**APPLICATION OF AUDIO VISUAL AIDS IN THE TEACHING OF ENGLISH LANGUAGE IN OWERRI NORTH LOCAL GONERNMENT AREA, IMO STATE**

**ANYANWU, MARY KOSI**

**U14/EDU/ ELS/012**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION**

**GODFREY OKOYE UNIVERSITY THINKERS CORNER ENUGU STATE**

**JULY, 2018**

**TITLE PAGE**

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**U14/EDU/ ELS/012**

**A PROJECT RESEARCH SUBMITTED TO THE DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION**

**FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY, UGWUOMU-NIKE ENUGU STATE**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR IN EDUCATION DEGREE IN ENGLISH AND LITERARY STUDIES EDUCATION**

**SUPERVISOR: DR MRS. F. ENE**

**JULY, 2018**

**APPROVAL PAGE**

This is to certify that the research work Application of audio visual aids in the teaching of English language in Owerri North Local Government, Imo State by Anyanwu Mary Kosi in the department of Arts and Social Sciences Education has been examined by the school of Education.

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External Examiner Date

**CERTIFICATION**

Anyanwu, Mary Kosi, a student in the department of Arts and Social Sciences Education (English and Literary Studies) in the Faculty of Education with registration number U14/ Edu/ Els/ 012 has completed the project. The work embodied in this project is original and has not, to the best of my knowledge, been submitted or presented elsewhere.

………………………… …………………..

Anyanwu Mary kosi Date

Researcher

**DEDICATION**

This project work is dedicated to God almighty for His grace, provision; guidance, love, goodness, and mercy in my life throughout this project work.

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My special thanks go to my H. O. D, who is also my supervisor, Dr Mrs F. Ene, for her relentless efforts and useful criticisms that resulted to the successful completion of this project work. May God bless her abundantly.

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**ABSTRACT**

The advancement of educational system cannot only be achieved by the use of conventional media technologies; audio visual aids are instructional materials that permeate the teaching and learning processes. Thus, this study aims at determining the application of audio visual aids in the teaching of English language in senior secondary schools in Owerri North Local Government, Imo State. The study adopted a descriptive survey design in which Four (4) research questions were used for the study. The population of the study consists of Three hundred and eight six (386) teachers and Four thousand, seven hundred and fifty two students (4752) students, making the total number of Five thousand, one hundred and thirty eight (5,138) population in the Twenty seven (27) secondary schools in Owerri North Local Government of Imo State. The procedure used in this study was simple random sampling techniques where Ten (10) schools were selected out of the Twenty seven (27) schools. Five (5) teachers and Ten (10) students were selected randomly from each school making a total number of One hundred and fifty (150) respondents. A questionnaire of Four (4) point scale was used as instrument for data collection. Mean was used in answering the research questions. The result of the analysis shows that, some schools lack audio visual aids which contribute in destabilizing the teaching and learning process, that some teacher are incompetent in the use of audio visual aids, also that , irregular power supply, and limited time are factors that limit the use of audio visual aids in secondary schools.

**TABLE OF CONTENTS**

TITLE II

APPROVAL III

CERTIFICATION IV

DEDICATION V

ACKNOWLEDGMENT VI

ABSTRACT VII

TABLE OF CONTENTS VIII

**CHAPTER ONE: Introduction**

Background of the Study 1

Statement of the Problem 4

Purpose of the Study 4

Significant of the Study 5

Scope of the Study 6

Research Questions 6

**CHAPTER TWO: Review of Literature**

Conceptual Frame Work 8

Theoretical Frame Work 22

Empirical Review 24

Summary of Literature Review 26

**CHAPTER THREE: Research method**

Research Design 28

Area of the Study 28

Population of the Study 28

Sample and Sampling Technique 29

Instruments for Data Collection 29

Validation of the Instruments 30

Reliability of Instruments 30

Method of Data Collection 30

Methods of Data Analysis 30

**CHAPTER FOUR: Presentation and Analysis of Data**

Analysis of data and results 32

**CHAPTER FIVE: Discussion of Result, Recommendation, Conclusion and Summary**

Discussion of the Result 37

Conclusion 38

Implication 39

Recommendation 39

Limitation 40

Suggestion for Further Studies 41

Summary 41

***Reference 43***

***Appendices 46***

***Questionnaire 47***

**CHAPTER ONE**

**INTRODUCTION**

**Background of the study**

English language is a global prestigious system of human communication used either by spoken or written, consisting of words in a structured and conventional way. It is the official language in Nigeria, which used in education, government, administrative, law, and commerce. On this account, it is necessary to ensure that, the secondary school students are given the basic and fundamental facet of English language. In order to achieve this; there must be instructional materials like Audio visual aids which are permeating the educational system as tools for effective teaching and learning. With audio visual, the communication of information can be done in a more effective manner and it can be an effective instructional medium for delivering information. Audio visual access to knowledge is one of the possibilities of information and communication technology that has tremendous impact on learning. The instructional media have emerged in a variety of resources, and equipment, which can be used to supplement or complement the teacher’s efforts in ensuring effective learning by students. It is recognized that conventional media technologies can no longer meet the needs of our teaching and learning processes; as a result they are being replaced by audio visual technology. This technology provides a learning environment that is self-paced, learner-controlled and individualized.

Audio visual is defined as the combination of various digital media types such as text, images, sound and video, into an integrated multi-sensory interactive application or presentation to convey a message or information. In other words, audio visual means “an individual or a small group using a computer to interact with information that is represented in several media, by repeatedly selecting what to see and hear next” (Agnew, Kellerman and Meyer, 2011).

