

**EXTENT OF USE OF AUDIOVISUAL MATERIALS IN THE
TEACHING AND LEARNING OF ENGLISH LANGUAGE IN
JUNIOR SECONDARY SCHOOLS IN EGOR LOCAL
GOVERNMENT AREA OF EDO STATE**

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

MARCH, 2025

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,
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CERTIFICATION

We the undersigned certify that this project work was carried out and completed by **Nwachukwu Marvellous OSAKUNI** with Matriculation Number, **EDU2005501** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, Nigeria;

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DEDICATION

This project work is dedicated to the Almighty God for the gift of life.

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ABSTRACT

This study examines the extent to which audiovisual materials are utilized in the teaching and learning of the English language in junior secondary schools in Nigeria.

Audiovisual materials have the potential to enhance learning experiences by providing students with both auditory and visual representations of language, thereby improving comprehension and retention. The study employs a descriptive survey design, using questionnaires to collect data from selected junior secondary schools.

The findings reveal that while audiovisual materials are recognized for their potential to improve language learning, their actual usage is limited by factors such as lack of resources, insufficient teacher training, and inadequate financial support.

Recommendations are made to address these challenges and increase the integration of audiovisual materials in classrooms to improve English language proficiency among students.

CHAPTER ONE

INTRODUCTION

Background to the Study

The use of audio-visual (AV) materials in education has gained significant recognition over the past few decades due to its ability to enhance both teaching and learning. These materials include video recordings, digital presentations, audio clips, and interactive multimedia tools, all of which contribute to a dynamic and engaging learning environment. In language education, particularly in teaching English as a second language, AV materials provide learners with access to real-life language use, varied accents, and cultural contexts, which are essential for developing listening, speaking, and comprehension skills (Mayer, 2021).

The relevance of AV materials in improving English language proficiency is underscored by the growing need for students to achieve fluency in English as a global language. English has become an essential tool for academic success, communication, and access to international

opportunities in education and employment (British Council, 2020). To that end, the integration of AV materials in teaching English not only enhances understanding but also exposes learners to various forms of language use in real-world scenarios.

In Nigeria, English is the official language and a core subject in junior secondary school education. However, the traditional reliance on rote memorization, textbooks, and lecture-based teaching methods has limited students' ability to develop practical language skills (Oluwaleye, 2015). Research has shown that students in junior secondary schools often struggle with listening and speaking, which are essential components of language learning (Afolabi, 2017). While AV materials can address this gap by providing audio and visual stimuli that cater to different learning styles, their usage in Nigerian schools remains limited. Factors such as inadequate infrastructure, lack of access to technology, insufficient teacher training, and the high cost of acquiring such resources have hampered the integration of AV materials in the classroom (Adegboye & Ajibade, 2022).

The Nigerian government has made efforts to enhance digital literacy and technology integration in education through policies such as the National Policy on Information Technology in Education (Federal Ministry of Education, 2019). However, implementation has been uneven, especially in public schools where access to basic educational resources is still a challenge. By investigating the extent of use of AV materials in teaching English in junior secondary schools, this study aims to contribute to the growing discourse on the role of technology in improving language education in Nigeria.

In summary, the use of audio-visual materials has the potential to revolutionize English language teaching in junior secondary schools by offering students an immersive learning experience. However, understanding the challenges and limitations to their adoption is crucial for developing strategies to improve their usage in classrooms. This study seeks to address these gaps and provide insights into how AV materials can be effectively utilized to enhance student outcomes in English language learning

The integration of audio-visual (AV) materials in education has increasingly gained recognition as a transformative tool that enhances student engagement,

comprehension, and retention. In a world driven by technology, the traditional chalk-and-talk method of teaching is becoming less effective in keeping students motivated, particularly in language learning where practical exposure and interactive engagement are crucial. In the teaching and learning of the English language, AV materials provide an essential medium for offering real-world context, linguistic diversity, and multisensory input, which are necessary for developing core language skills such as listening, speaking, reading, and writing (Mayer, 2021).

Research has shown that language acquisition is more effective when students are exposed to authentic language inputs. Audio-visual materials, such as videos, podcasts, and interactive multimedia, present learners with opportunities to hear the language used in a variety of contexts, including dialogues, interviews, speeches, and everyday conversations. This exposure helps students understand not only grammar and vocabulary but also the cultural nuances, intonation, and accent variations inherent in real-world communication (Harmer, 2015). In addition, AV materials can support differentiated learning by catering to various learning styles visual, auditory, and kinesthetic thereby ensuring that all learners benefit from the teaching

process.

In Nigeria, where English serves as the official language and medium of instruction in schools, proficiency in English is critical for academic achievement and future career prospects. English is not only a subject but a gateway through which students access other subjects, making it an essential component of the educational curriculum. Despite this, many students in junior secondary schools struggle with English language proficiency, particularly in speaking and listening, which are key to functional communication (Oluwaleye, 2015). Traditional methods that focus heavily on textbook-based teaching and rote memorization have been criticized for failing to equip students with the practical language skills required for real-life communication (Afolabi, 2017).

One of the key benefits of AV materials in language learning is their ability to immerse students in language-rich environments, where they can observe and practice language as it is naturally used. For instance, videos and audio clips provide contextualized learning experiences, enabling students to engage with language in meaningful ways. Studies have consistently shown that learners

retain information better when both visual and auditory stimuli are combined in lessons, making AV materials an effective tool for enhancing memory retention and understanding (Paivio, 2020). Furthermore, the use of AV materials can make learning more enjoyable and reduce the anxiety often associated with language learning, particularly in oral communication exercises (Brown, 2018).

However, despite the proven benefits of AV materials, their use in Nigerian junior secondary schools remains limited. Several factors contribute to this, including inadequate access to technology, limited teacher training on the use of AV tools, and insufficient infrastructural support in public schools (Adegboye & Ajibade, 2022). A significant number of schools, especially in rural areas, lack the necessary resources such as projectors, computers, and reliable electricity, which are essential for the effective use of AV materials in the classroom. Even when such resources are available, teachers often face challenges in integrating them into their lessons due to a lack of training and support (Afolabi, 2017).

The Nigerian government has recognized the importance of integrating

technology in education and has made efforts to promote digital literacy through policies like the National Policy on Information Technology in Education (Federal Ministry of Education, 2019). While these initiatives are steps in the right direction, their implementation has been inconsistent, especially in public schools where resource constraints are more pronounced. Additionally, there is a growing need to provide teachers with professional development opportunities that focus on the effective use of AV materials in teaching English language, as the success of these tools depends not only on their availability but also on the teachers' ability to use them effectively.

