



Effect of Using Video Materials in the Development of Speaking and Listening Skills in English Language in Senior Secondary School in Yobe State

John Saidu

**Department of Educational Technology,
Federal College of Education (Technical), Potiskum
Yobe State, Nigeria**

ABSTRACT

The study is aimed at finding the effects of Video materials on listening and speaking skills in the Senior Secondary School in Yobe State. Quasi-experimental design of pretest and posttest group was adopted for the study. The research instrument was performance test for both control and experimental group. The sample for the study was two hundred (200) students from two secondary Schools in Potiskum Local Government Area using simple random sampling technique. One hundred of the sample was randomly assigned to form the experimental group and another one hundred to form the control group. Inferential and descriptive statistics were the statistical tools used for data analysis. Two null hypotheses were formulated and tested at the probability of 0.05 levels of significance. The findings revealed that there was a significant difference between the performances in the two groups. The experimental group was found to have higher mean scores of 72.45 in speaking skill and 51.10 in listening skill while the control groups have 29.36 in speaking and 27.33 in listening. Video materials were found to be effective resources for teaching and learning of English Language listening and speaking skills. Based on the findings recommendations were made among which includes that government should make concerted efforts to enforce the use of Video materials and building language laboratories in our secondary schools amongst others.

Keywords: Teaching and learning, Video materials, Speaking skill, Listening skill

INTRODUCTION

In Nigeria, English is a second language and a lingua-franca. This means that it is the language for communication, economy, national pride, law, press, trade and instruction. As a language of instruction, it is an essential prerequisite for an advancement and career succession in the country. It means a lot in the life and progress of a child as it is a key subject with profound influence on all the school subjects. English is used in the Secondary Schools as a core school subject. It is a solid foundational course. The key elements of the course are designed to cover the basic four language skills which are: listening, reading, speaking and writing (Akinwole, 2015). With the rapid development of educational technology and emphasis on English, listening and speaking skills in English teaching has been expanding. Listening is a skill that is rarely taught. In school, students are taught speaking, reading, and writing skills, but, in general, there are a few courses devoted to the subject of listening. There are three main reasons to support the importance of listening in foreign language learning. First, a new language learner should learn listening at the initial stage of language learning in the same manner as a child learns a mother language (Buraimoh, 2012). This is because listening is a skill developed in the very beginning of a child's learning of language. Listening is a natural process in acquiring a new language. Therefore, it is necessary to develop listening skill in the initial stage of learning in order to become a good speaker. Listening exercises help to draw a learner's attention to new forms in the language i.e. vocabulary,

grammar and interaction patterns. Thus, listening comprehension provides the right conditions for language acquisition and the development of other language skills (Kretsai, 2014).

However, speaking is a vital component of the English Language, which provides the base for growth in reading, writing and listening ability. It is both verbal and nonverbal and helps individuals take alternative role of speaker and listener, as it enables one to make connection between what one knows and what one is learning. It can be immediate and spontaneous, or planned and deliberate. Although language learning begins with listening, yet communication cannot take place unless it is extended to speech. This is why after listening children learn how to speak by imitating what they have heard. From psycholinguistic standpoint, a child that cannot listen cannot speak. A child gathers linguistic data, processes them within the brain before producing them. For the quality of input of linguistic data determines the quality of intake.

The use of technology has become an indispensable part of teaching and learning of English Language. English language teachers increasingly use technology to make their lessons more attractive. Video, one of those technologies, is an effective teaching tool if/when used properly (Zhaogang, 2015). Teachers all over the world have been using videos to support their instruction. Video lectures which seem different from using videos in the classroom is not a new concept; however, the technology used in the production, editing and distribution of these videos are easier for the teachers with the rapid developments in technology (Sever, Oguz-Unver, & Yurumezoglu, 2013). Video materials can be used an alternative instructional tool for teaching listening and speaking skills since they are a rich source of conversation and dialogue by English speakers. This can greatly facilitate comprehension of pronunciation. Yanar and Tutunis (2016) mentioned that the employment of video-based instruction is preferable to audio-only instruction in teaching language learning due to its multiplying input modalities that can motivate learners and attract their attention to the aural input. As a result, the use of video material is widely employed as an instrument to practice listening and speaking skill in English language learning. For these reasons, the aim of this study was to gain an understanding of the effects of using video materials in the development of listening and speaking skills in English Language.