Reisman (2010) described audio visual as a ray of “computer-driven interactive communication system, which create, store, transmit and retrieve, textual, graphic and audio tory networks of information.

Fetterman (2016) also viewed audio visual as those resources used for instruction that include one or more media such as graphics, video, animation, image and sound in addition to textual information. He identified four important characteristics of audio visual as:

* Audio visual systems are integrated
* The information content must be represented digitally
* The interface to the final presentation of media.

The power of audio visual lies in the fact that it is multi-sensory, stimulating the many senses of the audio lance. It is also interactive, enabling the end users of the application to control the content and flow of information. This has introduced important changes in the educational system and impact the way we communicate information to the learners (Neo and Neo, 2013).Ogunbote and Adesoye (2016) expressed that audio visual technology adds new dimension to learning experiences because concepts were easier to present and comprehend when the words are complemented with images and animations.

The evolution of audio visual has made it very possible for learners to become more involved in their work. With audio visual technologies, they can create audio visual applications as part of their project requirements. This would make them active participant in their own learning process, instead of just being passive learners of the educational content.

Reinsman (2014) expressed that audio visual involves processing, storage, generation, manipulation and retention of audio visual system, and the resources could include text files, pictures, video, audio , databases, archives, library catalogs, course notes, relevant links to various websites and easy access to search engines available on the Internet (Shuell and Ferber, 2011).

Audio visual in Education has been extremely effective in teaching individuals a wide range of subjects. Audio visual is changing the way we communicate with each other. The way we send and receive messages is more effectively done and better comprehended.

While a lecture can be extremely informative, a lecture that integrates pictures or video images can help an individual learn and retain information much more effectively.

**Statement of the Problem**

There is an urgent need to improve the quality of education to bridge the gap between developed and developing nations, and audio visual instruction is considered as a necessary tool for this purpose. However, the presence of audio visual alone will not stimulate significant changes in a school. Teachers are important ingredient in the implementation of audio visual instruction in education.

Without the involvement of teachers, most students may not take advantage of all the available potential benefits of audio visual on their own. Teachers need to actively participate in the use of audio visual facilities. They have to be trained in the use of audio visual and in its integration in the classroom activities to enhance thinking and creativity among students.

**Purpose of the Study**

The main purpose of this study is to examine the application of audio visual aids in the teaching of English language in Owerri North Local Government Area, Imo State.Specifically, the objectives of this study are to:

1. Determine the availability of audio visual aids in teaching and learning of English language in senior secondary schools in Owerri North Local Government Area, Imo State.
2. Determine the pattern and frequency of use of audio visual by teachers in these selected schools for teaching and learning.
3. Determine the teachers’ competence in the use of audio visual aids in English language.
4. Identify factors that limit the use of audio visual aids in teaching and learner of English language in senior secondary schools in Owerri North Local Government Area, Imo State.

**Significance of the study**

The findings of the study will be of much significance to students, teachers and researcher in secondary school. This is because the report of the study will serve as a good reference document to the group of learners when conducting a research on the same topic.

Again, the study has much significance on the government in Nigeria. This is so because, it will serve as a source of information to them, that non-provision of instructional materials to teaching provides basis for the falling standard of education in the country.

Furthermore, the study will be good significant to parents and the society, in account that when conducting parents teachers meeting, such issues may be raised and this will serve as a good reference document in providing solutions.

**Scope of study**

The study focused on the application of audio visual aids in teaching of English language in senior secondary schools in Owerri North Local Government Area, Imo State.

**Research Questions**

The study is structured to provide answers to the following research questions:

1. How available are audio visual aids for teaching and learning of English language in senior secondary schools in Owerri North Local Government Area.
2. What is the pattern and frequency of use of the audio visual aids for teaching and learning of English language?
3. How competent is the teacher in the use of audio visual aids in teaching English language?
4. What factors limit the use of audio visual aids in teaching and learning of English language?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

The aim of this chapter is to present already existing views of people in related topic on “Application of Audio Visual Aids in teaching English language in Owerri North Local Government Area, Imo State”. The chapter will be arranged and discussed under the following sub-headings:

* **Conceptual framework**

Concept of Audio Visual Aids

Importance and uses of Audio Visual Aids in teaching and learning of English language.

Audio Visual Aids and the teacher’s competence.

Factors that affect the use of Audio Visual Aids.

* **Theoretical frame work**

Dual-coding Theory

* **Empirical studies**
* **Summary of the literature review**

**Conceptual Framework**

English language is global and international language, its study is physical and behavioral, therefore, the teaching of English language must be made real (Baja, 2017). Most of the language teachers seem to agree that the use of visuals can enhance language teaching. As they help teachers to bring the real world into the classroom, they make learning more meaningful and more exciting (Brinton, 2010). According to Bamford (2013), it must be taken in to account that visual literacy is the key to obtain information, construct knowledge and build successful educational outcomes. He asserts that this is due to the increase of the number of images in the world (as cited in Harif and Hashim, 2009). It is important to point that students bring to the classroom their own background, that nowadays is associated with images provided by mass media, videogames etc. Santas (2009) reflects on how teachers ask students to think without any of this help, what seems to require convincing them to give up what they have experienced in their lives.

**Concept of audio visual aids**

Audio visual is defined as the combination of various digital media types such as text, images, sound and video, into an integrated multi-sensory interactive application or presentation to convey a message or information. In other words, audio visual means “an individual or a small group using a computer to interact with information that is represented in several media, by repeatedly selecting what to see and hear next” (Agnew, Kellerman and Meyer,

Audio Visual aids can be a helpful tool in the language classroom as Mannan (2015) points out they ‘help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid’ (p.108).

