

**EFFECTS OF MULTIMEDIA ON THE PERFORMANCE OF JUNIOR
SECONDARY SCHOOL STUDENTS IN ENGLISH LANGUAGE LISTENING
AND SPEAKING SKILLS IN GIWA EDUCATIONAL ZONE OF KADUNA
STATE**

BY

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NIGERIA.

DECEMBER, 2012.

DECLARATION

I hereby declare that this thesis is a true record of my own research work. It has not been presented partially or wholly anywhere in any application for a higher degree. All quotations are indicated and sources of information are duly acknowledged by means of references.

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Date

CERTIFICATION

This thesis entitled “Effects of Multimedia on the Performance of junior Secondary School Students in English Language listening and speaking skills in Giwa Educational Zone of Kaduna State” by Buraimoh Oluwaseun Funmilola meets the regulations governing the award of the degree of Masters in Instructional Technology at Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This Research work is dedicated to my loving husband Mr Adebayo Adekunle Buraimoh who has been a pillar behind the successful completion of this work.

ACKNOWLEDGEMENT

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ABSTRACT

The issue of poor and wrong articulation of English Language sounds had been noticed among junior secondary school students in Giwa Educational Zone of Kaduna State. An observation by the researcher who went round the schools to interact with students and teachers discovered that most teachers do not teach listening and speaking skills and some of those who taught it were not using appropriate resources that could assist the students. With the little discovery of the researcher in this aspect, the researcher then decided to aim at finding out the effects of multimedia on listening and speaking skills of Junior Secondary School Students in Giwa Educational Zone of Kaduna State. Quasi-experimental design of pretest and posttest group was adopted for the study. The research instrument was performance test for both control and experimental group. The sample for the study was two hundred (200) students purposely selected from a population of (12,104) in twenty-six Government Junior Secondary Schools in Giwa Educational Zone of Kaduna State. One hundred of the sample was randomly assigned to form the experimental group and another one hundred to form the control group. Inferential and descriptive statistics were the statistical tools used for data analysis. Four null hypotheses were tested and analyze with t-test statistic. The finding from the study shows that all the null hypotheses were rejected. The findings revealed that there was a significant difference between the performances in the two groups. The experimental group was found to have higher mean scores of 72.45 in speaking skill and 31.15 in listening skill while the control groups have 27.35 in speaking and 19.70 in listening. Multimedia was found to be effective resources for teaching and learning of English Language listening and speaking skills. It was however concluded that, multimedia enables students to be more motivated and interested in learning listening and speaking skills. Based on the findings recommendations were made among which includes that government should make concerted efforts to provide computer facilities in secondary school and awareness on the need for multimedia in our educational system.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The ability of human beings to share ideas, knowledge and information with one another for the growth of the society has always been a primary factor in man's evolution. Language being the means of communication is a vital tool at the disposal of humanity for the successful development of the society.

Foyewa (2008) describes language as a gift of nature that distinguishes man from other beings. According to him, it is a way through which human mind, thought and feelings are expressed. Zango (2009) also put language as a system by which sounds and meaning are related. The ability to effectively match the sound of a particular language with their meaning bestows communicative capacity on an individual. However, Crystal (2001) describes language as a system of symbolic communications. That is, language is primarily an auditory system of symbols that can be combined and transformed to produce different meanings.

The acquisition of a functional language has brought about the learning of English language as the most important subject in the school curriculum. English language in Nigeria is used for academic purposes, as a medium of instruction, for social interaction nationwide, broadcasting, official language and used internationally. The notion of English as an international language has also prompted a revision on the notion of communicative competence. The teaching profession calls for high standards of competence in many fields and English language is among the most important. Gaining proficiency in a language requires sufficient time. A student may acquire conversational English in seven months but not have the language proficiency of distinguishing between speech sounds and using them appropriately. This of

course, has a serious implication as far as intelligibility is concerned. Since far more time is spent on listening and speaking than reading or writing, the need for examining how well it is taught seem advisable.

Since the early 1960s' language teachers have witnessed dramatic changes in the ways that language are taught. The focus of instruction has broadened from the teaching of discrete grammatical structure to the fostering of communication ability (Warschaver and Kern, 2000).

The emergence of multimedia tools in language teaching with appearance of communicative approaches has attracted the attention of teachers, academicians, educationist and experts. Brinton (2001) opined that multimedia tools serve as an important motivator in the language teaching process because “media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world” (pg 461). Hartnett (as cited in Brinton 2001) shared that media tools appeal to students' senses and help them process information, thus empowering their understanding of the target language and increasing their motivation toward language learning, reinforcing the teaching points and saving the teacher unnecessary explanation. The rationales of these are from the awareness that emphasis in foreign language learning which has moved from traditional approach – one that focuses on the study of the language itself to a communicative approach in which learners acquire both linguistic and cultural competence. The application of multimedia tools can foster this goal by creating “a learning environment wherein students practice their language skills and acquire the target language. (Brauer 2001, pp 130).

Mollica (as cited in Brinton, 2001) also suggested that media provide teachers with a means of presenting material in a time efficient and compact manner and of

stimulating student's senses, thereby helping them to process information more readily. In other words such media as audio and video equipment, computer related software and internet sources have been seen as effective tools to develop students' language competence so that they can interact comfortably. In view of this, Stempleski (1994) explored online video as a tool of foreign language learning. Video is a flexible vehicle for comprehension practice or for the presentation of new language. Video particularly in its authentic forms effectively stimulates language production, especially with students. "The internet is a suitable place to practice language as it offers the possibility, with the right software, of using images and audio resources at the same time, combining sounds and images as in communicative situations in the real world. It also provides users with a highly appealing and innovative format" (Labayen, Estopania, and Olmos, 2005 pp9). However, all of these can only be displayed in a computer. Hoven (1999) asserts that computer allows L² learners to determine the way and the pace that suits them and their needs. However, Ehsani (1998) emphasize that by combining sound, vision, text, video and animation, the self paced interactive learning environment create much more educative and creative classroom environments.

As more opportunities arise for learners to use multimedia, some formal attention will have to be given to improving listening and speaking skills. Children learn English at a tender age in Nigeria, yet despite this early exposure there are quite a number of problems facing Nigerian speakers of English language. The largest problem appears to be linguistic. Most students feel that English people speak very quickly and they speak with variety of accents and thirdly with different styles of speech. For all these reasons students have difficulty mainly because they lack everyday practice in listening and speaking of English. Students speak only in their

native language; others use both English and their native language, but they still have difficulty with English. Taiwo (2000) concludes that “most Nigerians have the intelligibility of their spoken English defeated by wrong stress and incorrect intonation”. These are of course, some of the problems associated with learning English across the world. And it is on this ground that the researcher aimed at investigating the effects of multimedia on English Language listening and speaking skills of Secondary School Students.

1.2 Statement of the Problem

There has been a great increase of mass failure in English language examination among the secondary school students in recent years, and this is borne out of the poor receptive and productive skills in English language. According to WAEC Chief Examiner’s report on the May/June 2005 SSCE as contained in Okafor (2005) stated that many students fail English Language because of inadequate mastery of English Language grammar, which manifests itself in many forms: bad grammar, lack of coherency in essays and rough expression of ideas. Evidences abound that the average Nigerian student manifests significant grammatical incompetence and that students upon leaving secondary school nowadays could not articulate sound communication which are essential English Language skills (Olibie 2003 and Udosen 2005). The analysis of 2006 to 2010 WAEC result given by Kaduna State Ministry of Education (2008) stated that the percentages of students who failed English Language ranges between 44.4%, 58.4%, 52.3%, 68.8% and 81.3% respectively. However, Olapopo (1998) as cited in Aduwa (2006) indicated that the percentage of failure of 1988 and 1996 SSCE was between 53.36% and 72.71%. Also, Brown (2000) asserts that “the most formidable problem seems to be pronunciation”, especially the spelling irregularities or inconsistencies in English Language. Nigerians learn the articulation

of vowels and consonant sound from the point of view of their first language which resulted into mother tongue interfering with English Language.

