



## **Effect of Audio-visual Instructional Package on Upper-Basic Students' Achievement in Oral English in Kwara State, Nigeria**

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### **Abstract**

This study investigated the effect of Audio-Visual Instructional Package (AVIP) on students' achievement in Oral English in Kwara State Nigeria in comparison to traditional lecture method. Kwara is a multilingual State with multiple ethnic groups whose languages can negatively affect English language skills learning. Poor language skills acquisition can also be traced to teachers' inability to use instructional materials that can enhance students' engagement and comprehension. The study also examined the interactive effect of gender on the achievement of students in Oral English. Utilising a quasi-experimental design, the research involved 100 students grouped into experimental and control. The experimental group received Audio-Visual, while the control group experienced lecture method. Pre-test and post-test scores were analysed using ANCOVA. Results indicated a significant improvement in the achievement of students taught with AVIP, with the experimental group showing a substantial mean gain in post-test scores, whereas the control group showed no significant change. Furthermore, the analysis of gender differences revealed significant interactive effect on the achievement of students within the experimental group. The females performed better than their male counterparts. The findings of the study, revealed that the use of AVIP is an effective teaching strategy that can enhance students' learning outcomes in Oral English. It was recommended based on the findings of this study, that AVIP strategy is a suitable method to teach Oral English. It was recommended that AVIP should be embraced by Oral English teachers.

**Keywords:** Audio-Visual Instructional Package (AVIP), Gender, Oral English and Achievement.



## **Introduction**

In language, speech is primary. Poor pronunciation affects proficiency and academic achievement. Incorrect pronunciation distorts intended meaning in conversation or in a reading item while correct pronunciation gives meaningful communication. Pronunciation will also affect the writing skills of a learner, because the learner writes what he pronounces. Kusnierek (2015) explained communication as receiving the same information as that which is sent. Communication has not taken place if the receiver finds the information difficult to understand.

There are two major levels in Oral English. The segmental and the supra segmental level. The segmental level is the level of individual sounds or phonemes. This is the level of the vowels and consonant sounds. The supra segmental level has a larger number of segments, i.e words or phrases. The supra segmental level is the level of stress and intonation. Rhythm is the vibration of sounds in the vocal cord as a speaker speaks to convey the message.

At the segmental level, mispronunciation of the distinct phonemes or sounds can lead to interference in communication. Chitulu and Njenzanze (2015) state that, there are sounds in Received Pronunciation that are not in the Nigerian languages. The learner transfers the sounds in his mother tongue closest to those in the second language. This affects his pronunciation of the syllables in the words of the second language, sometimes changing the meaning of words and affecting the meaning of the sentences, thereby creating interference and problem of semantics. Kwara State is a multilingual state with many diverse dialects in both the teacher and the student population. The phonemes that create interference in these languages are different.

This study focuses on investigating the impact of audio-visual package on the achievement of upper basic students in Oral English in Kwara State, Nigeria. The use of instructional materials in teaching has offered dynamic avenues for engaging students, and fostering deeper comprehension. Mathew (2016) describes audio visual as a substitute to real objects, things, persons and events. Audio visual is an option. Bringing the native speaker or expert into the classroom is possible with recording on audio or video. Audio visual resources make learning vivid, concrete, real and dynamic (Jindal and Vetta, 2021).



The multiple phonemes in Kwara State, need to be clarified, which could be achieved by the comprehensive knowledge of the phonological inventory of the English language taught in audio visual package. The 9-year basic curriculum has five columns under each theme of communication skills. One of the columns is teaching and learning materials. Some of the suggested materials for teaching oral English are recorded materials (on audio or video tape and radio broadcast). The Basic classes 1- 9 are the foundation on which all other levels of education are built. Success or failure of a learner or nation depends largely on how the level is handled. One of the goals of this level of education is to inculcate ability to communicate effectively (NERDC, 2010). Audio visual materials like videos, encourage repetition. The video cassette could be played back until the right pronunciation is achieved. Sa'ad and Usman (2014) examine the influence of mother tongue on students' achievement in English examinations. The findings reveal that; mother tongue has a great influence on the students' achievement in English examinations. This is because of the high level of interference of mother tongue into the learners' English. Andala and Ngunmi (2016) trace the poor achievement in public examination in most subjects to the weak foundation in the English language from the primary school level which is carried to the secondary school and tertiary school. Language is required for teaching, understanding and expression. If the language is not comprehensible to students, expression will be difficult in writing.