Visual material or anything use to help the student see an immediate meaning in the language may benefit the student and the teacher by clarifying the message, if the visuals enhance or supplement the language point, as Canning-Wilson (2010) indicates in her work. These advantages suggest that visuals can help make a task or situation more authentic (Canning-Wilson, 2009).

Researchers as Kemp and Dayton (2009) claim that audio visuals aid in motivation and maintaining attention by adding variety and making the lesson more interesting (as cited in Bradshaw, 2013).

Watkins and Brobaker have collected in their paper several studies from different researches that conclude that visuals clarify and enhance students learning, and that this information is recognized and remembered for longer durations than verbal information alone. Moriarty (2014) also asserts that human beings develop their visual language skills before the verbal language development and severs as the foundation for the last one. This is a possible explanation for the need of pictorial information rather than textual among young students (Arif and Hashing 2009). Paivio (2009) had already explained this with his theory based on the idea that cognitive growth is stimulated by the balance between verbal and visual experiences in the early stages of learning. Arif and Hashim (2006) own research proves that pictures gained better attention than words, and among young learners, pictures became the main clue in interpreting the meaning of the words.

Research on effectiveness of the audio visuals used in the learning environment shows that they can improve learning (Anglin, Vaez and Cunningham, 2014). Visuals can help arising the readers interest, curiosity and motivation (Mayer and Moreno, 1998). Fang agrees with these benefits and adds others such as promoting creativity, serving as mental scaffolding and fostering aesthetic appreciation (as cited in Carney and Levin, 2012).

Studies carried out by Mukherjee and Roy (2013) have found that the use of audio visual aids to contextualized spoken speech it’s a great help for students, given that they can understand 30% more than without the visual support.

Brinton (2010) devoted the end of her article to summarize the rationale behind the use of audio visual aids in the language classroom:

“Use media materials when variety is called for, when they expedite your teaching task and serve as a source input, and/or when they help you to individualize instruction and appeal to the variety of cognitive styles in your classroom. But above all, use media to involve students more integrally in the learning process and to facilitate language learning by making it a more authentic, meaningful process.”(p. 130)

The Nigerian government, at all level has placed enormous emphasis on the use of instructional materials in shaping efforts and strategies aimed at improving students standard of learning in the country, but it is displeasing to know that, both the theoretical and empirical literature failed to captive the real factors, why the standard of education in the country still remain very low.

Okereke (2009) observed that many schools in state cannot boast of any instructional materials. He asserts that every government should be contending with the issue of making education her priority to help in improving the standard of learning by providing the necessary instructional materials to schools.

**Classification of audio visual aids**

Audio visual aids can be classified into the following types:

1. **Auditory aids**

**Radio**: This is a very useful aid in the teaching of English language; it brings the idea of realism and removes the dullness of the lesson. It arouses the minds of the students. It should be noted that the radio talk should be within the level of the students. English student can obtain great benefits from radio talks which comes direct from the native speaker of English language.

**Linguaphone:** Linguaphone is known as Gramophone; it is use to teach students the correct way of pronunciation. A linguaphone can be fitted with a recording device. In the case, a record of correct pronunciation can be reproduced at any time for the benefit of the students. It can also help the student to learner good grammar, poetry.

**Tape recorder:** This is an audio storage device that records and plays back sound, including articulated voices, usually magnetic tape, either wound on a reel or in a cassette, for storage. It can be used to record a talk, story from the radio.

1. **Visual aids**

**Black Board:** This is the cheapest and one of the most important aids for teaching, especially English language. It is used for writing lessons, practical lesson, for testing work, illustration and examples for better understanding.

**Flannel Board:**This is a rectangular, wooden ply board on which a piece of flannel is pasted. It is used for teaching and learning of English spellings, words, structure and giving pronunciations practices. It can be used for teaching composition and storytelling also.

**Flash card:** flash cards are useful device for teaching English language beginners. Flash cards are strips of this card board which are held before the class for a short interval of time. They may be used for reading practice, oral teaching, teaching spellings, sound etc. for instance, an English teacher writes the entire alphabet in a different flash card and compels the learner to identify the alphabets themselves, this helps to maintain the learners and wanting to know or identify the correct one.

**Pictures:** this plays a very important role in the teaching of English language. Picture helps in informing correct association of ideas in the mind of the students. We can show examples of winter in which everything looks desolate or joyless or sad, the dictionary meaning of winter cannot show what actually happens in winter time. How horrible winter time is in England can only be known with the of a picture

**Uses and importance of audio visual aids in teaching English language**

Bajah, (2015) outlined some of the following reasons for using audio visual aids in teaching English language.

1. For motivational values that develop the interest of the students
2. To simplify and clarify what is complex and difficult to express in words
3. To supplement spoken and written words
4. To bring the teaching of English language into real life
5. To moderate the teaching and learning processes.
6. To promote retention as we can understand from the Chines proverb that says “what I hear I forget, what I see I remember, what I do, I understand”.

As scholars have always argued, in order to make the acquisition of the language more meaningful for the students, teachers must bring the real world into the classroom. Visual materials work as apowerful tool in this aspect, as far as they give teachers the opportunity to show the culture of the target language, the habits and the body language that lie behind the language transactions. All this makes students understand that the use of the target language has a purpose: the real purpose of real communication.