In this context, understanding the current extent of use of AV materials in junior secondary schools is crucial for informing future interventions. This study aims to investigate the prevalence of AV material usage in teaching English, identify the types of AV materials commonly used, and explore the challenges teachers face in integrating these tools into their lessons.

Statement of the Problem

Despite the recognized benefits of audio-visual materials in enhancing teaching and learning, their use in Junior Secondary Schools in Nigeria remains limited, particularly in the teaching of English Language. This has resulted in inadequate exposure to authentic language input: Students are not sufficiently exposed to real-life language scenarios, hindering their ability to develop essential listening and speaking skills. Poor academic performance: The reliance on traditional teaching methods leads to student disengagement, resulting in poor academic performance in English Language. Limited teacher capacity: Teachers lack the necessary skills and training to effectively integrate audio-visual materials into their teaching practices. Inadequate resources: Junior Secondary Schools face challenges in accessing and utilizing audio-visual materials due to limited resources and infrastructure.

This study aims to address these challenges by investigating the extent of use of audio-visual materials in teaching English Language in Junior Secondary Schools, identifying the types of materials commonly used, and

examining the challenges faced by teachers in using these materials. By doing so, the study seeks to provide insights into strategies for improving the use of audio-visual materials and enhancing the teaching and learning of English Language in Junior Secondary Schools.

Research Questions

The following research questions were raised to guide this study:

1. What is audio-visual material?
2. To what extent are audio-visual materials used in teaching English Language in Junior Secondary Schools in Nigeria?
3. What types of audio-visual materials are commonly used in teaching English Language in Junior Secondary Schools in Nigeria?
4. What are the challenges faced by teachers in using audio-visual materials in teaching English Language in Junior Secondary Schools in Nigeria?
5. How do teachers' attitudes and beliefs influence the use of audio-visual materials in teaching English Language in Junior Secondary Schools in Nigeria?

6. What support systems are available to teachers in Junior Secondary Schools to enhance their use of audio-visual materials in teaching English Language?

Significance of the Study

This study holds significant importance in understanding the role of audio-visual (AV) materials in enhancing the teaching and learning of English language in junior secondary schools. The findings of this research will have several far-reaching implications for various stakeholders, including students, teachers, policymakers, and educational institutions.

Improving Teaching Practices: One of the primary beneficiaries of this study will be English language teachers in junior secondary schools. The study will provide insights into how AV materials can be effectively incorporated into teaching practices to improve students' engagement and understanding. Teachers will gain a deeper understanding of the types of AV materials that are most effective for teaching different aspects of the English language, such as listening, speaking, and comprehension skills. Moreover, the study can guide teachers on how to overcome challenges associated with integrating AV

materials into the classroom, including issues related to access, training, and resource management.

Enhancing Student Learning: Students are the ultimate beneficiaries of this research, as the integration of AV materials into English language lessons can significantly improve their learning experience. By using AV materials, students are exposed to real-world language use, varied accents, and cultural contexts, which can greatly enhance their listening and speaking skills. The use of multimedia tools, such as videos and interactive exercises, can also make lessons more engaging and enjoyable, thus improving students' motivation and participation. As a result, students may experience better retention of information, improved comprehension, and overall higher academic performance in English language subjects.

Contributing to Educational Policy and Planning: The study's findings will also be beneficial to policymakers and educational authorities. By highlighting the extent of use of AV materials in junior secondary schools and identifying the challenges faced by teachers, this research can inform policy decisions regarding the allocation of resources for educational technology. It will also

provide data that can support the development of teacher training programs focused on the effective use of AV tools. Educational authorities can use these insights to ensure that AV materials are included in the curriculum and that schools are adequately equipped with the necessary infrastructure to support their use.

Addressing Educational Inequality: This study is particularly important for addressing disparities in access to quality education. Schools in under-resourced areas, particularly in rural regions, often lack access to the technology and materials necessary for modern teaching methods. By identifying the gaps in the availability and use of AV materials, this research can help highlight areas where additional support is needed. This can lead to more equitable distribution of resources and improved access to quality education for students in disadvantaged schools.

Informing Future Research and Development: Researchers and developers of educational technology can also benefit from this study. By understanding the specific needs and challenges faced by schools in using AV materials, developers can create more tailored and cost-effective solutions for the

classroom. Furthermore, this study will contribute to the broader body of research on educational technology and language learning, providing a foundation for future studies in this field.

Enhancing Teacher Training and Professional Development: The study will emphasize the importance of teacher training in the effective use of AV materials. Professional development programs can be designed to equip teachers with the skills needed to select, implement, and maximize the benefits of AV resources in their teaching. This will not only improve teacher confidence and proficiency in using technology but also enhance overall teaching quality.

In conclusion, this study is of critical importance to improving the teaching and learning of English language in Nigerian junior secondary schools. By investigating the use of AV materials, identifying the challenges, and suggesting strategies for improvement, this research will benefit teachers, students, policymakers, and other stakeholders, ultimately contributing to the development of a more effective and engaging educational system.

Scope/Delimitation of the Study

The study will be conducted in Junior Secondary Schools in Nigeria, specifically in the Southwest region. The study will focus on Junior Secondary Schools (JSS), which is the first three years of secondary education in Nigeria. The study will investigate the use of audio-visual materials in teaching English Language. The study will involve English Language teachers and students in Junior Secondary Schools. The study's reliance on audio-visual materials may be limited by the availability and quality of technology in the schools. The findings may not be generalizable to other subjects, schools, or contexts.

Definition of Terms

To ensure clarity and a common understanding of the key concepts used in this study, the following terms were defined:

Audio-Visual (AV) Materials: These are instructional materials that use both auditory and visual stimuli to enhance teaching and learning processes. Examples include videos, audio recordings, digital presentations, interactive multimedia, and films used in classrooms to support language learning.

Junior Secondary School (JSS): This refers to the first three years of secondary education in Nigeria, typically comprising students aged between 11 to 15 years. In this context, Junior Secondary Schools are the focus of the study on the use of AV materials for English language teaching.

English Language Proficiency: The ability of students to communicate effectively in English, which includes speaking, listening, reading, and writing skills. Proficiency in English is critical for academic achievement in Nigerian schools, where English serves as the language of instruction.