More so, Bonwell and Eison (1996) affirm that the problem of students' poor performance was generally caused by poor method of teaching. In schools, it was always teacher talk and chalkboard methods of instruction. And in a way, this shows lack of appropriate and adequate application of educational technology that brings about maximum and noticeable effectiveness in teaching and learning process. In other word, a rich and stimulating language environment during the early years and beyond is essential to the development of verbal and intellectual skills necessary for language learning. It is on this ground that the researcher therefore intends to find out whether multimedia will be more effective in improving students listening and speaking skill. The researcher also intends to carry out the study on Junior Secondary School Students because it is at this level that correct form of English are expected to be established in order to prepare them for the great future ahead.

1.3 Objectives of the Study

The objectives of the study include:

- i. To ascertain the effects of multimedia on Junior Secondary School Students English Language listening skill.
- ii. To ascertain the effects of multimedia on Junior Secondary School Students speaking skill.
- iii. To examine the effect of multimedia on rural and urban Junior Secondary School Students in speaking skill.
- iv. To find out the effect of multimedia on rural and urban Junior Secondary School Students in listening skill.

1.4 Research Questions

The following research questions were raised to guide the study:

- i. What is the effect of multimedia on teaching and learning of English language listening skill?
- ii. What effect does multimedia have on Junior Secondary School Students in speaking skill?
- iii. What is the effect of multimedia on Students in rural and urban area in speaking skill?
- iv. What is the effect of multimedia on Students in rural and urban areas in listening skill?

1.5 Research Hypotheses

The following hypothesis would be tested in this study:

- i. There is no significant difference between the performance of Junior Secondary School Students exposed to multimedia on listening skill and those not exposed.
- ii. There is no significant difference between the performance of Students exposed to multimedia on speaking skill and those not exposed.
- iii. There is no significant difference between the performance of rural and urban Students exposed to multimedia in speaking skill.
- iv. There is no significant difference between the performance of rural and urban Students exposed to multimedia in listening skill.

1.6 Basic Assumptions:

The following assumptions were made in this study.

- i. That multimedia can be an effective material to improve the listening and speaking skills of secondary school students.

- ii. Those students who are exposed to multimedia will perform better in listening and speaking skills than those in control group.
- iii. That students taught with multimedia in both rural and urban area will perform better in listening and speaking skills.

1.7 Significance of the Study

Oral and aural aspects of language learning are the most essential avenues for both encoding and decoding messages in communication processes. It is only when there is correct speech sounds with good accents that we can put across what is in our minds to the learner or hearer. Whatever learners listen to and pronounce often remains in their memory for a long time. However, until much listening and speaking exercises are done on English language, a beginner cannot be expected to acquire the skill of reading and writing the language adequately.

This study will be useful to students in enhancing the performance of students towards English sounds, developing listening ability, facilitating social adjustment and establishing patterns of thinking. They will also benefit from learning correct pronunciation through multimedia with a view to enhancing their communication effectively especially when appropriate facilities and teaching environments are enacted. This is because students need conscious and deliberate training in listening and speaking skills with appropriate resources to enable them perform well in their receptive and speech test. The study will be of importance to teachers because it will assist them to become a creative facilitator of learning experience through the use of appropriate software for teaching listening and speaking skills to improve the students' pronunciation.

This study however will enable parents to provide computer for their children and guide them on how to listen and watch video on pronunciation. This will also

encourage them to speak English at home. The school authority will benefit from the study because it will encourage them to provide enabling environment like multimedia language laboratory for teaching the skills in order to avoid distraction of attention through noises from outside the classrooms. The study will also enable the school authority to allocate more periods on the time table for effective usage of multimedia in teaching the skills so that both teachers and students will have enough time to teach and learn the skills very well. The study will also serve as resource materials for those who may wish to embark on similar research work.

The government will also benefit from the study because the successful students of today who are an articulated speaker and an active listener will make up the labour force of tomorrow, and thereby bringing about progress in all sectors of the economy. The educational sector will find this study useful because it will enable them to realize that mastery of a language on the ability to listen well, understand the speeches of other people and the ability to communicate effectively depends on the effective use of multimedia in teaching and learning situation. This will thereby help in improving the listening and speaking skills of students and also addressing the mass failure of secondary school students in English language examination.

1.8 Scope of the Study

The research work focuses on investigating the effects of multimedia on English language listening and speaking skills of Secondary School Students in Kaduna State. The study will cover government Junior Secondary Schools in Giwa Educational Zone of Kaduna State. Four schools were selected using the geographical locations of the school i.e. rural and urban area. The study is delimited to JSS III students of the selected schools because it is at this level that correct forms of English listening and speaking skills are expected to be established

1.9 Limitations of the Study

- i. The cultural differences among the students does not allow for easy assessment of their performance in speaking test both at pre-test stage and post test stage.
- ii. The western software adopted for the study created some articulation difficulty for the students at the initial stage of the training exercise in which it affected their concentration.
- iii. Intact class used for the study affected the concentration level of the students. This was due to distracting noises around the classroom environment.

1.10 Operational Definition of Terms

The following terms are used in the study. They are operationally defined as follows:

Effect: Something that inevitably follows an antecedent (as a cause or agent). It is also the way in which events, actions or person changes something i.e. the extent of change, result or outcome.

Multimedia: It is the processing and presentation of information in a structured manner using more than one media such as text, graphics, animation, audio, video, laptop, digital camera, editing devices, computer graphic software.

Listening Skill: This is the total act of receiving communication by auditory means.

Speaking Skill: This is a way of producing correct speech sounds with good accents of the listener and hearer.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Language learning depends on listening and speaking skills since it provides the aural input that serves as the basis for language acquisition and enables learner to interact in spoken communication. Listening is the first language mode that children acquire and it provides the foundation for all aspect of language and cognitive development of speech production. However, becoming a confident, articulated speaker and an active purposeful listener are essential skills for students in both learning and social situations. English language listening and speaking skills are a complex skill that needs conscious development. In teaching listening and speaking skills, it is important to understand the problems peculiar to the learning of the selected language. "Learner inability to understand the L² speech is caused just as much by difficulties of the language as by memory limits " (Cook 1996 ; 69). All comprehension depends on the storing and processing of information by the mind. Interestingly, the human mind is less efficient in whatever it is doing. L² learner have cognitive deficits with listening that are not caused by lack of language ability but by difficulties with processing information in the L² (Cook 1996).

The status of English language in Nigeria has often been described as that of a second language. Nigerians learn English and use it after they have already acquired their mother tongue or native language. Usually children do not learn the language until they get into primary school. And by this time they are already proficient in their mother tongue. According to Tiffen (1982) Language learning problem generally arose out of interference of one set of language with another. According to him, interference is a technical term used to describe the effect of transferring habits

associated with one's own mother tongue to the language being learned. An English man hearing Hausa is likely to carry over the phonetic, lexical and grammatical features of his own language on to Hausa language. And it there constitutes a learning problem to the learner.

