UNIVERSITY OF EDUCATION, WINNEBA

THE USE OF AUDIO-VISUAL AIDS IN TEACHING ORAL ENGLISH: A CASE STUDY OF FORM TWO SCIENCE STUDENTS OF AKUMADAN SENIOR HIGH SCHOOL

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A dissertation submitted to the school of graduate studies in partial fulfilment of the requirement for the award of the degree of Master of Education (Teaching English as a Second Language)

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MAY, 2025

DECLARATION

STUDENT'S DECLARATION

I, **Abubakar Saddique Musah,** hereby declare that this dissertation, with the exception of quotations and references contained in published works, which have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: ……

Date: ……

SUPERVISOR'S DECLARATION

I hereby solemnly declare that I duly supervised the conduct, preparation, and presentation of this dissertation in strict conformity with the academic policies, rules, and regulations governing research work at the University of Education, Winneba. I further affirm that the dissertation embodies the requisite scholarly standards and is, to the best of my knowledge, worthy of submission for academic consideration and evaluation.

Supervisor's Name: Professor Abraham Kwesi Bisilki

Signature: ……

Date: ……..……

DEDICATION

I dedicate this work to my parents Mr. and Mrs. Musah Salam, my lovely wife Aisha Mohammed and my dear Children Rasheed Abubakar Saddique, Zaidan Abubakar Saddique and Junaid Abubakar Saddique.

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ABSTRACT

This study investigated the use of audio-visual aids (AVAs) in teaching Oral English to Form Two Science students at Akumadan Senior High School in Ghana. Specifically, the research sought to: (1) examine the extent to which AVAs are used in teaching Oral English; (2) assess teachers' attitudes towards the use of AVAs; and (3) identify the challenges associated with the use of AVAs in Oral English instruction. The study employed a qualitative case study design, using interviews and classroom observations to collect data from four English language teachers and thirty students. Data were thematically analyzed to identify emerging patterns and insights relevant to the research questions. The findings revealed a moderate level of AVA use in Oral English instruction, with audio recordings and videos being the most commonly used tools. Teachers held positive attitudes toward AVAs, recognizing their benefits in enhancing pronunciation, listening comprehension, and student engagement. However, the use of AVAs was constrained by challenges such as insufficient training, lack of teaching resources, time limitations, and infrastructural deficiencies, including unreliable electricity. The study concludes that while AVAs enhance the teaching and learning of Oral English, their full potential remains unrealized due to systemic and contextual limitations. Recommendations include increased provision of AVA equipment, professional development for teachers, curriculum revisions to accommodate AVA use, and supportive institutional policies. The study offers practical implications for teachers and school administrators and calls for policy reforms from educational authorities to promote technology-integrated instruction. It also contributes to existing literature by affirming the theoretical significance of AVAs within Cognitive Load Theory, Dual Coding Theory, and Experiential Learning Theory.

Keywords: *Audio-visual aids, Oral English, senior high school, language instruction, Ghana.*

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Oral English is an indispensable component of the English Language curriculum at the senior high school level in Ghana. Proficiency in spoken English is essential not only for academic success but also for effective communication in professional and social contexts (Nwokedi, 2025). Among the four core language skills, listening, speaking, reading, and writing, speaking has consistently proven to be the most challenging to acquire. This is largely due to the spontaneous nature of speech, the need for real-time processing, and the dependence on adequate auditory and pronunciation input (Brown, 2009; Marzuki, 2017b).

In the Ghanaian context, English functions as the official language and the main medium of instruction from upper primary through tertiary levels. Oral English holds a central place in educational assessments and is crucial to national literacy outcomes (Ansre, 2017, p. 43). Nevertheless, many senior high school students struggle with fluency, pronunciation, and intonation. These difficulties stem from limited exposure to native or near-native models of spoken English, large class sizes, teacher-centered instruction, and the minimal use of interactive pedagogical methods.

To address these challenges, the integration of audio-visual aids (AVAs), including videos, podcasts, animations, and interactive multimedia applications, has gained traction globally. AVAs provide multisensory input and stimulate authentic communication contexts, thereby fostering improved pronunciation, intonation, and listening comprehension (Çakir, 2006; Halwani, 2017, p. 189). In technologically advanced nations, the integration of AVAs into second language instruction is

commonplace, supported by language laboratories, smartboards, and mobile learning platforms (Campos, 2017, p. 87).

However, in sub-Saharan Africa, including Ghana, the integration of such tools is constrained by infrastructural deficits, inadequate teacher training, and inconsistent policy implementation (Abugre, 2018, p. 33). Although Ghana's Ministry of Education has initiated various ICT integration programs, the practical use of AVAs in classroom instruction, particularly in rural schools, remains sporadic and underdeveloped (Ofosu-Asare, 2024, p. 59).

Akumadan Senior High School, a public school in Ghana's Ashanti Region, exemplifies this national challenge. While the school possesses basic ICT infrastructure such as a computer lab and intermittent internet access, oral English instruction is largely dominated by traditional methods, choral repetition, dictation, and teacher-led drills. These approaches do not offer sufficient exposure to authentic spoken English contexts. Furthermore, anecdotal observations suggest that Form Two Science students, though academically competent, perform poorly in oral English, likely due to minimal use of AVAs and the absence of interactive speaking opportunities.

This study, therefore, aims to examine the use of AVAs in teaching oral English to Form Two Science students at Akumadan Senior High School. It seeks to understand current integration levels, evaluate teacher attitudes, and identify barriers to effective implementation.

1.2 Statement of the Problem

Globally, proficiency in oral English has become increasingly important in contemporary education due to the language's role as the primary medium of academic communication, international collaboration, and professional engagement. Educational systems across both developed and developing countries continue to prioritise communicative competence, recognising that students who demonstrate strong listening and speaking skills are better positioned for academic success and participation in the global knowledge economy. Consequently, many countries have integrated technology-enhanced pedagogical strategies, particularly the use of audio-visual aids (AVAs), to support language instruction and improve learners' pronunciation, fluency, and comprehension. Empirical studies indicate that audio-visual resources promote interactive learning environments, enhance learner motivation, and provide authentic language exposure that traditional teaching methods often fail to achieve (Çakir, 2006; Mayer, 2014).

In Africa, however, the effective integration of audio-visual technologies into language classrooms remains uneven despite growing investments in educational technology. While several governments have introduced ICT policies to modernise teaching and learning, implementation challenges, such as inadequate teacher training, limited instructional resources, and infrastructural constraints, continue to hinder the pedagogical use of these tools. As a result, many students complete secondary education without attaining the expected level of oral proficiency, raising concerns about graduate preparedness and competitiveness within regional and global labour markets.

The situation in Ghana reflects this broader continental challenge. English serves as the official language and the primary medium of instruction from the upper primary level through tertiary education, making oral competence essential for academic progression. National examination reports have consistently highlighted weaknesses in students' pronunciation, listening ability, and spoken expression, suggesting persistent gaps in oral English instruction (WAEC, 2022). Although Ghana's education policy encourages the integration of ICT into classroom practice (Ministry of Education, 2020), evidence suggests that technology-supported language teaching is not yet fully embedded in many schools. Existing studies have acknowledged the pedagogical value of audio-visual aids but indicate that their classroom use remains inconsistent and often superficial due to logistical constraints and entrenched teacher-centred approaches (Acheampong, 2021; Amissah, 2023).

Despite these insights, prior research in Ghana has largely examined ICT use in general English instruction without isolating oral English as a specialised skill area. Moreover, many studies have focused on urban and peri-urban schools, leaving rural and semi-rural contexts underexplored. Subject-specific variations have also received limited attention, particularly among science students who frequently prioritise technical subjects and may receive comparatively less structured support in language development. These gaps restrict a nuanced understanding of how audio-visual aids are actually utilised in diverse classroom settings, how teachers and students perceive their effectiveness, and what barriers may impede their meaningful integration into oral English pedagogy.

At Akumadan Senior High School, preliminary classroom observations and internal academic reports suggest that a considerable number of Form Two science students struggle with oral English tasks, including pronunciation accuracy, speech clarity, and listening comprehension. This situation persists despite the presence of some ICT facilities within the school. The continued difficulty raises an important pedagogical concern: whether the available audio-visual resources are being effectively utilised to support oral English instruction, and if not, what factors account for the gap between resource availability and learning outcomes. Without empirical investigation, it remains unclear how frequently teachers employ audio-visual aids, how students respond to such instructional approaches, and what practical challenges limit their adoption.

Therefore, the central problem underpinning this study is the lack of context-specific empirical evidence on the actual use, perceptions, and constraints associated with audio-visual aids in teaching oral English within semi-rural senior high schools in Ghana. Addressing this problem is essential for understanding whether technology-supported pedagogy can enhance oral language instruction and for identifying strategies to improve teaching practices. Accordingly, this study investigates the extent to which teachers utilise audio-visual aids in teaching Oral English, examines teacher and student perceptions of these tools, and explores the challenges that affect their effective integration at Akumadan Senior High School.

1.3 Purpose of the Study

The purpose of this study is to examine the integration of audio-visual aids in the teaching of Oral English to Form Two Science students at Akumadan Senior High School by assessing their extent of use, teacher attitudes, and the challenges affecting their effective implementation.

1.4 Research Objectives

The study is guided by the following objectives:

1. To examine the extent to which teachers integrate audio-visual aids in the teaching of Oral English to Form Two Science students at Akumadan Senior High School.
2. To investigate the attitudes of teachers and students' perceptions towards the use of audio-visual aids in teaching Oral English at Akumadan Senior High School.
3. To identify the challenges teachers, encounter when using audio-visual aids in the teaching of Oral English at Akumadan Senior High School.

1.5 Research Questions

The study seeks to answer the following questions:

1. To what extent do teachers use audio-visual aids in teaching Oral English to Form Two Science students at Akumadan Senior High School?
2. What are the attitudes of teachers and students' perceptions towards the use of audio-visual aids in teaching Oral English at Akumadan Senior High School?
3. What challenges do teachers face in the use of audio-visual aids for teaching Oral English at Akumadan Senior High School?

1.6 Significance of the Study

The study is particularly significant to Akumadan Senior High School, as it provides insights into how audio-visual aids (AVA) are currently being used in the teaching and learning of oral English within the school. By identifying strengths and weaknesses in their application, the findings will help teachers at Akumadan SHS to improve their instructional methods, thereby enhancing students' oral communication skills and

overall performance in English. School administrators will also benefit from the evidence, as it will guide them in making informed decisions regarding the provision of resources and teacher support.

Beyond the context of Akumadan SHS, the study has broader relevance for other senior high schools in Ghana and similar developing country contexts. It points to areas where capacity building is needed, such as teacher professional development and investment in teaching infrastructure. Additionally, it contributes to the growing academic discourse on ICT-based and resource-supported language instruction in second-language contexts. The findings may also serve as a useful reference for future researchers interested in exploring the relationship between AVA usage and oral English proficiency in comparable educational settings.

1.7 Limitations of the Study

Despite the methodological rigor employed in this study, several limitations must be acknowledged when interpreting the findings. First, the study was confined to Form Two Science students and English teachers at Akumadan Senior High School, which limits the generalizability of the results to other schools, student groups, or educational contexts within Ghana. Differences in resource availability, teacher competence, and institutional support across schools may produce varying outcomes regarding the use of audio-visual aids in teaching Oral English.

Second, the study relied primarily on self-reported data from teachers and students. Such responses are subject to social desirability bias, where participants may provide answers they perceive as favorable rather than reflecting their actual experiences. Although efforts were made to assure respondents of confidentiality, the possibility of response bias cannot be entirely eliminated.

Another limitation relates to the qualitative orientation of the study. While the qualitative approach enabled an in-depth exploration of participants' experiences, perceptions, and challenges, it restricted the ability to statistically measure the magnitude of relationships between audio-visual aid usage and students' oral English performance. Future studies may therefore adopt mixed-methods or quantitative designs to enhance empirical precision and allow for broader generalization.

Time constraints also posed a limitation. The study was conducted within a limited academic period, which made it difficult to observe the long-term effects of audio-visual aids on students' oral English proficiency. A longitudinal approach could provide deeper insights into how sustained exposure to audio-visual resources influences language development over time.

Additionally, logistical constraints such as academic schedules and examination periods affected access to some participants, thereby narrowing the window for data collection. This may have limited the depth of engagement with certain respondents.

Finally, the study focused specifically on audio-visual aids and did not extensively examine other pedagogical strategies that could influence oral English competence, such as communicative language teaching, peer learning, or digital language platforms. Consequently, the findings should be interpreted within the scope of audio-visual instructional tools rather than as a comprehensive assessment of all factors affecting oral English instruction.

Recognizing these limitations provides direction for future research to expand the scope, adopt diverse methodological approaches, and include multiple institutions to

strengthen the evidence base on technology-supported language instruction in Ghanaian secondary schools.

1.8 Delimitation of the Study

The study is restricted to the use of audio-visual aids in the teaching of Oral English at Akumadan Senior High School. It focuses specifically on Form Two Science students and their English teachers. The findings may not be generalizable to other student cohorts or schools with different resources and contexts.

1.9 Organization of the Study

The study is structured into five chapters. Chapter One outlines the introduction, including background, problem statement, objectives, research questions, significance, and scope. Chapter Two reviews relevant literature. Chapter Three presents the methodology. Chapter Four reports and discusses the findings. Chapter Five concludes with a summary, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews existing literature relevant to the use of audio-visual aids (AVAs) in the teaching of oral English, with a special focus on Form Two Science students at Akumadan Senior High School in Ghana. The discussion begins with key definitions and conceptual clarifications, followed by theoretical insights, empirical studies (including those based in Ghana), and identified gaps that justify the current research. By situating the discussion in both global and local contexts, this chapter seeks to establish a robust scholarly foundation for the present study.

2.1 Definitions and Concepts

2.1.1 Audio-Visual Aids

Audio-visual aids (AVAs) refer to instructional materials that stimulate both hearing and sight, thereby enhancing learner engagement and retention. These include traditional tools like charts, projectors, slides, and newer technologies like multimedia videos, podcasts, mobile applications, and interactive whiteboards. Rather (2004) defines AVAs as tools that make abstract concepts more tangible and visually engaging, thereby bridging the cognitive gap between theoretical instruction and real-world understanding.