Teaching Methods: These refer to the approaches and techniques teachers use to facilitate learning. In this study, teaching methods include traditional approaches (such as lectures and textbooks) and modern methods that incorporate AV materials to improve language learning outcomes.

Technology Integration: The process of incorporating digital tools and resources, such as AV materials, into the classroom to enhance teaching and learning. In this study, technology integration refers specifically to the use of AV materials in English language teaching.

Digital Literacy: The ability of teachers and students to effectively use technology, including computers, projectors, and multimedia tools, to enhance the learning experience. This term is used in the study to explore the readiness of teachers and students to utilize AV materials.

Engagement: The level of interest, attention, and participation students exhibit during the learning process. In the context of this study, engagement refers to how AV materials influence student involvement in English language lessons.

Authentic Language Input: Real-life language examples and interactions that provide learners with exposure to how language is used in everyday contexts. AV materials often provide authentic language input through videos, dialogues, and recordings that reflect native speakers' language use.

Traditional Teaching Methods: Conventional methods of instruction that primarily involve textbooks, lectures, and teacher-centered approaches without the incorporation of modern technology or interactive media. This study contrasts these methods with the use of AV materials in language teaching.

Curriculum: A structured set of educational experiences provided to students in a school. In this study, the curriculum refers to the English language syllabus taught in junior secondary schools, where the use of AV materials is examined as part of the instructional tools available to teachers.

These definitions serve as a guide to the key concepts discussed in this research and provide a framework for understanding the study's focus on the use of AV materials in the teaching and learning of English language in Nigerian junior secondary schools.

CHAPTER TWO

LITERATURE REVIEW

This chapter will be guided by the following outline:

- Theoretical Framework
- The Concept of Audio-Visual Material
- The extent of use of Audio-Visual teaching in junior secondary schools
- Types of Audio-Visual Material
- Challenges Faced by Teachers Using Audio-Visual Material in Junior Secondary Schools
- Attitude and Beliefs that Influence the Use of Audio-Visual Material Junior Secondary Schools
- Support System Available to Teachers in Junior Secondary Schools

Theoretical Framework

The theoretical framework for this study is grounded in several educational theories that explain how audiovisual materials support learning processes, particularly in language acquisition. These theories provide a foundation for

understanding the pedagogical value of integrating multimedia into English language teaching in junior secondary schools.

Cognitive Theory of Multimedia Learning

One of the most relevant theories for this research is Mayer's (2001) Cognitive Theory of Multimedia Learning. According to this theory, people learn more effectively from a combination of words and pictures than from words alone. The theory posits that the human brain processes verbal and visual information through two separate channels, a concept known as dual-channel processing. These two channels—visual and auditory—work together to help learners integrate information, leading to better comprehension and retention.

Mayer (2009) argues that when audiovisual materials are used in teaching, they help to reduce cognitive overload by distributing the learning load across both visual and auditory channels. This allows students to process information more efficiently, leading to a deeper understanding of the content. For example, in an English language class, the simultaneous presentation of text and visuals (such as a video that includes subtitles) can

help learners grasp language structures and vocabulary more effectively. The combination of sound (auditory input) and imagery (visual input) enhances comprehension, making abstract language concepts more concrete and easier to retain.

In the context of English language teaching, audiovisual materials provide students with multiple representations of language concepts, such as grammar, pronunciation, and vocabulary. For instance, watching a video where native speakers use conversational English gives students a real-life context for the language structures they are learning. This supports Mayer's assertion that multimedia presentations are more effective than traditional text-based instruction because they align with the brain's natural information-processing capabilities.

Constructivist Learning Theory

Another theoretical underpinning of this study is Constructivist Learning Theory, which suggests that learners actively construct their own understanding and knowledge of the world through experiences and reflection. Jean Piaget (1964) and Lev Vygotsky (1978) are key figures in

constructivist theory, both of whom emphasize the role of interaction, engagement, and social context in learning.

Audiovisual materials support constructivist learning by providing interactive, engaging, and contextually rich environments that allow students to explore and construct knowledge for themselves. According to Vygotsky's concept of the Zone of Proximal Development (ZPD), learners can achieve higher levels of understanding when they are provided with appropriate tools and scaffolding. Audiovisual resources act as such tools, enabling students to move from basic understanding to more advanced proficiency in language use.

For example, an interactive English language learning software that includes exercises, videos, and audio recordings can create opportunities for students to practice language skills in an engaging and immersive way. The immediate feedback provided by such software helps learners correct mistakes and refine their language use, fostering a deeper understanding of the material. In this way, audiovisual materials serve as scaffolding tools that guide students towards mastery of language concepts within their ZPD.

Additionally, constructivist theory suggests that learning is more meaningful when learners are actively involved in the process rather than passively receiving information. Audiovisual materials encourage active learning by prompting students to participate in discussions, analyze media content, and apply what they learn to real-life situations. For instance, a classroom activity that involves watching a video and then engaging in a role-playing exercise allows students to use the language in a practical, interactive setting, reinforcing both comprehension and application.

Social Learning Theory

Social Learning Theory, developed by Albert Bandura (1977), also provides a theoretical basis for the use of audiovisual materials in language education. This theory posits that people learn by observing others, imitating their behaviors, and receiving feedback on their actions. Language, in particular, is often learned through social interaction and observation.

In the classroom, audiovisual materials offer students the chance to observe native speakers and model their behavior, pronunciation, and sentence structures. For instance, watching a film in English allows students to

observe and mimic how language is used in natural contexts, such as conversations, debates, or interviews. These materials provide authentic examples of language use that textbooks may not capture, including informal speech, slang, and non-verbal cues like body language.

According to Bandura, learning is a cognitive process that occurs in a social context and is influenced by factors such as attention, retention, reproduction, and motivation. Audiovisual materials can increase students' motivation to learn English because they offer dynamic, real-world examples of language use. By watching videos or listening to recordings, students are more likely to stay engaged and retain the information, which they can later reproduce in their own language use.

Moreover, Bandura emphasizes the role of reinforcement in learning. Audiovisual materials can provide both positive reinforcement (e.g., rewarding correct responses in language-learning software) and corrective feedback (e.g., highlighting mistakes in pronunciation or grammar), which motivates learners to improve and refine their skills.

