids is defined as "training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, projectors, televisions etc. It is an instruction where particular attention is paid to the audio and visual

presentation of the materials with the goal of improving comprehension and retention.

Features and Characteristics of Audiovisual Aids

There are some features, which can be used to determine the extent to which audio visual aids are of great value in a learning process. Their values depends upon the extent to which they assist in achieving the objectives of instructions.

Relevancy

The audiovisual aid for junior secondary schools must be relevant to the concept that needs to be developed. A very important standard value is the extent to which any aid is directly related to the understanding of the subject matter. A visual aid could be accurate to the best details understandable and interesting and yet to be of little value because of its irrelevancy.

Comprehensibility

In selecting and using audiovisual aids, we must try to choose those things as aids which relate the new experience with past experience and are within the comprehension of the students who are to use it. The audiovisuals

must be within the academic reach of the students it is being used for. Using an audiovisual aid meant for tertiary education student in a junior secondary school is quite meaningless, especially in History that seems to be somewhat complicated and difficult to understand most times.

Simple and Affordable

Audiovisual aids for junior secondary schools should be simplified for the students. It should be designed in a way the students can easily understand. Also, it should be affordable, something a teacher can improvise and use.

Motivation

Audiovisuals are created to reduce "too much talk" in classrooms, which makes teaching and learning boring. In junior secondary schools, audio visuals are used to motivate the interest of the learners, thereby keeping them glued to the lesson.

Visibility

Every teaching aid should be made visible to the students during lectures. Legibility of writing is required and proper placement of such aids where it can be properly viewed and is easily accessed.

Current Truth

Audiovisuals used in teaching English Language should not bear false information. They should contain what the teacher finds to be the current truth, as at the time of the lesson. This means that every instructional material must be up-to-date. Students and teachers should ascertain to know what the valid truth is in whatever material is being presented before them. There should be ways to ascertain the current truth at every given time.

Positive Influence of Audio-visual Aids to the Learning of English Language in Secondary Schools

Availability and utilization of audio-visuals simply mean the presentation of knowledge to be gained through the seeing experience (Garba, 2020). It represents the method of imparting information which is based upon the psychological principle that one has a better conception of the thing he sees than of the thing he reads about or hears or discusses while serving as a supplementary device for making learning objective real and effective (Roberta, as cited in Garba, 2020).

Consequently, the availability and utilization of audio-visual aids in teaching have been promulgated in several studies (Jarosievitz, 2011; Zheng,

Warschauer, Lin, & Chang, 2016; De Sousa, Richter, & Nel, 2017) as useful tools to convey complicated concepts and ideas, interestingly and interactively. In this stand, Shah and Khan (2015) highlight that animation and information presented onscreen provide a different learning experience from printed text, which was beneficial to the development of critical thinking. Gilakjani (2012) also resonated with the use of effective learning materials including audio-visual aids in enhancing teaching and learning, and visual presentation helped differentiate primary and secondary information sources in approaching questions requiring higher thinking skills. Additionally, Garba (2020) examined the effect of audio-visual aids in the teaching and learning of mathematics in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria and concluded that today's technology offers many choices to the informed educator who wishes to capitalize on a new generation's appetite for multimedia presentations and as such, the availability and utilization of audio-visual resources in the classroom have been shown to enhance teaching methods and improve student comprehension.

However, regardless of the nature of audio-visual resources, Umar (2014) reveal that their role in education is to achieve the objectives of enhancing teachers' skill which help to make the teaching and learning process effective; making learners active in the classroom; making pupils/students good observers; developing essay and understandable learning material, among other things. In addition to Umar (2014)'s objectives, Ciaseali and Marchis (as cited in Doosuur & Igyuve, 2013) are of the view that audio-visual resources individualize learning through the use of digital media; motivate and facilitate learning through the use of symbols and spatial representation which are attractive in nature; deepens learning, through different ways of illustration; develop cross skills and competencies through efficient communication; develop attitudes through intellectual curiosity; and responsibility; and as well, give a background for a global perspective on the world.

