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Impact of Audio-Visual Aids for Teaching and Learning of English Language in Secondary Schools in Jalingo Metropolis of Taraba State, Nigeria

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ABSTRACT

This study was designed to examine the impact of audio-visual aids the teaching and learning of English Language in Jalingo Metropolis of Taraba State, Nigerian. Two research questions and two hypothesis serve as guide to the studies. The study was conducted in in Jalingo Metropolis of Taraba State. The study adopted and make use of survey research design. The population of the study comprises of all secondary school students and all teachers teaching English Language in secondary schools in Jalingo metropolis of Taraba State. The researchers selected a sample of 50 teachers of English Language and 200 students in five Selected Secondary schools in Jalingo Metropolis of Taraba State. The researchers adopted the stratified simple random sampling technique to select the 250 respondents for the study. The instrument used for data collection in the study is a questionnaire designed by the researchers and tagged "influence of Audio-Visual aids in Teaching and Learning English Opinion Questionnaire". The questionnaire contained 20 closed ended items constructed using the modified 4-point Likert scale. The instrument to be used for the study was given to two experts to determine its validity. The instrument was subjected to face and content validity. The questionnaire was trial-tested in a pilot study Zing Local Government Area, which is not part of the sampled area of the study but possessed similar characteristics with the study area. The reliability of the instrument was determined through Cronbach Alpha reliability procedure and an Alpha coefficient of 0.76 was obtained. The instrument was administered to all sampled population in the sampled colleges in the study area by the researchers and their research Assistants. The mean score method of data analysis was used to answer the research questions while the hypotheses was tested using Chi-square method of data analysis. The findings of the study revealed the diverse and crucial impact of audio-visual aids the teaching and learning of English Language in Jalingo Metropolis of Taraba State, Nigeria. The study revealed that the audio-visual aids has impacts on teaching and learning English Language in secondary school. Despite the above, it is obvious that there are challenges facing the utilization of audio visual aids in secondary schools. Based on the above, the following recommendations were made: English language teachers should incorporate the use of audio-visual materials into the English language curriculum framework, outlining specific objectives, activities, and assessment and establishing teacher networks or online platforms for sharing resources and experiences can facilitate peer learning and professional growth.

Introduction

The Nigerian educational system has undergone a series of transformations due to the integration of information and communication technologies (ICTs), which have influenced the utilization of instructional materials in teaching and learning processes, alongside a steady increase in student enrollment (Onuoha and Chukwueke, 2020). Instructional materials are vital tools that facilitate the teaching and learning process. In the context of secondary education, particularly in English language instruction, these materials can manifest in various forms, including visual aids, audio-visual resources, digital content, and interactive activities. The types of instructional aids employed in teaching the English language in secondary schools comprise audio aids, visual aids (Mayer, 2009), and audio-visual materials (Moreno & Mayer, 2000). This paper focuses on the impact of audio-visual materials on the instruction and learning of the English language. According to Anzaku (2011), audio-visual materials encompass both content and equipment; the materials themselves form a system that holds potential value when actively engaged, while equipment, often referred to as hardware, represents the means of delivering this content. The availability and effective use of audio-visual aids in secondary schools differ markedly due to a multitude of factors, including infrastructure (Adeyemi, 2010), training and support (Al-Mahrooqi et al., 2015), curriculum requirements (Federal Republic of Nigeria, 2004), and socio-economic considerations (Ogunleye & Ogunleye, 2017). It is evident that these audio-visual resources play a pivotal role in ensuring lasting educational experiences. Gopal (2010) emphasized that "audio-visual methods do seem to facilitate the acquisition, retention, and recall of lessons learned, as they engage the full responses of learners to the situations in which learning occurs." The integration of audio-visual aids in the teaching and learning process has gained significant importance, especially within the realm of English language education in secondary schools. These aids comprise an array of tools, including videos, audio recordings, slideshows, and interactive software, all of which enrich the educational experience. The significance of these aids can be understood through several critical aspects: engagement, retention, comprehension, and accessibility (Meyer, 2009; Richards & Schmidt,

2010). Audio-visual aids serve as essential resources in language education, contributing to enhanced engagement and comprehension among students. However, educators must also address various challenges to optimize their effectiveness, such as technological limitations (Alharbi, 2020), accessibility issues (Higgins & Moseley, 2001), potential distractions (Mayer & Moreno, 2003), cultural relevance (Kumaravadivelu, 2008), and difficulties in assessment (Gulbahar & Guven, 2008).

