A Linguistics Approach on The Impact of Audio-Visual Usage in Oral Communication and Speech Delivery Among Seconday Schools in Obiakpor Lga, Rivers State

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Abstract: Oral communication and speech delivery are integral part of language learning and education which every student must be able to do. However, there has been low performance in the two aspects especially among secondary school students in Obia-Akpor LGA of River State. Hence, the study investigated the impact that audio-visual on students' oral communication and speech delivery.

The study employed Vygotsky's Sociocultural Theory and Cognitive Theory of Multimedia Learning Theory. The study adopted quasi-experimental research design. The study was carried out in randomly selected public secondary schools in Obia-Akpor LGA, River state, and an intact SS2 class was used comprising of 140 SS2 students altogether. Three research hypotheses were formulated to guide the study.

The findings of the study revealed the effect of treatment (audio-visual and control) on the combined dependent variables (speech delivery and oral communication) was statistically significant F (2,133) = 168.898, p<. .005, with effect size (Partial Eta2=717). This indicates audio-visual had a strong influence on students' oral communication and speech delivery. The study also revealed that that the difference between the audio-visual group and conventional group on speech delivery was not significant when considered alone F (1, 134) = 1.324, p= .010. Lastly, the study found that the combined multivariate interaction effect between gender and treatment was statistically significant F (2, 133) = 4.044, p = .020 with a moderate effect size (Partial Eta2 = .057).

The study recommended that Audio-visual should be adopted as viable strategy and learning materials in teaching the aspect of oral communication and speech delivery; Teachers of English language should be exposed to 21st century periodic in-service training programmes, seminars, workshops, and conferences; and audio-visual materials should be made available for teachers.

INTRODUCTION

Effective oral communication and confident speech delivery are fundamental components of academic achievement, leadership, civic engagement, and employability. Nevertheless, in numerous secondary educational institutions, both educators and students continue to depend predominantly on traditional pedagogical approaches, characterized by extensive teacher-led instruction, chalk-and-talk methodologies, and rote memorization. These practices frequently do not foster the development of learners' communicative competence, pronunciation, fluency, or confidence in public speaking. The growing accessibility and affordability of Audio-Visual Technologies (AVT), including projectors, interactive whiteboards, audio recorders, video cameras, mobile devices, and educational multimedia software, offer significant opportunities to enhance instructional practices and cultivate authentic, communicative environments conducive to the practice of speech and oral tasks (Eze, 2021).

Audiovisual systems encompass the processes of processing, storing, generating, manipulating, and retaining audiovisual content. The resources associated with these systems may comprise text files, images, videos, audio recordings, databases, archives, library catalogs, course notes, pertinent hyperlinks to various websites, and convenient access to internet search engines. Ogubanwo (2022), characterized audiovisual systems as a type of interactive communication framework driven by computer technology, which facilitates the creation, storage, transmission, and retrieval of textual, graphical, and auditory networks of information. Audiovisual systems combine various forms of media text, visuals, and sound into a unified technological setting that encourages users to interact with information rather than just absorb it passively. Utilising digital tools and networks, these systems enhance communication by making it more adaptable, effective, and engaging, facilitating the smooth sharing and editing of multimedia content.

Audiovisual materials encompass books, audio resources, visual elements, as well as the software and hardware used in educational technology. He further asserts that the accessibility, sufficiency, and pertinence of audiovisual materials in educational settings can significantly impact the quality of instruction, thereby positively affecting students' learning outcomes and academic performance. Educators utilise audiovisual resources as a strategic approach for organising and presenting their lessons Oni (2022).

A key element of English-language oral communicative competence is speaking proficiency, which facilitates effective oral communication by considering various factors such as language, speech, sociocultural norms, situational contexts, and communicative objectives. Oral communication skills are essential for tertiary students learning English as a Foreign Language (EFL) to achieve success in both their academic and professional endeavors. Oral communication plays a crucial role in equipping students to navigate real-world

scenarios. It significantly influences their success by fostering confidence across various contexts, including personal, academic, and professional environments. This encompasses both informal interactions among peers and family, as well as formal presentations, such as lectures and conference papers.

Oral communication transcends the act of verbal expression; it entails the proficient, appropriate, and effective use of language across diverse social and academic contexts (Hargie, 2011). This skill encompasses clarity of expression, pronunciation, fluency, coherence, as well as the capacity to listen and respond in a meaningful manner. Within the Nigerian educational framework, oral communication constitutes a fundamental aspect of English Language studies, as it serves as an indicator of both linguistic competence and communicative performance (Adeogun, 2021).