According to Ojobor, Babarinde and Fagbemi (2020), the usefulness of audio-visual resources in the teaching and learning process cannot be overemphasized as both teachers and students benefit from their worth. Idris (2015) notes that in teaching and learning, instructional materials have been

a triumphant entry, bringing benefits to both teachers and students while observing that effective use of audio-visual resources strengthens the teacher's verbalism and enriches his knowledge of the subject matter. Oketunji (2000) opines that audio-visual materials when effectively used lessen major weaknesses of verbalism, humanize and vitalize subject matter, proved interesting approach to new topics and give initial correct impressions, economic time in learning, supply concrete materials needed, stimulate the initiative of the pupils.

Commenting on the importance of the audio-visual resource to the learners, Ismail, Othman, Amiruddin, and Ariffin (2017) maintain that students can study well when they are inspired properly through different visual aids. Moreover, visual aids grow the accurate image when students see and hear properly; they provide a complete example for conceptual thinking; create an environment of interest for the students; help to increase their vocabulary and make learning permanent and also extend their imagination beyond the classroom setting etc.

It is, therefore, worthy of note that getting hold of the potential of audiovisuals enhances effectiveness in the teaching and learning process, especially the learning of History. On the other hand, efficient and effective teaching and learning processes promote skill acquisition and retention among learners thereby improving the overall academic performance of the learners which in turn prepare them for a brighter future (Ojobor, Babarinde & Fagbemi, 2020).

This could be anchored on Swank's (2011) estimation that about 40% of our concepts are based on visual experience, 25% on auditory, 17% on tactile, 15% on miscellaneous organic sensation and 3% on taste smell. With the above assertion, it becomes clearer why audio-visual materials are important in the teaching and learning processes.

Environmental Factors Affecting the Use and Improvisation of Audiovisual Aids

In determining the instructional materials to be used for the teaching and learning of English Language, the followings are considered factors that influence the use of instructional materials.

Nature of the subject matter and the objectives to be attained:

If the subject matter is such that is diversified, it may involve the use of more than one type of instructional material to achieve its objective.

Number of learners/students involved:

If the number of learners to be taught are up to one hundred (100), it would be more logical and efficient to use microphone for the presentation of information.

The space of time available:

Time is always limited and has its effect upon the kind of instructional materials used. If there is ample time, the History teacher is more likely to use the chalkboard and other techniques that encourage maximum participation. But when time becomes a limiting factor, the chalk and talk would be preferred.

Facilities and materials available:

The kind and extent of physical facilities and the instructional material available, including community resources, affect the choice of instructional materials that can be used.

Interests and ability of the History teacher:

Most teachers have personal preferences and more security conscious in using selected instructional materials. Other things being equal, the teacher should use the methods that he/she likes or uses best. This does not mean that he/she should not be sensitive to other development that supplement or improve upon the instructional materials he/she frequently uses.

Effectiveness of instructional materials:

All English Lanugage teachers should evaluate instructional materials used in terms of the objectives to be accomplished, and the situation at hand, and choose the one that will best meet the goals of the programme. Balogun (2021) explained that school environment as the physical and material resources, otherwise known as infrastructural facilities available to teachers and students to facilitate their teaching and learning. If the school environment is not conducive, it can significantly affect student academic performance. Abdulkareem in 1992 marked that human and material resources are not equitably distributed among schools in Nigeria. Also, Fakomogbon (2012) observed that one of the causes of failure in Nigerian secondary Schools is inadequate school resources. He further explained that

it cannot be over-emphasized that the provision of adequate resources is a prerequisite for adequate performance in schools. Most of our schools lack necessary infrastructural facilities required for effective learning.

The Importance of Audiovisual Aids in Teaching

Teaching and learning can sometimes pose to be a difficult process, hence the need for the use of audio-visual aids. For example, in the teaching and learning of English Language, it becomes difficult for teachers to effectively pass the required knowledge to students just with the use of lecture method alone. Most times, English teachers in schools make use of electronic charts, projectors, etc., to explain some concepts in the subject. Basically, the main purpose of the use of audio-visual aids is to enable the teacher to make lessons effective and interesting.