The students involved in this research are the SS1 group. Being among the youngest in the high school, their level of English is quite low.This kind of student is the one that is being benefited most from the visual aids integrated into the lesson plan (Boucheix, 2015). Section Ten in the National Policy of Education stated that the objectives learning materials such like audio visual aids are to:

* Enhance teaching and improve the learners competence
* Make learning more meaningful for the students
* Develop and promote the effective use of innovative materials in schools

Aajayi, et al (2010) observed that audio visual aids are versatile tools that are used in different ways for effective teaching and learning of English language. These aids convey facts and idea in all forms of communication. They offer quite an easy way of presenting information. Ajayi, et al (2010) further outlined some of the importance of audio visual aids if carefully selected, they should:

1. Speed learning processes
2. Help to give correct initial concept
3. Provide experiences which are not known before
4. Motivate, develop and change attitude
5. Build and sustain interest
6. Clarify and give definite meaning to words and the combat verbalism
7. Intensive expressions
8. Help student to learn more
9. Vitalize instruction and provide varieties in teaching
10. Supplement other learning and serves reminder.

Ibrahim (2015) stated that audio visual aids assist English language teachers in the achievement of stated objective and also help them to make lesson explicit to the students. It aids the achievement of any one of the following in the teaching process: attention and motivation; orderliness in the classroom; lesson presentation; recall and remembering; guidance, active participation and response, feedback, assessment of performance and evaluation.

In summary, it could be noted that the improvement of classroom instructions largely depend on the competence of the teacher to use various kind of instructional materials in the actualization of teaching and learning objectives.

**Audio visual aids and the teacher’s competence**

The incompetence of a teacher to improvise instructional material like audio visual has been said to be one of the factors responsible for poor performance of the learner in English language

Teacher’s competence is an underlined characteristic of an individual that is usually related to effective or superior performance of the students. These characteristics include: enduring motives, self-concepts, value, knowledge and skills that can assessed and differentiate. To be precise, teacher’s competence is an appropriate prior knowledge, skills, attitude and abilities of the teacher in a given context to adjust and develop with time and need in order to effectively and efficiently accomplish a task that are measure against a minimum standard.

As scholars have always argued, in order to make the acquisition of the language more meaningful for the students; teachers must bring the real world into the classroom. Visual materials work as apowerful tool in this aspect, as far as they give teachers the opportunity to show the culture of the target language, the habits and the body language that lie behind the language transactions. All this makes students understand that the use of the target language has a purpose: the real purpose of real communication. The students involved in this research are the SS1 group. Being among the youngest in the high school, their level of English is quite low.This kind of student is the one that is being benefited most from the visual aids integrated into the lesson plan (Boucheix, 2015). However, before a competence teacher selects the instructional materials, the teacher should consider the following which will serve as the criteria for selection:

**Availability**

Instructional materials like audio visual aid should be made available, the teacher should ensure that the materials are in good state by testing ascertaining that everything is working perfectly, this should be done before bringing the material to the class.

**Accessibility**

It is the duty of the teacher to ensure that the materials are not only available but also accessible. The materials should be within the reach of the teacher before the time of the class in order to set or place everything definitely. There should be no excuse that the materials are not accessible because they are being locked in the store or because of malfunctioning in the material.

**Affordability**

The instructional material to be use should not be expensive, the cost had better be such that either the school or the teacher can afford. The school should endeavor to make budget for instruction materials especially audio visual aids, and when this is done, the cost should not be outrageous; it should be within the budget of the school.

**Simplicity**

The, instructional materials to be used should be simple to operate or manipulate. The teacher should test the material to ensure the working ability before the time of use. There should not be any technical problems and where the electricity is to be used, provision should be made for an alternative power. No teacher should use electric failure as an excuse for non-performance. In a situation where an instrument demands the work of a technician, he should be on the work and the teacher should have an insight into the operation of the instrument in case of emergency.

**Qualitative**

The quality of the instructional materials should be of good quality. Schools should avoid the idea of “managing” with poor quality material with that, the school will not achieve the desired aim. Furthermore, the materials should be the best or nearest to the best, it should not be outdated. The instructional materials should reflect current and original thought.

**Suitability**

The teacher using the instructional materials should ensure the appropriateness of the material for the intended learners. The materials should be suitable for the age of the learner, their experience and intelligence. The legal, safety and ethnical aspects of the materials to be use should be considered and must not portray any anti-social attitude. They should also be free from any bias, distortion or prejudice. If the material would need electric power the alternative should be made available to avoid disappointment of any kind.

In summary, it could be noted that, the improvement of classroom instructions largely depend on the competence of the teacher to use various kinds of instructional materials in the actualization of the teaching and learning objectives.

**Factors that affect the use of audio visual aid in teaching English language in secondary schools**

In determining the type of audio visual aids to be used for the conveyance of information in English language, the following factors were outlined by Bakare (2009)

1. **The number of students in a class:** There is a concern that multitude of students in a class will have a negative impact in the student because most of them will not be able to see or hear what the teacher is teacher. The class may be noisy and rowdy, it would be more logical and efficient to use microphone in this kind of situation for the presentation of information.
2. **Nature of the subject and the objective to be attained:** If the subject matter is such that is diversified, it may involve the use of more than one audio visual aid in order to achieve its objective. The topic of the subject must be considered in order to determine the kind of material to use.
3. **The space of time available:** Time is always limited and has its effect upon the kind of material to be used, if there should be ample time, the teacher is more likely to use other techniques that encourage maximum participation of the students. But when there no time, the teacher is limited from the strategies and would engrave to talking and the use of chalkboard only.
4. **Facilities and materials available:** The kind and extent of physical facilities and the instructional materials available will determine the effectiveness of the teacher. This is one of the major factors that affect the use of audio visual aids in teaching English language in secondary schools.
5. **Interest and the ability of the teacher:** Most teachers have personal reference and more security conscious in using some of the selected materials. Nevertheless, the teachershould use the method that which is suitable for her. This does not mean that she should not be sensitive to other development that supplement or improve upon the instructional materials she frequently uses.