1.1 Purpose of the Study

The purposes of the study were as follows:

1. To determine the listening skills of secondary school students in English Language using video materials.
2. To determine the speaking skills of secondary school students in English Language using video materials.

1.2 Hypothesis

H₀: There is no significant difference between the Listening skill of the experimental group and the control group

H₀: There is no significant difference between the Speaking skill of the experimental group and the control group

2. LITERATURE REVIEW

2.1 Concept of Listening Skill

Beginning in the early 70s, work by various researchers focused attention to the role of listening as a tool for understanding and emphasized it as a key factor in facilitating language learning. Thus listening has emerged as an important component in the process of second language acquisition (Keihaniyan, 2013). Consequently the teaching of listening is not simply intended to make students hear sound, word or sentence, rather, the goal is to cultivate student's abilities to understand speakers' intentions accurately and communicate with each other effectively. But effective listening requires active and conscious attention of sounds heard for the purposes of gaining meaning from them. According to Wang (2003), the most important component in the five aspects of overall English competence is listening comprehension. He suggests that educators must actively explore the nature and process of listening comprehension and study the theory and methodology of listening in order to improve listening teaching outcome and make students to recognize that listening comprehension is the crucial aspect of English learning. Dopemu

(2011), defined listening as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation) negotiating meaning with the speaker and responding (collaborative orientation); and creating meaning through involvement, imagination and empathy (transformation orientation) Listening, then, is a interpretation in which listeners match what they hear with what they already know.

According to Sabet (2012) more than forty percent of our daily communication is spent on listening thirty five percent on speaking, about sixteen percent on reading and only nine percent on writing. This shows that listening and speaking cannot be equated to reading and writing in terms of their importance. Listening is the term generally given to the total act of receiving communication by auditory means. Some researchers prefer to think of the total act as having three stages” hearing, listening and auding form this point of view hearing is the process by which sound waves are received and modified by the ear listening is the process of becoming aware of the sound components and recognizing these components in sequences which have meaning. While auding is the process by which the flow of sound sequences of speech is translated into meaning.

2.2 Concept of Speaking Skill

Speaking skill is second in the order of language skills. It means to utter words or to express oneself orally. It entails using a language in talking. Students who listen acquired the right speech skills. Without adequate knowledge of speech skill, learners may have difficulties in pronunciation, spelling, and intonation (Yanar and Tutunis, 2016). Adequate acquisition of speech skill leads to fluency in speech. The spoken word is indeed the prevalent avenue of communication. Also our listeners tend to evaluate us on the basis of our speech and language patterns and accordingly decide what kind of person we are. Speech is defined as the universal means of communication that distinguishes humans from the rest of the animal kingdom and is considered by linguists as the primary material for study, especially in oral communication situations. So a spoken language is a human language in which the words are uttered through the mouth. The success of any spoken communication activities is based on the simple method of listen, understand and speak (Gowon, 2009). Yanar (2013) describe speaking as an interactive process of constructing meaning that involves producing and receiving information. Speaking require the learners to not only know how to produce specific points of language such as grammar, pronunciation or vocabulary but also that they understand when, where, why and in what ways to produce language.

2.3 THEORETICAL FRAMEWORK

Almost every educational reformer has expressed deep concern over the excessive use of words that carry the shadow of meaning but not the substance. Several educationists have struggled to make education realistic. One of such educationist was Dale, E. (1969) who became the chief exponent of audio-visual aids in teaching. He was the originator of the “cone of experience”. The diagram presented in his book “audio-visual method in teaching.”All the learning experiences can be utilized for classroom teaching. Edger Dale presented all the learning experiences in his pictorial device “pinnacle form” which he called the “cone of experience” if we group the pinnacle from its based, we find that every aid has been arranged in the order of increasing abstractness or decreasing directness. It may be stated that the “cone” classifies the audio-visual aids according to their effectiveness in communication which means the aids at the base of the cone as “most effective” and relative effect gradually decreases in the cone. Al the pinnacle of the cone, the direct, purposeful and verbal experiences are represented. The experiences include in the cone were as follows:-