Therefore, it is for the teacher to give a clear idea to the students through audio-visual aids. Such type of teaching makes the idea permanent in the mind of students. Books and other printed materials have been the basic tools of teaching for centuries, and they are still of great importance. English suggests that the basic conditions which strongly encouraged study and

experimentation with visual aids were excessive verbalization in teaching. They help to avoid excessive, empty and meaningless verbalization in teaching English as a subject in junior secondary schools. They provide direct sense experience to students.

They also help students to form clear and accurate concepts in English. Audiovisuals makes teaching and learning effective and provide variety to teaching. They also help to reduce teachers talking, clarify the subject-matter thereby saving time and energy.

Summary of Reviewed Literature

In this chapter, the concept of audiovisual aids was explained, paying attention to the definition and making a slight attempt to explain the origin and the usefulness of these materials in teaching English in junior secondary schools. This study also looked briefly into the concept and scope of English as a subject in secondary schools.

The types of audiovisual aids were listed according to their sensory application as audio, visuals and audiovisuals. This was also explained and examples of each, was carefully listed. Also, features and characteristics of

audiovisuals was listed. This means that in the development or construction of an audiovisual, some things ought to be looked at and put into consideration. Having this in mind, a teacher can make a proper audiovisual aid for teaching English in junior secondary schools.

Furthermore, environmental factors affecting the use of audiovisuals was studied in this literature review. These are the factors that can hinder the use of audiovisuals or inhibit the improvisation and proper use of these materials. They include: the nature of the subject matter and the objectives to be attained, number of learners/students involved, the space of time available, facilities and materials available, interests and ability of English teacher and the Effectiveness of instructional materials.

The importance of audiovisual aids in teaching English (as a case study) was also enumerated and studied. Therefore, from the subheadings in this chapter, it has brought to light the importance of audio-visual aids and its influence in teaching and learning, especially in English, which was discussed in relation to the research topic. Also, with these findings, it can be deduced that with the great influence audio-visual aids have in teaching

students in schools, it can significantly improve their academic performance if used appropriately.

CHAPTER THREE

METHODOLOGY

This chapter discussed the methods used in carrying out this research. It was discussed under the following subtopics;

- (i) Research Design
- (ii) Population of the Study
- (iii) Sample and the Sampling Technique
- (iv) Research Instrument
- (v) Validation of the Instrument
- (vi) Reliability of the Instrument
- (vii) Method of Data Collection
- (viii) Method of Data Analysis

Research Design

The research design used for this study was the descriptive survey method. According to Sambo (2005), descriptive survey research design is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considering being

representative of the entire group. The choice of survey research design was informed by the fact that the research has wide scope and which allows a great deal of information to be obtained from a large population that is geographically dispersed.

Population of the Study

The population of the study for this research work consisted of all public junior secondary school students in Ihiala Local Government Area of Anambra State.

Sample and Sampling Technique

The samples for this study consisted of twenty (20) students each, from five junior secondary schools, which in total was made up one hundred (100) students. A total number of four public junior secondary schools were sampled from the population.

The researcher adopted the simple random sampling technique in selecting respondents for the study.

Research Instrument

A structured questionnaire was used to source for data from the samples. The questionnaire was divided into two parts – Section A and Section B.

Section A was designed to elicit personal/demographic data from students, while Section B was designed to elicit responses from students on statements developed from the research questions. The questionnaire was designed using a two-point response scale; TRUE and FALSE.

Validity of the Instrument

The researcher's supervisor and two (2) other experts from the Faculty of Education validated the instrument. The supervisor and the experts made necessary corrections on the questionnaire before it was prepared for administration to schools.

Reliability of the Instrument

The reliability of the instrument was done using the test retest method. This was considered appropriate for the study as the instrument was administered twice, after which the research instruments were correlated and was found to be reliable with a reliability coefficient index of 0.79.

Method of Data Collection

The questionnaire was administered to students in the schools already chosen for this study. Afterwards, the researcher explained to them how to fill it. After the questionnaires were properly filled, the researcher collected them immediately.