Balogun (2009) explained school environment as the physical and material resources, otherwise known as infrastructural facilities available to teaching and learning processes. Fakomogbon (2015) also observed that one of the causes of failure in Nigerian secondary school is inadequate school resources. He further explained that it cannot be over-emphasized that the provision of adequate performance in schools. Most of our schools lack necessary infrastructural facilities required for effective teaching and learning of English language.

**Theoretical Framework**

The theoretical framework of this research hinges on dual code theory of learning as described by cognitive psychologist.

**Dual**-**codingTheory** is developed by Allan Paivio in 1960s; dual-coding theory is a theory of cognition according to which humans process and represent verbal and non-verbal information in separate, related systems. For example, the brain uses a different kind of representation for the word "tree" than it does for the image of a tree. Something verbal can trigger a thought of something nonverbal and vice versa. For example, the image of a circle can bring to mind the word "circle," and "circle" can prompt one to visualize a circle. Paivio argued that all cognition involves associations between verbal and non-verbal systems. Some psychologists believe dual-coding theory explains phenomena such as intelligence and memory. Critics argue that the brain processes information using only one kind of representation.

Dual code theory of learning denotes different approaches which bring the real world to the language classroom through audio visuals.

Probably, the Direct Approach was the first one to give importance to the use of audio visual aids in the language classroom. This teaching method, which became popular at the 20s 30s of the last century, enhanced the use of the target language. Teachers used direct reference to objects or concepts in order to avoid the mother tongue. The use of tape recordings and picture slides gained special importance in the 1950s 1960s with the rise of the Audio-lingual method in the USA. Based on Skinner´s behaviorist theory, it claimed to provide students´ with best models to imitate native speakers.

The Oral-Situational Approach, dominating in Britain in the middle of the last century, insisted on learning language situation. Concrete objects, pictures, charts and flashcards were widely used in the classroom to promote real life contexts. The teacher made use of several visual aids: colored wooden rods, set of wall charts containing useful vocabulary, color coded phonetic charts, tapes or discs, film drawings and pictures, worksheets and transparencies.

Another method, the Total Physical Response, involved a lot of physical manipulation and action in order to imitate the way 1L is acquired. Teacher’s words followed by actions served as visual aid, as well as large pictures.

The Natural Approach developed by Krashen was based on his Monitor theory. Students were not expected to produce output immediately; they should go through a period of understanding first. Magazine pictures and other visual and kinesthetic aids were used as an elicitation device in the listening comprehension and early production stages.

Video tapes were considered the most appropriate visual aid when the teachers were not native, as the Comprehension-based Approach claimed. This method was also based on the idea the 2L learning was similar to 1L acquisition, so students received a lot of audiovisual input in the first stages of the learning.

These approaches have pointed the importance of bringing the real world into the classroom to make the learning more meaningful for the students.

**Empirical Studies**

In this notion, the researcher compared the past related researches conducted by the experts in the field, and the present research.

Barlo (2014) carried out a research study entitled: “The availability and utilization of audio visual aids in teaching English language in selected secondary schools in Lagos State” the target population was two hundred and fifty (250) secondary schools out of which, twenty five (25) secondary schools were selected as the sample using systematic sampling. The instrument used in collecting the data was questionnaire. Five (5) null hypotheses were stated which were tested using the learners of English language. He finds out that the instructional material (audio visual) has negative relationship in the teaching and learning of English language in the selected secondary schools in Lagos State.

Oshadumi, (2013) also carried out a research study entitled: “impact of audio visual aids on students, and the Academic Achievement in English language at secondary schools in Okene LGA, Kogi State”. The population was Seventeen (17) secondary schools out of which Ten (10) were selected as the sample by sample randomized. The instrument for data collection was questionnaire. Four (4) null hypotheses were stated which were tested using correlative coefficient test statistics at 1.00 level of significant. All the four hypotheses were rejected. The result showed that about 65% of the respondents made use of audio visual aids effectively which had positive impact on the students, but also bring about an enhance respect for the teachers knowledge of the subject. Audio visual aids are also described as concrete or both to the sense organ during teaching (Aginna-Obu, 2010)

In the present study, emphasizes are laid on the use and importance of audio visual aids in any learning environment. For any learning to take place, the teacher must make of instructional material that would enable her to teach effectively.

Most of the English language teachers seem to agree that the use of audio visual aids can enhance language teaching. As they help teachers to bring the real world into the classroom, they make learning more meaningful and more exciting (Brinton, 2000). According to Bamford (2003), it must be taken in to account that visual literacy is the key to obtain information, construct knowledge and build successful educational outcomes. He asserts that this is due to the increase of the number of images in the world (as cited in Harif and Hashim, 2009). It is important to point that students bring to the classroom their own background, that nowadays is associated with images provided by mass media, videogames etc. Santas (2009) reflects on how teachers ask students to think without any of this help, what seems to require convincing them to give up what they have experienced in their lives.

**Summary of the Literature Review**

In the review, the types of audio visual aids were identified, and this includes: printed and recourse materials, graphic materials, display and projected materials. The approaches of audio visual aids were explained. Also the importance and uses of audio visual aids were stated. This is because; they are of prime importance to both the student and teacher, as it enhances the teaching and learning of English language.

In order to make these presentations effective, teachers must be careful with the visual material and strategies they include in them. Several things must be taken into account, such as the way in which pictures, graphics and visual organizers affect the learners, what is the best way to use them and what are their benefits.