However, except empirically proven, speculations or assumptions cannot be used to explain the state of availability and utilization of audio-visual resources for teaching and learning English Language in Secondary Schools, hence the reason for the present study which seeks to examine the impact of audio-visual aids the teaching and learning of English Language in Jalingo Metropolis of Taraba State, Nigerian.

Purpose of the Study

The main purpose of this study is to examine impact of audio-visual aids the teaching and learning of English Language in Jalingo Metropolis of Taraba State, Nigerian. Specifically, the study is designed to:

1. Assess the impact of audio-visual aids for teaching and learning English Language in Secondary Schools in Taraba State
2. Assess the challenges facing the utilization of audio-visual materials for teaching and learning English Language in Secondary Schools in Taraba State

Research Questions

Two research questions were raised to guide the study. These research questions are:

1. What are the impact of audio-visual aids for teaching and learning English Language in Secondary Schools in Taraba State?
2. What are challenges facing the utilization of audio-visual materials for teaching and learning English Language in Secondary Schools in Taraba State?

Research Hypotheses

HO₁: there is no significant difference in the opinion of teachers and students on the impact of audio-visual aids for teaching and learning English Language in Secondary Schools in Taraba State

HO₂: there is no significant difference in the opinion of teachers and students on the challenges facing the utilization of audio-visual materials for teaching and learning English Language in Secondary Schools in Taraba State

Literature Review

In the realm of educational literature, various terms are often used interchangeably with the concept of audio-visual aids. These terms include educational technology, audio-video media, instructional technology, audio-video equipment, communication technology, and educational media (Selvi, 2007). Fundamentally, all these terminologies converge on the notion of teaching aids that engage both visual and auditory senses, which are extensively utilized by educators, facilitators, and tutors to enhance their verbal instruction, ultimately benefiting the teaching and learning process. The notion of audio-visual materials in education encompasses a wide array of multimedia resources that integrate auditory and visual components to support the teaching and learning experience (Smith, 2018).

The term audio-visuals, as described by Anzaku (2011), refers to instructional materials that can effectively communicate meaning without a complete reliance on verbal language. According to Brown (2020), these materials can take various forms, including videos, audio recordings, interactive presentations, animations, and digital simulations. Other instances of audio-visual aids in the educational context include computers or computer labs, films, slides, transparencies, projectors, photographs, maps, posters, charts, audio/video CDs, tape recorders, video cassette recorders (VCRs), video cassette players (VCPs), and photocopying machines. Additionally, some audio-visual components may involve experiential learning, such as dramatizing events or constructing dioramas (Ashaver & Igyuve, 2013). In the context of advancing technology, the utilization of audio-visual aids has increased, incorporating multimedia elements like PowerPoint presentations, educational television programs, Digital Video Discs (DVDs), laptops, YouTube, social media platforms, and other online educational materials (Akram, Sufiana, and Malik, 2012).

Interactive presentations leverage multimedia components such as images, videos, audio, and text to deliver captivating learning experiences that encourage active involvement and exploration (Ogunleye & Adebisi, 2022). The incorporation of audio-visual aids during classroom or training sessions enhances student performance. When educators provide maximum exposure and various viewpoints through diverse audio-visual aids for specific concepts, the majority of students achieve success in understanding the lesson. Audio-visual aids serve as tools or mechanisms designed to improve an individual's learning experience, making it more realistic and dynamic (Maulida & Hadi, 2022). Research conducted by Gerngross et al. (2005) indicates that audio-visual materials significantly contribute to language learning success by offering multisensory experiences that accommodate different learning styles. Okoye (2019) illustrated that multimedia resources, such as videos, audio recordings, and interactive presentations, are essential for enhancing teaching effectiveness and student engagement within language classrooms. This effectiveness arises from the dynamic and immersive educational

experiences these materials provide, catering to various learning preferences and styles, which in turn aids in the understanding and retention of language content (Adeyemi, 2020).