In communicative culture, the act of delivery is a fundamental aspect of oral artistry and traditional performance. Akinbo, Alaga, and Akingbade (2022) emphasise that the pitch, tone, loudness, and rhythm of vocal expression are essential components in the conveyance of meaning and emotion by Yoruba oral performers. Within the context of secondary education, the capacity to deliver speeches proficiently not only enhances students' academic achievement but also fosters self-confidence and equips them for future leadership roles in society.

The Integration of audio-visual tools in the teaching of oral communication and speech delivery serves to connect theoretical knowledge with practical application. Research conducted by Okonkwo (2015) and Yusuf (2019) indicates that the utilization of videos and multimedia presentations within English language classrooms provides students with exposure to native pronunciation patterns, appropriate stress placement, and expressive gestures. These resources effectively replicate real-world communicative contexts, enabling students to observe and emulate authentic speech behaviours.

Statement of Problem

The significance of oral communication and effective speech delivery in secondary education is widely recognised on a global scale. However, many students in Rivers State continue to face challenges related to incorrect pronunciation, low self-confidence, and subpar public speaking abilities. A predominant reliance on conventional chalk-and-talk pedagogical approaches by teachers often results in a lack of engagement in interactive or practical speaking opportunities for students. Furthermore, audio-visual methods and resources that could facilitate the demonstration of pronunciation, intonation, and body language pertinent to the 21st century are either unavailable or inadequately incorporated into the educational environment.

Objectives of the study:

I. To assess the effect of audio-visual interventions(treatment) on students' speech delivery.

II. To assess the effect of audio-visual interventions(treatment) on students' oral communication

III. To assess the significant interaction effect of treatment and gender on students' achievement in English grammar.

Research Hypotheses

H_{01}: There is no significant effect of audio-visual intervention (treatment) on students' speech delivery.

H_{02}: There is no significant effect of audio-visual intervention (treatment) on students' oral communication.

H_{03}: There is no significant interaction effect of treatment and gender on students' speech delivery and oral communication

Cognitive Theory of Multimedia Learning (Richard E. Mayer, 2001, 2009)

The research conducted by Richard E. Mayer and other cognitive scientists posits that multimedia facilitates the cognitive processes involved in human learning. They contend that individuals achieve a deeper understanding when engaging with both verbal and visual information, a concept known as the multimedia principle (Mayer, 2005a).

Types of Audio-visual Material

Mustapha (2022) and Azikiwe (2017) assert that audiovisual materials are generally classified according to their distinguishing characteristics. A variety of multimedia resources exist that can be utilized effectively and productively within an accounting classroom environment. Audiovisual content can be broadly categorized into projected and non-projected audio-visual resources.

Projected resources

Tape slide programs, which consist of audio recordings synchronised with a sequential arrangement of slides, represent one of the most effective and widely utilised forms of integrated audiovisual media. Filmstrips with sound are essentially filmstrips that feature an accompanying audio commentary, typically delivered via a compact tape cassette. They can be employed in a manner similar to tape slide programs. The combination of printed or duplicated materials with audio recordings, referred to as tape-text, constitutes an exceptionally valuable technique for individualized instruction. Additionally, tape-models, tape realia, and similar formats involve the integration of audiotapes with various still-visual display materials, such as three-dimensional models, collections of realia, and microscope slides (Eze, 2021)

Non-projected resources

i. **Marker Boards:** Marker boards are smooth surfaces, typically light-colored, constructed from traditional materials such as wood or contemporary materials like whiteboard. These surfaces can be inscribed, printed upon, or illustrated. The writing instruments employed may include chalk, felt-tip pens, crayons, or any other medium suitable for creating markings on the board.

ii. **Felt Boards:** Felt boards consist of sheets of felt that facilitate the creation of movable displays. This is achieved by affixing shapes that are either cut from felt or backed with felt onto the board.

iii. **Magnetic Boards:** Magnetic boards are constructed from ferromagnetic materials and allow for the creation of movable displays using items made of magnetic materials or equipped with small magnets. Their functionality is similar to that of felt boards and hook-and-loop boards(Ogunbanwo, 2022)

iv. **Flip Charts:** Flip charts are large sheets of paper typically mounted on an easel, allowing them to be flipped forward or backward to present the desired information. These sheets are often made from specialised materials designed for this purpose.