Evidence of the influence of mother tongue on the performance of many learner can be found at three major levels of language use. These areas are:

- i. Phonology or the sound of the language.
- ii. Syntax or grammatical structure.
- iii. Lexis or the choice of words and expression.

The study hereby focuses on the phonological aspect of mother tongue as it influences listening and speaking of English language sounds. Phonology is the most obvious area of language performance in which learner exhibit a lot of interference between the various Nigeria language and English.

Gleason as cited in Morgan (1997) observes that the command of phonology is evidently a central problem when learning to speak language. However, Dairo (2000) identifies the incongruity and irregularities that sometimes occur between words, spellings and pronunciations. In essence, when English words are incorrectly pronounced, they often lead to misunderstanding and distortion of message conveyed by the speaker.

The major predictable learning problems occur in the aspect of vowel and consonant sound of English. Jowih (2005) outlined the followings areas where interference manifests in the vowel sound of Nigeria language and English. In Hausa there is a phonemic distinction between /i:/ and /i/ therefore confusion of this two vowel sound is not common to Hausa learners of English Language. While Yoruba's realized /i:/ as /i/ as a result "sit" may be given the same pronunciation as "seat",

“live” as “leave” and such words may be confused in spelling. However all mother tongue (Hausa, Yoruba, Igbo) lack /æ/vowel at the phonemic level and also lack /ai/ English vowel but they do have /a/ which is like /æ/ vowel.

Also in the area of consonant sounds Jowih (2005) outlined the areas by which mother tongue influence pronunciation in English language. The articulation of /p/ and /f/ presents problems to Hausa speakers who frequently realized /p/ as /f/. Yoruba also lack /p/. It does have /kp/ a double articulated plosive, but does not usually interfere with the articulation of an English consonant /p/. English consonant /θ/ and / ñ / as in “this “and “thing “do not occur in many African language. For Hausa speaker /θ/ becomes / z / and / ñ / become / s /. As for Yoruba and Igbo speakers, they become /d/ and /t/.

Thus another problem in teaching listening and speaking is that most teachers of English in Nigeria have neglected it and as a result, students are not adequately prepared for test in this aspect. The skills have been neglected both in terms of teaching and research but priority has been given to teaching on reading and writing. It is a surprising fact, considering that it is the skills most often used in everyday life. Yet listening and speaking skills remain one of the least understood processes in language learning in spite of its critical role in communication and language acquisition. Landry (2001) suggests that failure to teach listening and speaking skill in classroom is due to tradition, lack of time and lack of training in teacher education programs. Traditionally, teachers have equated listening with hearing. Teachers assumed that what he/she have said has been heard and consequently, must have been understood. Also teachers have assumed that if the student had the ability to hear he also had the ability to listen. However, time for teaching listening and speaking is

another factor for this negligence. With the over –crowded school curriculum, many teachers feel that there is no time to teach the skill.

Field (2003) also addressed that problem of teaching listening and speaking skill as breakdowns of understanding in L2. He stressed that causes of breakdown in understanding are numerous i.e. Lexical segmentation (determining word boundaries) a reduced form of words, weak forms ,the chunking of phrases, a rhythm of speech assimilation and elision (word beginning and endings) and resyllabification (a syllable final consonant) attaches itself to the following syllable. Field’s message to teacher is to be aware of learner perceptual difficulties and be prepared to anticipate and rectify listening and speech problems. Having discovered the problems facing learners, it is therefore essential to teach the language with multimedia in order to actualize development in listening and speaking skills.

2.2 Relevance of Technology in Education

According to Etim (2006) Technology has to do with creation, construction, formulation, building up e.g. ideas, object, system, techniques or ways of doing things. In the ordinary sense, technology means the study of art or craft which has to do with designing and creation. Technology involves the study, mastery, practice and systematic application of scientific knowledge to practical task in order to create wealth, improve human capacity reduce labour, prolong life and improve human general welfare (Inyangabia, 2004).

With the application of technology mankind has reached new heights in the field of commerce, communication and social networking. But technology in the field of education has been a relatively new entrant. There were initially a lot of debates on its advantages and disadvantages of being introduced into the classroom, but the very

fact that technology stands as an example of human progress in the field of information gathering made it easier to gain a foothold in the educational system.

In the current age we live in, technology has become important component. Every day, there are some new gadgets or software that makes lives easier and improves on technology and software that already exists. Making lives easier is not the only role that technology plays in our lives, but seeks to solve human and environmental problems.

Steinberg (2008) suggests that technology is playing an increasing role in education. He explains further that as technology advances, it is used to benefit students of all ages in the learning process. Technology used in the classroom helps students absorb the material, for example since some people are visual learners, projection screens linked to computers can allow students to see their notes instead of simply listening to a teacher deliver a lecture. Software can be used to supplement class curriculum. Technology has also become part of many curriculums, even outside of computer and technology classes. Students use computer to create presentation and use the internet to research topics for papers and essays. As technology advances, students have better access to educational opportunities like the use of computer and software packages to aid learning.

According to Chapman, Garrett and Mahlck (2004) Educators virtually everywhere have long looked to the emerging technologies of their time to improve the delivery of instruction in the classroom and to help them reach students (and teachers) in remote locations. In the early days of technology use, the focus was on the delivery of direct instruction (e.g., radio, interactive radio, instructional television). Instructional technologies widely used for this purpose in low-income countries include the use of programmed instructions, the distribution of lessons o n

audiotape, the use of duplicating and photocopy machines to prepare learning aids, and television broadcast of lessons at time that coincide with the school teaching schedule. Newer technology based instructional strategies in corporate of the internet and worldwide web (www), are used more to expand communication and increase access to resources.

James,(2012) emphasis that Educational technology means utilization of various fields of technological advancement to facilitate the process of learning and grasping knowledge and practice educational theories with the help of technological practicality. There is also a degree of practicality involved in using technology for education. Students enjoy implementing theoretical knowledge through practical usage of technology which helps in motivating them and boosting their confidence. Technology many a time calls for the display of logical and analytical reasoning among students which is bound to have a positive impact on their skill development. The internet now acts as a major store house of information which has further enabled education to reach every nook and corner where internet is available.

Technology is essentially the need of the hour with the advancement of technology in today's world, it is very important to keep a pace with it. Technology is something which changes regularly, and the change is mostly for the better.

2.3 Concept of Multimedia

In today's advanced and technology-adapted society, the concept of multimedia is ever present in many facets of life. In multimedia technology, multi is a prefix that means more than one. Media, on the other hand, basically means collection of materials and equipment that facilitates communication, e.g. radio, television, newspaper, etc. Multimedia therefore means anything that uses more than one medium to convey information. It can refer to text, sound, graphics, still images, art, animation, and any combination that is delivered at once. It is stored, recorded, or played using computerized gadgets or devices that are electronic. These gadgets and devices can also be referred to as multimedia. This technology is used in many sectors of life.

Multimedia simply means numerous or multiple medium. The term medium implies the existence of a channel through which messages or information pass through. Multimedia therefore refers to multiple channels through which we can send, receive, present, store, or perceive a message or information. Multimedia refers to the combination of multiple media to effectively convey a message (Dorin and MC. Cormack, 2000). According to Marshall (2001), multimedia is concerned with the computer-controlled integration of text, graphics, drawings, still and moving images (video), animation, audio, and any other media where every type of information can be represented, stored, transmitted, and processed digitally.