In Ghana, where many classrooms still rely heavily on rote learning and teacher-centered approaches, AVAs serve as a transformative tool. According to Andoh-Kumi (2000), integrating AVAs into classroom teaching encourages experiential and participatory learning among students, especially in language instruction. The Ghana Education Service (GES) has made recent efforts under the ICT in Education Policy to

promote digital literacy, but implementation remains uneven across regions, especially in rural areas such as Akumadan.

Moreover, local innovations such as the Ghana Learning Radio Programme and BBC's "Learning English" have made significant contributions by providing free and accessible English language content. In a study conducted by Amponsah and Bekele (2023), the use of audio-visual instructional strategies in selected Accra high schools was found to significantly improve students' language acquisition and oral fluency. They conclude that audio-visual input helps learners internalize pronunciation patterns and syntactic structures more effectively than traditional textbook methods.

2.1.2 Oral English

Oral English encompasses the productive language skills of speaking and listening, including pronunciation, stress, intonation, fluency, and comprehension. For Ghanaian students, English is often acquired as a second or even third language after local languages such as Twi, Dagbani, or Ewe. This multilingual environment frequently results in linguistic interference, especially in oral expression.

According to Agyekum (2010), students' performance in oral English is typically hampered by poor exposure to standard pronunciation models and insufficient practice opportunities. AVAs offer authentic language inputs that can serve as reference points for learners to imitate and internalize. For instance, Rahmanu & Molnár (2024) reports that secondary school students who watched British Council English tutorials for a semester demonstrated higher gains in speaking fluency and pronunciation accuracy than those who followed a print-based curriculum.

2.1.3 Teaching Aids

Teaching aids are resources designed to enhance instructional delivery and improve learner comprehension. These may include printed materials, manipulatives, visual displays, and technological tools. In the Ghanaian context, Owusu-Mensah (2020) emphasizes that effective use of teaching aids is essential in large classrooms where individualized attention is difficult to provide.

The ICT in Education Policy by the Ministry of Education (2015) stresses the importance of integrating modern technologies as teaching aids to meet the competencies required in the 21st-century classroom. However, rural schools still face significant infrastructural barriers. A study by Adu-Gyamfi and Ampiah (2016) identified a lack of electricity and trained personnel as key challenges to AVA integration in rural schools, such as those in the Ashanti Region.

2.1.4 Audio-Visual Aids in the Teaching and Learning Process

The integration of audio-visual aids (AVAs) into the teaching and learning process is increasingly recognized as a transformative strategy for delivering effective and engaging instruction. These tools, which include videos, animations, graphics, and audio recordings, play a critical role in creating meaningful learning experiences, particularly for learners with low proficiency levels. Alabi (2024) highlights that AVAs serve to convert abstract content into concrete and comprehensible concepts, allowing learners to visualize and internalize complex information more effectively. This is particularly significant in language education, where learners often struggle with pronunciation, intonation, and phonetic distinctions.

In the Ghanaian context, Osei et al. (2024) observed that junior high school students demonstrated improved comprehension and engagement when taught oral English using video-based instruction. Their study confirmed that the integration of AVAs enhanced students' understanding of phonetic sounds and increased their participation during lessons (Osei et al., 2024, p. 43). This aligns with the assertion by Allah (2023) that AVAs contribute to a more inclusive and stimulating classroom environment, which is particularly beneficial for students with limited English proficiency. Such tools provide an interactive and multi-sensory learning experience that traditional methods often lack.

In Malaysia, AVAs have been incorporated into educational practices since the 1950s as a means to foster creativity and innovation in the classroom (Alabi, 2024). Despite their early introduction, many educators still favored traditional pedagogical methods until the advent of 21st-century learning paradigms, which placed a stronger emphasis on the use of digital technologies and learner-centered instruction. This shift encouraged teachers to incorporate AVAs into their daily lessons, thereby enhancing students' motivation, attention span, and learning outcomes.

AVAs have also become instrumental in supporting the implementation of the Standard-Based Curriculum introduced by Ghana's National Council for Curriculum and Assessment (NaCCA), which emphasizes activity-based, student-centered learning. The curriculum advocates for the use of AVAs to help students acquire and apply knowledge through observation, demonstration, and practice (NaCCA, 2020, p. 11).

According to Hossain (2024), AVAs are particularly effective in improving learners' speaking skills, as they provide opportunities for spontaneous and natural language use in the classroom. Students often resort to their mother tongue in informal settings, and the lack of English usage in their everyday interactions can impede their oral proficiency. In classroom settings, AVAs such as dialogues, films, and real-life simulations help reduce learners' anxiety and increase their confidence in speaking English, thereby encouraging active participation and language experimentation (Halwani, 2017, p. 96).

Furthermore, De Sousa (2017, p. 121) assert that AVAs assist teachers in explaining difficult concepts and ideas in a more accessible and collaborative manner. This is especially crucial for students with lower language proficiency who often struggle to comprehend abstract ideas through textual instruction alone. AVAs provide visual cues and auditory support that simplify content, making learning more effective and inclusive.

Research by Mohana-Aishwarya (2025) reinforces the importance of AVAs by demonstrating that images and videos can foster creative thinking and improve student engagement compared to static, text-based content. In Malaysia, the education system has shifted to a 21st-century model that prioritizes AVAs in both online and offline instruction. Chitiyo & Harmon (2009), however, caution that despite the benefits, the integration of AVAs is often hampered by infrastructural limitations such as inadequate resources and poor internet connectivity, particularly in rural areas.

AVAs have also proven effective in technical education. For example, Ismail et al. (2017, p. 87) used animated videos to teach Engineering Drawing in Malaysian vocational colleges and found that these tools significantly enhanced students'

understanding and analytical skills. Similarly, Khan et al. (2016, p. 158) reported that AVAs are more frequently used in language instruction than in science education, suggesting a greater perceived utility in linguistic contexts.

Karuru et al. (2015) emphasizes the role of AVAs in developing critical thinking and higher-order cognitive skills among students. Modern multimedia platforms allow teachers to teach various language components such as pronunciation, vocabulary, listening, and writing with greater effectiveness. This technological advancement also supports the development of virtual classrooms, where AVAs play a central role in creating dynamic and interactive learning environments.

Spratt et al. (2011, p. 137) describe speaking as a complex productive skill that goes beyond mere verbal expression. The use of AVAs helps learners improve their communication skills by providing opportunities to practice appropriate sentence structures, grammar, and pronunciation in realistic contexts. Roblyer and Doering (2010, p. 90) add that the availability of modern applications such as YouTube, Google Classroom, and Zoom has significantly broadened the scope for integrating AVAs into instruction, thus enabling contextualized learning experiences aligned with 21st-century education goals.

NADJI (2016) stress that second language learners benefit immensely from AVAs as they facilitate a deeper understanding of grammar, vocabulary, and sentence structure. AVAs provide learners, especially those in the lower proficiency bracket, with authentic language exposure and practical usage examples, thereby accelerating language acquisition.

Lastly, Supiyati (2011, p. 79) argues that virtual AVAs are particularly effective in enhancing students' oral skills and overall classroom engagement. Students are more enthusiastic about lessons when AVAs are used, and teachers also report greater satisfaction and ease in lesson delivery. Such tools promote inclusive participation, reduce language-related anxiety, and ultimately improve students' proficiency levels through continuous exposure and practice.

In sum, AVAs are indispensable tools in contemporary education, offering multiple cognitive, linguistic, and affective benefits. Their integration into curriculum design and classroom instruction not only aligns with global educational standards but also empowers both teachers and learners to achieve optimal learning outcomes in an engaging and supportive environment.

2.1.5 The Use of Audio-Visual Aids to Enhance Social and Interpersonal Aspects of Learning

Audio-visual aids (AVAs) do more than simply support the transmission of academic content; they play a crucial role in enhancing the social and interpersonal development of learners, particularly in language learning environments. The inclusion of AVAs in classroom instruction encourages meaningful interaction between students and between students and teachers, promoting not only academic achievement but also social competence. Activities involving AVAs, such as role-plays, dubbing exercises, video-based storytelling, and peer-assisted language learning, serve as interactive platforms that allow students to engage with one another in more authentic communicative contexts. These interactions are vital in fostering confidence, reducing anxiety, and developing essential speaking and listening skills.

For instance, Mensah et al. (2024) reported that English teachers in senior high schools in Ghana's Central Region who employed group-based AVA strategies observed a significant increase in student collaboration and a notable improvement in the use of English, both within and beyond the classroom environment. These results emphasize the importance of AVAs in multilingual contexts like Ghana, where students often revert to local dialects unless they are consistently exposed to English in engaging, collaborative settings. By promoting active communication in the target language, AVAs reduce students' reliance on their mother tongues and foster greater proficiency in English.

Moreover, AVAs create an inclusive and interactive learning environment that supports social bonding among learners. The shared experience of watching a video clip, engaging in group discussions, or participating in a class simulation helps students build rapport and develop interpersonal communication skills. These interactions not only enhance students' social presence in the classroom but also help in developing soft skills such as teamwork, empathy, and public speaking, attributes that are critical for lifelong learning and workplace readiness.

Additionally, AVAs help reduce the psychological barriers that often hinder students from participating in class discussions. Many learners experience anxiety about speaking in front of others or making mistakes. However, when AVAs are used effectively, they create a low-stress environment that supports student participation. As Davies et al. (2010) point out, AVAs contribute to a motivating and engaging atmosphere that helps students stay focused and attentive, thereby enhancing their willingness to communicate. Similarly, Apperson et al. (2006) assert that the use of multimedia tools in teaching not only captures student interest and improves vocabulary

and pronunciation, but also reduces classroom anxiety and encourages students to pose questions and seek clarification.

Thus, the integration of AVAs in language classrooms contributes significantly to students' social development. By reducing communicative anxiety, building self-confidence, and creating spaces for authentic interaction, AVAs serve as essential tools in nurturing socially competent and communicatively proficient learners.

2.1.6 The Use of Audio-Visual Aids to Address Diverse Learning Styles

In addition to fostering social interaction and communication skills, audio-visual aids are instrumental in addressing the diverse learning styles present in a typical classroom. Every student has a unique way of absorbing, processing, and retaining information, commonly referred to as their learning style. According to Fleming's VARK model, learners may be categorized into visual, auditory, reading/writing, and kinesthetic types, each with distinct preferences for how they engage with educational content (Fleming & Baume, 2006).

Visual learners benefit from diagrams, pictures, charts, and videos that provide rich, illustrative representations of concepts. Auditory learners, on the other hand, comprehend better through spoken explanations, discussions, and audio recordings. Reading/writing learners prefer text-based inputs such as notes, lists, and manuals, while kinesthetic learners grasp knowledge most effectively through hands-on activities, experiments, or role-playing.

AVAs serve as a versatile instructional tool that can address all these learning styles simultaneously. For example, a well-produced educational video may include spoken narration (supporting auditory learners), visual illustrations and animations (supporting

visual learners), accompanying text or subtitles (supporting reading/writing learners), and interactive elements like simulations or demonstrations (supporting kinesthetic learners). This multimodal approach makes learning more inclusive and effective, ensuring that each student can engage with the material in a way that aligns with their cognitive preferences.

Furthermore, the use of AVAs in the classroom encourages students to explore different modalities beyond their dominant learning style, fostering adaptability and deeper cognitive engagement. This is especially critical in mixed-ability classrooms where students' learning needs vary widely. As noted by Ozuorcun and Tabak (2012), the integration of multimedia instruction in education enhances the learning experience by accommodating individual differences and improving student retention and comprehension.

By recognizing and responding to the diversity of learners, audio-visual aids not only enhance academic understanding but also empower students to take ownership of their learning. This inclusive strategy ensures that no student is left behind due to a mismatch between teaching methods and learning preferences.

2.1.7 Using Audio-Visual Aids to Motivate Passive Learners

Motivating passive learners, those who are often disengaged, quiet, or reluctant to participate in classroom discussions, remains a significant challenge for educators, particularly in language learning settings. These learners may not necessarily lack ability, but often experience heightened anxiety, low self-confidence, and fear of making mistakes, especially in public settings. In multilingual environments like Ghana, many students avoid speaking English in class due to fear of ridicule, peer

judgment, or negative self-perception (Kintoh, 2023). This reluctance impedes language acquisition and broader academic progress.

Audio-visual aids (AVAs) have been found to offer a promising solution to this pedagogical challenge. By incorporating engaging visual and auditory elements, such as videos, interactive animations, recorded dialogues, and gamified language exercises, teachers can create a more relaxed, enjoyable, and stimulating learning environment that reduces the psychological barriers passive learners often face. These tools cater not only to students' intellectual needs but also to their emotional and social well-being, which are essential for active participation.

According to Halwani (2017, p. 23), the integration of AVAs in the language classroom significantly reduces students' anxiety levels, encourages autonomy, and fosters learner motivation. Halwani argues that these tools transform the traditional teacher-centered classroom into a more learner-centered environment where students feel safe to explore the language without fear of immediate correction or public embarrassment. In this way, learners gain the confidence to express themselves and are gradually drawn into more active classroom roles.

A compelling case study by Mensah et al. (2024) investigated the impact of gamified English language lessons on first-year Senior High School (SHS) students in Kumasi. The researchers introduced animated quizzes, interactive storytelling, and recorded role-play sessions into English classes. Over a period of six weeks, students who had previously remained silent or passive during lessons began demonstrating increased engagement, asking questions, volunteering answers, and even initiating discussions. The transition from passive observer to active participant was most notable among students who had earlier expressed anxiety about speaking in public (Mensah et al.,

2024). This suggests that AVAs can serve as a powerful motivational tool capable of transforming learner behavior and classroom dynamics.

In another empirical study conducted in a technological university library setting in Nigeria, Oyewusi & Oyeboade (2009) administered 200 questionnaires to learners to assess the impact of audio-visual aids on learning experiences. Their findings revealed that 74 respondents (37%) confirmed that AVAs made learning easier and more interesting, with a strong indication that the aids helped reduce tension and made the classroom climate more. This psychological benefit is crucial for passive learners, who often experience emotional stress when asked to perform or speak in traditional settings. Moreover, AVAs often include visually appealing content such as colorful graphics, motion, and sound, which capture learners' attention and sustain interest throughout the lesson. These features can be particularly effective in drawing passive students out of their shells. The multisensory nature of AVAs stimulates multiple cognitive pathways, enabling passive learners to engage with the material through seeing and hearing, rather than through verbal participation alone, which allows them to process and internalize content more effectively before actively responding (Apperson et al., 2006, pp. 116–126).