Moreover, Ogunleye and Adebisi (2021) found that learners appreciate lessons when a teacher utilizes a computer or PowerPoint for instruction. Ojabor, Babarinde, and Fagbemi (2020) noted that factors such as inadequate funding, unqualified teachers, and lack of awareness, inconsistent power supply, limited space, and absence of instructional materials in schools hinder the use of audio-visual resources in teaching and learning. Additional challenges, as noted by Adakole, Eiriemiokhale, and Nnaji (2016), include high costs, poor or insufficient maintenance, rising student enrollment, and negative student attitudes towards educational facilities. Nevertheless, investigations by Adakole, Eiriemiokhale, and Nnaji (2016) reveal that despite the advantages of audio-visual resources in teaching and learning, these resources are often provided and utilized at an inadequate level in many schools across the country.

Research Methodology

The study was conducted in Jalingo Metropolis of Taraba State. The study adopted and make use of survey research design. The population of the study comprises of all secondary school students and all teachers teaching English Language in secondary schools in Jalingo metropolis of Taraba State. The researchers selected a sample of 50 teachers of English Language and 200 students in five Selected Secondary schools in Jalingo Metropolis of Taraba State. The researchers adopted the stratified simple random sampling technique to select the 250 respondents for the study.

The instrument used for data collection in the study is a questionnaire designed by the researchers and tagged “influence of Audio-Visual aids in Teaching and Learning English Opinion Questionnaire”. The questionnaire contained 20 closed ended items constructed using the modified 4-point Likert scale. The instrument to be used for the study was given to two experts to determine its validity. The instrument was subjected to face and content validity. The questionnaire was trial-tested in a pilot study Zing Local Government Area, which is not part of the sampled area of the study but possessed similar characteristics with the study area. The reliability of the instrument was determined through Cronbach Alpha reliability procedure and an Alpha coefficient of 0.76 was obtained. The instrument was administered to all sampled population in the sampled colleges in the study area by the researchers and their research Assistants. The mean score method of data analysis was used to answer the research questions while the hypotheses was tested using Chi-square method of data analysis.

RESULTS AND DISCUSSION

Table 1: Questionnaire Return Rate

Questionnaire	Frequency	Percentage
Total Questionnaire Distributed	250	100
Returned and well filled	241	96.4
Not Returned or not well Filled	09	3.6

Source: Calculated Simple Percentage

From the analysis in table 1 above, it is clear that even though 250 questionnaire were distributed to the sampled population for the study in the five sampled schools, it is obvious that only 241 questionnaire (96.4 percent) were returned and well filled while 09 questionnaire (3.6 Percent) were either not returned or not well filled.

Table 2: Distribution of Respondents by Sex

SEX	Frequency	Percentage
MALE	80	33.2
FEMALE	161	66.8
TOTAL	241	100

Source: Calculated Simple Percentage

From the analysis in table two above, it is clear that; 80 respondents (33.2 percent) are male respondents while 161 respondent (67.8 percent) are female respondent.

Table 3: Distribution of Respondents by Qualification

Qualification	Frequency	Percentage
Teachers	47	19.6
Students	194	80.4
TOTAL	241	100

Source: Calculated Simple Percentage

From the analysis in three two above, it is clear that; 47 respondents (19.6 percent) are Teachers respondents while 194 respondent (80.4 percent) are students.

Answering Research Questions

Research Question One: What are the impact of audio-visual aids for teaching and learning English Language in Secondary Schools in Taraba State?

Table 4: Mean score summary for the impact of audio-visual aids for teaching and learning English Language in Secondary Schools in Taraba State

S/N	ITEM n=241	MEAN	DECISION
1	Audio-visual aids create engaging learning experiences,	2.84	Retained
2	Audio-visual aids foster active participation and exploration	2.77	Retained
3	Audio-visual aids improves the performance of the students.	3.14	Retained
4	Audio-visual aids gives maximum exposure along with different perspectives;	2.58	Retained
5	Audio-visual aids facilitate the learning experience of the individual	2.59	Retained
6	Audio-visual aids Makes teaching and learning more realistic	3.59	Retained
7	Audio-visual aids create dynamic and interactive learning	2.53	Retained
8	Audio-visual aids foster active participation	2.74	Retained
9	Audio-visual aids facilitate deeper understanding of the subject matter	2.66	Retained
10	Audio-visual aids saves time and energy	3.19	Retained
	CLUSTER MEAN	2.86	Retained