- i. Direct, purposeful experience that is seen, handled, tasted, felt, touched and smelt, the experience that is grained through the senses. These experiences are not only direct but are also purposeful. Purposeful means that the experiences are active with a purpose. “An ounce of experience is better than a tone of theory, simply because it is only an experience that any theory has vital and verifiable significance”.
- ii. Contrived experience is like a working model, which is an editing of reality differs from the original either in size or in complexity. The simplification of the real object becomes necessary when the real thing cannot be perceived directly. The real object may be too big or too minute, may be obscured or confused or concealed. In such circumstances, the limitation is preferred for better and easier

understanding. The „cone“ proposed by Edgar Dale was the earliest attempt to classify the audio-visual aids according to their effectiveness in communicating ideas. The cone classifies sensory aids in terms of greater or less concreteness and abstractness as learning experiences. Projected aids occupy a top position and are considered to be more effective in teaching than the non projected aids.

3. METHODOLOGY

3.1 Research Design

The research design for this study is pre-test post test quasi – experimental design. The purpose of using this design agrees with Kolo (2003) who says that “experimental design is to investigate possible cause and effect as well as relationship between two or more variables by the application of treatment which cannot be resolved by mere observation or description. The quasi – experimental design has been adopted in this study because the researcher does not have control over the experimental conditions and variables. The pre – test post – test quasi-experimental design was used to find out the effects of video on the performance of senior Secondary School Students in English Language listening and speaking skills. The conceptual model of this design is represented below:

$Q_1 \times Q_2$

$Q_3 \times Q_4$

Where Q1 and Q3 = Pre – test

Q2 and Q4 = Post – test

45

3.2 Population

The population of this study comprises of all senior Secondary Schools Students in Potiskum Local Government Area Yobe State.

3.3 Sample and Sampling Technique

A purposive sampling technique was used to select two schools in Potiskum Local Government Area. The sample size of 200 SS II Students for the study was obtained using simple random sampling technique. Sample of 100 Students were randomly selected as the experimental and the other 100 students were selected as the control group. The two groups took a pre – test after which the experimental group were exposed to video on pronunciation of vowel and consonant sounds to teach listening and speaking skills, while the control groups were not exposed to any treatment.

3.4 Instrumentation

The research instrument was a performance test in English language specifically on listening and speaking skills. The instrument consisted of thirty (30) adopted items from Jennifer (2010) and Carlos (2008) online video which tested the student’s ability in the area of dictation and pronunciation of vowel and consonant sounds. The test was designed to measure the outcome of teaching and learning of listening and speaking skills through online video. The instrument was used to assess the background understanding of students and how effective it can be in improving their performance in listening and speaking skills.

In the listening skill dictation test was administered to the students. The dictation test was given in order to identify the student’s discrimination of some English vowels and consonant sounds. Ten words were selected from both vowel and consonant sounds. These words were selected because they contain some sound not common to the L1 of students. These sounds include: /f/p/ei/□/□/□:/i□/e□/u□/□/.

However, in the speaking test, each student is required to pronounce twenty words. The words were selected from both vowel and consonant sounds of English language, and the students were expected to pronounce the words twice for adequate scoring. Checklist was used to compare the pre-test post test performance of the students in pronunciation.

3.5 Validity of the Instrument

Validity is the extent to which an instrument measures what it purports to measure. The validity of the instrument was determined by expert opinions of lecturers from English and Educational Technology

Department of Federal College of Education, Potiskum. Their criticisms and comment improved the item structure and format.

3.8 Procedure for Data Collection

Both the experimental and control groups were given the instruments to respond to as pre – test to find out their performance for the purpose of comparison. Thereafter they were subjected to six weeks training exercise on listening and speaking skills of English language through Video medium. The lesson covered mainly the listening and speaking skill which is on how to improve pronunciation of vowel and consonant sounds of English language. The post – test was administered to both the experimental and control groups in all the sample schools.