Multimedia can be termed as the use of several different types of media (text, audio, graphics, animation, video, and interactivity) to convey information (Wikipedia, 2006). However, it is important to recognize that multimedia involves the use of computers to present text, graphics, video, animation, and sound in an integrated way (Wikipedia 2006). Multimedia plays a major role in education. They can be used to prepare teaching materials and also aid in computer-based training.

Mayer (2005) defines multimedia as processing and presentation of information in a more structured and understandable manner using more than one media such as text, graphics, animation, audio and video. Thus multimedia systems are those computer platform and software tools that support the interactive use of text, graphic, animation, and video. In other words, a computer capable of handling text graphic, audio animation and video is called multimedia computer.

Ayo (2001) defined multimedia as the delivery of information in intuitive, multisensory ways, through integration of distinct media such as text graphics, computer animation, motion video and sound in a single presentation which is computer controlled.

Multimedia is the combination of variety of communication channels for presenting text, graphics, audio and video links and tools that allow users to interact, create, navigate and communicate (Elson-Cook, 2001). Multimedia is an umbrella term used for sound, text, images, video, animation and interactive content that can be created and accessed from portable electronic devices such as computer, mp3 players and cell phones (Gary,2011). By using multimedia in classroom, instructors can invoke the visual style of learning when presenting information.

Reinsman (1994) described multimedia as a ray of “computer-driven interactive communication system”, which create, store, transmit and retrieve, textual, graphic and auditory network of information. Ogunbote and Adesoye (2006) also expressed that multimedia technology adds new dimension to learning experiences because concepts were easier to present and comprehend when the words are complemented with images and animation. Stating further that it has been established that learners retain more when a variety of senses are engaged in impacting knowledge, and intensity of the experience aids retention and recall by engraining

social, emotional and intellectual senses. With the emphasis on the various senses to enhance information absorption, students are noted to display higher receptivity and retentively when shown audio or video chipping while teaching. They also become more actively involved in the process of information gathering and discerning their needs.

Besides being a powerful tool multimedia offers unique advantage in the field of Education for instance, text alone simply does not allow students to get a feel of any Shakespeare's plays. And in teaching biology, an instructor cannot make a killer whale come alive in a classroom. But multimedia enables us to provide a way by which learners can experience their subject in a vicarious manner. The key to providing this experience is having simultaneous graphic, video and audio rather than in a sequential manner. The pedagogical strength of multimedia is that it uses the natural information processing abilities that we already possess as humans. Our eye and ears in conjunction with our brain form a formidable system for transforming meaningless sense data into information. Multimedia requires good quality computer system where sound, Images, animation and video especially constitute large amount of data.

With the advent of the internet and the multiple formats that can be communicated over the World Wide Web, we now have several new and existing ways to present information. The web allows the incorporation of animation moving pictures and sound into lessons, which extends our abilities to present materials that encourage student's interaction with the subject matter. According to Zhang (2006) multimedia technology offer students not only rich sources of authentic learning materials but also an attractive and a friendly interface, vivid picture and pleasant

sounds which to a large extent overcomes the lack of authentic language environment and arouses students' interest in learning English language.

2.4 Development of Multimedia in Nigeria

Technology itself can be traced to the primitive men, the cave dweller who invented the first tools for hunting, farming and writing. But unfortunately, no claim can be made to any particular individual but can be made for particular era in the development of educational technology. The advent of educational technology can be traced to the ancient times even to Stone Age. In this era, marbles, rocks, stone etc. were used to store and convey information among themselves and for generations to come. There was a mark of expression and communication. This gradual process saw them using aids like sticks, stones, pebbles, cowries as element of expression and communication. Writing at the back of leaves became the first symbol of writing, visual aids and communication, Educational Technology does not sudden began as a discipline but it develops over the years with the use of visual materials. But currently, the globalization of information through media such as e-mailing, world wide web (www), international networking (Internet) etc has brought to climax the transfer of information from a source to a destination faster, efficient, global and permanent.

Today, technologies have invaded our lives much more than what somebody would imagine. In Nigeria, we have reached the stage where changes occur so rapidly that each of us has continuously worked out a practical code of behaviour for a better adjustment. The advent of computer multimedia technology in Nigeria marked a significant change in the use of communication technology for all computer users. Technology generally advances over time, as people improve upon replace the technologies that came before. The rapid and constant pace of change in technology

is creating opportunities for schools. The opportunities include greater access to rich, multimedia content and the increasing use of computer.

Kasper(1997) emphasized that multimedia is now permeating the educational system as a tool for effective teaching and learning with multimedia, the communication of information can be done in a more effective manner and it can be an effective information. Multimedia access to knowledge is one of the possibilities of information and communication technology that has tremendous impact on learning. The instructional media have emerged in a variety of resources and equipment which can be used to supplement or complement the effort of teachers in ensuring effective learning by students. It is recognized that conventional media like newspaper, radio, television, and magazine can no longer meet the need of our teaching and learning processes; as a result they are being replaced by multimedia technology. Multimedia provides a learning environment that is self-paced, learner controlled and individualized.

The evolution of multimedia has made it very possible for learners to become more involved in their work. Multimedia in Education has been extremely effective in teaching individuals a wide range of subjects. A multi-sensory experience can be created for the audience, which in turn, elicits positive attitudes towards its application (Neo and Neo 2001). Multimedia has also been shown to elicit the highest rate of information retention and result in shorter learning time (Ng and Komiya 2000). Multimedia application design offers new insights into the learning process of the designer and forces him or her to represent information and knowledge in a new and innovative way (Agnew, Kellerman and Meyer, 1996). Multimedia have become very useful in current educational practices in Nigeria, as it is the latest audio-

visual that students, teacher and presenters now use for lectures at conferences, seminars and workshop.

2.5 Concept of Listening Skill

Beginning in the early 70s, work by Asher, Postovsky, Winitz and later Krashen brought attention to the role of listening as a tool for understanding and emphasized it as a key factor in facilitating language learning. Thus listening has emerged as an important component in the process of second language acquisition (Feyten, 1991). Listening skill involves more than just hearing or paying attention. But effective listening requires active and conscious attention of sounds heard for the purposes of gaining meaning from them. According to Wang (2003), the most important component in the five aspects of overall English competence is listening comprehension. He suggests that educators must actively explore the nature and process of listening comprehension and study the theory and methodology of listening in order to improve listening teaching outcome and make students to recognize that listening comprehension is the crucial aspect of English learning.

Since 1970s, the development of functional language theory has been an emphasis on the research of language function in the society. Functional linguistic experts recognize language as a communicative tool, but not an isolated structure system. Consequently the teaching of listening is not simply intended to make students hear sound, word or sentence, rather, the goal is to cultivate student's abilities to understand speakers' intentions accurately and communicate with each other effectively.

Rost (2002), defined listening as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation) negotiating meaning with the speaker and responding

(collaborative orientation); and creating meaning through involvement, imagination and empathy (transformation orientation) Listening, then, is a interpretation in which listeners match what they hear with what they already know.

According to Miller (2003) more than forty percent of our daily communication is spent on listening thirty five percent on speaking, about sixteen percent on reading and only nine percent on writing. This shows that listening and speaking cannot be equated to reading and writing in terms of their importance.

Rivers (1992) suggests that listening involves active cognitive processing and construction of a message from phonic material. That is listeners should be able to discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand intention and retain this writing the immediate as well as the larger socio cultural context of the utterance.