Sources: Survey October, 2024

From the analysis in table 4 above it is clear that with a calculated mean range of 2.53 and 3.59, the items 1-10 are rated as agree and strongly agreed therefore all items are retained. On the average the impact of audio-visual aids for teaching and learning English Language in Secondary Schools in Taraba State receive an agreed rating from the respondents as indicated with an average mean score of 2.86. These means that: Audio-visual aids create engaging learning experiences, foster active participation and exploration, improves the performance of the students, gives maximum exposure along with different perspectives; facilitate the learning experience of the individual, Makes teaching and learning more realistic, create dynamic and interactive learning, foster active participation and facilitate deeper understanding of the subject matter

Research Question Two: What are challenges facing the utilization of audio-visual materials for teaching and learning English Language in Secondary Schools in Taraba State?

Table 5: Mean score summary on challenges facing the utilization of audio-visual materials for teaching and learning English Language in Secondary Schools in Taraba State

S/N	ITEM n=241	MEAN	DECISION
1	Insufficient funding,	2.84	Retained
2	Lack of competent teachers,	2.73	Retained
3	Lack of awareness;	2.75	Retained
4	Erratic power supply,	3.02	Retained
5	Lack of space	2.54	Retained

6	Non-availability of instructional materials in schools	3.62	Retained
7	Capital intensive,	2.53	Retained
8	Poor or lack of maintenance,	2.51	Retained
9	Increase in students' enrolment	2.74	Retained
10	Student attitudes to educational facilities	2.52	Retained
	CLUSTER MEAN	2.78	Retained

Sources: Survey October, 2024

From the analysis in table 5 above it is clear that with a calculated mean range of 2.52 and 3.62, the challenges 1-14 are rated agreed and all items are retained. On the average the challenges facing the utilization of audio-visual materials for teaching and learning English Language in Secondary Schools in Taraba State receive a fairly adequate rating from the respondents as indicated with an average mean score of 2.78. This means that Insufficient funding, Lack of competent teachers, Lack of awareness; Erratic power supply, Lack of space, Non-availability of instructional materials in schools, Capital intensive, Poor or lack of maintenance, Increase in students' enrolment and Student attitudes to educational facilities are the challenges facing the utilizations of audio-visual aids in the teaching and learning of English language in secondary schools in Taraba State.

Research Hypotheses

HO₁: there is no significant difference in the opinion of teachers and students on the impact of audio-visual aids for teaching and learning English Language in Secondary Schools in Taraba State

Table 6: Chi-Square summary for testing Hypotheses One

Degree of freedom	Level of significance	Calculated Chi-square	Table Chi-square	Decision
3	0.05	6.786	7.815	Accepted

Sources: Survey October, 2024

From the analysis in table six above, it is clear that the calculated chi-square value of 6.786 is less than the table value (critical value) of chi square at 0.05 level of significance and level of significance of 3. This means that using the two tailed test, the calculated chi-square will fall within the acceptance region which indicate that the null hypothesis one is accepted. This means that there is no significant difference in the opinion of teachers and students on the impact of audio-visual aids for teaching and learning English Language in Secondary Schools in Taraba State

HO₂: there is no significant difference in the opinion of teachers and students on the challenges facing the utilization of audio-visual materials for teaching and learning English Language in Secondary Schools in Taraba State

Table 7: Chi-Square summary for testing Hypotheses Two

Degree of freedom	Level of significance	Calculated Chi-square	Table Chi-square	Decision
3	0.05	5.891	7.815	Accepted

Sources: Survey October, 2024

From the analysis in table six above, it is clear that the calculated chi-square value of 5.891 is less than the table value (critical value) of chi square at 0.05 level of significance and level of significance of 3. This means that using the two tailed test, the calculated chi-square will fall within the acceptance region which indicate that the null hypothesis two is accepted. This means that there is no significant difference in the opinion of teachers and students on the challenges facing the utilization of audio-visual materials for teaching and learning English Language in Secondary Schools in Taraba State.