Method of Data Analysis

The research questions were answered using percentages and frequency tables to show responses gotten from the respondents.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the presentation of results and discussion of findings. It focuses on the influence of audio-visual resources in the learning of English Language in Junior Secondary Schools in Ihiala Local Government Area of Anambra State. The sample size used for this study is a total number of one hundred (100) respondents who answered the research questions appropriately. The data presented below is a tabular presentation of results gotten from the field solely carried out by the researcher.

SECTION A: Demographic Information

Table 1: Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	55	55
Female	45	45

Table 3: Class Distribution of Respondents

Class	Frequency	Percentage (%)
JSS 1	40	40%
JSS 2	31	31%
JSS 3	29	29%
Total	100	100%

Table 3 shows the class distribution of respondents. From the analysis shown above, it revealed that 40% of the respondents are in JSS 1, while 31% of the respondents sampled are in JSS 2. Lastly, it was revealed that 29% of the respondents are in JSS 3.

Research Question One: *Are audio-visual resources available in Junior Secondary Schools for learning English Language in Ihiala Local Government Area of Anambra State?*

Table 4:

S/N	ITEMS	TRUE (%)	FALSE (%)
1.	Students are taught with audio-visual resources in all schools in Ihiala Local Government Area of Anambra State	31%	69%
2.	There is a laboratory in schools designed with audio-visual resources like computers, projectors, LCD display screen, etc.	23%	77%
3.	I have not seen any audio-visual resource in my school since I was admitted.	48%	52%
4.	Our teacher prefer taking us to the computer lab to teach during English Language classes.	36%	64%
5.	I believe the computer laboratory can also be regarded as an audio-visual resource.	74%	26%

Table 4 answered research items 1 – 5 bothering on availability of audio-visual resources in junior secondary schools for teaching and learning in Ihiala Local Government Area of Anambra State. From the results presented in item 1, it was revealed that 31% acknowledged that students are taught with audio-visual resources in the area of study, while 69% of

respondents disclosed its falsity. Also, results gotten on item 2 revealed that 23% of respondents sampled acknowledged that there is a laboratory in their school specially designed with audio-visual tools like the computer, projectors, projector screen, etc., while 77% replied that it is not true. Furthermore, from item 3 on the questionnaire, 48% of the respondents sampled revealed that they have not seen any audio-visual resource in their school since they got admitted, while 52% replied that they have seen audio-visual aids in their school since they have been admitted. From item 4, it was revealed that 36% answered that it is true their teachers prefer taking them subjects in the computer laboratory, while 64% replied to its falsity. Lastly, 74% of the respondents sampled answered that they believe the computer laboratory can also be regarded as an audio-visual resource since they are being taught with electronic devices that produces sound and images, while 26% replied that it is false.

Research Question Two: *Are there competent teachers for the use of audio-visual resources for teaching English Language in junior secondary schools in Ihiala Local Government Area of Anambra State?*

Table 5:

S/N	ITEMS	TRUE (%)	FALSE (%)
6.	We do not have good English teachers to handle audio-visual resources.	39%	61%
7.	Our teachers are good, but they cannot teach with audio-visual resources.	73%	27%
8.	Some teachers are not bothered about the use of audio-visual resources, they prefer using the manual chalkboard method.	86%	14%
9.	Teachers prefer making illustrations on the board than on projector screen.	54%	46%
10.	My English teacher is an expert in handling audio-visual resources.	68%	32%

Table 5 presents results that answered to items 6 – 10 on research question 2 in the questionnaire. Item 6 revealed that 39% of respondents answered that they do not have good teachers in their school, talk more of them handling effectively audio-visual aids for teaching, while 61% replied to its falsity. Also, item 7 on the questionnaire presented that 73% of

respondents replied with truth that they have good teachers in their school, but they are not capable to teach with audio-visual aids. Furthermore, item 8 presented on the questionnaire got a truth response from respondents with 86% that teachers in schools don't bother whether there are audio-visual resources provided because they can teach well with the chalk board, while 14% of the respondents replied to its falsity. Also, from item 9 on the questionnaire, it is presented that 54% gave a "true" response that teachers in their schools prefer drawing on the board to make illustrations rather than using audio-visual resources to display what is being taught, while 46% replied with a false response. Lastly, on item 10 under research question 2, 68% of respondents replied with a true response that teachers in their schools are experts in handling audio-visual resources and would use it effectively if they have them, while 32% of the respondents replied with a false response.