Another key advantage of AVAs is their capacity to support differentiated instruction. By offering varied formats such as subtitles, voice-overs, images, and dramatized texts, AVAs allow students to absorb information at their own pace and through their preferred sensory modalities. This flexibility helps passive learners find their own comfortable entry points into learning and communication. Davies et al., (2010, p. 1) suggest, audio-visual tools help sustain learners' interest over extended periods,

allowing for deeper engagement without the risk of boredom or disengagement that often deters passive learners.

In summary, integrating audio-visual aids into the classroom can provide transformative effects for passive learners by creating a welcoming environment that reduces anxiety, accommodates diverse learning preferences, and encourages gradual yet consistent participation. Through captivating visual displays, sound, interactivity, and emotional engagement, AVAs empower passive learners to build self-confidence, take intellectual risks, and become active contributors to the learning process. Ultimately, this shift fosters more inclusive classrooms where all learners, regardless of their starting point, have the opportunity to thrive.

2.1.8 The Importance of Using Audio-Visual Aids in Teaching

The use of audio-visual aids (AVAs) in the classroom has evolved significantly over the decades, from rudimentary training tools used during World War II to sophisticated digital applications embedded in modern pedagogical strategies. Initially introduced to enhance the learning and motivation of soldiers, AVAs have since become integral components in educational settings, enabling teachers to deliver content in more interactive, accessible, and learner-centered ways (SAIDIA, 2024). The contemporary classroom is increasingly defined by its ability to cater to diverse learners, many of whom differ in their learning preferences, cognitive styles, and levels of engagement. In this context, AVAs represent not just tools for instruction, but bridges between teaching and the complex, multifaceted ways in which students process and retain information.

According to Roblyer and Doering (2016), the traditional chalk-and-talk methods are no longer sufficient to meet the needs of 21st-century learners who are immersed in

technology in almost every aspect of their lives. AVAs provide a dynamic alternative, supporting teachers in capturing attention, clarifying abstract concepts, and stimulating critical thinking. Their importance became particularly apparent during the COVID-19 pandemic, when most schools around the world, including those in Ghana, had to transition to remote and hybrid learning environments. To mitigate disruptions in academic progress, the Ghana Broadcasting Corporation (GBC), in collaboration with the Ministry of Education, launched televised lessons enriched with AVAs. These lessons, incorporating graphics, animations, and dramatized presentations, allowed students to continue learning remotely while enhancing their listening and speaking skills through exposure to authentic language use and context-rich interactions (Sam et al., 2021).

In addition to ensuring educational continuity during crises, AVAs also serve to accommodate various learning styles within the classroom. Learners typically fall into three primary categories, visual, auditory, and kinesthetic, though many combine elements of each. Visual learners benefit from images, diagrams, videos, and other pictorial content that enhance their understanding through observation. Auditory learners, on the other hand, learn best through spoken words, music, and sound-based instruction, while kinesthetic learners gain the most from hands-on activities and physical engagement with content. Research indicates that a majority of students (56%) are visual learners, while 30% are auditory and approximately 6% are kinesthetic (Vas and Sharma, 2025). This diversity highlights the necessity of AVAs in fostering an inclusive classroom environment that acknowledges and supports the unique cognitive preferences of each learner.

The psychological and cognitive benefits of AVAs have been well documented in both historical and contemporary research (SAIDIA, 2024) underscores that AVAs promote a mood of mutual understanding and sympathy, stimulate motivation by linking subject matter to students' real-life experiences, and foster active participation by evoking a sense of imaginative involvement. Furthermore, AVAs enrich the sensory experience of learners, making learning more memorable and reducing reliance on rote memorization or translation from a mother tongue, a particularly critical advantage in the teaching of foreign or second languages like English in Ghana. Bahrani et al (2012) argue that AVAs are especially beneficial for second-language learners, helping to improve pronunciation, grammatical accuracy, and syntactic awareness by offering repeated exposure to authentic language input in contextualized formats.

The motivational power of AVAs also lies in their capacity to reduce classroom anxiety and increase student confidence. When AVAs are used appropriately, they can transform a tense or passive learning atmosphere into one of engagement and enthusiasm. Learners are more likely to participate in discussions, respond to questions, and engage in peer interactions when the content is supported by visuals, animations, and auditory stimuli that reduce the fear of failure or ridicule. For example, in a study conducted by Kwarteng and Yeboah-Appiagyei (2021), students who regularly engaged with audio-visual learning platforms demonstrated not only better retention of English vocabulary and grammar but also increased willingness to speak in class and collaborate with peers (p. 104). These findings echo earlier insights by Abbas and others who argued that AVAs allow for the "I was there" feeling that enhances both emotional involvement and cognitive absorption (SAIDIA, 2024).

Beyond language acquisition, the use of AVAs also contributes to broader pedagogical goals, such as the development of conceptual structures, critical thinking, and systematic reasoning. They help students establish meaningful systems of ideas, provide timely feedback, and stimulate intellectual curiosity. In doing so, AVAs do not merely supplement instruction, they redefine the nature of the learning experience itself. In Ghana and similar contexts, where large class sizes and limited teaching resources often constrain the quality of education, the strategic use of AVAs offers a powerful, scalable solution to address disparities in learning outcomes and enhance the overall effectiveness of instructional delivery.

In conclusion, the importance of AVAs in teaching cannot be overstated. They bridge the gap between abstract content and real-world application, respond to the diverse learning needs of students, and create a psychologically safe and stimulating environment conducive to learning. As educational paradigms continue to shift towards more learner-centered approaches, AVAs will remain indispensable tools for motivating students, reinforcing content, and ensuring that education is both equitable and engaging.

2.1.9 Types of Audio-Visual Aids

Audio-visual aids (AVAs) are diverse in form and function, encompassing a wide range of tools that combine both auditory and visual stimuli to enhance teaching and learning. According to Ahmad (2014), AVAs can be broadly categorized into four main types: films, television, video, and CDs. Each of these aids contributes uniquely to the instructional process, especially in contexts where traditional teaching methods may not fully address the needs of diverse learners.

2.1.9.1 Films

Films serve as a powerful instructional resource that captures learners' attention while offering rich, contextualized content. They have long been recognized for their ability to simulate real-life experiences, making abstract or complex subject matter more accessible and relatable. Educational films can be purposefully created to support teaching across subjects such as history, science, language, and social studies. In Ghana, for instance, educational film initiatives have been used in teacher training colleges to model effective teaching strategies and classroom interactions. Films offer a multisensory experience that enhances learners' comprehension and retention by combining motion, sound, and narrative in a compelling way (Ahmad, 2011, p. 86). Globally, educators have also found that films promote critical thinking and foster empathy, especially when used to present historical or culturally significant events.

2.1.9.2 Television

Television has evolved into a multifaceted educational medium with vast potential for enriching the classroom experience. It is particularly effective because it integrates audio, video, and sometimes text to engage multiple senses. In Ghana, the significance of television in education became especially evident during the COVID-19 pandemic when the Ghana Broadcasting Corporation (GBC), in collaboration with the Ministry of Education, launched televised educational programs. These programs, targeted at different educational levels, brought structured learning to students confined at home, many of whom lacked access to the internet. Internationally, countries like the United Kingdom and India have long used educational television to support distance education and to reinforce classroom teaching. Teachers can utilize these programs as a springboard for classroom discussions, project work, and assessment, thus expanding the scope and depth of learning beyond the textbook (Ahmad, 2014, p. 87).

2.1.9.3 Video

Video, as an instructional medium, plays an increasingly critical role in modern education. It supports what is known as video-aided instruction, which involves the use of recorded visual content to enhance learners' understanding of specific topics. Video resources can be paused, replayed, or segmented for focused discussion, making them ideal for differentiated instruction and personalized learning. In both rural and urban Ghanaian classrooms, the use of video has been found to stimulate interest and deepen students' grasp of subjects like mathematics and science, where visual demonstrations often clarify difficult concepts. According to Ahmad (2014, p. 88), videos are especially useful in testing learners' comprehension, often supplemented with questions to reinforce learning. Internationally, platforms such as YouTube and Khan Academy provide a vast array of instructional videos that teachers and students can access to support learning anytime, anywhere.

2.1.9.4 CDs

Compact Discs (CDs) remain a viable AVA, especially in areas with limited internet connectivity. CDs can contain audio recordings, video lessons, presentations, or interactive multimedia lessons, offering flexibility in their application. In Ghanaian schools where internet access remains inconsistent, CDs offer a dependable alternative for distributing learning materials. For example, language lessons stored on CDs can help reinforce pronunciation, listening, and speaking skills for students learning English as a second language. Internationally, CDs were widely adopted in the early 2000s for computer-assisted instruction and continue to be relevant in contexts where digital streaming is not feasible. As Ahmad (2014, p. 89) notes, educational CDs can be developed for any aspect of the curriculum, making them a valuable asset in the educator's toolkit.

2.1.10 Advantages of Using Audio-Visual Aids

The incorporation of audio-visual aids (AVAs) in teaching and learning processes provides numerous pedagogical benefits that significantly enhance instructional effectiveness. These aids include a broad spectrum of tools, ranging from charts, models, maps, films, slides, television broadcasts, digital videos, projectors, and multimedia applications, which collectively enrich the learning experience. According to Saidia (2024), audio-visual aids serve as dynamic motivators that engage multiple senses of the learners and help overcome monotony in traditional classrooms. By integrating sight, sound, and sometimes touch, AVAs stimulate greater student interest and participation, making the educational environment more interactive and less reliant on abstract verbal instruction.

In a typical Ghanaian classroom, particularly in rural and under-resourced areas, students are often accustomed to traditional chalk-and-talk methods where knowledge is transmitted primarily through teacher lectures. In such contexts, the use of AVAs can offer transformative benefits. For example, when a teacher in a basic science class uses a documentary video on volcanic eruptions or a recorded demonstration of a physics experiment, the learners are not only exposed to real-life applications of the content but also become more attentive and eager to engage with the material. The visual and auditory reinforcement helps in reinforcing memory retention, deepening understanding, and accommodating diverse learning styles, whether visual, auditory, or kinesthetic (Kahsay et al., 2024). This is particularly vital in multilingual environments such as Ghana, where learners may be grappling with English as a second or third language; AVAs thus provide a non-linguistic bridge to understanding.

Moreover, AVAs make it possible to bring the outside world into the classroom. In situations where learners may not have firsthand experience with certain phenomena, such as seeing a snow-covered landscape, the workings of a nuclear reactor, or the internal organs of a human body, audio-visual resources can simulate such experiences vividly. This is critical in bridging the knowledge gap between urban and rural educational settings in Ghana, where students in less privileged regions might lack access to laboratories, libraries, or excursions. Therefore, AVAs democratize access to knowledge and provide a more equitable learning platform across different socio-economic backgrounds (Buabeng & Amo-Darko, 2024).

In sum, audio-visual aids enrich the pedagogical process by making it more engaging, concrete, and inclusive. Their ability to evoke sensory involvement and experiential learning contributes to a deeper and longer-lasting educational impact, which is especially important in modern educational systems striving for holistic and learner-centered outcomes.

2.1.10.1 Fundamental of Audio-visual Aids to Verbal Instructions

A critical advantage of audio-visual aids lies in their ability to complement and reinforce verbal instruction. In many educational settings, both in Ghana and globally, excessive dependence on verbal explanation, often termed "verbalism", can be a major drawback, particularly when dealing with abstract or complex subject matter. AVAs address this limitation by transforming intangible concepts into concrete, visible, and often interactive representations. According to Saidia (2024), AVAs help to reduce the overreliance on spoken words by offering visual cues and contextual illustrations that aid comprehension and memory retention.

In the Ghanaian classroom context, where learners may struggle with language barriers or limited background knowledge in certain subjects, the use of diagrams, charts, animations, and short video clips plays a crucial role in scaffolding learning. For instance, a Junior High School teacher explaining the process of photosynthesis may face difficulty conveying the idea using only verbal explanation, particularly if students have limited exposure to laboratory environments or textbooks with colored illustrations. However, using an animated video or a diagram that visually depicts how sunlight, carbon dioxide, and water interact in chloroplasts to produce glucose can significantly enhance students' understanding. Such tools align verbal content with visual representations, enabling learners to connect linguistic information with sensory experiences.

Furthermore, this alignment between verbal and visual inputs not only improves comprehension but also ensures that learners from different linguistic backgrounds and cognitive styles can grasp the material. In Ghana's multilingual classrooms, where pupils might be processing content in English while mentally translating it into their mother tongue, AVAs offer a universal mode of communication. For example, a science teacher in Navrongo might use models of the solar system or human organs while teaching in English, thereby helping students conceptualize the material without relying entirely on language proficiency.

In addition, AVAs offer clarity and accuracy in instruction, which is essential for subjects that require precision. In mathematics, geometry concepts such as angles, circles, or 3D shapes are better understood when accompanied by models or drawings rather than just definitions. Similarly, in vocational and technical education, growing fields in Ghana's educational strategy for national development, audio-visual

demonstrations of carpentry, weaving, or metalwork techniques can substitute for costly equipment and real-time demonstrations that may not always be feasible due to resource constraints (Ministry of Education Ghana, 2018).

In conclusion, AVAs serve as a bridge between verbal explanations and learner comprehension, reducing ambiguity and enhancing the clarity of instruction. They are essential in moving beyond rote learning and ensuring that students internalize and apply concepts accurately and meaningfully, particularly in diverse and resource-challenged contexts such as those found in many parts of Ghana.

2.1.10.2 Clear Images

One of the most significant benefits of using audio-visual aids (AVAs) in education is their ability to produce clear and vivid mental images that facilitate better understanding and retention of knowledge. This advantage stems from the multisensory engagement AVAs offer, enabling students to form accurate and lasting cognitive representations of abstract concepts. When learners are exposed to images, sounds, and, where possible, tactile experiences, the learning process becomes more concrete and meaningful. This is particularly important in educational settings where linguistic explanations alone may not sufficiently communicate complex ideas.