Summary of the Findings

The Summary of the findings revealed that:

1. From the analysis in table 4 above it is clear that on the average the impact of audio-visual aids for teaching and learning English Language in Secondary Schools in Taraba State receive a an agreed rating from the respondents as indicated with an average mean score of 2.86. These means that: Audio-visual aids create engaging learning experiences, foster active participation and exploration, improves the performance of the students, gives maximum exposure along with different perspectives; facilitate the learning experience of the individual, Makes teaching and learning more realistic, create dynamic and interactive learning, foster active participation and facilitate deeper understanding of the subject matter

2. From the analysis in table 5 above it is clear that on the average the challenges facing the utilization of audio-visual materials for teaching and learning English Language in Secondary Schools in Taraba State receive a fairly adequate rating from the respondents as indicated with an average mean score of 2.78. This means that Insufficient funding, Lack of competent teachers, Lack of awareness; Erratic power supply, Lack of space, Non-availability of instructional materials in schools, Capital intensive, Poor or lack of maintenance, Increase in students' enrolment and Student attitudes to educational facilities are the challenges facing the utilizations of audio-visual aids in the teaching and learning of English language in secondary schools in Taraba State.
3. From the analysis in table 6 above it is clear that there is no significant difference in the opinion of teachers and students on the impact of audio-visual aids for teaching and learning English Language in Secondary Schools in Taraba State
4. From the analysis in table 5 above it is clear that there is no significant difference in the opinion of teachers and students on the challenges facing the utilization of audio-visual materials for teaching and learning English Language in Secondary Schools in Taraba State

Discussions of the findings

From the analysis in table 4 above it is clear that with a calculated mean range of 2.53 and 3.59, the items 1-10 are rated as agree and strongly agreed therefore all items are retained. On the average the impact of audio-visual aids for teaching and learning English Language in Secondary Schools in Taraba State receive an agreed rating from the respondents as indicated with an average mean score of 2.86. These means that: Audio-visual aids create engaging learning experiences, foster active participation and exploration, improves the performance of the students, gives maximum exposure along with different perspectives; facilitate the learning experience of the individual, Makes teaching and learning more realistic, create dynamic and interactive learning, foster active participation and facilitate deeper understanding of the subject matter. This finding agreed with the findings of Ogunleye & Adebisi, (2022), Maulida & Hadi, (2022), Gerngross et al., (2005), Okoye (2019) and Adeyemi, (2020). Furthermore, research by Ogunleye and Adebisi (2021)

From the analysis in table 5 above it is clear that with a calculated mean range of 2.52 and 3.62, the challenges 1-14 are rated agreed and all items are retained. On the average the challenges facing the utilization of audio-visual materials for teaching and learning English Language in Secondary Schools in Taraba State receive a fairly adequate rating from the respondents as indicated with an average mean score of 2.78. This means that Insufficient funding, Lack of competent teachers, Lack of awareness; Erratic power supply, Lack of space, Non-availability of instructional materials in schools, Capital intensive, Poor or lack of maintenance, Increase in students' enrolment and Student attitudes to educational facilities are the challenges facing the utilizations of audio-visual aids in the teaching and learning of English language in secondary schools in Taraba State. . This finding agreed with the findings of Ojobor, Babarinde and Fagbemi (2020) and Adakole, Eiriemiokhale and Nnaji (2016).

Conclusion

In summary, while there is a growing trend towards the availability of audio-visual aids in secondary schools globally, significant disparities exist based on region and funding. The findings of the study revealed the diverse and crucial impact of audio-visual aids the teaching and learning of English Language in Jalingo Metropolis of Taraba State, Nigeria. The study revealed that the audio-visual aids has impacts on teaching and learning English Language in secondary school. Despite the above, it is obvious that there are challenges facing the utilization of audio visual aids in secondary schools. Based on the above, the following recommendations were made:

1. English language teachers should incorporate the use of audio-visual materials into the English language curriculum framework, outlining specific objectives, activities, and assessment
2. Establishing teacher networks or online platforms for sharing resources and experiences can facilitate peer learning and professional growth.
3. Teachers should design instructional activities that promote active student engagement and participation through interactive and collaborative learning experiences.
4. The government should encourage collaboration among teachers to share best practices, instructional resources, and lesson ideas for integrating audio-visual materials into French language instruction.
5. The school authorities should ensure adequate access to audio-visual resources and technology infrastructure in schools.
6. The state government should provide teachers with ongoing training and professional development opportunities focused on integrating audio-visual materials effectively into French language instruction.

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