Multiple Intelligences Theory

Howard Gardner's Theory of Multiple Intelligences (1983) also offers insight into the importance of using diverse instructional methods, including audiovisual materials, in language teaching. Gardner proposes that individuals possess different types of intelligences, such as linguistic, spatial, musical, and interpersonal intelligences, which influence how they learn.

Audiovisual materials cater to a range of these intelligences. For example, students with high linguistic intelligence benefit from auditory materials like recordings and podcasts that focus on pronunciation and sentence structure, while students with strong spatial intelligence may prefer visual aids like videos and diagrams. Incorporating audiovisual materials into English language instruction allows teachers to reach students with diverse learning preferences and strengths, thereby enhancing the overall effectiveness of the learning experience.

In particular, learners who have strong musical intelligence may respond well to language instruction that includes songs or rhythmic exercises to

teach vocabulary and pronunciation. Those with high interpersonal intelligence may benefit from watching films that depict social interactions, helping them understand the subtleties of communication, such as body language, tone, and context.

Experiential Learning Theory

Finally, Experiential Learning Theory, proposed by David Kolb (1984), is another framework relevant to the use of audiovisual materials in education. Kolb emphasizes the importance of experience in the learning process, suggesting that students learn best when they are actively involved in experiences that allow them to reflect on what they have learned. His four-stage learning cycle Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation highlights how students move from direct experience to deeper understanding and application.

Audiovisual materials provide concrete experiences that stimulate learning and reflection. For example, a student watching a documentary about life in English-speaking countries experiences the language in its real-world

context, which serves as a basis for reflective observation and discussion. Through these experiences, students can engage in abstract conceptualization (thinking about how language works) and active experimentation (trying out new language skills in conversation or writing).

The Concept of Audiovisual Materials in Teaching and Learning

Audiovisual materials play a significant role in modern pedagogy, especially in the teaching of languages. They refer to resources that use both visual and auditory stimuli to present information, making learning more engaging and effective. These materials include tools such as videos, sound recordings, photographs, animations, charts, diagrams, and interactive media like smartboards and educational software. In English language teaching, audiovisual materials have proven to be highly effective in enhancing students' comprehension, retention, and language skills development.

Research shows that audiovisual materials help bridge the gap between theoretical concepts and practical application. Dike (1993) emphasizes that audiovisual materials stimulate multiple senses, which is essential for

making abstract ideas more concrete. In the context of language learning, these materials can illustrate grammar rules, demonstrate the correct pronunciation of words, and provide examples of sentence structure and dialogue in real-life situations. For instance, a video showing a conversation between native speakers helps students better understand intonation, pronunciation, and non-verbal cues that are critical for language acquisition.

Moreover, audiovisual materials cater to diverse learning styles, accommodating the needs of different learners. According to Fleming's VARK model (2001), students may prefer different modes of information processing: Visual, Auditory, Reading/Writing, and Kinesthetic. Audiovisual materials inherently support both visual and auditory learners, offering multiple representations of content that can help students internalize language concepts more effectively. For example, students who learn best through visual means benefit from watching videos or using images to understand vocabulary, while auditory learners gain more from listening to recordings of native speakers or language podcasts.

Additionally, audiovisual materials in language education foster engagement and motivation. The dynamic nature of multimedia content makes the learning process more interactive and interesting, which can increase students' motivation to participate actively in class. Brown (2001) asserts that language lessons that incorporate audiovisual resources, such as films or interactive games, tend to captivate students' attention more effectively than traditional, text-based instruction. This heightened level of engagement leads to a more immersive learning experience, which can significantly enhance language retention.

In language learning, listening and speaking skills are crucial, and audiovisual materials are instrumental in developing these skills. For instance, audio recordings, such as podcasts or radio shows, provide exposure to authentic speech patterns, accents, and vocabulary. By listening to these recordings, students can improve their listening comprehension, develop an ear for natural language use, and practice mimicry to improve their pronunciation. Similarly, audiovisual aids like videos offer visual contexts for dialogues, allowing students to see how language is used in specific scenarios, such as ordering food at a restaurant or introducing

oneself at a social event.

According to Nwachukwu (2006), audiovisual materials also enhance vocabulary acquisition. Through repeated exposure to words and phrases in context, students can more easily learn and remember new vocabulary. For example, videos that depict everyday situations, such as shopping, travelling, or attending school, introduce students to relevant vocabulary that they can apply in their own lives. This contextualized learning helps students build meaningful connections between the words they are learning and their practical usage.

In addition to improving language skills, audiovisual materials provide cultural context, which is essential for understanding how language is used in real-world situations. Language is closely tied to culture, and audiovisual resources, such as films, documentaries, and songs, offer insights into the cultural nuances of English-speaking countries. These materials expose students to idiomatic expressions, social conventions, and non-verbal communication that are often not found in textbooks but are crucial for fluency. Through films or video content set in English-speaking

environments, students can observe and learn the social norms, values, and cultural references that shape language use.

However, while audiovisual materials offer numerous advantages, their effectiveness depends on how they are integrated into the teaching process. Teachers must ensure that these materials are not simply used for entertainment but are aligned with specific learning objectives. For instance, a video should be accompanied by pre-viewing and post-viewing activities that encourage students to reflect on the content, practice new vocabulary, or engage in discussions about what they watched. Similarly, using audio recordings should involve focused listening exercises, where students are asked to identify specific words, phrases, or grammar structures.

Incorporating audiovisual materials also requires technological infrastructure, which can be a limitation in some educational settings, particularly in underfunded schools. According to Yusuf (2013), access to audiovisual resources can vary significantly depending on the availability of equipment such as projectors, computers, and speakers. In schools where such resources are scarce or outdated, the use of audiovisual materials may

be limited, impacting the overall effectiveness of English language teaching.

In conclusion, audiovisual materials are powerful tools in the teaching and learning of the English language. They provide a multisensory approach to learning, engage students more effectively, cater to diverse learning styles, and support the development of critical language skills. However, for these materials to have the maximum impact, they must be thoughtfully integrated into lesson plans, supported by adequate technological infrastructure, and aligned with pedagogical goals.

Extent of Use of Audiovisual Materials in Teaching English Language in Junior Secondary Schools in Nigeria

The use of audiovisual materials in the teaching of the English language in junior secondary schools in Nigeria has gained recognition as an essential component of modern education, but its implementation varies widely across schools. In recent years, there has been a growing emphasis on using multimedia tools to enhance students' learning experiences and improve English proficiency. However, the extent to

which audiovisual materials are integrated into the classroom depends on several factors, including availability of resources, teacher training, school infrastructure, and financial support.