Tomatis (2002) suggest that, the desire to listen as well as the capability to listen must be present with the listener for the successful recognition and analysis of the sound. A theory of Tomatis shows that “the quality of an individual in listening ability will affect the quality of their spoken language development”. He also view that if the sound of the target language are presented to learners before presenting them in written form, the ease with which they integrate those sound will be reflected in their understanding and production of the language.

There are two basic levels in learning to listen: the level of recognition and the level of selection (Field 2003). The level of recognition implies separating elements and patterns such as phonemes, intonation, words and phrases. The level of selection means separation of the message units for retention and comprehension without conscious attention to individual component. The development of selection level

plays an important role because it is responsible for understanding specific information and the ability to answer relevant questions.

In developing listening skill, there are some useful principles suggested by Rost (1991):

- i. Listening develops through focusing on learning and trying to learn new and important content in the target language. By focusing on meaning for listening in English, learners can mobilize both their linguistic and non – linguistic abilities to understand what is heard.
- ii. Listening ability develops through working on comprehension activities. By focusing on specific goals for listening, learners can evaluate their efforts and abilities by having well – defined comprehension activities.
- iii. Listening develops through attention to accuracy and an analysis of form. By listening to perceive sounds and words accurately as they work on meaning oriented activities, learners can then make steady progress. However by learning to hear sound and words more accurately, learners gain confidence in listening for meaning.

A prominent old beliefs concerning is tied to the notion of individual listening practice with audio tape which helps to build learners ability to understand and speak the target language. Technology continues to be perceived as an enhancement to the process of language acquisition. And the large scale infusion of computers in language instruction programs in the past decades attest to this development.

In the face to face interaction, listening entails complex interpretive processes. It involves an intricate web of situational variable that interact to determine what meaning are derived in conversation. Listening is not simply a receptive act multiple physiological and cognitive processes are engaged simultaneously.

However, recently, listening comprehension activity in second language classrooms was limited to testing listening comprehension. The underlying rationale was that if students are successfully learning the target language, they should automatically be able to decode the aural version of structures and vocabulary they learn in their textbooks. Also, success at this decoding was typically measured by correct responses to WH questions (information). Responses to such questions helped to successfully retrieve information from an aural text. Knowledge of target language syntax and lexis was deemed sufficient to enable this retrieval. Listening is now treated as a much more complex activity and one that is the cornerstone of language acquisition (Krashen 1994). Recognition of listening as complex activity and of its critical role in the language acquisition process has greatly influenced contemporary language. Listening as an active and interactive process has, for example, cast the learner in a role other than the passive receiver of aural input (Rost, 1993). In short listening has been recast as an activity central to the acquisition process (Dunkel, 1991); and a skill integral to overall communicative competence (Brown 1994; Savignon 19991).

Since listening is very important, there is need also to consider the factors which affect a listener's reception of sounds and his reactions to them. According to Witty and Robert (1998), there are several factors that affect the listeners' attention and concentration and these include physical factors, psychological factor and experiential factor.

Physical conditions within the listener himself may be factors. For instance, the physical well being is a decided asset to any listener such as malnutrition, fatigue or some bodily ailment. The physical environment too may be reasonable ineffective for listening. The room may be too warm, humid or chilly; there may be distracting

noises from a nearby street or some part of the room where the listener is, the speaker himself may be reasonable for poor listening condition as he makes ungainly gestures, speaks in a guttural or extremely loud voice. In school, the teacher should meticulously provide a classroom environment conducive to easy and uninterrupted listening. He should try to shut out noises from hallways and playground. He should be careful not to distract his listeners by unseemly gestures or shrill voice.

The psychological factors in listening which involve attitude and personality traits are often difficult to handle. Prejudice and lack of sympathy for the speaker; egocentricity and preoccupation with personal interests and problems; boredom and complete lack of interest in the subject; narrow mindedness; an improper attitude toward school, the teacher or the speaker – any or all of these may affect listening adversely and lead to partial and distorted listening. Here, the teacher must perform his guidance function and try to correct the conditions. He should also cultivate fair mindedness and unselfishness and try to provide an interest – provoking background that will serve as a setting favourable to responsive listening.

Attitudes are the outgrowth of experience and lack of interest is likely to be the result of meager experience or none at all in the area in which listening is to take place. Thus, the experiential background is a factor in listening. The listening vocabulary also affects the quality of listening. Meanings couched in unfamiliar words tend to evade the students' minds. Learners do not 'hear' ideas that are beyond their understanding. For example, a student was given an assignment and was asked to leave a margin" but she left no margin because she did not know what a margin was. This was because margin was not in the student's listening vocabulary. Just as children need training and guidance in mastering a sight vocabulary in reading, so do

they need thoughtful instruction that will build up a wide and meaningful listening vocabulary, otherwise, much of the oral instruction goes over their heads.

Listening is the term generally given to the total act of receiving communication by auditory means. Some researchers prefer to think of the total act as having three stages” hearing, listening and auding from this point of view hearing is the process by which sound waves are received and modified by the ear listening is the process of becoming aware of the sound components and recognizing these components in sequences which have meaning. While auding is the process by which the flow of sound sequences of speech is translated into meaning.

2.6 Concept of speaking skill

Speech is our chief means of communication. Speaking skill is second in the order of language skills. It means to utter words or to express oneself orally. It entails using a language in talking. Students who listen acquired the right speech skills. Without adequate knowledge of speech skill, learners may have difficulties in pronunciation, spelling, and intonation (Marjah, 2008). Adequate acquisition of speech skill leads to fluency in speech. The spoken word is indeed the prevalent avenue of communication. Also our listeners tend to evaluate us on the basis of our speech and language patterns and accordingly decide what kind of person we are. In <http://www.buzzin.net/english.htm>, Speech is defined as the universal means of communication that distinguishes humans from the rest of the animal kingdom and is considered by linguists as the primary material for study, especially in oral communication situations. So a spoken language is a human language in which the words are uttered through the mouth. The success of any spoken communication activities is based on the simple method of listen, understand and speak (Iyere, 2007).

Fakhar (2012) describe speaking as an interactive process of constructing meaning that involves producing and receiving information. Speaking require the learners to not only know how to produce specific points of language such as grammar, pronunciation or vocabulary but also that they understand when, where, why and in what ways to produce language.

Gimson (1981) opined that one of the major characteristics of human being is his ability to communicate to his fellow's complicated messages concerning every aspect of his activity. Gimson argued that a man possessing the normal human facilities achieve this exchange of information mainly by means of two types of sensory stimulation, namely, listening and speaking. He added that any manifestation of language by means of speech is the result of a highly complicated series of events. Gimson concluded by saying that to complete an art of communication, it is not normally sufficient that our speech mechanism should simply function in such a way as to produce sounds, these in turn, he said, must be received by a hearing mechanism and interpreted as well. However, Brown (2001) recommends six categories of oral production that students are expected to carry out i.e: imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue) and extensive (monologue). Besides knowing the characteristics of teaching oral skill, it also involves three areas of knowledge which are as follows:

- i. Mechanics (pronunciation, grammar and vocabulary): using the right words in the right order with the correct pronunciation.
- ii. Functions (transaction and interaction): knowing when clarity of message is essential and when precise understanding is not required.
- iii. Social and cultural rules and norms (turn – taking, rate of speech, length of pauses between speakers' relatives' roles of participants): understanding how

to take into account who is speaking to whom, in what circumstances, about what and for what reason.