In the Ghanaian context, the integration of AVAs such as interactive whiteboards, digital projectors, and smart televisions in classrooms, especially in urban or well-resourced schools, has significantly enhanced the clarity of instruction. For example, when a geography teacher uses satellite imagery or digital maps projected on a screen, learners can visualize terrains, climatic zones, or population distributions more effectively than if such concepts were merely described in words. Similarly, biology lessons that include high-resolution images or animations of cellular structures help

students form clearer mental models of microscopic processes, such as mitosis or osmosis.

According to Kolb (2007) Experiential Learning Theory, meaningful learning occurs when learners engage directly with sensory-rich experiences that stimulate perception and reflection. AVAs align with this principle by offering stimuli that support active engagement and cognitive processing. When learners are able to *see* a volcanic eruption on video, *hear* the associated sounds, and *discuss* what they observe, the resulting mental image is far more powerful and enduring than that formed through verbal instruction alone. This is especially relevant in multilingual and multicultural classrooms in Ghana, where visual clarity can transcend language barriers and promote inclusive learning.

Furthermore, the provision of clear images through AVAs enhances literacy and comprehension skills by reinforcing vocabulary with visual referents. For instance, when English teachers display flashcards or video segments showing everyday objects, actions, or emotions, students, particularly in lower basic levels, are better able to associate words with meanings, thereby improving language acquisition. In summary, by presenting clear and engaging imagery, AVAs serve as essential tools for enhancing students' mental visualization, improving understanding, and supporting long-term retention of information across diverse subjects and learning levels.

2.1.10.3 Vicarious Experience

While direct, hands-on experience is often considered the most effective form of learning, such experiences are not always feasible due to constraints in time, geography, safety, or financial resources. Audio-visual aids offer a practical solution by enabling vicarious experiences, indirect encounters with real-world phenomena that learners

might otherwise never access. These mediated experiences can be just as impactful in constructing knowledge, particularly when they are presented in an engaging and realistic manner.

In the Ghanaian educational setting, AVAs are indispensable in bridging the gap between learners and inaccessible learning environments. For instance, many students, particularly in urban schools, may never have the opportunity to witness the complete life cycle of a butterfly in their natural surroundings. However, a high-quality documentary or animated sequence showing each stage from egg to larva, pupa, and adult butterfly can offer a comprehensive, virtual substitute. This not only enriches students' understanding of biological processes but also satisfies curricular objectives through engaging, indirect experience.

Similarly, in rural schools where access to modern industrial facilities or scientific laboratories is limited, AVAs can bring otherwise distant experiences into the classroom. A video demonstrating the workings of a hydroelectric dam, an oil refinery, or the manufacture of textiles can provide learners with practical insights into industrial processes, economic activities, and scientific principles. This is crucial in expanding the worldview of learners and fostering relevance in education, which is a key goal of Ghana's educational reform strategies.

Saidia (2024) emphasizes that AVAs serve as windows to the wider world, providing learners with opportunities to experience diverse cultures, environments, and scientific advancements that they may never encounter directly. These vicarious experiences are especially important in fostering critical thinking, empathy, and contextual understanding. For example, viewing a film on the effects of climate change in coastal communities can help inland students appreciate environmental challenges beyond

their immediate surroundings, thereby nurturing global awareness and responsible citizenship.

Moreover, vicarious experiences facilitated by AVAs promote equity in education by ensuring that all students, regardless of their socio-economic background or geographic location, have access to enriched learning content. This supports the principle of inclusive education, as outlined in Ghana's Inclusive Education Policy (Ministry of Education, 2015), which seeks to provide all learners with equal opportunities to thrive in school.

In conclusion, AVAs provide meaningful and realistic alternatives to direct experience, enabling learners to engage with content that is otherwise out of reach. Through these vicarious experiences, students gain a broader understanding of the world, develop critical academic skills, and are better prepared for real-life challenges and opportunities.

2.1.10.4 Variety

One of the most compelling benefits of audio-visual aids (AVAs) in teaching is the diversity they bring to classroom instruction. In traditional learning environments, prolonged reliance on singular teaching methods, such as chalk-and-talk or rote memorization, can result in student disengagement, boredom, and reduced academic performance. AVAs counteract this by introducing a rich variety of instructional mediums, including educational videos, animations, charts, posters, diagrams, models, realia, and digital simulations. This diversity in instructional resources injects dynamism and freshness into the classroom, which sustains students' attention and reinforces motivation throughout the learning process.

In the context of Ghanaian education, particularly in basic and secondary schools, the infusion of variety through AVAs has been shown to enhance lesson delivery and boost student enthusiasm. For instance, a social studies teacher might incorporate a documentary clip on traditional festivals, followed by the display of a chart showing the geographical distribution of ethnic groups, and then conclude the lesson with a digital quiz. Such multi-modal presentations not only break the monotony of conventional lecture formats but also accommodate students' varied learning preferences and intellectual strengths.

This aligns with Howard Gardner's (1995) theory of Multiple Intelligences, which posits that learners possess different kinds of intelligences, including visual-spatial, musical, bodily-kinesthetic, and interpersonal intelligences, that influence how they absorb and process information. By leveraging a range of AVAs, educators can tailor their instruction to cater to these diverse intelligences. A student with strong visual-spatial intelligence may excel when exposed to diagrams and mind maps, while another with musical intelligence might respond better to songs or rhythmic mnemonic devices. As such, the use of varied AVAs fosters inclusive and differentiated instruction, ensuring that no learner is left behind.

Moreover, the consistent integration of diverse AVAs can stimulate curiosity and foster a culture of inquiry, especially in subjects that require abstract or technical explanations, such as mathematics or science. In a Ghanaian junior high school, for example, a mathematics teacher may use animated tutorials to demonstrate geometrical constructions, allowing students to visually track the logic of each step. This variation not only enhances conceptual understanding but also reduces cognitive overload by breaking complex content into digestible visual chunks.

In conclusion, the introduction of variety through AVAs significantly enriches classroom experiences by maintaining learners' interest, accommodating diverse learning styles, and fostering deeper engagement with instructional content. This variety enhances the effectiveness and inclusivity of education, especially in resource-constrained yet pedagogically innovative settings like many schools in Ghana.

2.1.10.5 Freedom and Participation

Another major pedagogical advantage of audio-visual aids is their potential to foster freedom of expression and active participation among students. Unlike traditional, teacher-centered methods where learners are often passive recipients of information, AVAs encourage interaction, collaboration, and student autonomy. This learner-centered paradigm shift empowers students to take ownership of their learning, promoting greater engagement, intrinsic motivation, and cognitive development.

AVAs provide learners with multiple avenues to express themselves and interact meaningfully with content. For example, a video presentation can be paused to allow students to discuss and analyze what they have seen, promoting dialogic learning and critical thinking. Similarly, interactive simulations in science or mathematics can prompt students to manipulate variables and explore outcomes, thereby gaining hands-on, participatory experience in a virtual environment.

In Ghanaian classrooms, the integration of AVAs has been observed to significantly enhance student participation and creativity. When pupils are allowed to interpret diagrams, act out scenes from educational videos, or construct models based on visual instructions, they are not only absorbing content but also applying, analyzing, and synthesizing it through experiential learning. These opportunities for expression help

students develop soft skills such as communication, teamwork, and leadership, which are essential in the 21st-century educational landscape.

According to Saidia (2024), AVAs support an open and democratic learning atmosphere where learners are encouraged to ask questions, challenge assumptions, and share their perspectives without fear of reprimand. In many Ghanaian schools where large class sizes can sometimes hinder individualized instruction, AVAs help decentralize the learning process by shifting the focus from the teacher as the sole source of knowledge to a more distributed, collaborative model. For instance, during a group activity based on an instructional video, students may take on roles such as presenter, summarizer, or questioner, thereby fostering peer-led learning and engagement.

Furthermore, the participatory nature of AVAs cultivates learner agency, a critical factor in sustained academic interest and achievement. When students feel that they are co-creators of knowledge rather than passive recipients, they are more likely to demonstrate initiative and enthusiasm in learning tasks. This is particularly effective in language and literature classes in Ghana, where students might be asked to dramatize scenes from a play, create visual storyboards, or analyze film adaptations of prescribed texts.

In summary, AVAs create a fertile environment for student freedom and participation by enabling interaction, stimulating creativity, and supporting student-centered pedagogical approaches. These elements contribute to a more inclusive, responsive, and empowering educational experience that benefits learners across diverse Ghanaian educational contexts.

2.1.11 Disadvantages of Audio-Visual Aids

Despite the well-documented advantages of audio-visual aids (AVAs) in enhancing teaching and learning, it is important to acknowledge that their implementation is not without challenges. In both developed and developing educational contexts, various factors can hinder the effective use of AVAs, thereby limiting their intended impact. According to Fraticelli (2023), the drawbacks associated with AVAs range from attitudinal and infrastructural issues to pedagogical mismatches and logistical constraints.

In the Ghanaian educational system, the integration of AVAs often faces barriers such as insufficient resources, inadequate training for teachers, unreliable power supply, and maintenance problems. These challenges are especially pronounced in rural and peri-urban schools, where technological infrastructure is either outdated or completely lacking. In such contexts, AVAs risk becoming underutilized or even ignored, despite national policies and curriculum reforms promoting ICT integration.

Moreover, the overuse or inappropriate application of AVAs may also be counterproductive. For instance, excessive reliance on visual content can overwhelm learners or distract them from the central objectives of a lesson. In cases where AVAs are used without alignment to pedagogical goals or student needs, they may become more of a spectacle than a tool for meaningful engagement. Additionally, the technical nature of some AV tools requires a certain level of competence, which not all educators possess. Without adequate support and training, even well-intentioned teachers may struggle to incorporate AVAs effectively, thereby reinforcing rather than mitigating educational inequities.

2.1.11.1 Apathy of Teachers

One of the primary limitations to the effective use of AVAs is the apathy or reluctance displayed by some teachers toward adopting these tools in their instructional practices. This disinterest may stem from a variety of factors, including lack of exposure to the pedagogical benefits of AVAs, fear of technology, resistance to change, or a deeply ingrained preference for traditional methods such as lecture-based teaching. In Ghana, particularly in under-resourced and rural schools, this phenomenon is a significant barrier to instructional innovation.

Many Ghanaian teachers, especially those trained before the widespread integration of ICT in education, may not have received sufficient training on how to utilize AVAs effectively. Consequently, these educators often default to conventional teaching methods, viewing AVAs as supplementary rather than essential instructional tools. According Fraticelli (2023), this teacher apathy is not merely a matter of ignorance but often reflects broader systemic issues, including limited access to professional development, inadequate administrative support, and the absence of functional AVA equipment in schools.

Furthermore, a lack of motivation among teachers to experiment with AVAs can be exacerbated by the pressure to complete syllabi within tight academic calendars. Faced with large class sizes, limited instructional time, and exam-focused teaching cultures, some teachers perceive AVAs as time-consuming or impractical. This perception contributes to a cycle of non-use, where the tools remain underutilized even when available.

The implications of teacher apathy are far-reaching. When educators are indifferent to AVAs, students are denied the benefits of multi-sensory, engaging, and student-

centered learning experiences. This is particularly detrimental in subjects that require visual explanation or practical demonstration, such as integrated science, information and communication technology (ICT), or technical skills training. Moreover, apathy undermines efforts by the Ghana Education Service and the Ministry of Education to promote ICT integration and improve digital literacy among both teachers and learners. To address this issue, there is a need for targeted interventions such as in-service training, continuous professional development programs, and policy incentives that encourage the integration of AVAs into classroom practice. Teacher education colleges should also embed AVA competencies into their curricula to ensure that pre-service teachers are adequately equipped with the knowledge and confidence to use these tools effectively.

In sum, while AVAs have the potential to transform teaching and learning in Ghanaian schools, the apathy of teachers remains a significant obstacle. Overcoming this challenge requires systemic commitment to teacher training, resource provision, and pedagogical innovation that aligns with 21st-century learning goals.

2.1.11.2 Ineffectiveness Due to Poor Planning

A further impediment to the effective utilization of audio-visual aids (AVAs) is poor planning and implementation. The mere presence of AVAs in a classroom does not guarantee pedagogical value; their effectiveness is largely dependent on thoughtful integration into the instructional design process. When educators fail to preview AV materials, clearly define instructional objectives, or align AVAs with the learning needs of their students, the aids can become a distraction rather than a support. As highlighted by Fraticelli (2023), the uncritical use of AVAs, without consideration of timing,

learner readiness, and curriculum relevance, often results in diminished learning outcomes.

In the Ghanaian educational context, this issue is particularly prevalent due to limited professional development opportunities in instructional planning and design. Many teachers have not received adequate training on how to incorporate AVAs into lesson plans effectively. As a result, they may resort to using AVAs haphazardly, often selecting materials that are not age-appropriate, culturally relevant, or aligned with curriculum goals. This lack of planning can lead to superficial engagement, where learners are exposed to visually stimulating content that fails to reinforce the intended concepts or skills.

Moreover, the absence of support materials such as teacher guides, lesson templates, or curated content libraries exacerbates the problem. In well-resourced systems, AVA use is typically supported by instructional design frameworks and collaborative planning teams that ensure coherence and alignment with broader learning outcomes (Reiser & Dempsey, 2012). In contrast, teachers in many Ghanaian schools operate in isolation and must rely on personal judgment or improvisation, which may not always lead to effective outcomes.

To address these challenges, there is a need for targeted teacher training that emphasizes instructional planning, content curation, and reflective teaching practices. Incorporating models such as Gagné's Nine Events of Instruction or the ASSURE model of instructional design can help teachers make informed decisions about when and how to deploy AVAs in ways that genuinely support student learning (Naz & Akbar, 2008). Without such planning, AVAs risk becoming passive embellishments rather than dynamic tools for educational transformation.

2.1.11.3 Financial Hurdles

One of the most persistent and widespread challenges to the adoption and sustainability of audio-visual aids in education is the issue of cost. Financial constraints pose a significant obstacle to both the acquisition and maintenance of AVA equipment, particularly in low-income and rural schools across Ghana. Essential AV tools such as digital projectors, interactive whiteboards, speakers, computers, and even basic items like screens or extension cables often fall outside the budgetary scope of many educational institutions.