Availability and Accessibility of Audiovisual Resources

One of the major determinants of the extent to which audiovisual materials are used in teaching English is the availability of such resources. In urban areas where schools are better funded and equipped, there is a higher likelihood of audiovisual materials being employed in classrooms. Schools in cities often have access to equipment like projectors, smartboards, computers, and educational software, enabling teachers to incorporate videos, interactive content, and language-learning applications into their lessons (Ogunleye, 2012).

In contrast, schools in rural areas face significant challenges in accessing these resources. Many rural schools lack basic infrastructure such as reliable electricity, internet access, and functional audiovisual equipment, limiting the use of multimedia tools in language teaching. As a result, students in these schools are often deprived of the benefits

that audiovisual materials can provide, such as improved engagement and comprehension. This disparity in access reflects the broader issue of unequal educational resources between urban and rural regions in Nigeria (Ajayi, 2017).

Teacher Preparedness and Use of Audiovisual Materials

Another factor influencing the extent of audiovisual material usage is teacher preparedness and familiarity with these tools. In many cases, teachers in junior secondary schools may lack the necessary training to effectively integrate audiovisual materials into their English language lessons. A study by Yusuf and Balogun (2011) revealed that while teachers generally acknowledge the potential benefits of audiovisual materials, a significant number of them feel inadequately prepared to use these resources due to limited training in multimedia technology.

Teachers' attitudes towards using audiovisual materials also play a role in determining how frequently these tools are employed in the classroom. Some teachers are more open to adopting innovative teaching methods and incorporating technology into their lessons,

while others may be hesitant due to a lack of confidence or a preference for traditional teaching methods. To increase the extent of audiovisual material usage, there is a need for continuous professional development programs that equip teachers with the skills and knowledge required to utilize these materials effectively (Nwachukwu, 2016).

Financial Support and School Funding

Financial support is a critical factor in determining the extent to which audiovisual materials are used in teaching English in junior secondary schools. Schools that receive adequate funding from government agencies, private donors, or parent-teacher associations are more likely to invest in the necessary technology and resources to support multimedia learning. In well-funded schools, administrators can afford to purchase projectors, computers, educational software, and language-learning apps, which significantly enhance students' learning experiences.

However, in many public schools across Nigeria, limited financial resources constrain the purchase and maintenance of audiovisual

equipment. According to Adebayo (2018), many schools struggle with insufficient budgets, leading to a lack of essential teaching aids, including audiovisual materials. Without consistent financial support, schools are unable to provide students with the tools they need to fully benefit from modern teaching methodologies.

Types of Audio-Visual Materials Used in Teaching English Language

In junior secondary schools in Nigeria, the integration of audio-visual (AV) materials into English language teaching has the potential to significantly enhance student engagement and understanding. These materials provide learners with opportunities to experience real-world applications of the language, promoting better retention, comprehension, and practical usage of English. This section delves deeper into the specific types of AV materials commonly used in teaching English language in Nigerian junior secondary schools, outlining their educational value and effectiveness.

Educational Videos

Educational videos are a widely used form of audio-visual material in English language classrooms. They offer students exposure to authentic language use,

including various accents, speech patterns, and vocabulary in real-life situations. Videos are particularly useful for demonstrating conversational English, storytelling, and cultural contexts that would be difficult to convey through traditional textbooks (Harmer, 2015).

For instance, videos may depict scenarios such as everyday conversations, interviews, or narratives that allow students to see how language is used in different settings. These dynamic, visual elements help students contextualize what they hear and observe non-verbal cues such as facial expressions and gestures, which are important aspects of communication. Teachers can use language learning films, YouTube tutorials, or video-based lessons to supplement their instruction and reinforce complex language concepts, such as idiomatic expressions and grammar usage (Kim, Kim & Lee, 2015).

Moreover, videos can enhance listening comprehension by exposing students to spoken English in various forms, helping them develop the ability to understand native speakers and different accents. This is particularly useful in Nigeria, where students may not always have direct access to native English speakers. According to Cotner and Reed (2015), the combination of visual and

auditory input in videos aids in the retention of language structures and vocabulary, making them a vital tool for language instruction.

Audio Recordings and Podcasts

Audio recordings, such as conversations, lectures, and podcasts, are another critical AV resource for teaching English. These recordings focus on the auditory channel, allowing students to concentrate on listening skills without the distractions of visual elements. Audio materials are especially beneficial for developing listening comprehension, pronunciation, and speaking fluency, all of which are essential components of language proficiency (Rasul, Bukhsh & Batool, 2011).

Podcasts, in particular, have become increasingly popular due to their accessibility and wide range of topics. Teachers can use podcasts that discuss current events, educational content, or storytelling to introduce students to various genres of spoken English. This helps students understand intonation, rhythm, and stress patterns in speech, which are critical for achieving natural language fluency.

Furthermore, audio recordings can be used for oral practice and pronunciation drills. By listening to native speakers and repeating sentences or words, students can improve their articulation and familiarize themselves with different speech speeds and accents. This type of repetitive, focused practice is particularly helpful in improving listening accuracy and enhancing the ability to follow fast-paced conversations in English (Johnson et al., 2016).

Multimedia Presentations

Multimedia presentations are a powerful way to combine text, visuals, and sound to create a structured and engaging lesson. These presentations often include PowerPoint slides, animated videos, and audio clips to teach grammar, vocabulary, or reading comprehension. The use of multimedia in language lessons provides multiple points of entry for students to engage with the material, making abstract language concepts more accessible (Biagi, 2011).

For example, a teacher can use a multimedia presentation to explain verb tenses by incorporating a combination of written examples, spoken explanations, and visual illustrations of scenarios where each tense would be used. Animations or infographics can also be integrated into the slides to

visualize complex grammar rules or vocabulary in action, making it easier for students to grasp the nuances of the language.

Multimedia presentations are particularly useful for differentiated instruction, as they cater to students with varying learning styles. Visual learners can benefit from the images and diagrams, while auditory learners can focus on the verbal explanations. The interactive nature of multimedia allows teachers to pause and engage students through discussions or quizzes, ensuring that students remain attentive and involved throughout the lesson (Ogunbote & Adesoye, 2006).