v. **Photographic Prints:** Photographic prints are large or medium-sized images derived from photographic negatives. They are integrated into texts or educational materials to enhance understanding, such as illustrating hand hygiene practices and their respective steps. These photographs are generally accompanied by captions that elucidate the content and significance of the images, thereby reinforcing their meaning (Nwogu, 2020)

vi. **Mobiles:** Mobiles are systems utilised for displaying images and videos within a classroom setting, which can be either two-dimensional or three-dimensional. They may be suspended from the ceiling by threads to create visually engaging displays**.**

vii. Okoye (2014) conducted a quasi-experimental study to examine the impact of audiovisual materials on students' academic retention in geography. The research employed one-way analysis of variance (ANOVA) and two-way analysis of covariance (ANCOVA) for data collection and analysis. The hypotheses were tested at a significance level of 0.05 to determine the differences in academic performance among students taught using audiovisual materials. The findings indicated that students instructed with audiovisual materials exhibited significantly greater retention capabilities compared to those who received instruction solely through reading comprehension without such materials.

viii. Oji and Igiri (2020) assessed the influence of audiovisual aids on the teaching and learning of biology among Senior Secondary II students. The study was guided by four research questions designed to facilitate effective investigation. The efficacy of the teachers was evaluated using descriptive statistical methods. A sample of five secondary schools was selected to represent the study population. The research questions were addressed through data analysis employing a simple percentage approach. The results indicated that students taught biology by highly competent educators and exposed to audiovisual tools in the classroom demonstrated superior academic performance.

Methodology

Research Design

The study adopted the pretest posttest control group, quasi-experimental research design which is schematically represented as follows:

Experimental Group	O_1	X_1	O_3
Control Group	O_2	-	O_4

Where O_1, and O_2 represent the pretest observations of experimental group (Audo-visual Usage) and control groups(conventional) respectively. The X_1 represents treatment of the experimental group and O_3, and O_4 represents the posttest observations for experimental group and control group respectively.

X is Audio-Visual Usage.

- is Control Group.

The factorial matrix of 2x2 is represented in table 3.1

Population of the Study

The participants' sample for this study comprises secondary schools in Obio-Akpor Local Government Area, River State. This includes students in SS 2 students.

Sampling Technique

The purposive sampling technique was used to select eight (8) public secondary schools out of 15 public secondary schools in t Obio-Akpor Local Government Area, River State. The schools were selected based on the following criteria:

1. The schools had qualified teachers with certification in teacher education.

2. Schools where teachers were willing to participate in the study.

3. The school where the English teacher class has at least 3 years and above of experience.

4. The school with minimum of 20 SS2 students.

From each of the eight schools selected, an intact SS 2 class were selected making 8 intact classes. The eight intact classes were randomly assigned to experimental group and the control group. The experimental group were exposed to audio-visual usage, while the control group were exposed to conventional usage. At the end of the study, there were 68 students in experimental group, and 72 students in the control group. Altogether, 140 students participated in the study.

Research Instruments

The following research instruments were used in this study

Instructional Guide on Audio-Visual Usage (IGAVU)

The instructional guide was designed to help implementing audio-visual usage on secondary school students in experimental group.

The following steps were taking in implementing the strategy:

STEP I: The teacher introduces the class and briefly reviews the important aspect of the lesson.

STEP II: The teacher introduces audio- visual tools to teach oral communication and speech delivery.

STEP III: The teacher explains why the concepts oral communication and speech delivery.

STEP IV: The students pay attention while the teacher explains the topic using audio-visual strategy and tools.

STEP V: The students participate in the lesson.

Achievement in Oral Communication (AOC)

The AOC was self-designed to measure students' achievement in oral communication. It contained questions on, prepared speech and dialogue. The instrument went through face and content validity and was trial-tested on 30 students outside the area of the study. Kr20 formular was used to get the reliability co-efficient. The result gotten was .89. This means that the instrument is reliable.

Achievement in Speech Delivery (ASD)

The AOC was self-designed to measure students' achievement in oral communication. It contained items on reading aloud and prepared speech presentation. The instrument was subjected to face and content validity and was trial-tested on 30 students outside the area of the study. Kr20 formular was used to get the reliability co-efficient. The result gotten was .77. This implies that the instrument is reliable.

Data Analysis: Multiple Analysis of Covariance (MANCOVA) was used to analyse the data collected for this study. The differences in the different group mean scores were computed through the Estimated Marginal Means (EMM) while source of significant differences among the two groups was computed through Bonferroni post-hoc analysis. 0.05 level of significant was used to test all hypotheses.