Studies show that most English Language teachers do not make use of instructional materials. Richards (2010) describes teaching materials as key components in most language teaching and learning processes. Instructional materials should generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They are valuable in importing information, clarifying difficult and abstract concepts, stimulating interest of learners and taking care of individual differences. The Oral skill is a skill that could be developed with suitable instructional materials, especially the ones that appeal to aural and visual senses. Audio-visual materials appeal to auditory and visual senses (hearing and seeing). Audio-visual packages can offer reality of experience to the pupils. The learner is able to watch



and listen to real life actions and speech. Speech can be taught with video tape recording of an expert in Oral English, for improved pronunciation. The media can also be stopped and played back for learners.

Gender is a variable that has generated a lot of controversies in English learning. Harari (2012) conducted a review of related literature investigating the role of gender on pronunciation accuracy. The findings of the study show no difference except in the production of consonant sounds which is done more accurately and clearly by the females than the males, observing that this does not show complete superiority of the female. The study reveals that there is no significant gender difference in the learning of consonant sound production. Therefore males and females do not need different language learning programmes.

Audio-visual aids appeal to the learners' senses. These aids make things real and clear through the learners' sense organs. Edger Dale defines audio-visual aids as multisensory materials that make communication effective in teaching and training. (Jindal & Vetta, 2021). Rouhollah and Armium (2012) compare the effects of audio document and video document on the listening comprehension of a foreign language. Two groups of students were compared on understanding of a document. One group was made to watch the document, while the second group listened to it. The result showed that video document helped students in more understanding of some audio element in it. Audio document made students concentrate on audio elements.

Film and video materials are a class of media that combines audio sounds with moving visuals. Films include cinema films, videos and television. Video package is an effective way of transmitting information with sound and images. The students are able to watch the images and listen to the sound. A comparative study on story-based video and text based instructional package by Herron, Corrie and Cole (2006) emphasise the effectiveness of story-based video on the listening skills of the students exposed to the instructional material. Ikwuka (2010) compares video with audio packages and find out that video enhances the teaching and learning of junior school students achievement than audio. Adedapo, Salawu and Afolabi (Accessed 2016) assessed the effectiveness of video and audio tapes instructional



strategies on cognitive learning outcome in economics. The findings showed that there is no significant difference in the students' cognitive achievement and interest in economics which were mostly enhanced by the video tape strategy, followed by audio tape and then the conventional strategy.

McCrocklin (2012), researched on the effect of audio vs. video training on aural discrimination of vowels. The result showed that there is no significant difference between the group exposed to audio and the one exposed to video in the training sessions. Donaghy (2014) observed that only video film is a source of authentic information and varied language, breaking geographical barrier. Students that are lived in English-speaking environment are given the opportunity of observing and listening to a native speaker speak in its natural expression. The video context of instructional material affords learners the opportunity to understand the language more by interpreting the language in a full visual context. Brown (2019) supports this opinion stating that information can be brought to life with video. The oral skill can be practically shown on a video, and students are able to watch people pronounce sounds, noting the manner of production of each sound item. This could increase learners' engagement and comprehension, Kiddie (2016) also states that video exposes the text and images to the learner, in its size, color, movement and sound effects.

Motivation is an important factor in successful teaching of skills acquisition of a language. Bringing variety and flexibility to the classroom are motivators that make the language learning process entertaining. Donkor (2010) compares two instructional materials (video and print) and concludes that video is more effective in teaching practical skills, arguing that video is a good forum for emphasising distinct features in learning. It is an appropriate instructional material for tackling these details. Oral English is an aspect with distinctive features-the different vowels sound (pure and diphthong), consonant sounds (voiced and voiceless), stress and intonation. Speaking is a practical skill; the video package will give students the opportunity to watch the place of the tongue in relationship to the part of the mouth as a sound is being produced.



Heinich, Molenda, Russei and Smaldino (2002) describe video package as a very strong way of transmitting learning items, especially with its added advantage of motion, colour and sound. It gives students the opportunity to share experiences as it is in real life. Gropal (2010) asserts that with video barriers in communication and distance is broken. The culture and climate of countries can be viewed. Swank (2011) is of the view that 40% of learning materials can be grouped under visual experiences 25% auditory and 17% tactile, 15% miscellaneous, while 3% would be taste and smell. Video therefore brings the different senses together for hundred percent learning.