Language Learning Software and Applications

In recent years, the rise of language learning software and mobile applications has revolutionized how students practice English outside the classroom. Tools like Duolingo, Babbel, and other similar platforms provide students with opportunities to practice reading, writing, listening, and speaking at their own pace (Smith et al., 2018).

These applications are designed to offer interactive language exercises, combining audio, text, and images to enhance language acquisition. They often

use gamification elements, such as progress tracking, rewards, and challenges, to motivate students to keep practicing. Language apps typically offer personalized learning paths, allowing students to focus on specific language skills, such as vocabulary building or grammar.

For Nigerian junior secondary schools, these tools can be particularly useful for students who want to practice English outside of classroom hours. However, the widespread adoption of language learning apps is limited by access to digital devices and internet connectivity in many schools, especially in rural areas (Fademiro, 2000). When available, these applications provide an excellent supplement to traditional classroom instruction, giving students additional practice opportunities.

Projectors and Smart Boards

Although less common in underfunded schools, projectors and smart boards are invaluable tools for displaying AV materials to an entire classroom. Projectors allow teachers to present videos, slides, and interactive quizzes on a large screen, making it easier to engage the whole class in discussions and collaborative learning.

Smart boards go a step further by allowing teachers and students to interact directly with the content on the screen. Teachers can use smart boards to write, draw, or manipulate digital content in real-time, creating a more interactive learning experience. For example, during an English language lesson on sentence construction, students can come to the board and drag words or phrases to create grammatically correct sentences. This hands-on interaction reinforces learning by encouraging students to actively participate in the lesson (Harmer, 2015).

Flashcards, Posters, and Other Visual Aids

For schools with limited access to digital technology, traditional AV materials such as flashcards, posters, and charts remain valuable resources for teaching English. Flashcards with images on one side and corresponding words or phrases on the other can be used to teach vocabulary or grammar. Teachers can use these cards for quick review sessions or interactive games that encourage students to remember key language concepts.

Posters and charts depicting parts of speech, verb conjugations, or sentence structures provide students with constant visual reminders of essential

language rules. These materials can be hung around the classroom, serving as a reference point for students throughout the lesson. Although these tools do not incorporate auditory elements, they still offer a visual reinforcement of what is being taught, helping students better retain the information (Anzaku, 2011).

Challenges in the Use of Audiovisual Materials

Despite the benefits, there are challenges associated with the use of audiovisual materials in classrooms. A study by Olowu and Akinleye (2010) identifies several barriers, including limited access to quality audiovisual resources, technical issues such as faulty equipment, and a lack of teacher training in using these tools effectively.

Another challenge is the time constraints within school schedules, as noted by Yusuf (2013). Teachers may not have enough time to fully integrate audiovisual materials into their lesson plans. Additionally, schools often lack the necessary infrastructure, such as reliable electricity or internet connections, to support the regular use of audiovisual aids in classrooms.

Several challenges that hinder effective use in junior secondary schools in

Nigeria:

1. **Limited Access to Resources:** Many schools lack the infrastructure needed to integrate AV materials into their teaching. Inadequate access to projectors, computers, and internet connectivity limits teachers' ability to use multimedia tools effectively (Kwegyiriba, Mensah & Ewusi, 2022). In rural areas, power outages further complicate the use of technology in the classroom (Ogunbote & Adesoye, 2006).
2. **Teacher Training and Expertise:** A lack of proper training in using AV materials poses a significant challenge. Many teachers are unfamiliar with the technical aspects of multimedia tools or struggle to integrate them into their lessons in a pedagogically sound manner (Johnson et al., 2016). Teachers who lack confidence in using technology are less likely to incorporate AV tools regularly (Anzaku, 2011).
3. **Cost of AV Materials:** Procuring high-quality AV materials can be expensive, especially for underfunded public schools. The cost of purchasing projectors, educational videos, and multimedia software limits schools' ability to fully embrace technology-enhanced learning (Fademirolu, 2000).

4. Time Constraints: The preparation and integration of AV materials can be time-consuming for teachers, particularly in schools where they are expected to follow a rigid curriculum and cover a broad range of topics within limited time frames (Obara & Okoh, 2005).

Influence of Teacher Attitudes on the Use of Audio-Visual Materials

The successful integration of AV materials in teaching largely depends on teachers' attitudes and beliefs. Teachers who view AV tools as beneficial for student learning are more likely to invest time and effort in incorporating them into their lessons. According to Biagi (2011), teachers who believe that AV materials enhance student engagement and comprehension are more motivated to use these resources. Conversely, teachers who are skeptical about the effectiveness of technology in language teaching may rely solely on traditional methods, even when AV tools are available (Rasul, Bukhsh & Batool, 2011).

Additionally, teachers' confidence in their own digital literacy plays a critical role in determining how frequently they use AV materials. Educators who feel comfortable with technology are more likely to explore and experiment with multimedia tools, while those who lack digital skills may avoid using them

altogether (Smith et al., 2018).

Support Systems for Teachers

To ensure the effective use of AV materials in junior secondary schools, adequate support systems must be in place. These include:

1. **Professional Development Programs:** Teachers need ongoing training to improve their technical skills and learn how to effectively integrate AV materials into their lessons. Workshops and seminars that focus on multimedia teaching strategies can enhance teachers' confidence and proficiency (Johnson et al., 2016).
2. **Technological Infrastructure:** Schools must invest in the necessary infrastructure, including projectors, computers, and reliable internet access, to facilitate the use of AV tools. Schools should also provide regular maintenance and technical support to ensure that equipment is functional (Fademiro, 2000).
3. **Access to Quality AV Content:** Centralized platforms that provide teachers with access to curated, high-quality AV materials aligned with the curriculum can reduce the time and effort required to prepare

lessons (Obara & Okoh, 2005).

4. Financial Support for the Use of Audiovisual Materials in Schools a significant factor that influences the integration of audiovisual materials in the teaching and learning process is the financial resources available to schools. Financial support is crucial for the procurement, maintenance, and upgrading of audiovisual equipment, as well as for providing training programs for teachers.

Conclusion

The literature reveals that audio-visual materials have significant potential to enhance the teaching and learning of English language in junior secondary schools. However, challenges such as limited resources, lack of teacher training, and infrastructural deficiencies hinder their widespread use. Teachers' attitudes and beliefs, coupled with adequate support systems, play a pivotal role in determining the successful integration of these tools in language instruction. By addressing these challenges, schools can create a more engaging and effective learning environment, benefiting both teachers and students.