According to Kolb (2007), the high initial cost of AVAs is compounded by the ongoing expenses associated with repairs, updates, and consumables such as printer ink or projection bulbs. In schools where budget allocations for technology are minimal or inconsistent, even small malfunctions can render equipment unusable for extended periods. As a result, the investment in AVAs may yield little long-term benefit if not supported by adequate funding for maintenance and upgrades.

In Ghana, government support for ICT in education has improved in recent years through initiatives such as the ICT in Education Policy Framework. However, disparities remain wide between urban and rural schools. Urban institutions—especially private or mission schools—are more likely to benefit from donor support, parent-teacher association contributions, and external sponsorship. In contrast, public schools in rural or economically disadvantaged areas often struggle to secure even basic educational materials, let alone sophisticated technological resources.

This challenge is not unique to Ghana. Across the Global South, the digital divide continues to hinder equitable access to AVAs and other educational technologies. Studies conducted in sub-Saharan Africa, Asia, and Latin America have all pointed to

the centrality of funding in determining whether or not AVAs can be effectively deployed (Unwin, 2009). Without strategic investment and policy intervention, AVA adoption risks being limited to elite or better-resourced schools, further widening existing educational inequalities.

To mitigate financial hurdles, stakeholders, including government agencies, international donors, NGOs, and the private sector, must prioritize cost-effective and scalable solutions. Options such as open-source educational software, low-cost projection devices, and solar-powered systems may provide viable alternatives for resource-limited schools. Additionally, fostering community partnerships and encouraging local innovation in AVA design can help bridge financial gaps while maintaining cultural relevance.

2.1.11.4 Irregular Power Supply

A critical infrastructural challenge that impedes the effective use of audio-visual aids (AVAs) in Ghanaian schools is the unreliability of electric power supply. In many parts of the country, particularly in rural and peri-urban areas, electricity is either unavailable or highly erratic. Given that most AV equipment, including projectors, interactive whiteboards, public address systems, televisions, and computers, depends on a stable electrical source, any disruption in power supply can derail planned instruction and render technology-dependent lessons ineffective.

This situation poses a significant barrier to educational equity. While urban and well-resourced schools may benefit from relatively stable electricity and even backup generators, many rural schools operate without consistent power, making it practically impossible to incorporate AVAs into regular teaching practice. Even when electricity is available, voltage fluctuations or unplanned blackouts (locally referred to as

"dumsor") can damage delicate electronic equipment, further discouraging teachers from investing time in planning AVA-based lessons.

The problem of power instability is not unique to Ghana. Across sub-Saharan Africa, unreliable electricity continues to constrain the deployment of ICT and AV-based educational interventions. According to the World Bank (2021), only about 48% of the population in sub-Saharan Africa has access to electricity, with significant disparities between urban (78%) and rural (26%) areas. This infrastructural gap limits the scalability and sustainability of technology-enhanced learning initiatives across the region.

Some innovative solutions have been proposed and implemented to mitigate this challenge. These include the use of solar-powered classrooms, portable battery-operated projectors, and mobile AV units that do not depend on grid electricity. However, these solutions require substantial upfront investment and sustained maintenance, which are often beyond the reach of underfunded public schools. Until reliable and inclusive power infrastructure is achieved, the widespread and consistent integration of AVAs in Ghanaian classrooms will remain aspirational rather than practical.

2.1.11.5 Need for Training

The successful implementation of audio-visual aids in education is not solely dependent on the availability of equipment but also on the competence and confidence of the educators who are expected to use them. This highlights the critical need for systematic teacher training in both the technical and pedagogical aspects of AVA use. Teachers must be proficient not only in the operation of hardware such as projectors, computers,

and sound systems but also in selecting appropriate AV content, integrating it into lesson plans, and using it to facilitate active and inclusive learning.

In the Ghanaian context, professional development opportunities for teachers often lack a robust focus on instructional technology. Many pre-service teacher education programs still emphasize traditional, chalk-and-talk methods, and in-service training tends to prioritize content delivery over pedagogical innovation. As a result, a significant proportion of teachers remain ill-equipped to leverage the full potential of AVAs. Some may lack even basic digital literacy skills, while others may be resistant to change due to anxiety, lack of exposure, or negative past experiences with technology (Kolb, 2007).

This training gap has been widely recognized in global educational discourse. The UNESCO ICT Competency Framework for Teachers (2018) emphasizes the importance of equipping educators with the knowledge and skills necessary to integrate digital tools meaningfully into teaching and learning. Similarly, the TPACK framework (Technological Pedagogical Content Knowledge) proposed by Mishra and Koehler (2006) advocates for the blending of content knowledge, pedagogy, and technology to create effective digital-age learning experiences. Without training grounded in such frameworks, the use of AVAs risks being superficial, mechanical, or misaligned with learning objectives.

In response, several teacher training institutions and education ministries, including Ghana's Ministry of Education, have begun incorporating ICT modules into their training programs. However, implementation remains uneven and is often constrained by limited resources, lack of qualified trainers, and inadequate follow-up support. For AVAs to become a truly transformative element in Ghanaian education, teacher

capacity-building efforts must be prioritized, adequately resourced, and sustained over time. Such training should not only build technical proficiency but also foster pedagogical creativity and confidence, enabling teachers to adapt AV tools to diverse classroom contexts and learner needs.

2.2 Theoretical Review

The theoretical review serves to ground the current study within established conceptual frameworks that explain the phenomena under investigation. This section discusses three fundamental theories that underpin the use and effectiveness of audio-visual aids (AVAs) in education: Cognitive Load Theory, Dual Coding Theory, and Experiential Learning Theory. Each theory offers unique insights into how learners process information when exposed to AVAs and highlights the pedagogical mechanisms through which AVAs can enhance teaching and learning outcomes.

2.2.1 Cognitive Load Theory

Developed by John Sweller in the late 1980s, Cognitive Load Theory (CLT) centers on the mental effort required by learners to process new information and the limitations of working memory capacity during learning (Sweller et al., 2011, p. 47). CLT posits that instructional design must account for cognitive load, the total amount of mental activity imposed on working memory during learning, to optimize knowledge acquisition and prevent overload.

The theory distinguishes between three types of cognitive load: intrinsic, extraneous, and germane. Intrinsic cognitive load relates to the complexity inherent in the material itself; extraneous cognitive load is generated by the way information is presented; and germane cognitive load is the mental effort devoted to processing, construction, and automation of schemas (Sweller et al, 2011, p. 12).

Relevance to the study lies in how AVAs can reduce extraneous cognitive load by offering visual and auditory representations of abstract concepts, thus making learning more accessible. For example, in science education, videos or animations can illustrate complex processes such as cellular respiration, reducing reliance on dense textual explanations that may overwhelm working memory. By aligning instructional content with CLT principles, AVAs support schema development and foster deeper understanding (Mayer & Fiorella, 2014, p. 34).

Application to this study involves assessing whether the use of AVAs in classrooms effectively lowers extraneous cognitive load and promotes germane cognitive processing. The study can explore if learners exposed to well-designed AV materials demonstrate better retention and comprehension compared to traditional lecture methods. Findings derived from CLT provide conclusions on optimizing AVA integration to improve instructional effectiveness.

2.2.2 Dual Coding Theory

Proposed by Allan Paivio in 1971, Dual Coding Theory (DCT) emphasizes that human cognition operates through two distinct but interconnected channels: the verbal system and the non-verbal (visual) system (Paivio, 1991, p. 58). According to DCT, learning is enhanced when information is encoded both verbally and visually, as this dual representation facilitates better recall and understanding.

DCT argues that verbal information processed through linguistic codes and visual information processed through imagery codes create parallel, complementary representations. When these channels are engaged simultaneously, as is often the case with AVAs such as narrated videos, illustrated textbooks, or interactive simulations, learners build more robust mental models (Paivio, 1991, p. 39).

In the context of this study, AVAs leverage DCT by combining spoken or written explanations with visual stimuli, making the content accessible to diverse learners with different preferences or cognitive strengths. For example, students struggling with abstract verbal explanations may benefit from animated diagrams or charts that concretize ideas. DCT also supports the design of multimedia learning resources that minimize cognitive overload by balancing verbal and visual inputs (Mayer, 2009, p. 85).

By applying DCT, the study can evaluate the degree to which AVA use enhances dual coding of instructional content, thereby improving memory retention, engagement, and learner motivation. Conclusions drawn will inform educators about the types of AV materials that best facilitate dual coding and promote effective learning outcomes.

2.2.3 Experiential Learning Theory

David Kolb's Experiential Learning Theory (ELT), first articulated in 1984, posits that learning is a continuous process grounded in direct experience. Kolb conceptualized learning as a cyclical model involving four stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation (Kolb, 2015, p. 41). According to ELT, effective learning requires learners to actively engage with experiences, reflect on them, form concepts, and apply what they have learned in new situations.

This theory is highly relevant to AVA use because audio-visual materials create simulated experiences that engage learners more deeply than passive reception of information. For example, videos demonstrating scientific experiments or historical reenactments provide virtual concrete experiences that learners can observe and reflect

upon. Interactive simulations or virtual labs further enhance active experimentation, allowing learners to manipulate variables and see outcomes in real time.

In the Ghanaian educational context, where hands-on learning opportunities may be limited by resources or logistics, AVAs offer crucial vicarious experiences that align with ELT's emphasis on learning through doing. This not only aids comprehension but also builds skills and motivation by situating learning within meaningful contexts (Kolb, 2015, p. 44).

Applying ELT to this study enables an exploration of how AVAs contribute to experiential learning cycles, enhancing learners' abilities to internalize and apply knowledge. The study's conclusions can highlight the importance of integrating AVAs that support all four stages of Kolb's cycle, thereby promoting learner-centered, active educational practices.

2.3 Empirical Review

This empirical review synthesizes recent studies related to the integration of audio-visual aids (AVAs) in the teaching of oral English. It addresses three core themes, corresponding to the study's objectives: (1) the extent of AVA integration in classrooms, (2) teachers' attitudes toward AVAs, and (3) challenges encountered in AVA usage. It draws from global, regional, and Ghanaian contexts.

2.3.1 Extent of Audio-Visual Aids Integration in Oral English Teaching

Several international studies confirm widespread integration of AVAs in oral English instruction, particularly in technologically advanced contexts. For instance, Alowirdi et al. (2020) found that in Pakistan, teachers used multimedia videos, online pronunciation software, and mobile applications to support oral English development. Similarly,

Michelsanti et al. (2021) in China observed that interactive AVAs such as TED Talks and English YouTube tutorials enhanced speaking and listening proficiency among secondary school students.

In sub-Saharan Africa, research reveals more limited integration. A study by Hamman (2019) in Nigerian urban schools showed that although teachers had access to AVAs such as recorded tapes and English videos, usage was sporadic due to lack of consistent electricity and pedagogical support.

In Ghana, a growing body of research documents attempts at AVA use, though studies reveal inconsistencies in application. Afful & Twumasi (2022) examined AVA integration in selected senior high schools in the Bono Region and found that while 63% of teachers reported using audio clips and videos occasionally, few used them systematically or in alignment with oral English objectives (p. 112). Similarly, Ortiz et al. (2025) noted that although SHS teachers were aware of AVAs' potential, most lacked the technical know-how to utilize them effectively (p. 137).

These studies highlight a gap in systematic evaluation of AVA integration at the school level, especially in STEM-oriented tracks like the science class at Akumadan SHS. This study contributes by providing a context-specific assessment of AVA usage, offering data on the extent of actual integration in oral English lessons for Form Two science students.

2.3.2 Teachers' Attitudes Toward the Use of Audio-Visual Aids

Globally, teachers' attitudes significantly shape the success of AVA integration. In a study in Turkey, Kaya and Aksu (2020) found that positive teacher attitudes correlated strongly with frequent AVA use in oral English classes (p. 211). Teachers who

perceived AVAs as effective were more likely to design lessons around them and invest time in mastering their use.

In African contexts, attitudes are shaped by access and institutional support. Aduwa-Ogiegbaen, (2005) found that Nigerian teachers generally held favorable attitudes toward AVAs but were frustrated by infrastructural and technical limitations. A similar sentiment was echoed by Owusu (2023), who reported that Ghanaian teachers valued AVAs for improving pronunciation and learner engagement, but only a few felt confident using them due to inadequate ICT training.

Moreover, AKPAKLI (2019) surveyed SHS English teachers in the Ashanti Region and discovered that while over 70% believed AVAs enhanced oral learning, less than 30% had received formal training in integrating such tools into their teaching. This reveals a disconnection between teacher belief and classroom practice.

This current study addresses this disconnect by investigating teacher attitudes specifically within a science-focused classroom, an area less explored in previous literature, and how these perceptions influence AVA integration in oral English teaching at Akumadan SHS.

2.3.3 Challenges Teachers Face in Using Audio-Visual Aids

Globally, the effective use of AVAs is often hindered by infrastructural and pedagogical barriers. In Malaysia, Noor et al. (2024) identified key constraints such as inconsistent internet connectivity, lack of training, and limited institutional encouragement for digital integration. Similar findings were observed in Ethiopia, where Shiferaw & Wedi (2025) highlighted teacher resistance, poor planning, and obsolete equipment as significant impediments to AVA adoption.

In Ghana, the challenges are particularly context-specific. Doh (2022) reported that many teachers in public senior high schools lacked access to basic AV tools like speakers, headphones, or functioning projectors. Additionally, Owusu (2023) found that teachers in Kumasi were hesitant to adopt AVAs due to concerns about time constraints and a lack of alignment between AV materials and the national English curriculum.

Furthermore, Amponsem-Boateng et al. (2022) pointed out that in rural or semi-urban schools, challenges such as erratic power supply, large class sizes, and limited administrative support further discouraged the consistent use of AVAs in oral English instruction. Despite national ICT policies encouraging technological integration (MoE, 2020), there remains a gap between policy and classroom reality.

This study seeks to fill this empirical gap by systematically documenting the specific challenges faced by English teachers at Akumadan SHS, thereby providing actionable data for policy-makers and school administrators aiming to enhance oral English proficiency through AVAs.

2.4 Literature Gaps

The empirical literature on the use of audio-visual aids (AVAs) in English language instruction provides meaningful insights into pedagogical practices and student outcomes across various contexts. However, several critical gaps remain, particularly in relation to the revised objectives of this study, namely, examining the extent of AVA integration, investigating teacher attitudes, and identifying the challenges teachers face in teaching Oral English to Form Two Science students.