Results and Discussion of Findings

Table 1: Demographic Information

S/N	STUDENTS' GENDER	FREQUENCY	PERCENTAGE
1	MALE	68	48.2%
2	FEMALE	72	51.8%
	TOTAL	140	100%

Table above, shows the demographic variables of the students. Majority of the students were female 72(51.8%) while 68(48%) of the students were male.

Testing of Null Hypothesis

Hypothesis 1: There is no significant effect of audio-visual intervention (treatment) on students' speech delivery.

Table 2: Multivariate Test for the Effect of Treatment

Effect		**Value**	**F**	**Hypothesis df**	**Error df**	**Sig.**	**Partial Eta Squared**
Intercept	Pillai's Trace	.366	38.469b	2.000	133.000	.000	.366
	Wilks' Lambda	.634	38.469b	2.000	133.000	.000	.366
	Hotelling's Trace	.578	38.469b	2.000	133.000	.000	.366
	Roy's Largest Root	.578	38.469b	2.000	133.000	.000	.366
PREORALCOMMUNICATIONTEST	Pillai's Trace	.217	18.481b	2.000	133.000	.000	.217
	Wilks' Lambda	.783	18.481b	2.000	133.000	.000	.217
	Hotelling's Trace	.278	18.481b	2.000	133.000	.000	.217
	Roy's Largest Root	.278	18.481b	2.000	133.000	.000	.217
PRESPEECHDELIVERY	Pillai's Trace	.002	.150b	2.000	133.000	.861	.002
	Wilks' Lambda	.998	.150b	2.000	133.000	.861	.002
	Hotelling's Trace	.002	.150b	2.000	133.000	.861	.002
	Roy's Largest Root	.002	.150b	2.000	133.000	.861	.002
GENDER	Pillai's Trace	.031	2.111b	2.000	133.000	.125	.031
	Wilks' Lambda	.969	2.111b	2.000	133.000	.125	.031
	Hotelling's Trace	.032	2.111b	2.000	133.000	.125	.031
	Roy's Largest Root	.032	2.111b	2.000	133.000	.125	.031
GROUPS	Pillai's Trace	.717	168.898b	2.000	133.000	.000	.717

	Wilks' Lambda	.283	168.898b	2.000	133.000	.000	.717
	Hotelling's Trace	2.540	168.898b	2.000	133.000	.000	.717
	Roy's Largest Root	2.540	168.898b	2.000	133.000	.000	.717
GENDER * GROUPS	Pillai's Trace	.057	4.044b	2.000	133.000	.020	.057
	Wilks' Lambda	.943	4.044b	2.000	133.000	.020	.057
	Hotelling's Trace	.061	4.044b	2.000	133.000	.020	.057
	Roy's Largest Root	.061	4.044b	2.000	133.000	.020	.057
a. Design: Intercept + PREORALCOMMUNICATIONTEST + PRESPEECHDELIVERY + GENDER + GROUPS + GENDER * GROUPS							
b. Exact statistic							

The above table, shows that the multivariate test of the effect of treatment (audio-visual and control) on the combined dependent variables (speech delivery and oral communication) was statistically significant F (2,133) = 168.898, p<. .005, with effect size (Partial Eta^2=717). This indicates audio-visual had a strong influence on students' oral communication and speech delivery.

Tests of Between-Subjects Effects

Source	**Dependent Variable**	**Type III Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Partial Eta Squared**
Corrected Model	POSTORALCOMMUNICATIONTEST	21624.593a	5	4324.919	84.748	.000	.760
	POSTSPEECHDELIVERY	1192879.071b	5	238575.814	.981	.432	.035
Intercept	POSTORALCOMMUNICATIONTEST	3949.591	1	3949.591	77.394	.000	.366
	POSTSPEECHDELIVERY	1938.509	1	1938.509	.008	.929	.000
PREORALCOMMUNICATIONTEST	POSTORALCOMMUNICATIONTEST	1832.755	1	1832.755	35.914	.000	.211
	POSTSPEECHDELIVERY	230454.586	1	230454.586	.948	.332	.007