Video helps the student enjoy the learning process, breaking the limitation of time and location. These studies and views show that video instructional material could provide the students with a learning environment that could foster concrete learning due to its visual presentation of concepts or ideas. This enables learners to see and hear things as they are as against media that appeal to other senses that might only leave learners to imagination which could soon be forgotten. Teachers should therefore provide students this exciting environment that could enable them meet their teaching objectives. Martins (2009) asserts that teachers are to provide a learning situation that stimulates students' natural reactions to achieve effective learning. Mazgon and Stefanc (2012) also state that to achieve his /her planned goal, a qualified teacher should be able to make good use of instructional materials that could possibly impact on the learners. The quality of learning that takes place depends on how much the teacher is able to stimulate the learners' activity during the learning process. Takahashi (2018) emphasises the importance of motivation to language learning. Students who have strong motivation record greater achievement in language acquisition. Tokan and Imakulata (2019) in a study on the effect of motivation on learning behaviour and learning achievement found out that motivation has direct effects on learning behaviour and learning achievement. Narcotic (2011) observes that videos help students to develop communication skills. With videos, they are faced with exciting opportunity to engage them in solving problems. Obielodan (2014) states that a teacher needs a high measure of determination to achieve desired goals especially when teaching items



that look abstract to the learners, further stating that videos are particularly suitable for teaching these abstract concepts. Video is a medium through which teachers overcome difficulty in teaching, making learning interesting, exciting and interactive with adequate consideration of all the learners. Video brings into the classroom learning environment situations that cannot be brought into the classroom: either too large (like an elephant); dangerous (like a lion or snake) or climatic features of other countries (winter, or desert experiences). Its device for fast-forwarding and play back gives room for teachers' /student comments and opportunity for emphasis. Ashaver and Igyuve (2013) stress the roles of audio-visual materials like video as "basing learning in sense experience, extending experience, encouraging participation, stimulating interest, individualizes instruction, serves as a source of information, making learning permanent" p.44

Aboyeji (2013) however states that some findings have shown that no single medium can be considered as better as or worse than the other one. One may be more effective than the other in teaching particular content, to achieve the stated objectives. This finding is important especially in teaching a concept like phonetics at a low educational level and considering the age of students of upper basic 2. Audio- visuals may solve oral learning difficulties because of its added advantage of image. Effective teaching of Oral English at the Upper Basic level requires a combination of direct instruction, and the use of multimedia resources. Learners' abilities are determined by different and differing factors, educationists believe that gender may be one of these factors. Psychologists examine the role of gender in vocabulary capacity and the role of exposure to speech in children's early vocabulary growth. The general assumption is that individual differences in vocabulary depends highly on variation in the teaching approach. Among other findings gender was an important factor in vocabulary development (Huttenlocher, 2013). Zimba and Blume (2011) also report an international aptitude test administered to fourth graders in 35 countries which showed that female outscored male counterparts in reading and literacy in every country. Girls exhibit higher verbal ability throughout



high school, while boys outscore them in mathematical and science ability.

### **Statement of the Problem**

The various tribes and diverse dialects in Kwara State constitute multiple difficulties in communication and teaching and learning of Oral English. The phonemes in English are different from those of the mother tongues of the second language learners. On the other hand, each tribe of the mother tongue has its own unique phonemes, each tribe therefore has its different pronunciation defects in communication in the second language. The problem of pronunciation distorts communication. This is because the pronunciation of the individual phonemes in English gives meaning to the sentence. These pronunciation defects need audio visual strategy clarification. The pronunciation defect does not only affect oral skill which is the primary skill of listening and speaking and the foundational skill in communication, but it also affects the secondary skills of reading and writing. The defect is transferred to all the components of English language.

Some of the suggested materials for teaching oral English in the 9- year basic curriculum is recorded materials (on audio or video tapes and audio broadcasts). From the researcher's observation as an English Language teacher over the years, most of the teachers use the traditional method only (the chalk and talk method) and without suitable instructional package. Students therefore, view Oral English as a very difficult concept to learn. If this aspect is taught well, once a student can grasp the technique, the knowledge could positively affect the development of all the English language skills. This study examines the effect of Audio-Visual instructional package on upper basic students' achievement in Oral English in Kwara State

### **Purpose of the Study**

This study examined:

1. the difference in the achievement of students taught with the Audio-visual Instructional Package (AVIP) and those who were not exposed to the treatment.
2. the gender interactive effect on the achievement of students in the experimental group.



### **Research Hypotheses**

The following research hypotheses were postulated for the study:

**H<sub>01</sub>:** There is no significant difference in achievement between students taught with the Audio-visual Instructional Package (AVIP) and those who were not exposed to the treatment.

**H<sub>02</sub>:** There is no significant interactive effect of gender on the achievement of students in the experimental group.