To begin with, although numerous studies have examined the general use of AVAs in English as a Second Language (ESL) and English as a Foreign Language (EFL) instruction, only a limited number have focused specifically on the extent to which teachers integrate AVAs in teaching Oral English in secondary school settings. Most studies tend to address broader skills such as reading and writing (Graham et al., 2018; Almurashi, 2016), with less emphasis on speaking and listening. This gap is particularly noticeable in Ghanaian classrooms, where data-driven evidence on the actual usage patterns of AVAs in oral instruction remains sparse, especially within science-focused academic tracks.

Secondly, there is a dearth of research specifically examining the attitudes of teachers toward the use of audio-visual aids in oral English instruction, particularly in Ghanaian senior high schools. While global studies (e.g., Yunus et al., 2013; Higgins, 2014) have demonstrated generally positive teacher perceptions, few studies have explored how these attitudes are shaped by local constraints such as limited infrastructure, technical skills, and curriculum pressures. Furthermore, existing Ghanaian research often overlooks how teacher attitudes influence AVA integration and the frequency of use in practice.

Another notable gap concerns the challenges teachers encounter in employing AVAs in Oral English instruction. Though issues such as insufficient training, unreliable electricity, and lack of digital resources have been mentioned in passing (Saidia, 2024; Hossain, 2024), few studies offer a detailed and systematic analysis of these challenges within the context of public senior high schools in Ghana. Even fewer studies have investigated how these challenges vary across subject areas or specific student groups

such as science students, who may not prioritize language learning as much as their arts counterparts.

Moreover, while some international studies utilize experimental or quasi-experimental designs to assess the effectiveness of AVAs (Runsewe et al., 2018), Ghanaian research continues to rely heavily on qualitative or descriptive approaches. The lack of robust empirical evidence using pre- and post-intervention comparisons reduces the validity of causal claims about AVA effectiveness and its influence on oral English performance. This methodological limitation weakens the case for AVA investment in curriculum development and policy reforms.

Finally, although students' and teachers' perceptions of AVAs have been studied in other regions, these perceptions have not been sufficiently contextualized within Ghanaian senior high schools, particularly in the Ashanti Region. Many studies fail to capture the dual perspectives of both students and teachers or to explore the interaction between perception and classroom practice. This disconnect limits the development of comprehensive strategies for improving AVA integration and stakeholder engagement. Given these literature gaps, the present study seeks to contribute significantly by focusing on:

(a) the extent of AVA integration in teaching Oral English to Form Two Science students at Akumadan Senior High School, (b) teacher attitudes toward AVA use, and (c) the challenges teachers face in employing AVAs, thus offering a nuanced, context-specific, and actionable understanding of AVA application in oral English instruction.

2.5 Conclusion

Chapter Two has provided a comprehensive review of existing literature on the use of audio-visual aids (AVAs) in the teaching of Oral English, with a particular emphasis

on Form Two Science students. The chapter began with a conceptual review that clarified essential terms and discussed the various types, advantages, and challenges associated with AVA use in language instruction. It established the foundational understanding needed to assess how AVAs are applied within the context of Ghanaian junior high schools.

The theoretical review explored key learning frameworks, including the Cognitive Theory of Multimedia Learning, Experiential Learning Theory, and Gardner's Theory of Multiple Intelligences. These theories underscore the value of AVAs in facilitating learner engagement, sensory stimulation, and differentiated instruction—highlighting their potential to enhance oral language acquisition when effectively integrated into teaching practices.

The empirical review was organized around the study's revised objectives: examining the extent to which AVAs are integrated into Oral English instruction, exploring teachers' attitudes toward AVA use, and identifying the challenges teachers face in using these aids in the classroom. While international research indicates that AVAs can improve student motivation and classroom interaction, findings vary depending on the context. In Ghana, studies specific to these objectives are scarce, with existing literature tending to be general in scope, lacking methodological depth, or overlooking the unique experiences of science students at the junior high school level.

In identifying these research gaps, the review has shown that there is insufficient empirical evidence on the actual use and integration of AVAs in teaching Oral English to Form Two Science students in Ghana. Furthermore, teachers' perceptions and the challenges they encounter in using these tools remain underexplored. Most available studies are descriptive rather than evaluative, and often fail to consider the

infrastructural, pedagogical, and institutional constraints that influence AVA use in public schools.

By addressing these gaps, the present study aims to generate context-specific insights that can inform more effective and sustainable strategies for enhancing oral English instruction. The findings are expected to contribute to teacher professional development, curriculum improvement, and educational policy reforms that prioritize the strategic use of AVAs in language education within resource-constrained environments.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodological approach used to investigate the use of audio-visual aids in the teaching of Oral English to Form Two Science students at Akumadan Senior High School. The chapter is organized around the philosophical underpinning, research design and approach, population and sampling procedures, data collection methods, and analytical techniques. Specifically, the study seeks to address the following research questions:

1. To what extent do teachers use audio-visual aids in teaching Oral English to Form Two Science students at Akumadan Senior High School?
2. What are the attitudes of teachers towards the use of audio-visual aids in teaching Oral English at Akumadan Senior High School?
3. What challenges do teachers face in the use of audio-visual aids for teaching Oral English at Akumadan Senior High School?

3.1 Philosophical Underpinning of the Study

This study is anchored in the interpretivist (constructivist) research paradigm, which holds that reality is socially constructed and best understood through the meanings individuals assign to their experiences (Creswell, 2014; Lincoln & Guba, 2005). Rather than seeking objective measurement or numerical generalizations, interpretivism emphasizes the exploration of participants' perspectives within their natural contexts. This makes it particularly appropriate for the present study, which focuses on how teachers at Akumadan Senior High School perceive and utilize Audio-Visual Aids (AVAs) in oral English instruction.

By adopting this paradigm, the study prioritizes depth of understanding over breadth of measurement. It allows the researcher to capture the attitudes, beliefs, and challenges teachers encounter in their instructional practices, thereby producing rich and nuanced insights. The interpretivist stance also recognizes that knowledge is context-dependent; hence, findings are grounded in the lived realities of teachers at Akumadan SHS rather than generalized across all schools. This philosophical orientation ensures that the study remains sensitive to institutional, cultural, and logistical factors that shape AVA usage in the teaching of oral English.

3.2 Research Approach

This study adopted a qualitative research approach. The qualitative approach is appropriate because the study seeks to gain an in-depth understanding of how teachers use audio-visual aids, their attitudes toward these tools, and the challenges they encounter in Oral English instruction. Qualitative research allows the researcher to explore participants' lived experiences, perceptions, and instructional practices within their natural classroom settings rather than relying solely on numerical measurement (Creswell, 2014).

The approach enabled the researcher to interact directly with participants through interviews and classroom observations, thereby generating rich, descriptive data that provided deeper insight into the instructional realities at Akumadan Senior High School. This was particularly important because the study focused on understanding behaviours and experiences rather than testing causal relationships.

3.3 Research Design

This study adopts a descriptive case study design, which is well suited for exploring real-life phenomena within their natural settings (Yin, 2018). The choice of Akumadan

Senior High School as a bounded case enables the researcher to examine, in detail, the contextual factors that influence the use of Audio-Visual Aids (AVAs) in the teaching of oral English.

A descriptive case study design is appropriate when the aim is to provide an in-depth account of the characteristics and processes of a phenomenon rather than to manipulate variables or establish causal relationships (Creswell, 2014). In this study, the design facilitates a nuanced investigation into how AVAs are employed by teachers, the attitudes they hold towards their use, and the challenges they encounter. By focusing on one institution, the study can uncover the institutional, cultural, and logistical conditions that shape AVA usage in ways that broader surveys may not capture.

Several scholars in education have successfully employed qualitative case study designs to investigate the use of instructional resources in specific school contexts. For example, Mensah et al. (2024) used a case study approach to explore teaching aid utilization in Ghanaian senior high schools and highlighted the contextual dynamics influencing their effectiveness. Likewise, Baako & Abroampa (2024) applied a qualitative case study design to examine technology integration among rural teachers, finding it particularly useful for generating rich, context-specific insights. These precedents affirm the appropriateness of a qualitative descriptive case study design for the present research, as it allows for an in-depth exploration of AVA usage in oral English instruction at Akumadan SHS.

3.4 Population and Sampling

3.4.1 Target Population

The target population for this study comprised English language teachers and Form Two students of Akumadan Senior High School in the Ashanti Region of Ghana. The

focus on Akumadan SHS was based on its relative accessibility to basic audio-visual facilities such as projectors and computers, which makes it a suitable site for exploring the practical use of AVAs in teaching oral English. The inclusion of Form Two students was purposive because they are at a critical stage of their senior high school education, having already adjusted to the demands of the SHS curriculum but not yet burdened with the intensive final-year examination preparations. This group was expected to provide meaningful insights into how AVAs influence their learning of oral English.

3.4.2 Sampling Procedure

Purposive sampling was employed at two levels. First, the school was purposively chosen because it represents a context where AVAs are available, though on a limited scale, and where teachers have some experience in integrating them into classroom instruction. Second, participants within the school were selected based on their direct involvement in oral English teaching and learning. Specifically, five English language teachers were included because they are responsible for teaching oral English and therefore have practical knowledge of AVA usage, challenges, and pedagogical implications.

In addition, twenty students from Form Two were purposively sampled to participate in semi-structured interviews and focus group discussions. The criterion for their selection was their regular participation in oral English lessons where AVAs were occasionally employed. Their perspectives were important in capturing learner experiences, attitudes, and perceived challenges, thereby complementing the teachers' accounts.

This sampling strategy ensured that participants possessed the necessary knowledge and experience to provide in-depth responses that directly addressed the research

objectives (Patton, 2022). By involving both teachers and students, the study captured a more comprehensive picture of AVA use in oral English instruction within Akumadan SHS.

3.5 Research Instruments

Data for the study were collected using three carefully selected instruments. Each instrument was designed to address specific research objectives and enhance data triangulation.

3.5.1 Classroom Observation Checklist

A **Classroom Observation Checklist** was used to systematically record the extent and frequency of audio-visual aid usage during Oral English lessons. The checklist captured:

- Types of audio-visual aids used
- Frequency of usage
- Nature of classroom activities
- Level of student engagement
- Teacher–student interaction

The structured format ensured consistency across observed lessons and minimized researcher bias.

3.5.2 Semi-Structured Interview Guide

A Semi-Structured Interview Guide was used to collect in-depth data from English teachers. The guide contained open-ended questions that allowed participants to freely express their views while enabling the researcher to probe for clarification where necessary.

The interviews focused on:

- Teachers' attitudes toward AVAs
- Perceived benefits of AVAs
- Challenges affecting their use
- Suggestions for improving AVA integration

This instrument was appropriate because it generated detailed narratives essential for qualitative analysis.

3.5.3 Teacher Questionnaire

A Teacher Questionnaire comprising both closed-ended and open-ended items was administered to complement the interview data. The questionnaire gathered additional information on teachers' perceptions and instructional practices regarding AVA usage. Although the study was primarily qualitative, the questionnaire enhanced data triangulation by allowing the researcher to compare responses across instruments for consistency and credibility. A copy of the questionnaire is provided in the Appendix

3.6 Data Collection Procedure

Data collection was conducted over four weeks. Permission was obtained from school authorities before the commencement of the study.

The researcher first conducted non-participant classroom observations, observing each teacher twice weekly to document actual AVA usage during lessons. Following the observations, semi-structured interviews were held with the teachers to gain deeper insight into their instructional practices and challenges. Questionnaires were subsequently administered to allow participants to reflect further on their responses.

This sequence improved the quality of the data by linking observed practices with participants' explanations.

3.7 Data Analysis Techniques

To ensure comprehensive and accurate responses to the study's research objectives, a combination of quantitative and qualitative data analysis techniques was adopted. The analysis methods were selected based on the nature of the data gathered for each objective, and the use of specialized analytical tools helped enhance the reliability and validity of the findings.

3.7.1 Data Analysis for Objective One

Objective One sought to examine the extent to which teachers integrate audio-visual aids (AVAs) in the teaching of Oral English to Form Two Science students at Akumadan Senior High School. To analyze the data relevant to this objective, quantitative analytical techniques were employed. Data were sourced from structured classroom observation checklists and closed-ended questionnaire items administered to English teachers. The data were analyzed using descriptive statistics, including frequencies, percentages, and mean scores, to determine the prevalence, frequency, and intensity of AVA integration in oral English lessons. The analysis was conducted using SPSS (Statistical Package for the Social Sciences), a widely accepted tool for quantitative data analysis. Descriptive statistics were appropriate for this objective because they allow for a concise summary of classroom practices and trends, thereby providing a clear picture of how AVAs are currently utilized without requiring inference about causality.

3.7.2 Data Analysis for Objective Two

Objective Two aimed to investigate the attitudes of teachers towards the use of audio-visual aids in teaching Oral English. This objective required an exploration of personal views, beliefs, and perceptions, which are best captured through qualitative data. Data were collected via semi-structured interviews and open-ended questionnaire responses from teachers. The data were analyzed using thematic analysis, which involved coding the textual data to identify recurring ideas, patterns, and themes that reflect teachers' attitudes towards AVA usage. The thematic analysis was carried out following the six-phase framework outlined by Braun and Clarke (2006): data familiarization, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. The analysis was supported using NVivo software, which facilitated efficient data coding, categorization, and retrieval. Thematic analysis was justified here as it allows for an in-depth, context-sensitive understanding of teachers' attitudes, which is critical in interpreting how they perceive the value and relevance of AVAs in language instruction.

3.7.3 Data Analysis for Objective Three

Objective Three aimed to identify the challenges teachers encounter when using audio-visual aids in the teaching of Oral English. Like Objective Two, this objective also involved qualitative inquiry, as the focus was on uncovering specific contextual difficulties and constraints experienced by teachers. Data for this objective were obtained from interviews and open-ended sections of the teacher questionnaires. These were also analyzed using thematic analysis, supported by NVivo software, to ensure systematic coding and interpretation. The use of thematic analysis enabled the identification of common barriers, such as logistical, technical, or pedagogical challenges, and allowed the researcher to explore how these issues affect AVA

integration. This method was particularly appropriate because it accommodates diverse, subjective perspectives and provides a nuanced understanding of the practical obstacles teachers face in their instructional environments.