PRESPEECHDELIVERY	POSTORALCOMMUNICATIONTEST	9.569	1	9.569	.188	.666	.001
	POSTSPEECHDELIVERY	29792.285	1	29792.285	.123	.727	.001
GENDER	POSTORALCOMMUNICATIONTEST	174.959	1	174.959	3.428	.066	.025
	POSTSPEECHDELIVERY	225260.398	1	225260.398	.927	.337	.007
GROUPS	POSTORALCOMMUNICATIONTEST	17221.158	1	17221.158	337.455	.000	.716
	POSTSPEECHDELIVERY	321959.483	1	321959.483	1.324	.252	.010
GENDER * GROUPS	POSTORALCOMMUNICATIONTEST	362.784	1	362.784	7.109	.009	.050
	POSTSPEECHDELIVERY	293436.345	1	293436.345	1.207	.274	.009
Error	POSTORALCOMMUNICATIONTEST	6838.343	134	51.032			
	POSTSPEECHDELIVERY	32573187.901	134	243083.492			
Total	POSTORALCOMMUNICATIONTEST	423527.000	140				
	POSTSPEECHDELIVERY	35123988.000	140				
Corrected Total	POSTORALCOMMUNICATIONTEST	28462.936	139				
	POSTSPEECHDELIVERY	33766066.971	139				
a. R Squared = .760 (Adjusted R Squared = .751)							
b. R Squared = .035 (Adjusted R Squared = -.001)							

Table above, shows that for post speech delivery, F (1, 134) = 1.324, p= .010. This means that the difference between the audio-visual group and conventional group on speech delivery was not significant when considered alone. However, the descriptive statistics and estimated marginal means revealed that students taught using audio-visual materials (mean = 149.55) performed better in speech delivery than those in the control group (mean = 52.50). Although the difference was large in raw means as it did not reach statistical significance at p< .05. Hence, it implies that audio visual improved students' delivery but the improvement was not significant at the 0.05 level.

Hypothesis 2: There is no significant effect of audio-visual intervention (treatment) on students' oral communication.

Table above shows a highly significant effect of the audio-visual treatment on students' oral communication performance, F (1, 134) = 337.455, P< .001, with large size (Partial Eta^2 = .716). This means that the use of audio-visual materials had a strong impact on students' oral communication ability.

Hypothesis 3: There is no significant interaction effect of treatment and gender on students' speech delivery and oral communication.

Table 4: Multivariate Test for the Interaction of Gender and Treatment

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.366	38.469b	2.000	133.000	.000	.366
	Wilks' Lambda	.634	38.469b	2.000	133.000	.000	.366
	Hotelling's Trace	.578	38.469b	2.000	133.000	.000	.366
	Roy's Largest Root	.578	38.469b	2.000	133.000	.000	.366
PREORALCOMMUNICATIONTEST	Pillai's Trace	.217	18.481b	2.000	133.000	.000	.217
	Wilks' Lambda	.783	18.481b	2.000	133.000	.000	.217
	Hotelling's Trace	.278	18.481b	2.000	133.000	.000	.217
	Roy's Largest Root	.278	18.481b	2.000	133.000	.000	.217
PRESPEECHDELIVERY	Pillai's Trace	.002	.150b	2.000	133.000	.861	.002
	Wilks' Lambda	.998	.150b	2.000	133.000	.861	.002
	Hotelling's Trace	.002	.150b	2.000	133.000	.861	.002
	Roy's Largest Root	.002	.150b	2.000	133.000	.861	.002
GENDER	Pillai's Trace	.031	2.111b	2.000	133.000	.125	.031
	Wilks' Lambda	.969	2.111b	2.000	133.000	.125	.031
	Hotelling's Trace	.032	2.111b	2.000	133.000	.125	.031
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	Roy's Largest Root	2.540	168.898b	2.000	133.000	.000	.717
GENDER * GROUPS	Pillai's Trace	.057	4.044b	2.000	133.000	.020	.057
	Wilks' Lambda	.943	4.044b	2.000	133.000	.020	.057
	Hotelling's Trace	.061	4.044b	2.000	133.000	.020	.057
	Roy's Largest Root	.061	4.044b	2.000	133.000	.020	.057
a. Design: Intercept + PREORALCOMMUNICATIONTEST + PRESPEECHDELIVERY + GENDER + GROUPS + GENDER * GROUPS							
b. Exact statistic							

The table above shows that the combined multivariate interaction effect between gender and treatment was statistically significant F (2, 133) = 4.044, p = .020 with a moderate effect size (Partial Eta^2 = .057). This implies that the impact of audio-visual intervention differed slightly between male and female students when both considered together. Also, the interaction between gender and treatment was significant for oral communication (F = 7.109, p = .009), but was not significant for speech delivery (F = 1.207, p = 274). This implies that the impact of audio-visual instruction on oral communication varied by gender with females performing better (M = 67.38) than males (M = 61. 89). Therefore, the third hypothesis is rejected at the multivariate level, confirming a modest interaction effect mainly in oral communication.