Carney and Levin (2002) reported that pictures improved the reading-to-learn process, but they also pointed out that these pictures must be well-selected or well-constructed ones. The beneficial effects of the visuals and the reasons why pictures facilitate comprehension and learning are explained by Levin and Mayer.

It is important to point that in order to improve memory for lesson content, visuals should be aligned with goals of the instruction. Clark and Lyons (2004) assert that this improvement is the result of dual-encoding. These authors agree with Carney and Levin’s idea of the principle of conciseness that visuals provide in comparison with the texts: ‘If the visuals used depict relationships they can help building cause-and-effect mental models which support deeper learning’

**CHAPTER THREE**

**RESEARCH METHOD**

This chapter described the procedure that was adopted in the process of the study under the following sub-headings:

Research design; Area of the study; Population of the study; Sample and sampling techniques; Instrument for data collection; Validation of the instrument; Reliability of the instrument; Method of data collection; Method of data analysis

**Research Design**

This study is a descriptive survey that seeks to unveil the impact of audio visual aids in the teaching and learning of English language in senior secondary schools.

**Area of the study**

The study was conducted in Owerri North Local Government of Imo State.

**Population of the study**.

The population of the study comprises twenty seven (27) secondary schools in Owerri North Local Government Area of Imo State; out of which ten (10) secondary schools were selected for this study. Which made up of Three hundred six two (362) teachers and four thousand seven hundred and fifty three (4,753) teachers, making the total number of five thousand , one hundred and fifteen population. This information is obtained from the Post Primary School Educational Board PPSMB

**Sample and Sampling Techniques**

The sample constitutes of hundred (100) secondary school students and fifty (50) teachers drawn from ten schools from the population. The researchers selected five teachers and ten students from each school. Therefore, the total sample is one hundred and fifty (150) respondents. This number of respondents was drawn by using a simple random sampling technique.

**Instrument for Data Collection**

The instrument used for the collection of data was structured questionnaire. The questionnaire was designed based on the purpose of the study, using the likert four point rating scale, the fscale include:

Strongly Agree (SA) rated as four (4) points

Agree (A) rated as three (3) points

Disagree (D) rated as two (2) points

Strongly Disagree (SD) rated as one (1) points

The questionnaire was used to obtain information from teachers and students who were directly concerned.

**Validation of the Instrument**

The instrument was validated by the researcher’s supervisor and other research experts of the department of management and evaluation. The items were criticized and corrections were done in accordance to the stipulations of the supervisor and the experts.

**Reliability of the Instrument**

To ensure the reliability of the instrument, a re-test method was applied using an equivalent group of teachers and students of SS1 and SS11 in Owerri North Local Government Area. After an interval of two weeks, the instrument was re-administered to the same group. Two sets of scores obtained were correlated using the Pearson product moment correlation co-efficient. The degree of reliability of the test obtained was r = 0.86, this shows that the test is highly correlative.

**Method of Data Collection**

The researchers visited the schools and administered the questionnaire face to face to the respondents. At the end, the researchers collected filled questionnaire which indicates the responses of the respondents.

**Method of Data Analysis**

The data collected were analyzed by weighing each of the response option by using the likert rating style of 4, 3, 2, and 1 for SA, A, SD, D, Respectively.

**Decision rule**

Total responses weighing 4+3+2+1 = 10

Total responses options = (SA,A,D,SD) = 4

Mean responses (x) = 10/4 = 2.50.

The total responses in each option were multiplied by weighing number after which the mean (x) of the respondents was collected. Any result whose mean (x) is 2.50 and above shows agreement and the extent of the agreement, while any result below or whose mean is below 2.50 shows disagreement and the extent of disagreement.

**CHAPTER FOUR**

**PRESENTATION OF RESULTS**

This chapter is devoted to the analysis and interpretation of data collected in the process of this study.

**Research Question 1**

How available are audio visual aids for teaching and learning of English language in senior secondary school in Owerei North Local Government Area, Imo State?

N = (150)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Items | | SA | A | | SD | | D | | Meanx | | | Decision |
| 1 | Non availability of audio visual aids in school affects teaching and learning of English negatively | | 65 | 40 | | 25 | | 20 | | 3.0 | | | Agreed |
| 2 | The availability of audio visual aids makes learning interesting and understandable | | 76 | 40 | | 14 | | 20 | | 3.1 | | | Agreed |
| 3 | Students can learn effectively with the use of audio visual aids | | 58 | 50 | | 12 | | 30 | | 2.8 | | | Agreed |
| 4 | Audio visual aids are made available in my school | | 30 | 47 | | 63 | | 10 | | 2.6 | | | Agreed |
|  | Total |  | | |  | |  | |  | | 11.50 | |  | |
|  | Grand mean |  | | |  | |  | |  | | 11.50/4  = 2.9 |  | | |

On the above table, the result show that the respondents agreed on item 1-4 which are above the cut-off points (2.5), therefore availability of audio visual aids enhance the teaching and learning of English language, that students can learn effectively with the use of audio visual aids.

**Research Question 2**

What is the pattern and frequency of use of audio visual aids in the teaching and learning of English language?