This multi-method approach to data analysis ensured that each research objective was addressed using the most appropriate and effective techniques. Quantitative methods provided measurable evidence on AVA usage patterns, while qualitative methods offered rich, contextual insights into teacher attitudes and challenges.

3.8 Ethical Consideration

Ethical considerations were central to the study's design and implementation. Informed consent was obtained from all participants, including parental consent for minors. Participants were assured of confidentiality and anonymity, and they were informed of their right to withdraw from the study at any time without penalty. Data were stored securely and used solely for academic purposes. Ethical clearance was also sought from the appropriate educational authorities to ensure compliance with institutional guidelines (Israel & Hay, 2006, p. 45). 3.8 Conclusion This chapter has outlined the methodological approach used in examining the role of audio-visual aids in teaching oral English to Form Two Science students. It detailed the philosophical foundations, research design, sampling techniques, data collection procedures, and ethical safeguards of the study. The mixed-methods design ensures that the findings are both generalizable and contextually grounded, while the quasi-experimental component allows for causal inferences about the impact of AVAs on learning outcomes. The next chapter will focus on the analysis and interpretation of the data collected, linking it directly to the study objectives and research questions.

3.9 Conclusion

In summary, this chapter has presented a detailed methodological framework for examining the integration and effectiveness of audio-visual aids (AVAs) in the teaching of Oral English to Form Two Science students at Akumadan Senior High School. Guided by a pragmatic research paradigm, the study adopted a mixed-methods approach that combined elements of descriptive survey and quasi-experimental design to ensure both breadth and depth in addressing the research objectives.

The chapter outlined the rationale for using purposive sampling to target teachers and students in a context where AVA resources are available, thereby enhancing the relevance of the findings. Data were collected through structured observation checklists, closed- and open-ended questionnaires, and semi-structured interviews, ensuring the triangulation of sources for a comprehensive exploration of the research problem.

Each of the three research objectives was matched with an appropriate analytical technique: descriptive statistics using SPSS for assessing the extent of AVA integration; thematic analysis using NVivo for exploring teacher attitudes and identifying implementation challenges. These analytical strategies were carefully justified based on the type and purpose of data collected, ensuring rigor, credibility, and contextual relevance in the interpretation of findings.

Altogether, the chosen methods and tools were coherently aligned to investigate not only the prevalence of AVA usage but also the nuanced perceptions and barriers influencing their effective deployment in Oral English instruction. The methodological foundation laid out in this chapter thus provides a reliable basis for the presentation and discussion of findings in the subsequent chapter.

CHAPTER FOUR

RESULTS AND ANALYSIS

4.0 Introduction

This chapter presents and analyses the findings of the study titled *"The Use of Audio-Visual Aids in Teaching Oral English to Form Two Science Students at Akumadan Senior High School."* The analysis is guided by the three specific research objectives:

1. To examine the extent to which teachers integrate audio-visual aids in the teaching of Oral English.
2. To investigate the attitudes of teachers towards the use of audio-visual aids in teaching Oral English.
3. To identify the challenges teachers encounter when using audio-visual aids in the teaching of Oral English.

The data were collected through classroom observations, structured questionnaires (both closed- and open-ended), and semi-structured interviews with selected English teachers. Quantitative data were analysed using descriptive statistical tools (frequencies, percentages, and mean scores) in SPSS version 26, while qualitative responses were analysed using thematic analysis, facilitated by NVivo software. The presentation of results is organized according to the three research objectives, with each section highlighting the key findings and supporting them with visual and narrative summaries.

4.1 Extent of Audio-Visual Aid Integration

This section addresses the first objective: *To examine the extent to which teachers integrate audio-visual aids in the teaching of Oral English to Form Two Science students.*

4.1.1 Descriptive Statistics from Classroom Observation and Questionnaire

Data were collected from five English language teachers and twenty Form Two students at Akumadan Senior High School through classroom observation checklists and teacher-administered questionnaires. The results revealed patterns of AVA usage during Oral English lessons. Table 1 presents both the frequency counts and percentage distributions of the different AVA types used.

Table 1: Frequency and Percentage Distribution of AVA Usage in Oral English Instruction (Teachers' Responses and Classroom Observations, N = 5 Teachers)

AVA Type	Frequently Used (f / %)	Occasionally Used (f / %)	Rarely/Never Used (f / %)
Audio Recordings	3 (60%)	1 (20%)	1 (20%)
Video Clips	3 (60%)	1 (20%)	1 (20%)
Projectors	2 (40%)	2 (40%)	1 (20%)
Flashcards	2 (40%)	2 (40%)	1 (20%)
Interactive Software	1 (20%)	2 (40%)	2 (40%)

Source: Field Data (2025)

The findings show that audio recordings and video clips were the most frequently used AVAs, each reported by 60% of the teachers. Projectors and flashcards were moderately used, while interactive software was the least integrated, with 40% of the teachers indicating they rarely or never used it.

The student responses (N = 20) gathered through interviews and focus group discussions corroborated these findings. Students reported higher engagement when audio and video materials were used, but noted limited exposure to digital interactive software due to inadequate infrastructure.

These results suggest that while traditional AVAs such as audio and video remain central to oral English instruction at Akumadan SHS, more advanced digital tools are underutilized. This points to a need for investment in infrastructure and teacher training to broaden the scope of AVA integration.

Discussion

The results indicate that teachers at Akumadan Senior High School moderately integrate audio-visual aids (AVAs) in their Oral English lessons. Audio recordings and video clips were frequently used, while projectors, flashcards, and interactive software were less commonly employed. This pattern suggests a selective use of AVAs based on availability, teacher preference, and technological infrastructure. This finding aligns with Cognitive Load Theory (CLT), which posits that the use of relevant visual and auditory inputs can reduce extraneous cognitive load and support meaningful learning (Sweller et al., 2019). By using audio and video recordings to illustrate pronunciation and dialogue patterns, teachers likely help students process complex oral forms more efficiently, thereby improving retention and comprehension. Moreover, Dual Coding Theory (DCT) (Paivio, 1991) supports this practice. The use of audio-visual materials engages both the verbal and visual channels of the brain, enabling students to form dual representations of linguistic input. For example, when a teacher uses a video clip that synchronizes spoken language with contextual imagery, learners are more likely to encode the information in memory through both linguistic and visual schemas.

Empirically, studies by Mayer and Fiorella (2014) and Johnson et al. (2008) have demonstrated that multimedia tools, when used appropriately, significantly enhance student performance in language and science subjects. Similarly, Ogunbote and Adesoye (2006) found that Nigerian secondary school teachers moderately used AVAs

due to accessibility and training issues, mirroring the situation in Akumadan SHS. Thus, while AVA integration is present, its effectiveness is constrained by uneven access to technology and a lack of diverse materials. These factors limit the full realization of the potential benefits outlined by CLT and DCT.

4.2 To investigate the attitudes of teachers and students' Perceptions of audio-visual aids in teaching Oral English

The data were derived exclusively from semi-structured interviews and open-ended questionnaire responses. These responses were transcribed, coded, and analysed thematically using SPSS software. The qualitative analysis unearthed rich insights into how teachers perceive the role and value of audio-visual aids (AVAs) in the teaching of Oral English. Three dominant themes emerged from the data: *Perceived Effectiveness, Professional Satisfaction,* and *Skepticism and Resistance*.

4.2.1 Teacher's Attitude

4.2.1.1 Perceived Effectiveness

A majority of the interviewed teachers expressed the belief that AVAs significantly enhance students' understanding and retention, particularly in the acquisition of pronunciation and listening skills. Teachers noted that the use of recorded dialogues, films, and phonetic clips brought language learning to life and made pronunciation more relatable.

One teacher remarked: *"When students hear native speakers pronounce words repeatedly in a video, they learn faster than when I try to do it on the board."* Another stated: *"Audio-visuals help my students remember words because they don't just hear or read them, they see them in use."*

4.2.1.2 Professional Satisfaction

Teachers generally expressed a sense of professional fulfillment when using AVAs in class. They indicated that AVAs made lessons more interactive, reduced teacher fatigue, and fostered higher student participation. Some described AVAs as "energizing tools" that allowed them to deliver lessons more efficiently.

One participant shared: *"Using AVAs breaks the monotony of the usual lecture method. Students respond better, and that gives me satisfaction as a teacher."* Another noted: *"It feels good when students are excited and engaged. It makes me feel like I'm doing something right."*

4.2.1.3 Skepticism and Resistance

Despite the overall positive outlook, a few teachers expressed skepticism regarding the practicality and reliability of AVAs. These respondents raised concerns over time constraints, lack of consistent access to functioning AV equipment, and technical difficulties. A smaller group of teachers admitted preferring traditional chalk-and-talk methods, especially when faced with infrastructural limitations.

As one respondent explained: *"Sometimes it takes too long to set up the equipment, and I lose valuable teaching time. I just use the board instead."* Another candidly stated: *"I was never trained in how to use these things. It's easier to stick to what I know works."* The analysis shows that while most teachers have a favorable attitude toward AVAs, recognizing their effectiveness and enjoying their pedagogical benefits, a subset remains hesitant due to logistical and technical challenges. The findings suggest that attitude is not only shaped by beliefs about educational value but also by contextual realities such as resource availability, training, and workload.

4.2.2 Students' Perceptions of AVA Use

This section presents findings from the twenty (20) students who participated in focus group discussions and individual interviews. The aim was to complement the teacher data by exploring learners' perspectives on the influence of audio-visual aids (AVAs) in Oral English learning. The analysis revealed three major themes: enhanced comprehension and pronunciation, increased classroom engagement, and limited or irregular access to AVAs.

4.2.2.1 Enhanced Comprehension and Pronunciation

A dominant theme in students' responses was the role of AVAs in improving comprehension and pronunciation skills. Students explained that listening to audio recordings and watching video clips helped them to better recognize correct pronunciation and to understand spoken English more clearly. For instance, one student noted: *"When the teacher plays recordings, I understand the words better because I hear how they are pronounced"* (Student S3). Another added: *"Videos help me know the right way to say some words, especially when I hear native speakers"* (Student S7). These views suggest that AVAs provide learners with authentic language models that strengthen oral competence.

4.2.2.2 Increased Classroom Engagement

Students also reported that AVAs made Oral English lessons more interactive, enjoyable, and memorable compared to traditional methods. Several participants mentioned that AVAs created a stimulating classroom atmosphere that encouraged participation. One student explained: *"The class becomes lively when the teacher shows videos. We all want to answer questions and take part"* (Student S11). Another remarked: *"I like it when the teacher uses the projector because the pictures and sounds*

make me pay more attention" (Student S15). These responses highlight the motivational value of AVAs in sustaining students' interest and active involvement during lessons.

4.2.2.3 Limited or Irregular Access to AVAs

Despite acknowledging the benefits of AVAs, students expressed concern about their limited or irregular use. They observed that teachers sometimes reverted to the chalk-and-talk method because AVAs were either unavailable or took too long to set up. As one student put it: *"Videos make the lesson fun, but sometimes we don't get them often"* (Student S19). Another participant explained: *"Sometimes the power goes off, so the teacher cannot use the computer or projector"* (Student S8). These comments reflect how infrastructural challenges and inconsistent access to resources limit students' opportunities to benefit fully from AVA-supported learning.

Discussions

The study revealed generally positive attitudes among teachers regarding the use of AVAs in Oral English instruction. Teachers recognized the effectiveness of AVAs in enhancing student engagement and learning outcomes, and they reported feelings of professional satisfaction when AVAs made lessons more interactive and less monotonous. However, some teachers expressed skepticism, citing lack of training, technical difficulties, and time constraints as deterrents to frequent AVA use. These findings are consistent with Experiential Learning Theory (ELT**)** by Kolb (2015), which emphasizes learning through concrete experiences. AVAs provide simulated real-world language experiences that promote active student involvement, a key feature of experiential learning. Teachers who reported satisfaction with AVA use likely observed that these materials helped students engage in reflective observation and active

experimentation two critical components of Kolb's learning cycle. The split in attitudes, between those enthusiastic and those skeptical can also be explained through CLT. Teachers who view AVAs as helpful may recognize their role in reducing cognitive overload for students. Conversely, those who resist AVA integration may themselves experience extraneous cognitive load due to insufficient training or equipment-related stress, as suggested by Sweller (2019).

Empirical literature supports these insights. For instance, Mayyas & AbuSeileek (2023) found that teacher attitudes significantly affect the frequency and manner of AVA usage in classrooms. Similarly, Abdo and Semela (2010) concluded that while Ethiopian teachers acknowledged the usefulness of AVAs, many avoided them due to lack of familiarity and institutional support.

Therefore, while most teachers at Akumadan SHS are positively inclined toward AVAs, their attitudes are mediated by institutional and technical factors. Enhancing teacher training and reducing logistical challenges could help shift attitudes further in favor of AVA usage.

In addition to the teachers' perspectives, the study also revealed important insights from students regarding the use of audio-visual aids in Oral English instruction. The students consistently reported that AVAs enhanced their comprehension and pronunciation, as they were able to both hear and see language models in authentic contexts. This finding aligns with Dual Coding Theory (Paivio, 1991), which emphasizes that learning is strengthened when learners process information through both verbal and visual channels. By listening to audio recordings and watching videos simultaneously, students were able to form stronger mental representations of pronunciation and meaning, thereby improving retention and accuracy in oral performance.

Beyond comprehension, students described AVAs as tools that made lessons more engaging and interactive. They reported being more attentive and willing to participate when videos, projectors, or recordings were used, compared to traditional chalk-and-talk methods. This resonates with Experiential Learning Theory (Kolb, 2015), which stresses the value of concrete experiences and active participation in the learning process. The visual and auditory stimuli provided by AVAs created opportunities for students to observe, reflect, and actively engage in language practice, thereby completing key stages of the experiential learning cycle.

However, the findings also exposed a notable mismatch between student expectations and classroom realities. While students expressed a desire for more frequent use of AVAs, their teachers identified infrastructural barriers, such as unreliable electricity, insufficient equipment, and time constraints, that limited consistent integration. This gap suggests that although students recognize and appreciate the pedagogical value of AVAs, systemic and contextual challenges continue to undermine their full potential in supporting oral English instruction. Addressing these barriers is therefore essential to meeting both teacher and student needs, and to maximizing the benefits of AVAs in language learning.