3.9 Procedure for Data Analysis

The data collected from the performance test administered to Students in this study were subjected to descriptive and inferential statistics. Percentages were used to answer the basic research questions while t-test was used to test the hypotheses. The hypotheses was tested at an alpha level of 0.05 was set.

4. RESULTS AND DISCUSSION

From table1 the result depicts that the experimental group did well in items 1, 2, 3, 4, 5, 6, 7 and 8. It shows that majority of the respondents have learnt how to listen attentively to the above items and were above to write them down as dictation exercise. Then taking a look at the control group, they did well only in item 5. It therefore shows that the experimental group has a higher frequency and percentage in dictation test than the control group.

Table 1: Comparison between experimental group and control group in listening skill using frequencies and percentages

Item (Dictation Test)	Experimental group	Control group
1. Pen	45 (90)	15 (30)
2. Rain	35 (70)	13 (26)
3. Teacher	30 (60)	18 (36)
4. Chair	38 (76)	15 (30)
5. Fish	40 (80)	26 (52)
6. Ship	35 (70)	4 (8)
7. Bought	28 (56)	9 (18)
8. Kite	26 (52)	11 (22)
9. Tourist	16 (32)	8 (16)
10. Treasure	18 (36)	5 (10)

Source: Field Survey, 2017

From this table, the population in each group was 100, and the frequency of the experimental group in item 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, and 20 shows that the respondents have a percentage of over 50% each. On the other hand, the control group responded well to item 4, 6, 8, 12 and 17 only. This therefore, generally depicts that the experimental had a better pronunciation of some English vowel and consonant sound than the control group.

Table 2: Comparison between Experimental and Control Group in speaking skill using frequencies and percentage

Item (Vowel/consonant)	Experimental Group	Control Group
1. Pen	88 (88)	29 (29)
2. Treasure	60 (60)	26 (26)
-3. Man	82 (82)	34 (34)
4. Weather	68 (68)	57 (57)
5. Fish	84 (84)	24 (24)
6. Singer	62 (62)	53 (53)
7. Ship	74 (74)	20 (20)
8. Chocolate	86 (86)	71 (71)
9. Throw	80 (80)	38 (38)
10. Zebra	74 (74)	31 (31)
11. Break	50 (50)	40 (40)
12. Shoe	86 (86)	62 (62)
13. Bought	60 (60)	29 (29)
14. Ear	72 (72)	30 (30)
15. Shirt	86 (86)	14 (14)
16. Teacher	80 (80)	18 (18)
17. Toys	92 (92)	65 (65)
18. Kites	70 (70)	26 (26)
19. Tourist	36 (36)	10 (10)
20. Chair	82 (82)	36 (36)

Source: Field Survey, 2017

Research Hypothesis 1: There is no significant difference between the performance of Students exposed to Video on speaking skill and those not exposed.

Table 3: t-test analysis of experimental and control group scores on using Video in speaking skill.

Group	N	Mean	SD	SE	t-cal	DF	t-critical	P-value
Experimental	100	72.45	76.971	7.697	5.790	198	1.96	0.00
Control	100	27.35	11.923	1.1192				

Source: Field Survey, 2017

The result of the test on table 3 show that the mean score of those exposed to the treatment is 72.45 compared with those in the control group whose score is 27.35 with an observed t-value of 5.790 and the level of significance of 0.00. Since the table. t-value of (1.96) is less than the calculated value of t (5.790) we reject the null hypothesis that there is no significant difference in the performance of the students taught with Video Materials and those taught without Video Materials among Senior Secondary Schools in Potiskum Local Government area.. The result revealed that the use of Video Materials in the teaching and learning of speaking skill is significantly better than the conventional method in the Junior Secondary Schools of the local government area understudy.

Research Hypothesis 2: There is no significant difference between the performances of students exposed to Video on listening skill and those not exposed.

Table 4: t-test analysis of experimental and control group scores on using Video in Listening skill.

Group	N	Mean	SD	SE	t-cal	DF	t-critical	P-value
Experimental	100	51.10	15.600	1.560	6.002	198	1.96	0.00
Control	100	29.36	10.983	1.098				

Source: Field Survey, 2017

The result of the test as indicated in the table 4 above showed that the calculated t-value of (6.002) is greater than the table value of t (1.96). Since the calculated value is greater than the critical value, the null hypothesis is hereby rejected. The result of this test goes further to suggest that the difference between the students exposed to Video on listening skill and those in control group is statistically significant.