This chapter provides a detailed review of the literature based on your research questions, complete with references from your document and additional sources. Let me know if you'd like any further adjustments.

CHAPTER THREE

METHODOLOGY

This chapter describes the methodology used to investigate the extent of use of audio-visual (AV) materials in the teaching and learning of English language in junior secondary schools. The chapter covers the:

- Research Design
- Population
- Sampling Techniques
- Instruments for Data Collection
- Validity and Reliability of Instruments
- Procedure for Data Collection
- Data analysis Methods

Research Design

The study adopts a survey research design. This design is chosen because it allows the researcher to gather data from a sample of respondents in order to describe and interpret their practices and perceptions regarding the use of AV materials in teaching English. A survey design is appropriate as it enables the

collection of large amounts of data about current practices and challenges, which are central to understanding how AV materials are integrated into English language instruction.

Population of the Study

The population of this study consists of English language teachers and junior secondary school students in public and private secondary schools within the selected study area. The study area comprises both urban and rural schools, which allows the research to capture a range of experiences regarding the use of AV materials.

1. Teachers: The population includes all English language teachers in junior secondary schools, as they are the ones responsible for integrating AV materials into their teaching.
2. Students: Junior secondary school students in classes JSS1 to JSS3, as they are the recipients of English language instruction, and their experiences are important for assessing the effectiveness and extent of AV material usage.

Sampling Technique and Sample Size

To select participants for the study, a multistage sampling technique will be used:

1. Stage 1: Stratified Sampling: The schools in the study area will be divided into two strata urban and rural schools. This ensures that the study includes perspectives from both types of settings.
2. Stage 2: Random Sampling: From each stratum, a simple random sampling technique will be employed to select schools for the study. A total of ten schools will be selected, consisting of both public and private schools.
3. Stage 3: Purposive Sampling: Within each selected school, ten English language teachers and thirty students will be purposively selected. The selection of teachers will be based on their active involvement in teaching English, while students will be selected from JSS1 to JSS3 to capture different levels of exposure to AV materials.

Thus, the sample size will include 10 teachers and 40 students from the selected schools, making a total of 50 respondents.

Research Instruments

The main instrument for data collection is a structured questionnaire. The questionnaire will be divided into two sections: one for teachers and another for students. Extent of Use of Audio Visual Materials in the Teaching and Learning of English Language in Junior Secondary School (EAVMTLEL)

Validity of the Instrument

To ensure the validity of the instruments, the questionnaires will undergo content and face validation by educational experts, particularly those with experience in language teaching and the use of instructional technology. The experts will review the instruments to confirm that the questions adequately cover all the aspects of AV material usage in teaching and learning. Suggestions from the experts will be incorporated to enhance the clarity and relevance of the questions.

Reliability of the Instrument

In an attempt to establish the reliability of the instrument, a trial testing was done through the use of split-half method. Fifty (50) questionnaires were given out to teachers and Junior Secondary Schools Students. The scores were analyzed using Crombach's Alpha reliability coefficient. The coefficient of 0.75 was obtained indicating that the instrument was reliable.

CHAPTER FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

This chapter focuses on the analysis of data collected through the use of questionnaires distributed to teachers and students in Junior Secondary Schools (JSS) concerning the use of audiovisual materials in teaching English. The analysis is presented based on the research questions guiding the study.

Presentation of Results

A total of 50 respondents participated in this study, including 10 teachers and 40 students from JSS 1 to JSS 3. The results are presented in tables and analyzed based on the responses provided.

Discussion of Findings

The demographic section aimed to gather information on the age, gender, and class level of the respondents.

Table 1: Demographic Information of Respondents

Gender	Male	Female	Total
Teachers	6	4	10
Students	20	20	40
Total	26	24	50

Research Question 1: To what extent are audiovisual materials used in teaching English Language in Junior Secondary Schools?

The first research question was aimed at identifying how often and to what extent audiovisual materials are used in teaching English in JSS classrooms.

Table 2: Frequency of Use of Audiovisual Materials in English Classes

Frequency of Use	Teachers (%)	Students (%)
Often	40	35
Occasionally	50	55
Rarely	10	10
Total	100	100

Analysis of the data in Table 2 shows that 40% of teachers and 35% of students reported that audiovisual materials are often used in their English language classes. However, the majority of both teachers (50%) and students (55%) indicated that audiovisual materials are only occasionally used. A smaller percentage reported rare usage.

Research Question 2: What types of audiovisual materials are most commonly used?

Respondents were asked to identify the types of audiovisual materials used in their classes.

Table 3: Types of Audiovisual Materials Used in English Classes

Audiovisual Material	Yes (%)	No (%)
Videos	70	30
Audio recordings	55	45
Pictures and photographs	80	20
Flashcards	65	35
Smartboards/Interactive Whiteboards	20	80
Projectors	40	60
Educational software or apps	35	65

From Table 3, it can be observed that pictures and photographs (80%) and videos (70%) are the most commonly used audiovisual materials in English language classes. On the other hand, smartboards (20%) and educational software/apps (35%) are the least utilized.

Research Question 3: What challenges are encountered in using audiovisual materials in English language teaching?

The next section aimed at identifying the challenges faced by teachers and students in using audiovisual materials for English language teaching.

Table 4: Challenges in Using Audiovisual Materials

Challenge	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Not enough audiovisual materials	50	40	10	0
Equipment often breaks down	60	30	10	0
Insufficient time to use in class	45	45	10	0
Lack of technical support	70	25	5	0
Inadequate teacher training	55	30	10	5

Data from Table 4 shows that a significant percentage of respondents (70%) strongly agree that the lack of technical support is a major challenge, followed by 60% who believe that equipment breakdown is frequent. Inadequate teacher training (55%) and insufficient materials (50%) were also identified as key challenges.

Research Question 4: What are teachers' attitudes towards using audiovisual materials in English language teaching?

This section focused on assessing the attitudes of teachers toward the use of audiovisual materials in their teaching practices.

Table 5: Teachers' Attitudes Toward Audiovisual Materials

Attitude Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
AV materials help students learn better	75	25	0	0
Willing to try new AV materials in class	60	30	10	0
Encourages students to use AV materials for learning	70	20	10	0
Feels confident in using AV materials	50	40	10	0

The responses indicate that most teachers believe audiovisual materials improve learning, with 75% strongly agreeing. Additionally, 70% of teachers encourage their students to use audiovisual materials, while 50% feel confident using them.