Research Question Three: *Why do some junior secondary schools avoid the use of audio-visual resources for teaching and learning English Language in junior secondary schools in Ihiala Local Government Area of Anambra State?*

Table 6:

S/N	ITEMS	TRUE	FALSE
11.	Some schools feel English Language is too broad.	87%	13%
12.	Some schools do not have the financial capacity to purchase audio-visual resources.	19%	81%
13.	Some schools do not have electricity supply for the use of audio-visual resources	58%	42%
14.	Schools don't have enough hands in the teaching workforce.	55%	45%
15.	Schools don't avoid the use of audio-visual resources, rather, they make use of it to the fullness.	70%	30%

From table 6 answering research question 3, items 11 – 15 were presented. Starting from item 11 in table 6, it is revealed that 87% of the respondents sampled accepted with a true marker that some schools don't have electricity, so there would be no need to make use of audio-visual

resources, while 13% of same respondents disregarded the statement with a false response. Also, from item 12, 19% of the respondents replied that there is high rate of insecurity in schools as most students are thieves, so therefore it would be inappropriate to teach with audio-visual resources, while 81% gave a false response to that statement. From item 13, 58% of the respondents sampled gave a true response that student population in schools are too much, so therefore teaching with audio-visual resources would not be beneficial to everybody in the class, while 42% gave a false response to the statement. From item 14, 55% of the respondents sampled gave a true response that students understand the teacher in the classroom, so there is no need to teach with audio-visual resources, while 45% of the respondents gave a false response to the statement. Lastly, on item 15 answering research question three, 70% of the respondents answered that schools don't make use of audio-visual resources because there is poor funding from the government and the school management is not ready to get them, while 30% gave a false response to the statement.

Research Question Four: *Has audio-visual devices made any positive influence on students' learning of English Language in Ihiala Local Government Area of Anambra State?*

Table 7:

S/N	ITEMS	TRUE	FALSE
16.	Students haven't seen audio-visual resources, talk more of its positive influence.	80%	20%
17.	If audio-visual devices are made available, students would be the first beneficiaries.	73%	27%
18.	Audio-visual devices can potentially make students perform excellently in English.	64%	36%
19.	Audio-visual devices don't have any direct influence on students' academic performance in secondary schools.	13%	87%
20.	History students don't have any interest in learning with audio-visual resources.	47%	53%
21.	Students know audio-visual resources and have used them before; it has improved their learning capabilities.	15%	85%

Items 16 – 21 answered to research question 4 on the positive influence of audio-visual aids on students' academic performance. From item 16, 80% gave a positive response that students haven't seen audio-visual resources, talk more of its positive influence, while 20% gave a false response. Also,

from item 17, it is revealed that 73% replied if audio-visual resources are made available, students would be the first beneficiaries, while 27% gave a false response to the statement. Furthermore, from item 18, it is shown that 64% of the respondents sampled believed that audiovisual devices can potentially make students perform excellently in History, while 36% gave a false response. From item 19, 13% answered that audio-visual resources don't have any direct influence on students' academic performance in secondary schools, while 87% rejected the statement. On item 20, 47% of the respondents sampled accepted that English students don't have any interest leaning with audio-visual resources, while 53% gave a false response to the statement. Lastly on item 21, 15% of the respondents agreed it to be true that students know audio-visual resources and have used them before; and as well it has improved their learning capabilities, while 85% gave a negative response.

Discussion of Findings

The study investigated the influence of audio-visual resources in the learning of English Language in junior secondary schools in Ihiala Local Government Area of Anambra State.

From the analysis of results obtained from the respondents sampled, the following findings are discussed;

Results from research items 1 – 5 answered to research question 1, “Are audio-visual aids available in junior secondary schools for learning English in Ihiala Local Government Area of Anambra State?” From all the responses retrieved from the items under this research question, only item 5 was accepted that computer laboratory can also be regarded as an audio-visual resource due its similarity in characteristics. Items 1 – 4 are rejected because the frequency of the false marker is more than the true value. From research question one, it can be observed from analysis that audio-visual resources are absent in schools today. This finding is in line with Wagura (2015) study done in Kenya on availability and adequacy of instructional resources, when she found that 72% of the teachers interviewed from Nairobi County in Kenya admitted that there was non-availability and

inadequacy of instructional resources including audio-visual aids in their schools.