CONCLUSION

The main purpose of this research was to find out the effects of video materials in teaching and learning of speaking and listening skill in English Language at the Senior Secondary School. After the treatment using video material for the experimental group, the major findings from the data analysis and test of the hypotheses implied that video materials can contribute positively to language learning and processing. This study therefore concludes that Video-based instruction can be used to develop students' listening and speaking skills. Activities associated with video-based instruction such as gap-filling, group discussion, and oral presentation, can also develop students' listening and speaking skills.

RECOMMENDATION

This study has established the positive effects of Video resources in teaching and learning of listening and speaking skills in English Language. The following recommendations were made based on the findings of the study:

In view of the result of this study, the researcher wishes to make the following recommendations.

- i. Government and Private Sector should make concerted efforts to provide computer facilities and technical support for Secondary Schools with steady power supply.
- ii. Government should make current awareness on the need for multimedia in our educational system for example; there should be more seminars, workshops and conferences for effective instruction delivery.
- iii. School authorities should create a conducive environment and a separate classroom for the teaching of listening and speaking skills to avoid distraction of attention through noises from outside the classroom.
- iv. The school authorities should have a period of its own on the school timetable for teaching the skills so that both teachers and students will have enough time to teach and learn the skill very well.
- v. Teachers should be devoted and understand the importance of listening and speaking skills in English Language. Teachers should therefore have interest in teaching the skills for without the interest nothing much can be achieved.

vi. Students should be aware of the importance of listening and speaking skills in the teaching and learning of English Language.

REFERENCES

- Akinwale, O. I. (2015). The Effects of Audio-Visual Materials in the Teaching and Learning of the Speaking Skill in Junior Secondary Schools. *International Journal of Social Science and Humanities Research*. Vol. 3, Issue 3, pp: (50-58), Month: July - September 2015
- Buraimoh, O. F. (2012) Effects of multimedia on the performance of Junior Secondary school students in English Language Listening and Speaking skills in Giwa Educational Zone of Kaduna State
- Busà, M.G. (2010). "Sounding natural: improving oral presentation skills. *Language Value*", 2011. <http://www.e-revistas.uji.es/languagevalue>. Retrieved on September 7th 2011.
- Dopemu, E. A. (2011) Effects of teaching listening and speaking skills using audio visual materials on students' oral English performance in senior secondary schools in Kano State.
- Gowon, R. P. (2009) Effects of Television and Radio on Speaking and Writing Skills of Senior Secondary School Students in Jos Metropolis. *An International Multi-Disciplinary Journal*, Ethiopia Vol. 3 (2), January, 2009
- Keihaniyan, M. (2013). Multimedia and listening skills. *International Journal of Advanced Research*, 1(9), 608-617.
- Kretsai, W. (2014) Effect of Using Video Materials in the Teaching of Listening Skills for University Students. *International Journal of Linguistics* 2014, Vol. 6, No. 4
- Sabet, M. K. (2012). The Impact of Authentic Listening Materials on Elementary EFL Learners' Listening Skills. *International Journal of Applied Linguistics & English Literature*, 1(4), 216-229. <http://dx.doi.org/10.7575/ijalel.v.1n.4p.216>.
- Sever, S., Oguz-Unver, A., & Yuromezoglu, K. (2013). The effective presentation of inquiry-based classroom experiments using teaching strategies that employ video and demonstration methods. *Australasian Journal of Educational Technology*, 29(3), np.
- Yanar, M, (2013), 'The Role of Mass Media Tools on EFL Speaking Skills', Istanbul, Turkey, 2013.
- Yanar, M and Tutunis, B (2016). The impact of mass media tools on EFL students speaking skill case. *International Online Journal of Education and Teaching (IOJET)*, 3(1). 2-24
- Zhaogang, W.(2015) An Analysis on the Use of Video Materials in College English Teaching in China *International Journal of English Language Teaching* Vol. 2, No. 1; 2015