Brown suggested from the above explanation that accuracy and fluency are both important goals to pursue in performing spoken language. Accuracy includes clarity, articulation, correct grammar and speech sound, whereas the scope of fluency includes the flowing of the language and how to produce natural language.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe social and cultural rules that apply to each communication situation.(<http://www.nclr.org/essentials/speaking>).

2.7 Psychological processes of Listening and Speaking skills

The view of listening and speaking skills in second language learning is to facilitate understanding of spoken discourse. To understand the nature of the skills there are two different kinds of processes involved. The two processes are often referred to as bottom-up and top-down processing. Bottom-up processing involves the movement of data from the page to the brain. This upward movement triggers certain past experiences or perception about the topic. While the top-down processing represents an attempt by the brain to find an existing knowledge structure to superimpose onto the coming data in order to more facilitate the assimilation of this new information. These two processes share a symbiotic or complementary relationship; That is, one is not able to function properly without the other. However, the process is able to enlarge the dimensions for comprehension in three stages.

Rixon (1986) pointed out that there are three distinct stages in the aural reception of an utterance. At the first stage, the sound go into a sensory often called

the “echoic” memory and are organized into meaningful units, according to the knowledge of the language the listener already possesses. The second stage is the processing of the information by the short term memory. At this point, words or groups of words are checked and compared with information already held in the long-term memory and the meaning is extracted from them. The final stage is that the listener is able to construct a meaning from the utterances. The listener then transfers the information to the long – term memory for speech production.

2.8 Significance of Teaching English Language Listening and Speaking Skills

Listening and speaking skills have a prominent place in language programs around the world today. Ever-growing needs for fluency in English have given priority to finding more effective ways to teach English language learning communicate effectively by speaking is a process of blending a knowledge of the skills, abilities and attitudes important to oral expression with experience in using them. There are reasons for focusing on listening and speaking when teaching English as second language not least of which is the fact that we as humans have been learning language through our ears and mouth for thousands upon thousands of years far longer than we have been able to read. Our brains are well programmed to learn languages through sound and speech. This is not to say that reading and writing are ineffective, far from it, but only to highlight the value of listening and speaking.

In this research work significance of listening and speaking skill will be look at from comprehension perspective. Listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals, listening and listening comprehension are synonymous. Gower (1995) stresses the importance of listening as aim and means of acquiring language. In other words the objective of teaching listening comprehension should be to help learners in coping

with listening and communicating in real life situation. Listening skill is important because the ability to understand what others say is essential to communicative interaction.

Richards (1992) put listening comprehension in learning English language as involving individual linguistic unit (e.g. phonemes words, grammatical structures, background Knowledge), linguistic and cognitive skills, strategies and expectations that the listener use in decoding what is presented in the topic and situation based discourses in the context A focus on how to listen raises the issues of listening strategies. Strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. Buck (2001) identifies two kinds of strategies in listening skill.

- i. Cognitive strategies: Mental activities related to comprehension and storing input in working memory or long – term memory for later retrieval.
- ii. Metacognitive Strategies: Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies.

Helgesen (2003) states that listening is an active, purposeful process of making sense of what we hear. It is a common sense that learners can learn nothing from listening to a language unless they understand it. Students can listen to a foreign language for many hours, but will not learn a word unless they have some understanding of what is said. Schmidt (1990) has draw attention to the role of consciousness in language learning, and in particular the role of noticing in learning. His argument is that learners won't learn anything from input that they hear and understand unless they notice something about the input. Consciousness of features of the input can trigger the first stage in the process of incorporating new linguistic

features into one's language competence. As Slobin (1985:1164) remarked L1

Learning:

The only linguistic materials that can figure in language making are stretches of speech that attract the child's attention to a sufficient degree to be noticed and held in memory.

Schmidt (1990) further clarifies this point in distinguishing between input (what the learner hears) and intake (that part of the input that the learner notices).

Nunan (2002) stated that listening is critical to classroom learning because it offers contextual input for language learners. Listening is the starting point of learners of English language and is essential to well-rounded vocabulary acquisition (i.e. ability to understand, read, hear and speak a word). However, for language development to take place, more is required than simply noticing feature of input. The learner has to try to incorporate new linguistic items into his or her language repertoire, which is the use in oral production.

The mastery of speaking skill in English is a priority for many second language learners. Consequently, learners often evaluate their success in language learning as the effectiveness of their English course on the basis of how they feel they have improved in their spoken language proficiency. The goal of teaching oral skills is communicative efficiency. Learners should be able to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary and to observe the social and cultural rules that apply in each communication situation. Speaking is the verbal use of language to communicate with others (Fulcher 2003). Its function is to convey message which lies in the structure and meaning of all languages whether this is written or spoken.

However, Nunan (1991) said "success is measured in terms of the ability to carry out a conversation in the (target) language". Therefore, if students do not learn

how to speak they may lose interest in learning the language. On the other hand if the right activities are taught in the right way, speaking can raise general learner motivation and making the English language learning a fun and dynamic. Speaking is fundamental to human communication.

Brown (2001) states that the teaching of speaking skill should include fluency, phonological, clarity, strategies, appropriate and use of other cohesive devices. In the aspect of oral skill, fluency is an important part that includes the following:

- i. The ability to use language spontaneously.
- ii. The ability to listen and comprehend spontaneously.
- iii. The ability to respond.

As such, fluency activities do not seek to enhance student understanding of the language system but rather seeks to improve the speed and efficiency with which student access their language system knowledge. It entails getting students to use the language they already know. Fluency involves getting language to become automatic. Students' fluency and confidence in spoken language are integral to their identity and place in their communities. Through speaking and listening students learn to express their thought and feelings for both aesthetic and pragmatic purposes. Also, the aspect of pronunciation is crucial in listening and speaking skill. The major problem that occurs in learning pronunciation is student's great difficulty in hearing pronunciation features, in intonation tunes or identifying the different patterns of rising and falling tones (Harmer 2001).

According to second language acquisition theory, language input is the most essential condition of language acquisition. As an input skill, listening plays a crucial role in student's language development. Krashen(1985) argues that people acquire language by understanding the linguistic information they hear. Thus, language

acquisition is achieved mainly through receiving understanding input. This suggests that listening and speaking skills should be given prominence in language teaching program especially at secondary school level.

2.9 Computer-Assisted Language Learning (CALL) in Language Teaching

Levy (1997) defined CALL as “the search for study of applications of the computer in Language teaching and learning”. CALL embraces a wide range of ICT applications and approaches to teaching and learning foreign languages, from the “traditional” drill and practice programs that characterized CALL in the 1960s and 1970s more recent manifestations of CALL e.g as used in virtual learning environment, web-based distance learning, computer mediated language learning (MALL) etc. The current philosophy of CALL puts a strong emphasis on student – centered materials that allow learners to work on their own. CALL is essentially a tool that helps teachers to facilitate the language learning process.

Warschauer (2000) describes CALL programs as a means of integrating the teaching of language skills with the development of multimedia technology (providing text, graphics, sound and animation) as well as computer mediated communication. The arrival of multimedia computer in the early 1990s was therefore a major breakthrough as it enable text, images, sound and video to be combined in one device and the integration of the four basic skills of listening, speaking, reading and writing (Davies 2011: section 1). With the advent of the internet and the multiple formats that can be communicated over the World Wide Web, we now have several new and exciting ways to present information. The web allows the incorporation of animation, moving pictures and sounds into lessons, which extends our abilities to present materials that encourage student interaction with the subject matter.