In addressing research question 2, items 6 – 10 gave answer to the competency of teachers in the use of audio-visual resources for teaching English Language in Ihiala Local Government Area of Anambra State. On table 5, the researcher deduced that teachers still need more exposure to the use of audio-visual devices, though they are qualified very well to teach in schools. Teachers using instructional resources, according to Burgess (2011) and Aggarwal (2014) helps to improve class discipline by increasing motivation, attention and interest of the learners.

Items 11 – 15 answered research question 3, “Why do some junior secondary schools avoid the use of audio-visual resources for teaching and learning English in junior secondary schools in Ihiala Local Government Area of Anambra State?” From the items presented on table 6, the researcher highlights two major problems hampering the use of audio-visual resources in schools, which are; (a) Lack of power supply, and; (b) poor funding. Most schools in the area of study are not connected to electricity. According to

Aboyade (1981), projected instructional resources are expensive, sophisticated and require light or power source such as electricity to be operated. Poor funding by the government can also limit its application for teaching in schools as it is expensive. Omariba (2012) supported this statement that poor funding can also challenge the use of audio-visual aids, when he carried out a research at Kisii County in Kenya. In a similar study as well, Kaswa (2015) found that lack of adequate finance can be a challenge in the purchase of learning materials.

Lastly, research question 4 was supported with items 16 – 21, which revealed the positive influence of audio-visual resources on students' academic performance. It is worthy of note to state that student is ever-ready to learn with audio-visual resources. They always crave to learn with these devices because it is believed to be a part and parcel of their everyday living. This is exemplified in their use of electronic gadgets and smart devices like their android phones, iPhones, smart watch, etc. But what is discovered is that most students have not seen their teachers use these devices to teach them. What is noticed sometimes is that some teachers bring their laptop system to teach and some make use of their smart phones to teach as well.

Notwithstanding, it is not a yardstick to determine students effectiveness in understanding what is being taught. Most schools over the years before the introduction of audio-visual devices have raised scholars who passed excellently in their examinations. Therefore, it can be deduced that audio-visual resources improves the standard of teaching and learning in schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study successfully examined the influence of audio-visual resources in the learning of English Language in junior secondary schools in Ihiala Local Government Area of Anambra State.

The research design employed the use of the descriptive survey research method. Also, four research questions were raised to guide the study: Are audio-visual resources available in Junior Secondary Schools for learning English Language in Ihiala Local Government Area of Anambra? Are there competent teachers for the use of audio-visual resources for teaching English Language in junior secondary schools in Ihiala Local Government Area of

Anambra State? Why do some junior secondary schools avoid the use of audio-visual resources for teaching and learning English Language in junior secondary schools in Ihiala Local Government Area of Anambra State? Has audio-visual resources made any positive influence on students' learning of English Language in Ihiala Local Government Area of Anambra State?

Also, data gathered from the field survey was analyzed using frequency tables and percentages.

From the results gotten after analysis, it was observed that teachers still need more exposure to the use of audio-visual resources, though they are qualified very well to teach in schools. It was also observed that two major problems was noticed that is hampering the use of audio-visual resources in schools which are; lack of power supply and poor funding by the government. Most schools today are not connected to electricity. Some schools with electric cables are either owing, so they are not connected to electricity, or there is a problem with the electric power box. Therefore, it is left undone from year to year. Also, there is poor funding of government schools, especially those ones located in remote areas.

What is noticed sometimes is that some teachers bring their laptop system to teach and some make use of their smart phones to teach as well. Aside that, no other innovation is brought into the teaching environment.

Conclusion

Based on findings from the study, the study concluded that for effectiveness learning to take place, the teachers need to be trained and put through in the use of audio-visual resources, as the students are ever-ready to learn with them. That would be the first step the researcher believes the schools has to take if students should be taught with audio-visual resources at all. Secondly, the researcher suggests that public schools should be connected to electricity if they are to use audio-visual resources, or rather they should have an alternative power generating set to use for audio-visual classes. This would help stem the problem in the use of audio-visual aids for teaching since they are powered electronically.