### **Methodology**

The research design used in this study was the quasi-experimental design. The quasi-experimental design was appropriate because it helped in administering one-experimental group and comparing the achievement of the group with that of the control group. The population for the study comprised all students in all co-educational Upper Basic 2 in Kwara state. The sample for the study consisted of 100 Upper Basic2 students from two Upper Basic Schools in Kwara State. The purposive sampling technique was used in selecting the sample. Co-educational schools with intact classes of 50 members were used for the study. One school was used for the experimental group and one for control group. Two research instruments were used. These are, Stimulus instrument: Audio visual and Response instrument: English language Speech Sounds Achievement Test. English Language Speech Sound Achievement Test (ELSSPT) is 40 multiple choice questions of the exercise that was given the students at the end of each of the twelve lessons taught with the packages. The questions were drawn from NECO question papers. The test was used both as pre-test and post-test for both the experimental and control groups. The face and content validity of the instruments were ascertained through the assistance of language experts. The reliability of the instruments were ascertained in a pilot testing that was carried out in schools outside the sampled schools. Data collected were analysed using analysis of variance (ANOVA). All hypotheses were tested at 0.05 level of significance.



**Results**

Hypothesis One: *There is no significant difference in achievement between students taught with the Audio-visual Instructional Package (AVIP) and those who were not exposed to the treatment*

**Table 1: ANOVA showing the difference in the achievement of Upper Basic Students exposed to Audio-Visual instructional Package and control group.**

Source of Variation	SS	df	MS	F	p-value
Between Groups	756.74	1	756.74	38.16	$p < 0.05^*$
Within Groups	1943.36	98	19.83		
Total	2700.10	99			

Note: SS (Sum of Squares) =  $MS \times df$ ;

The p-value is significant since  $F(1, 98) = 38.16$  is much greater than the critical  $F(1, 98) \approx 3.94$  at  $\alpha = 0.05$ .

Since the calculated F-value (38.16) is greater than the critical F-value at the 0.05 level, the null hypothesis is rejected. This indicates that there was a statistically significant difference in achievement between students exposed to the Audio-Visual instructional package and those in the control group.

**Hypothesis Two:** *There is no significant interactive effect of gender on the achievement of students in the experimental group*

**Table 2: ANOVA Result on the achievement of Male and Female Students in the Experimental Group.**

Source	SS	df	MS	F	P
Between Groups	147.93	1	147.93	19.89	$< .001$
Within Groups	357.12	48	7.44		
Total	505.05	49			

A one-way analysis of variance (ANOVA) was conducted to examine the effect of gender on the achievement of students in the experimental group, as measured by mean gain scores. Participants included 16 male and 34 female students. Descriptive statistics revealed that female



students had a higher mean gain score ( $M = 8.76$ ,  $SD = 3.00$ ) compared to male students ( $M = 5.56$ ,  $SD = 2.00$ ).

The ANOVA indicated a statistically significant difference in mean gain scores between genders,  $F(1, 48) = 19.89$ ,  $p < .001$ , suggesting that gender had a significant effect on students' achievement. The effect size, as reflected by the F-ratio, demonstrates a substantial difference in favor of female students.

These findings suggest that the instructional approach used in the experimental condition may have been more effective for female students, leading to significantly greater learning gains compared to their male counterparts.

### **Discussion**

The finding showed that the two groups, Audio Visual and control group, were of comparable ability level before treatment. This shows homogeneity of the groups. Both male and female students in all the two groups were also of comparable ability level. The findings of the study revealed that the level of achievement of the students in the two groups were different. Students in the experimental group, Audio visual, recorded high scores than those in the control group. The findings indicated that the Audio visual is relevant in solving pronunciation problems. The package enhanced students learning. The findings support Kutugi, Gambari and Gana (2010) who attributed the mass failure in English Language to inability of English Language teachers to use instructional media in enhancing the quality of teaching. Donaghy (2014) who shared the opinion that bringing a real situation or an expert recorded on video into the classroom could be motivating and enjoyable. Motivation is an important factor in successful teaching of skills acquisition of a language. Furthermore, the analysis of the interactive effect of gender on achievement revealed significant difference between male and female students within the experimental group. The females performed better than the males.

### **Conclusion**

In conclusion, the study demonstrates that the Audio-Visual Instructional Package (AVIP) significantly enhances the learning outcomes of students in Oral English compared to traditional lecture methods. The AVIP will break communication defects of all the tribes



and dialects of students and teachers. This would enhance better achievement in Oral English, English Language and all the subjects in the curriculum. The AVIP proved effective across genders, indicating its broad applicability and potential to improve educational experiences for diverse student groups. These findings underscore the importance of incorporating instructional materials in educational settings to foster better engagement and comprehension.

### **Recommendations**

It is recommended that educators and policymakers consider integrating AVIP and similar multimedia resources into the curriculum to leverage their benefits for student learning. Further research could explore the long-term impacts of such tools and their effectiveness across different subjects and educational levels, ensuring that instructional methods evolve to meet the diverse needs of modern learners.

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