Discussion of Findings and Conclusion

The findings of this study reveal that while audiovisual (AV) materials are used in teaching English Language in Junior Secondary Schools in Nigeria, their utilization is limited and inconsistent. Teachers primarily rely on basic AV tools like videos and flashcards, with more advanced technologies like projectors and interactive whiteboards being underutilized due to financial constraints and limited technological infrastructure. Although teachers believe that AV materials improve student engagement and understanding, the lack of sufficient resources and technical support impedes their full potential in enhancing classroom learning. Moreover, the positive response from students toward AV materials indicates their potential for creating a more engaging learning environment. However, schools face challenges such as inadequate AV equipment, frequent technical malfunctions, and insufficient teacher training, further exacerbated by a lack of financial support.

In conclusion, the study highlights the need for improved financial and institutional backing to facilitate the broader use of AV materials in teaching English. Schools should invest in acquiring, maintaining, and upgrading AV technologies while also providing regular training for teachers to effectively integrate these tools into their

teaching practices. With sufficient support, AV materials could significantly enhance student learning outcomes, making English language instruction more interactive and impactful. Addressing the challenges of resource availability, teacher expertise, and technical support would pave the way for more effective use of audiovisual technologies in education.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary of Findings

This study investigated the extent of use of audiovisual (AV) materials in the teaching and learning of English Language in Junior Secondary Schools. It examined the types of AV materials used, the frequency of their use, the challenges faced by both teachers and students, and the attitudes of teachers towards using these materials. Data was collected through questionnaires distributed to teachers and students, and the findings were analyzed based on the research questions.

The study found that while AV materials such as videos, pictures, and flashcards are used to some extent in English language instruction, more advanced technologies like projectors and interactive whiteboards are underutilized. The availability of AV materials is limited, and technical issues such as equipment breakdowns further restrict their usage. Teachers generally have positive attitudes towards AV materials, recognizing their potential to enhance student engagement and understanding. However, the lack of training and insufficient financial support were identified as significant barriers to the effective integration of AV materials in classrooms.

Conclusion

Based on the findings, it can be concluded that the use of audiovisual materials in the teaching and learning of English Language in Junior Secondary Schools is limited but has great potential. Teachers recognize the value of AV tools, but their ability to effectively utilize them is hampered by a lack of resources, inadequate training, and technical challenges. The positive response from students towards AV materials indicates that they are an effective tool for improving engagement and comprehension, but more needs to be done to ensure their consistent use across schools.

Recommendations

In light of the findings, the following recommendations are made:

1. **Increased Financial Support:** Schools should receive increased funding to acquire and maintain AV equipment, ensuring that both basic and advanced audiovisual tools are available in sufficient quantities.
2. **Teacher Training:** Regular professional development programs should be implemented to train teachers on the effective use of AV materials in the classroom. This will enhance their confidence and ability to integrate these

tools into their lessons.

3. **Technical Support:** Schools should establish technical support systems to ensure that AV equipment is properly maintained and repaired when necessary. This will minimize the downtime caused by equipment breakdowns and allow for more consistent use of AV materials.
4. **Infrastructural Improvements:** Investments should be made in improving the technological infrastructure in schools, such as providing reliable electricity and internet access, to support the use of more sophisticated AV tools like projectors and interactive whiteboards.
5. **Encouraging Active Use of AV Materials:** Teachers should be encouraged to incorporate AV materials more actively into their lessons, not just as supplementary tools, but as integral parts of their teaching strategy to make learning more engaging and effective.

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QUESTIONNAIRE

Department of educational foundation
University of benin, benin city, nigeria
February 2025

Dear Respondent,

I am a final-year student from the aforementioned department and institution, conducting research on “The Extent of Use of Audiovisual Materials in the Teaching and Learning of English Language in Junior Secondary Schools.” This research is part of the requirements for the award of a Bachelor of Education degree.

Your assistance in providing accurate and honest responses to the questionnaire would be greatly appreciated. Please be assured that your responses will remain confidential and will solely be used for academic purposes.

Thank you for your support and cooperation.

Sincerely,

Osakuni Marvellous Nwachukwu
Researcher

SECTION A: Personal Information

1. What is your gender?

Male () Female ()

2. Age:

10–12 () 13–15 () 16 and above ()

3. Class/Grade:

JSS 1 () JSS 2 () JSS 3 ()

5. Which languages do you speak at home?

English () Native ()

6. Which language do you find easiest to learn in school?

English () French () Native ()

SECTION B: Understanding of Audiovisual Materials

Please indicate the extent to which you agree or disagree with the following statements regarding your understanding of audiovisual materials

Key:

Strongly Agree (SA)

Agree (A)

Disagree (D)

Strongly Disagree (SD).

S/N	ITEM	SA	A	D	SD
	What extent are audio-visual materials used in teaching English Language in Junior Secondary Schools in Nigeria?				
1	Is it good for teacher to use audiovisual materials in class.				
2	We use videos, pictures, or audio recordings to learn English.				
3	Audiovisual materials make learning English more interesting.				
4	I feel more engaged in English lessons when audiovisual materials are used.				
	challenges faced by teachers in using audio-visual materials in teaching English Language in Junior Secondary Schools in Nigeria?				
5	Sometimes, there are not enough audiovisual materials for everyone.				
6	The equipment used for audiovisual materials often breaks down.				
7	There is not enough time to use audiovisual materials in class.				
8	Some students do not know how to use the audiovisual materials properly.				
9	The classroom is not suitable for using audiovisual materials.				
10	There is a lack of support from the school to use audiovisual materials.				
	How do teachers' attitudes and beliefs influence the use of audio-visual materials in teaching English Language in Junior Secondary Schools in Nigeria?				
11	My English teacher believes that using audiovisual materials helps students learn better.				
12	My English teacher is willing to try new audiovisual materials in class.				
13	My English teacher encourages students to use audiovisual materials for learning.				
14	My English teacher feels confident in using audiovisual materials during lessons.				
	What support systems are available to teachers in Junior Secondary Schools to enhance their use of audio-visual materials in teaching English Language?				
15	The school provides enough audiovisual materials for English classes.				
16	The school provides training for teachers on how to use audiovisual materials.				
17	There is technical support available when audiovisual equipment fails.				
18	The school				