Lastly, the researcher concluded that there is significantly a very poor funding on education from the government. This, the researcher believed

would affect teachers effectiveness, and may even affect teacher's salary, which would go down to affecting the students and their motivation to learn.

Recommendations

Based on the findings of this study, the following are recommended;

1. There should be appropriate funding by authorities concerned in schools, for the purchase of instructional resources.
2. Teachers should be trained in the use of audio-visual resources for teaching in students in schools.
3. Schools should be properly connected to power supply for them to be able to make use of audio-visual resources as most of them are powered by electricity.

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APPENDIX

DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY

STUDENTS' QUESTIONNAIRE ON THE INFLUENCE OF AUDIO-VISUAL RESOURCES IN THE LEARNING OF ENGLISH LANGUAGE IN JUNIOR SECONDARY SCHOOLS

Dear respondent,

The researcher is a student from the above-mentioned school, faculty and department. She is carrying out a research on **the influence of audio-visual resources in the learning of English Language in junior secondary schools in Ihiala Local Government Area of Anambra State.**

You are requested to complete the questionnaire as sincerely and objectively as possible. Your response will be treated with utmost confidentiality.

VICTOR CHINENYE EWUZIE

Researcher

SECTION A (DEMOGRAPHIC)

INSTRUCTION: Please tick the answer that best describes your response.

Sex: Male () Female ()

Age: 10 – 12 years () 13 – 15 years () 16 – 18 years ()

Class: JSS 1 () JSS 2 () JSS 3 ()

SECTION B

INSTRUCTION: *Please tick (✓) the answer that best describes your response*

S/N	ITEMS	TRUE	FALSE
	RQ 1: <i>Are audio-visual resources available in Junior Secondary Schools for learning English Language in Ihiala Local Government Area of Anambra State?</i>		
1.	Students are taught with audio-visual resources in all schools in Ihiala Local Government Area of Anambra State		

2.	There is a laboratory in schools designed with audio-visual resources like computers, projectors, LCD display screen, etc.		
3.	I have not seen any audio-visual resource in my school since I was admitted.		
4.	Our teacher prefer taking us to the computer lab to teach during English Language classes.		
5.	I believe the computer laboratory can also be regarded as an audio-visual resource.		
RQ 2: <i>Are there competent teachers for the use of audio-visual resources for teaching English Language in junior secondary schools in Ihiala Local Government Area of Anambra State?</i>			
6.	We do not have good English teachers to handle audio-visual resources.		
7.	Our teachers are good, but they cannot teach with audio-visual resources.		
8.	Some teachers are not bothered about the use of audio-visual resources, they prefer using the manual chalkboard method.		
9.	Teachers prefer making illustrations on the board than on projector screen.		
10.	My English teacher is an expert in handling audio-visual resources.		
RQ 3: <i>Why do some junior secondary schools avoid the use of audio-visual resources for teaching and learning English Language in junior secondary schools in Ihiala Local Government Area of Anambra State?</i>			
11.	Some schools feel English Language is too broad.		

12.	Some schools do not have the financial capacity to purchase audio-visual resources.		
13.	Some schools do not have electricity supply for the use of audio-visual resources		
14.	Schools don't have enough hands in the teaching workforce.		
15.	Schools don't avoid the use of audio-visual resources, rather, they make use of it to the fullness.		
<i>RQ 4: Has audio-visual devices made any positive influence on students' learning of English Language in Ihiala Local Government Area of Anambra State?</i>			
16.	Students haven't seen audio-visual resources, talk more of its positive influence.		
17.	If audio-visual devices are made available, students would be the first beneficiaries.		
18.	Audio-visual devices can potentially make students perform excellently in English.		
19.	Audio-visual devices don't have any direct influence on students' academic performance in secondary schools.		
20.	History students don't have any interest in learning with audio-visual resources.		
21.	Students know audio-visual resources and have used them before; it has improved their learning capabilities.		