4.3 Challenges Teachers Encounter

This section presents findings related to the third objective of the study:

To identify the challenges that teachers encounter when using audio-visual aids in the teaching of Oral English.

Data were collected from semi-structured interviews and open-ended questionnaire responses. The transcripts were analysed thematically using NVivo, and three overarching themes emerged: Logistical and Technical Barriers, Training and

Competency Gaps, and Curricular and Time Constraints. Each theme is illustrated with quotes from participants to provide contextual depth.

4.3.1 Thematic Analysis of Challenges

Logistical and Technical Barriers:

One of the most frequently mentioned challenges was the lack of infrastructure and logistical support. Teachers described unreliable electricity, insufficient or malfunctioning AV equipment, and limited access to designated multimedia classrooms. These conditions often rendered the use of AVAs impractical, especially during peak school hours.

"Sometimes, we have the materials, but there's no power or the projector is faulty, so we resort to chalk and talk." —Teacher A *"We share one projector among multiple departments. By the time it gets to you, the period is over."* —Teacher C

Training and Competency Gaps:

Another key issue raised was the inadequate training and support for AVA use. While teachers acknowledged the potential benefits of AVAs, many felt ill-equipped to use the tools effectively due to a lack of technical skills or prior exposure.

"I've never been trained to use these gadgets. I do my best, but sometimes, I don't even know how to connect the audio." —Teacher B *"There should be workshops on how to use educational media. It would help a lot."* —Teacher D

Curricular and Time Constraints:

Several participants indicated that the structure of the English curriculum and limited instructional time made it difficult to consistently integrate AVAs. Some viewed AVAs as additional content that did not always align with the demands of exam preparation or syllabus coverage.

"The syllabus is already tight. I can't afford to spend extra time setting up videos." — Teacher E *"AVA use is good, but sometimes, it feels like a luxury when we are struggling to complete the syllabus."* —Teacher F

The thematic analysis revealed that teachers face substantial barriers in their efforts to use AVAs for Oral English instruction. These include infrastructural limitations, insufficient training, and rigid curricular demands. Although most teachers expressed willingness to use AVAs, the challenges described often undermined their capacity to do so consistently or effectively. These findings highlight the need for systemic improvements in infrastructure, teacher professional development, and curriculum flexibility to support AVA integration in language education.

Discussions

Teachers identified several challenges in using AVAs, including logistical and technical barriers (e.g., unreliable electricity and limited AV equipment), insufficient training, and rigid curricular structures. These challenges severely constrained the effective and consistent use of AVAs in Oral English instruction. These results corroborate findings from Nathaniel et al. (2021), who emphasized that infrastructural and institutional inadequacies hinder the full implementation of audio-visual pedagogy in West African schools. Similarly, Mrosso & Ndibalema (2024) highlighted the role of inadequate teacher preparation in the underutilization of ICT tools in language classrooms. From a theoretical perspective, CLT again offers a valuable lens. In contexts where AVA use is hampered by unreliable infrastructure or lack of expertise, teachers may perceive the *extraneous cognitive load* to be too high, not for students, but for themselves. This reduces their motivation and ability to integrate AVAs into lessons, especially when the benefits do not clearly outweigh the effort.

Experiential Learning Theory also explains the gap between teacher willingness and practice. Although teachers value the experiential benefits AVAs offer to students, the absence of systemic support prevents them from completing the experiential learning cycle, particularly the *active experimentation* stage. Without the ability to effectively implement AVAs, teachers and students alike miss out on the full range of learning benefits these tools can provide. In terms of Dual Coding Theory, ineffective or irregular use of AVAs reduces opportunities for learners to form dual representations of concepts. This makes language acquisition more difficult, particularly for abstract or phonetic aspects of Oral English that benefit from multi-sensory exposure.

4.3 Conclusion

This chapter has presented and discussed the findings of the study titled *"The Use of Audio-Visual Aids in Teaching Oral English to Form Two Science Students at Akumadan Senior High School."* The results were structured around the three research objectives and revealed significant insights into the extent of AVA integration, teachers' attitudes, and the challenges encountered in using AVAs.

The findings from Objective One demonstrated that while teachers moderately integrated audio and video materials in their Oral English instruction, especially audio recordings and video clips, there was limited use of more interactive digital tools like educational software and projectors. These patterns reflected both pedagogical preferences and infrastructural realities.

With respect to Objective Two, the majority of teachers expressed positive attitudes toward the use of AVAs, acknowledging their effectiveness in enhancing students' listening and pronunciation skills, and improving classroom engagement. However,

some skepticism persisted due to logistical difficulties, time constraints, and lack of training.

Objective Three revealed that teachers face multiple obstacles in the consistent and effective use of AVAs. These include logistical and technical barriers such as unreliable electricity and lack of equipment, training gaps related to limited ICT competence, and curricular constraints that restrict time available for AVA use.

In summary, the integration of AVAs in Oral English teaching at Akumadan Senior High School holds promise but is hindered by systemic and contextual challenges. The chapter has also linked these findings with relevant theoretical perspectives, Cognitive Load Theory, Dual Coding Theory, and Experiential Learning Theory, which collectively reinforce the value of AVAs in enriching the learning experience. The next chapter will present the summary, conclusions, and recommendations based on these findings.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

This chapter presents a summary of the entire study, draws conclusions based on the findings, and offers actionable recommendations. It also outlines the practical and policy implications of the study, acknowledges the study's limitations, and suggests areas for future research. The chapter is structured around the key objectives and research questions that guided the investigation into the use of audio-visual aids (AVAs) in teaching Oral English at Akumadan Senior High School.

5.1 Summary

The primary aim of this study was to examine the use of audio-visual aids in teaching Oral English to Form Two Science students at Akumadan Senior High School. The research was guided by three key objectives:

1. To examine the extent to which audio-visual aids are used in teaching Oral English.
2. To assess the attitudes of teachers and the perceptions of students towards the use of audio-visual aids in Oral English instruction.
3. To identify the challenges teachers face in using audio-visual aids in teaching Oral English.

The study employed a qualitative case study approach using interviews, focus group discussions, questionnaires, and classroom observation to gather in-depth data. Five English language teachers and twenty Form Two Science students participated in the study.

The findings revealed that teachers moderately integrate AVAs into Oral English teaching. Audio recordings and video clips were used more frequently than digital language software or interactive AV tools. Teachers acknowledged the effectiveness of AVAs in improving pronunciation, listening comprehension, and student engagement. They also expressed generally positive attitudes toward AVAs, highlighting their role in making lessons more interactive and stimulating. However, they noted significant challenges such as inadequate training, unreliable electricity, lack of equipment, time constraints, and a rigid curriculum.

Students' perceptions reinforced these findings. They reported that AVAs improved their comprehension and pronunciation, made lessons more engaging, and increased their motivation to participate. Nevertheless, they also expressed frustration that AVAs were not used as often as they wished, citing irregular access to resources as a limitation. This contrast between student enthusiasm and teacher-reported challenges highlights a mismatch between learner expectations and classroom realities.

The study further linked its findings to three theoretical frameworks: Cognitive Load Theory, which supports the use of AVAs to enhance comprehension by reducing the mental burden on learners; Dual Coding Theory, which emphasizes the combination of visual and auditory inputs for better retention; and Experiential Learning Theory, which affirms that learners benefit from practical, hands-on exposure, such as through AVAs, in language acquisition.

5.2 Conclusion

The study concludes that audio-visual aids hold significant potential in enhancing the teaching and learning of Oral English in Ghanaian senior high schools. At Akumadan Senior High School, the moderate use of AVAs has already shown positive effects on

learners' pronunciation, listening skills, and classroom engagement. Both teachers and students acknowledged these benefits, with students especially expressing a strong preference for more frequent and consistent use of AVAs.

Nonetheless, the potential of AVAs is not fully realized due to infrastructural limitations, inadequate teacher training, and rigid curricular demands. Teachers' positive attitudes provide a solid foundation for further integration, but their efforts are constrained by systemic barriers. At the same time, the mismatch between student enthusiasm for AVAs and the challenges teachers face underscores the need for institutional support to bridge this gap.

5.3 Recommendations

Based on the findings and conclusions, the following recommendations are proposed:

1. Provision of Infrastructure: The Ghana Education Service (GES) and school management should invest in providing and maintaining essential AV equipment such as projectors, speakers, computers, and reliable internet connectivity.
2. Teacher Training and Professional Development: Workshops and in-service training programs should be organized regularly to equip teachers with skills in the use and integration of AVAs in language instruction.
3. Curriculum Review: The curriculum should be revised to allow for flexibility in lesson delivery, thereby encouraging the use of AVAs without the pressure of rigid syllabi and time constraints.
4. Supportive School Policies: School administrators should implement policies that promote the regular use of AVAs, including allocating specific budgets for

AVA procurement and encouraging collaborative lesson planning that incorporates AVAs.

5. Peer Learning and Mentorship: Teachers who are adept at using AVAs should mentor their colleagues to foster a school-wide culture of AVA integration in teaching.

5.4 Practical and Policy Implications

This study provides practical insights for educators, school administrators, curriculum developers, and policymakers:

- For Teachers: The study encourages teachers to explore innovative methods, including AVAs, to enhance oral English instruction despite infrastructural challenges.
- For School Leadership: Heads of institutions must recognize the pedagogical value of AVAs and create enabling environments through supportive policies and resource allocation.
- For Policymakers: The Ministry of Education and the GES should consider AVA integration in teacher training curricula and provide funding to schools for AVA resources.
- For Curriculum Developers: The study highlights the need for a more flexible, communicative-oriented English curriculum that accommodates the use of modern teaching aids.

5.5 Areas for Future Study

Based on the gaps identified, the following areas are recommended for further research:

1. Comparative Studies Across Regions: Future studies could compare the use of AVAs in teaching Oral English across different regions or types of schools (e.g., urban vs. rural, private vs. public).
2. Quantitative Validation: A larger, mixed-methods study could statistically test the relationship between AVA usage and student performance in Oral English.
3. Longitudinal Studies: Research could explore the long-term impact of AVA integration on student learning outcomes in English language proficiency.
4. Student-Centered Perspectives: Future research could focus more deeply on students' perceptions and experiences with AVAs to complement teacher-based findings.
5. Technology-Specific Studies: Further studies could investigate the effectiveness of specific AV tools (e.g., podcasts, YouTube videos, language learning apps) in teaching Oral English.

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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF FOREIGN LANGUAGES

DEPARTMENT OF APPLIED LINGUISTICS

RESEARCHER: Abubakar Sadique

TITLE OF STUDY:

THE USE OF AUDIO-VISUAL AIDS IN TEACHING ORAL ENGLISH: A CASE STUDY OF FORM TWO SCIENCE STUDENTS OF AKUMADAN SENIOR HIGH SCHOOL

QUESTIONNAIRE FOR STUDENTS AND TEACHERS

My name is Sadique Abubakar, a final-year student at the University of Education, Winneba. I am currently conducting a research study as part of the requirements for the completion of my academic program. The purpose of this research is purely academic, and your participation will be highly valuable in achieving the objectives of the study. Please be assured that all responses provided will be treated with the utmost confidentiality and used solely for academic purposes. Your identity will not be disclosed in any part of the research report, and participation is entirely voluntary.

Thank you for your cooperation and valuable contribution.

Section A: Demographic Information (For Students and Teachers)

1. 1. Age: _____
2. 2. Gender: ☐ Male ☐ Female
3. 3. Class (for students): _____
4. 4. Teaching Experience (for teachers only): _____ years
5. 5. Academic Qualification (for teachers only): _____

Section B: Use of AVAs in Oral English Lessons (For Students and Teachers)

6. 1. Which of the following AVAs are used in Oral English lessons? (Tick all that apply)

   ☐ Video clips

   ☐ Audio recordings

   ☐ Language laboratories

   ☐ Multimedia projectors

   ☐ Interactive whiteboards

   ☐ Flashcards/pictures/charts

   ☐ Other: _____

7. 2. How often are AVAs used in your Oral English lessons?

   ☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

8. 3. In what ways are AVAs used in teaching/learning Oral English? (Tick all that apply)

   ☐ Teaching pronunciation

   ☐ Enhancing listening comprehension

   ☐ Encouraging oral participation

☐ Teaching intonation and stress

☐ Demonstrating conversations/dialogues

☐ Other: _____

Section C: Teachers' Attitudes Toward AVAs (For Teachers only)

9. 4. Do you believe AVAs are beneficial in enhancing students' oral English skills?

   ☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

10. 5. How confident do you feel when using AVAs in your teaching?

    ☐ Very confident ☐ Confident ☐ Neutral ☐ Not confident ☐ Not confident at all

11. 6. How interested are you in receiving more training or support in AVA use?

    ☐ Very interested ☐ Interested ☐ Neutral ☐ Not interested ☐ Not at all interested

12. 7. Have you received any formal training on AVA use in language instruction?

    ☐ Yes ☐ No

Section D: Students' Perceptions of AVA Use (For Students only)

13. 8. How do AVAs make you feel during oral English lessons?

    ☐ Very motivated ☐ Motivated ☐ Neutral ☐ Demotivated ☐ Very demotivated

14. 9. After AVA use in class, how confident are you in speaking English?

    ☐ Very confident ☐ Confident ☐ Neutral ☐ Not confident ☐ Not confident at all

15. 10. Rate how helpful AVAs are in improving the following oral English skills: (1 = Not helpful, 5 = Very helpful)

    - Fluency: 1 2 3 4 5

    - Pronunciation: 1 2 3 4 5

    - Vocabulary: 1 2 3 4 5

    - Listening: 1 2 3 4 5

    - Intonation/Stress: 1 2 3 4 5

Section E: Challenges in AVA Use (For Students and Teachers)

16. 11. What challenges do you face when using or experiencing AVAs in Oral English instruction? (Open-ended)

Section F: AVA Exposure and Competency (For Students and Teachers)

17. 12. Have you been exposed to AVAs in other subjects or schools?

☐ Yes ☐ No

18. 13. How would you rate your (or your teacher's) ability to use AVAs effectively?

☐ Excellent ☐ Good ☐ Fair ☐ Poor