N = (150)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | | Items | | SA | | A | | SD | D | | Mean x | | Decision |
| 1 | | The use of audio visual aids enhances the students acquisition and retention of factual information | | 74 | | 46 | | 8 | 12 | | 3.1 | | Agreed |
| 2 | | Audio visual aids are used adequately and frequently in my school | | 14 | | 28 | | 60 | 48 | | 2.1 | | Disagreed |
| 3 | | Students taught with audio visual aids performs better in any examination than those taught without audio visual aids | | 52 | | 20 | | 38 | 40 | | 2.6 | | Agreed |
| 4 | | Students taught with audio visual aids will have vivid understanding of English language | | 55 | | 47 | | 23 | 25 | | 2.9 | | Agreed |
|  | | Total | |  | |  | |  |  | | 10.70 | |  | |
|  | Grand mean | |  | |  | |  | | | 10.70/4  = 2.7 | |  | | |

From the result of the above table, shows that item 1, 3 and 4, agreed that, students taught with audio visual aids will understand the concept of English language vividly that those taught without audio visual aids. However, item 2 which is below the cut-off point (2.5), shows that audio visual aids are not adequately and frequently use in their school.

**Research question 3**

How competent is the teacher in the use of audio visual aids in teaching English?

N = (150)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Item | SA | A | SD | D | Mean x | Decision |
| 1 | The incompetence of the teacher to improvise audio visual aids is responsible for poor performance of the learners | 67 | 41 | 23 | 19 | 3.0 | Agreed |
| 2 | English language has been made optional because teachers lack the requisite skills to select and use audio visual aids | 13 | 17 | 69 | 51 | 1.9 | Disagreed |
| 3 | Improvement of class room instructions largely depend on the competencies of the teacher to use audio visual | 74 | 46 | 10 | 20 | 3.2 | Agreed |
| 4 | Teachers managing with poor quality materials might not achieve the desired aim | 55 | 47 | 23 | 25 | 2.9 | Agreed |
|  | Total |  |  |  |  | 11.00 |  |
|  | Grand mean |  |  |  |  | 11.00/4  = 2.8 |  |

Based on this table, the respondents on item 1,3 and 4, which are above the cut-off point (2.5) agreed that, the improvement of the class instructions largely depend on the competence of the teacher to use audio visual aids, especially in teaching English language. On the other hand, item 2 which is below the cut-off point (2.5) shows that, English language has not been made optional because of the teacher’s incompetence in selecting and using audio visual aids.

**Research Question 4**

Factors that limit the use of audio visual aids in teaching and learning of English language in senior secondary school in Owerri North Local Government Area, Imo State

N = (150)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Items | SA | S | SD | D | Mean x | Dcision |
| 1 | Electricity is one of the factors that limit the use of audio visual aids in teaching English language | 60 | 53 | 17 | 20 | 3.0 | Agreed |
| 2 | Limitation of audio visual aids negatively affects the teaching and learning of English language | 55 | 58 | 12 | 25 | 3.0 | Agreed |
| 3 | Financial instability of the school is another factor that limit the availability of audio visual aids | 78 | 45 | 12 | 15 | 3.2 | Agreed |
| 4 | Teacher`s incompetence is one of the factors that limit the use of audio visual aids | 63 | 48 | 17 | 22 | 3. 0 | Agreed |
|  | Total |  |  |  |  | 12.20 |  |
|  | Grand mean |  |  |  |  | 12.20/4  = 3.1 |  |

The result of the above table shows that, the respondents all agreed that, electricity, financial instability of the school and teacher’s incompetence are factors that limit the use of audio visual aids in teaching and learning of English language.

**CHAPTER FIVE**

**DISCUSSION, CONCLUSION, IMPLICATION OF THE STUDY AND RECOMMENDATIONS**

This chapter shows the result of the study, based on the data interpretations made in chapter four which are examined and inference drawn from there.

**Discussion of the findings**

The result obtained from research question one, shows that the respondents agreed on item 1-4 which are above the cut-off points (2.5), that availability of audio visual aids can enhance the teaching and learning of English language that students can learn effectively with the use of audio visual aids. These finding are in line with the assertion of (Onyeozu, 2009), that audio visual aids are resource materials which facilitate teaching and learning.

Research question two shows that, the respondents in item 1, 3 and 4, agreed that, students taught with audio visual aids will understand the concept of English language vividly than those taught without audio visual aids. However, item 2 which is below the cut-off point (2.5) shows that audio visual aids are not adequately and frequently use in their school. The first findings are in agreement with Ikot (2012) who discovered that there was significant difference between the performances of the students taught audio visual aids than those taught with conventional materials.

Research question three points out that, the respondents in item 1,3 and 4, which are above the cut-off point (2.5) agreed that, the improvement of the class instructions largely depend on the competence of the teacher to use audio visual aids, especially in teaching English language. On the other hand, item 2 which is below the cut-off point (2.5) shows that, English language has not been made optional because of the teacher’s incompetence in selecting and using audio visual aids.

Research question five reveals the factors that limit the use of audio visual aids in the teaching and learning of English language, the respondents all agreed that, electricity, financial instability of the school and teacher’s incompetence are factors that limit the use of audio visual aids in teaching and learning of English language.

**Conclusions**

It is observed that, to enhance the teaching and learning of English language, audio visual aids must be made available in schools because they stimulate teaching learning processes. Effective use of audio visual aids by the teacher can improve academic performance of the student in English language. However, it observed that there are factors that limit the use of audio visual aids in the teaching and learning of English language in Owerri North Local Government Area of Imo State.

**Implication**

The result of this study has obvious implication to the teaching and learning on English language in secondary schools, therefore it is recognized that there is need to make audio visual aids available and effectively utility, so as to enhance the teaching and learning of English language. However, insufficient fund and noninvolvement of government in the provision and maintenance of instructional materials can destabilize the teaching and learning processes.