CALL Programs was published for multimedia computers on CD Rom and DVD following the arrival of multimedia CALL, multimedia language centres began to appear in educational institutions. And as for the effectiveness of CALL in promoting the four language skills, Felix (2008) claims that there is “enough data in CALL to suggest positive effects on listening, speaking, reading and writing”, but more research is needed in order to determine its effectiveness in other areas especially speaking online. The nature and direction of changes taking place around the world, and more precisely within the educational system, reinforced the need for a new approach based mainly on the recent technologies of the century, such an approach is CALL (Computer Assisted Language Learning) and describes the use of computer as part of a language course.

However, recent developments in linguistics as well as in language, teaching and learning approaches, strategies, technique, equipment and materials to facilitate learning. According to Huizhong as cited in Olibie (2010) Computer-Assisted Language Learning (CALL) is when the computer is being used as instructional tool to improve learning by helping students acquire a better understanding of the learning content. Computer-Assisted Language Learning (CALL) is a technique for using technology in the field of language learning (Januszewski and Molenda, 2008). According to Wikipedia encyclopedia (2005), CALL is defined as an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element. In the light of this definition CALL refers to the use of multimedia CD-ROM combining text, pictures, audio and video files for the purpose of teaching English as a second language.

2.10 Role of Multimedia in Teaching English Language

The advent of new technologies in learning process is always exciting. They add new dimensions to the class and spark students to higher level of motivation and achievement. Dynamical process of information technologies in a modern society causes a necessity to change educational process, specify the purpose, develop new pedagogical technologies, and introduce more effective methods and means of teaching. Multimedia became one of the leading means of teaching today. Studying potentialities of multimedia in media education of students shows that multimedia can be used as means of teaching English Language and as a means of media education. As means of teaching English, multimedia realizes the unidirectional didactic function and increases efficiency of the teaching process. As means of media education, multimedia aims to form media competence of students' skills to select, evaluate and independently create messages.

Zaznobina (2002) defines multimedia as a complex means to process and represent audio/video and printed information, and computer technologies for processing information. English being means of communication as well as any other language is known to be means of receiving and sending information. English speaking communication is the basic educational activity, so multimedia becomes effective means of teaching. In the current globalization, Nigeria cannot afford to lag behind in using multimedia to raise the intellectual and creative resources of her citizen. A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. We know that English is the most popular language in the world. In this computer age, English is the only language that anyone can understand. English

Language attracts people because of the wealth of literature and knowledge enshrined in it. English is our window to the world so we have to learn the language.

Now that multimedia technology is steadily filtering into most institutions of higher education and even secondary school, we should focus on how best to apply this powerful new educational tool in our language laboratories and lecture halls. The three principal ways in which multimedia is used include: at the front of the classroom as a more flexible and versatile update of traditional audio-visual media, in student groups for collaborative learning and in individual student use for independent learning. By using interactive media in the classroom, students have instant, random access to both sound and video content.

Multimedia can also be used to enrich the teaching of English language using materials such as video, still images or audio segments from famous speeches; instructors can make the subject interesting and alive in a way that the printed page never can. However, rather than reading dry casualty statistics about a civil war battle, teachers could present a superb video where the battle is brought to life through the words and images of participants. English as it gives huge opportunities of the authentic communication. Khylyzova (2002) states that speech habits of the students are not formed well or not formed at all in condition when practice of English is absent and by means of multimedia we have a possibility to carry out language dialogue with people from any English speaking countries. According to him, the success of teaching depends on the interest of students to the subject on their desire to learn it. Sometimes classes are pass by not leaving a trace in education of students. Studying time is whiled away by drawing pictures, talking to neighbor or sending SMS. In some cases the stimulus is very difficult to create. But the high motivation to study English is observed by using multimedia which gives a variety of forms of

teaching from listening to audio records and watching video, up to works with computer programs and dialogue in a chat. The process of teaching English becomes interesting easy and thus productive. The development of language skills and media is carried out not only in the university but also in the daily life of students. In studying English, students face problem of language barrier. They hesitate to speak, afraid to make mistakes. Even in favourable psychological atmosphere they feel discomfort. Nagaraj and sindhu (2010), expressed that multimedia programs are equipped with sound recording tasks which build less stressful conditions and each student individually has an opportunity to write down his/her speech, to listen to it and compare to the authentic speech. Such kind of work remove the psychological difficulties of speaking, develops practical skills, phonetic skill and media skill without a trauma of psyche of the students multimedia at universal means, as it can be used in teaching to make the studying process effective, interesting and accessible to students.

Multimedia programs can display text, high quality sound, animation and video. There are CD-ROM programs like Longman English works, for example, which help the learner, practice his/her skills in listening and speaking and to develop pronunciation. The learner has the ability to listen to the dialogue and passages with or without the written text.

Usha (2003) states that with the use of multimedia in learning, learners are delivered from the hand of impatient teachers as well as vacuum created where there is frequent exit of teachers. Once the software is well packaged, the student may not need the physical presence of the teacher to understand what is to be taught, learners also have the opportunity of pursuing learning actively and receiving the desired feedback, in all multimedia help to enhance academic performance of learners.

Also, Warschauer and Meskill (2000) recognize multimedia based simulation software as a tool which is able expose language learners to cultural and linguistic worlds in a meaningful way through audio and visual settings. And in this context, multimedia is envisioned a tool that would pave the way towards facilitating innovations particularly in integrating and developing the skills of listening, speaking reading and writing which are crucial skills in language learning.

2.11 Effect of Multimedia in Teaching Listening and Speaking Skills.

As multimedia technology becomes more accessible to teachers and learners of languages, it's potential as a tool to enhance listening and speaking skills becomes a practical option. Multimedia allows integration of text, graphics, audio and motion video in a range of combinations. The result is that learners can now interact with textual, aural and visual media in a wide range of formats. The past two decades have brought to language teaching and learning a wide range of audio – visual technologies. From among these, no single tool for teaching and learning has had greater impact than computer.

The synchronized display of text along with the aural text assists the learner in distinguishing phonetic groupings. When learners can see the face of those speaking in the video, they can make use of facial movements to understand sound meaning correspondent in the target language.

Multimedia is particularly well suited to assist learners in their understanding of target language speech. Having the written version of fast, naturally paced aural text on the computer screen allows the learner access to both the written and spoken form simultaneously. Coordinated aural, visual and textual information on the computer screen at the same time makes up an ideal laboratory for students problem-solving at the level of individual words and sentence structures.

Effective teaching and learning involves adequate use of multimedia tools. The use of multimedia tools in teaching English listening and speaking skills, attracts, arouses or stimulates student's attention leading to better understanding and perception of the subject matter. The students will be actively involved in the learning process, develop ability to work and think independently, and interpret information, showing evidence of assessment. It is therefore very important to provide high quality teaching material to match students' cognitive style and to fully communicate the richness and complexity of the subject matter.

Video can be rich source of context for language processing in a multimedia format. Learners are provided control over the rate and order of video presentation and can therefore take advantage of starting and stopping the action in order to study language in well represented context. In the era of communicative language teaching, concern is given to development of learner's ability to actively negotiate meaning in the target language. However it is through processes involved in two way communication that incorporated into the learners the rules and structure of the target language.

Multimedia operates as a multifunction tool through which students can either listen to tapes, watch video and different TV channels and even access internet. The teacher can operate technical equipment to group or to pair students and hold discussions within the class. "such video cameras and computer assist teacher in their jobs, bringing the outside world into the classroom and in short making the task of language learning a more meaningful and existing one" (Brinton 2001 Pg 460). The application of multimedia tools can foster the goal of communicative approach in which learners acquire both linguistic and cultural competence by creating a learning

environment where in students practice their language skills and acquire target culture (Brauer 2001).