DISCUSSION OF FINDINGS

Effect of Treatment (Audio-visual) on Students' Speech Delivery

The study's findings challenge the first hypothesis that there is no significant of treatment (audio-visual) on students' speech delivery. The result revealed a disparity in the performance of students exposed to audio-visual and those exposed to conventional. Although the result revealed that students taught using audio-visual materials performed better in speech delivery than those in the control group, but the difference was large in raw means as it did not reach statistical significance which implies that audio visual improved students' delivery but the improvement was not significant. This finding corroborates the finding of Okoye (2014) who examined the impact of audiovisual materials on students' academic retention in geography. The research employed one-way analysis of variance (ANOVA) and two-way analysis of covariance (ANCOVA) for data collection and analysis. The hypotheses were tested at a significance level of 0.05 to determine the differences in academic performance among students taught using audiovisual materials. The findings indicated that students

instructed with audiovisual materials exhibited significantly greater retention capabilities compared to those who received instruction solely through reading comprehension without such materials. In addition, the finding of Babayomi (2019) who found that the availability and adequacy of teaching and learning resources contributed to the superior performance of private schools compared to public institution. Likewise, Adeogun (2021) found a significant correlation between academic achievement and the availability of audio-visual resources supports this finding of this study.

Effect of Treatment (Audio-visual) on Students' Oral Communication

This study also found that the use of audio-visual materials had a strong impact on students' oral communication ability. Which means that audio-visual treatment had a significant positive impact on students' oral communication. This finding supports the finding of Oji and Igiri (2020) which assessed the influence of audiovisual aids on the teaching and learning of biology among Senior Secondary II students. Their study was guided by four research questions designed to facilitate effective investigation. The efficacy of the teachers was evaluated using descriptive statistical methods. A sample of five secondary schools was selected to represent the study population. The research questions were addressed through data analysis employing a simple percentage approach. The results indicated that students taught biology by highly competent educators and exposed to audiovisual tools in the classroom demonstrated superior academic performance. Also, the finding of this study affirms that of Adalikwu and Iorkpilph (2013) which investigated the effect of audiovisual resources (teaching aids) on the academic performance of senior secondary school chemistry students in Cross River State. Utilizing both simple random sampling and stratified random sampling techniques, a total of one hundred Senior Secondary One (SS1) chemistry students were selected from five schools in the Yakurr Local Government Area. A control group of forty SS1 students received instruction without audiovisual materials, while the experimental group of fifty students was taught using these resources. A reliability coefficient of 0.67 was achieved through Pearson product-moment correlation. The study concluded that students who received instruction with audiovisual materials outperformed their peers who did not, demonstrating a better understanding of the subject matter and achieving higher academic outcomes.

Interaction Effect of Treatment and Gender on Students' Speech Delivery and Oral Communication

The study revealed that the interaction effect of treatment and gender on students' speech delivery and oral communication is significant. The study averred that both gender and treatment of the students had a positive significant on students' speech delivery and oral communication. This study further revealed that exposing both genders (male and female) to the treatment(audio-visual) have a positive significant impact on the students'

speech delivery and oral communication. This finding negates the findings of (Griffiths, 2003; Wharton, 2000) who reported that there is no difference between males and females in using language learning strategies. Also, the finding of Razmjoo and Ghasemi (2011) which reported that both males and females have equal opportunity to exercise oral communication to solve their speaking skills opposes the finding of this study. However, this finding supports the findings of Ayelaagbe (2000) and Ofodu (2010). They found that female students have an edge over their male counterparts in skills oral communication and reading comprehension respectively. Also, Ismali's (2009) finding was in support of this study that there was gender disparity in academic achievement of students. According to him, girls have more efficient meta-cognitive disposition than their male peer.

CONCLUSION

It can be concluded that audio-visual can boost students' oral communication and speech delivery. The strategy and materials worked on boosting students' oral communication and speech delivery skills. However, the improvement varied in gender. This implies that the female gender outperformed the male gender.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Audio-visual should be adopted as viable strategy and learning materials in teaching the aspect of oral communication and speech delivery in order to enhance and boost students' understanding of the two concepts.

2. Teachers of English language should be exposed to periodic in-service training programmes, seminars, workshops, and conferences that will open their eyes to 21st century teaching methods and materials which will enhance their classroom and make the lesson easy for the students to grasp.

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