

Impact of Audio-Visual in Teaching Spoken English : A survey on Opinion of Teachers of English in some Selected Secondary Schools in Sokoto Metropolis

Aminu Wadata

Phone Number: +234806811030 | Email: wadatamin@gmail.com

Fatima B. Attahiru

Email: attahiruf@gmail.com | Phone Number: +2348069811933

Umaru Ali Shinkafi

Polytechnic, Sokoto, College of General Studies, English Unit

Abstract: *This paper studies the impact of Audio-Visual in teaching spoken English on the opinion of teachers of English in sokoto metropolis. Thirty (30) teachers of English language were randomly selected in three secondary schools in sokoto metropolis, data was collected using a structured questionnaires. However, the result revealed that 98% of the respondents are of the opinion that Audio-Visual aids makes impact in teaching spoken English in schools while only 2% have` the opinion that it not creates any impact in teaching spoken English in schools. This calls for the need to intensify effort in providing the Audio-Visual aids in all sector of learning right from Nursery to university.*

Keywords: *Audio-Visual, Aids, Spoken English, Metropolis, Teaching.*

INTRODUCTION

It is peculiar over the years that Audio-Visual Aids helps a lot in teaching and learning in all levels of learning. Education remains necessary for everyone to have it ,despite it important to humanity. A-V Aids arouse interest of learners and help both the learners and the teachers in teaching and learning. And the aids encourages students' participation in learning. Audio-Visual aids are very vital in education system, those aids devices which are used in classroom to motivate and encourage students learning process and help the teachers in explaining the subject matter effectively.

What is Audio-Visual Aids?

According to Oxford Language dictionary: audio-visual means “using both sight and sound, typically in the form of images and recorded speech or music” . Burton (2010) defined "Audio-Visual aids as the instructional devices through which the message can be heard and seen simultaneously are known as Audio-Visual aids". Also Edgar (2006) stated that "Audio-Visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situation is helped".

James, (2009). Said "Audio-Visual aids are any devices which can be used to make the learning experience more concrete, more realistic and more dynamic".

Spoken English

"The investigation of aspects of the spoken language from a pedagogical perspective in recent years has tended, with a few exceptions, to be indirect and typically subordinate to considerations of other topics such as acquisition processes, cognitive constraints on learning, cross-cultural factors, and many others" (Brown, G. 1986.). Also Catford, J. C.(1987) said "there was a broad movement in language teaching away from organizing courses in terms of discrete skills such as speaking or listening and towards more holistic or integrated classroom experiences for learners". Flege,J.(1987) stated that "there is no reason to suspect that these trends will be reversed in the early 1990s and, with the exception of those specifically involved in remediation, language teachers will be less likely to find themselves being prompted to "teach the spoken language" than to "create learner-centered, acquisition-rich environments" which will have listening and speaking activities as incidental processes rather than as objectives. "The spoken language as a formal system, focusing on pronunciation, 2) the spoken language as a medium of information transfer (that is, in its transactional function), and 3) the spoken language as a medium of interpersonal exchange (that is, in its interactional function". (Brown ,G.& Yule,G.(1983).

STATEMENT OF THE PROBLEM

This study has been undertaken due to the fact that learners and teachers faces enormous challenges in teaching and learning process. Most of the schools in Nigeria are lacking these facilities which makes the students boring in receiving lessons in learning English in a classroom. Students finds it difficult to understand some concepts because they lack(A.V) aids as an instruments that a teacher will use to impact effective teaching in a classroom or outside the classroom. Therefore, that is the problem that lead to this study in order to investigate and find out the impact of (A.V)aids in teaching and learning.

OBJECTIVES OF THE STUDY

The following are the objectives of this research:

1. To find out the impact of Audio-Visual aids in teaching spoken English in Secondary schools in Sokoto Metropolis

2. To identify the effective channels in using Audio-Visual aids in teaching spoken English in Secondary schools in Sokoto metropolis.
3. To find out the possible solution to the problem in Secondary schools in Sokoto metropolis.

RESEARCH QUESTIONS

The following questions are formulated to guide the conduct of this research:

1. What is the impact of Audio-Visual aids in teaching spoken English in Secondary schools in Sokoto metropolis?
2. What are the effective channels to be use in using Audio-Visual aids in spoken English in Secondary schools in Sokoto metropolis?
3. What are the possible solutions to the problems?

LITERATURE REVIEW

There are various researches made related to this study these are: Cicila, et .al (2022). conducted a research on the topic title:” The effect of practicum learning based on audiovisual on students learning outcomes in Indonesian vocational secondary school”, the result of the research reveals that, the effectiveness of practicum learning based on audiovisual improve students learning outcomes effectively. Based on this findings the current study have the same view In focus on practicum learning outcomes which the current research is looking at impact of Audio-Visual aids in teaching spoken English; at the end of this research the researcher will bridge the gaps that are in between.