On the other hand, lack of supervision of the teacher by the educational board contribute to the teacher`s negligence in the use of audio visual aids that are readily available in the school, incompetence also limit the teacher to use of audio visual aids.

**Recommendations of the study**

On the basis of the results obtained from the research and the literature reviewed, the following recommendations were made after examining the application of audio visual aids in the teaching and learning of English language

1. A seminar workshop on the use of diverse instructional materials should be organized to acquaint teachers on how to use them to teach especially English language because of its value in educational system.
2. A committee should be set up to monitor the teacher on the usage of instructional materials like audio visual aids in the teaching of English language
3. Educational managers should ensure that English teachers have educational qualification in English as a way of acquainting them with the principles and administration of instructional materials in secondary schools
4. School administration should ensure that instructional materials are made available for teachers and they are adequately equipped with the technical knowhow on how to use them to teach effectively and efficiently.

**Limitations of the study**

The researcher encountered some challenges on the process of carrying out this study. They include:

1. The researcher encountered financial problems as regards to the production of the questionnaire and typing of work.
2. Some of the respondents were reluctant in completing the questionnaire.
3. Some of the respondents decline when the research was going them the questionnaire.
4. There were also limitations in the study such as lack of time, due to

Management; the researcher had to cut down the scope of the study.

**Suggestions for further studies**

In view of the information to the study, the researcher suggests that further studies should be carried out on the comparative iteration of audio visual aids for effectively teaching and learning of English language in senior secondary schools in Owerri North Local Government Area of Imo State. Also the same study should be repeated in other to determine whether the same result will be obtained.

Strategies to test teacher’s ability in using instructional material like audio visual aids in the teaching of English language.

**Summary**

This study has revealed the application of audio visual aids in the teaching and learning of English language in secondary schools, it adopted a descriptive survey with a sample size of One hundred and fifty (150) respondents from the Ten (10) selected senior secondary schools in Owerri North Local Government Area of Imo State. The study examined four (4) research questions using mean and standard deviation.

Findings reveal that audio visual aids are resource materials that enhance the teaching and learning of English language, which should be made available in schools. The improvements of class room instructions largely depend on the effective use of audio visual aids by the teacher. However, irregular power supply, limited time and teacher’s incompetence are factors that limit the use of audio visual aids.

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**APPENDIX I**

Department of Arts and Social,

Science Education,

Faculty of Education

Godfrey Okoye University,

Thinkers corner,

Enugu state

30th June, 2018

Dear Respondents,

I am a final year student of the above named institution and department conducting a research on Application of Audio Visual Aids in the teaching of English language in Owerri North Local Government of Imo State.

I will appreciate your kind co-operation in responding to these questions. The research is purely an academic exercise, and any information given by you will be treated confidentially and only be for the purpose of this study.

Thanks for your co-operation.

Yours faithful

Anyanwu, Mary Kosi

**Research questions on, application of audio visual aids in the teaching of English language in senior secondary school Owerri North Local Government Area, Imo state.**

**BIO DATA/DEMOGRAPHIC INFORMATION**

Sex: Male ( ) Female ( )

Age 13 – 15 ( ) 16 – 18 ( ) 19 and above ( )

Class SS1 ( ) SS2 ( ) SSS ( ) None ( )

Are you a computer literate? Yes ( ) No

Please indicate the extent to which you are satisfied with the following items by ticking in any of the boxes represented as strongly agree

SA Strongly agree

A Agreed

SD Strongly disagree

D Disagreed

**SECTION A**

How available are audio visual aids for teaching and learning of English language in senior secondary school in Owerei North Local Government Area, Imo State?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | Items | SA | A | SD | D |
| 1 | Non availability of audio visual aids in school affects teaching and learning of English negatively |  |  |  |  |
| 2 | The availability of audio visual aids makes learning interesting and understandable |  |  |  |  |
| 3 | Students can learn effectively with the use of audio visual aids |  |  |  |  |
| 4 | Audio visual aids are made available in my school |  |  |  |  |

**SECTION B**

What is the pattern and frequency of use of audio visual aids in the teaching and learning of English language?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | Items | SA | A | SD | D |
| 1 | The use of audio visual aids enhances the students acquisition and retention of factual information |  |  |  |  |
| 2 | Audio visual aids are used adequately and frequently in my school |  |  |  |  |
| 3 | Students taught with audio visual aids performs better in any examination than those taught without audio visual aids |  |  |  |  |
| 4 | Students taught with audio visual aids will have vivid understanding of English language |  |  |  |  |

**SECTIONC**

How competent is the teacher in the use of audio visual aids in teaching English

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | Item | SA | A | SD | D |
| 1 | The incompetence of the teacher to improvise audio visual aids is responsible for poor performance of the learners |  |  |  |  |
| 2 | English language has been made optional because teachers lack the requisite skills to select and use audio visual aids |  |  |  |  |
| 3 | Improvement of class room instructions largely depend on the competencies of the teacher to use audio visual |  |  |  |  |
| 4 | Teachers managing with poor quality materials might not achieve the desired aim |  |  |  |  |

**SECTION D**

Factors that limit the use of audio visual aids in teaching and learning of English language in senior secondary school in Owerri North Local Government Area, Imo State

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | Items | SA | S | SD | D |
| 1 | Electricity is one of the factors that limit the use of audio visual aids in teaching English language |  |  |  |  |
| 2 | Limitation of audio visual aids negatively affects the teaching and learning of English language |  |  |  |  |
| 3 | Financial instability of the school is another factor that limit the availability of audio visual aids |  |  |  |  |
| 4 | Teacher`s incompetence is one of the factors that limit the use of audio visual aids |  |  |  |  |