Likewise,Pikoli and Lukum,(2021). conducted a similar research on the topic : "Development of Audio-Visual learning media integrating character education in chemistry learning" . The result of the study reveals that Audio-Visual learning developed validity in practicality with some very high categories. Also base on this study the current research share thesame argument in this research on teaching Spoken English using AV aids, but Pikoli and Lukum(2021) focused on research on Audio-Visual learning that develop chemistry learning alone which the current study focused on using AV aids in teaching Spoken English.

Also Maciel et. al,(2019) conducted a research on a topic titled : “Audio-Visual aids in preoperative cardiac surgery “ .The study found out that Audio-Visual aids helps a lot during the preoperative period of cardiac surgery . Based on the this the current research identified the similarities that exist in the two researches , therefore the current research will look at the impact of AV aids in teaching Spoken English while the previous research gave emphasis on preoperative period of cardiac surgery using AV aids. Aamna and Irsha (2021) conducted a research on application of teaching AV aids in extension education. The researchers focus on extension education as a whole while the current research will look for one part of education that A-V aids heip in teaching spoken English.

METHODOLOGY

This study adopted the use of survey design which concerned the collection of data for the purpose of describing and interpreting the existing problems. The survey targeted teachers of English language in Sokoto metropolis on the opinion of teachers of English language on impact of audiovisual aids in teaching spoken English in some selected Senior Secondary Schools in Sokoto metropolis. Thirty (30) respondent were randomly selected for this study. The selection is said to be randomly because it was done regardless of the number of teachers. On the whole research targeted population of (30) thirty teachers from three schools namely:

- 1.Sultan Bello Secondary School Sokoto.
- 2.Nagarta College Sokoto
- 3.Nana Girls Secondary School Sokoto.

The research instruments used in collecting the data for this research is structured questionnaires. The advantage of choosing questionnaires as an instruments for data collection is ,because questionnaires affords not only wider geographical coverage but also it reaches individuals who are difficult to contact .

RESULTS

S/N	Statements	S A	A	S D	D
1	Audiovisual aids helps in teaching spoken English	23	5	0	2
2	Students understand spoken English effectively using Audiovisual aids in teaching the lesson	20	10	0	0
3	Audiovisual aids arouse interest of students toward learning spoken English	27	03	0	0
4	Teachers of English language find it difficult to produce sounds of English without Audiovisual aids	25	3	0	02
5	Lack of Audiovisual aids create poor teaching and learning of spoken English	17	10	03	0

DISCUSSION OF RESULT

* The table above indicates that first statement shows that 22 teachers out of 30 respondents strongly agreed that Audiovisual aids help in teaching spoken English. While 6 out of 30 indicates

the percentage of teachers that agreed with the statement . 0 out of 30 respondents represents strongly this agree . 2 out of 30 disagreed with the statement.

* The second statement shows 20 out of 30 respondents strongly agreed with the statement while 10 out of 30 also agreed with the statement, zero for strongly disagree and disagree.

* The third statement shows 27 out of 30 respondents strongly agreed with the statement while 3 out of 30 also agreed with the statement, zero for strongly disagree and disagree.

* The fourth statement shows 25 out of 30 respondents strongly agreed with the statement while 3 out 30 agreed with the statement, zero for strongly disagree, 2 out of 30 disagreed with the statement.

* The fifth statement shows that 17 out 30 respondents strongly agreed with the statement 10 out 30 agreed with the statement, 3 out of 30 respondents strongly disagreed with the statement, zero for disagreed.

CONCLUSION

The issue of teaching and learning of spoken English is big issue that is ravaging to mass failure of English teaching and learning, which affect so many sectors of learning such as Primary, Secondary and Tertiary institutions of learning. This failure tantamount to poor teaching and learning of spoken English which will create inadequate eloquent speakers of English in both students and teachers. The paper concluded that using Audio visual aids in teaching spoken English enhanced teaching and learning of spoken English at all levels of education failure to use them may creates a serious problems and also affect the teaching and learning of spoken English at all levels of education more especially to the countries that are learning English as second language.

RECOMMENDATIONS

1. Government should provide adequate Audio-Visual aids to schools so as to use them in teaching spoken English lessons
2. Government and stakeholders should organize seminars and workshops to the teachers of English language more especially on the topics related to spoken English .
3. Government should recruit qualified teachers and make sure the teachers performed their work diligently.
4. English language should be spitted into three major areas that is: Grammar, spoken English and comprehension.
5. Government and stakeholders should give extra allowances to the teachers that teaches English language looking at its important.
6. There is need for teachers to encourage and develop interest of the students towards learning spoken English so as to produce eloquent speakers.

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