According to Zimmer (2003) students respond to information differently, thus it is often to our advantage as teachers to use many different formats and modes to teach the subject matter of a lesson. This is why teachers normally use some combination of lecture, text and laboratory for conveying information. With the advent of the internet, and the multiple formats that can be communicated over the World Wide Web, we now have several new and exciting ways to present information. The web allows the incorporation of animation, moving pictures and sound into lessons, which extends our abilities to present material that encourage student's interaction with the subject matter.

However, environmental factors such as physical or geographical as well as cultural settings do influence students' efficiency or performance especially in English language. Also, the environment for teaching and learning of listening and speaking is expected to be different from that of learning other aspect of the language skill. The appropriate environment for teaching and learning of listening and speaking is also referred to as the extent to which learners are exposed to the use of English, first in the home and in or out of the school environment. These include availability of multimedia tool like computer for learning the second language. According to Adisa (2007), the environmental factor such as school physical plan like the buildings, the recreational facilities, parental attitude to students and home background can affect individual students' performance positively or negatively.

Abdullahi (1996) stated that the difference between urban and rural areas is the level of academic activities in school such as clubs and other societies exert considerate effects on the efficiency of students. Abid (2006) also was of the Opinion

that children from rural areas mostly attend the public school and come from economically poor and average income families. These families face various problems which includes financial problems causing emotional disturbance among their children. Such children have no access to learning materials like, computer, television, video etc. This gradually leads to poor academic performance especially in English language. In summary, one can say that students in urban areas are more exposed to learning situations than those in the rural areas. This is because the social amenity available in the urban areas makes life better for the urban dwellers and their children.

Furthermore, no technology is value free; the use of multimedia tools in the classroom presents some challenges for teachers. Herrell (2002) thought that teachers who were not familiar with the tools might turn their lessons from a success to a failure as they failed to use the tools to support the lessons. “Infact, a teacher without experience in this approach is sometimes overwhelmed with both the possibilities and potential Barriers”, (Herrell 2000 pg 134). According to Thomas (as cited in Stempleski and Arcario) a substantial number of English teachers do not use English language teaching media because they cannot easily access such media material and are not able to interpret the resources both culturally and linguistically.

A study conducted at Hanoi University of foreign studies investigates on the use of multimedia in teaching listening and speaking skill. The study revealed surprisingly widespread unfamiliarity with computers among both learners and teachers. About 80 percent of students were surprise of watching a video cassette on listening and speaking on the computer. And this in a way captivates their attention to listen during the training exercises. However, the result of the study shows that there is great improvement in student’s language proficiency and make the acquisition

process easier, quicker and more interesting. However, for a teacher to carry out his/her job successfully and ensure the learners maximal benefit, the teacher has to use his/her teaching methods, techniques as well as materials in a manner that is consistent with the learner's need and interest. And appropriate use of multimedia can be substantially helpful in this respect. Such learning aid and teaching machine stimulate, motivate and arrest the learner's attention during instructional process.

2.12 Review of Empirical studies

Multimedia has become very useful in current educational practice. Bassili (2006) conducted a study of college freshmen in psychology course in order to determine whether they preferred face-to-face or streamed-video lecture delivery as a learning aid. He found that majority of the student preferred the online video lectures. These findings imply that video disc content, far from being a less effective vehicle for instruction might actually increase learner motivation and interest in course material.

Levy and Kennedy (2004) also found evidence for this assertion within the specific context of the language learning classroom. They used computer video capture to record students' behavior during their audio conferencing study of foreign language. The researcher recordings became an effective tool for assisting students in visualizing and subsequently correcting their errors. Also, Cole and Corrie (2000), offer evidence that is showing videos in the classroom allows instructors to expose language learner to authentic cultural information. Lehrer (2012) revealed that students retain information gathered and applied using multimedia versus traditional modes of instruction. In a study conducted with eight graders, Lehrer found that students who learned about the civil war using multimedia had made long lasting connections with the materials while students who learned traditionally had little to no

retention of the material on year later. It was noted that the level of student engagement was higher amongst students with both high and low abilities.

Hanson -smith (2004) describes the pedagogical benefit of using online video as in - class learning resources. In addition she said that the internet is increasing access to professional audio-visual resources that are free, authentic and suitable for language learning development. Also, Silverman and Hines (2009) found that both English Language learners and native speakers who used video clips to illustrate vocabulary items showed greater improvement in vocabulary knowledge than those who did not receive the multimedia instruction.

2.13 Summary

The chapter has reviewed literature related to this study. It has specifically focuses on listening and speaking skills of English language. The literature review covered the following sub-headings: introduction, relevance of technology in education, concept of multimedia, development of multimedia in Nigeria, concept of listening skill, concept of speaking skill, psychological process of listening and speaking skill, significance of teaching English language listening and speaking skills, computer - assisted language learning in language teaching, role of multimedia in teaching English language, effects of multimedia in teaching listening and speaking skills, review of empirical studies and summary. From the literature review, it was revealed that secondary school teacher of English need to tackle problem of pronunciation in a systematic way. Otherwise, many students will leave secondary school speaking a type of English that will be difficult to understand. Tiffen (1988) emphasizes that many teachers should try and fight shy of teachings pronunciation because if language is to be taught effectively, we cannot avoid the problems of pronunciation of English which involves individual sounds.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research design employed in carrying out the study, population, sample and sampling techniques research instrument, validity, reliability, procedure for data collection and procedure for data analysis.

3.2 Research Design

The research design for this study is pre-test post test quasi – experimental design. The purpose of using this design agrees with Kolo (2003) who says that “experimental design is to investigate possible cause and effect as well as relationship between two or more variables by the application of treatment which cannot be resolved by mere observation or description”. pp 68

The quasi – experimental design has been adopted in this study because the researcher does not have control over the experimental conditions and variables. The pre – test post – test quasi-experimental design was used to find out the effects of multimedia on the performance of Junior Secondary School Students in English Language listening and speaking skills. The conceptual model of this design is represented below:

$$\begin{array}{c} Q_1 \text{ X } Q_2 \\ \hline Q_3 \quad Q_4 \end{array}$$

Where Q_1 and Q_3 = Pre – test

Q_2 and Q_4 = Post – test

3.3 Population

The population of this study comprises of all Junior Secondary Schools Students in Giwa Educational Zone of Kaduna State. They are totally (12,104) in number. Their distribution is presented as follows:

Table 3.1: Population of the study

S/No	Name of Schools	Male	Female	Total
1	Government Junior secondary school Sakadadi	72	55	127
2	Government Secondary school, Yakawada	281	77	358
3	Government Junior secondary School Bomo	703	510	1213
4	Government secondary school Kwangila	680	455	1135
5	Government junior secondary school Kaya	236	62	298
6	Government girls secondary school Samaru junior	–	1147	1147
7	Government secondary school Maraba Guga	185	88	273
8	Government secondary school Hunkuyi	298	190	488
9	Government junior secondary school Galadimawa	102	41	143
10	Government secondary school Fatika	272	58	330
11	Government secondary school Kudan	290	90	380
12	Government junior secondary school Doka Kudan	88	20	108
13	Government secondary school Gangara	233	91	344
14	Dr. Shehu Lawal government girls secondary school Giwa	–	549	549
15	Government secondary school Jama'a	459	510	969
16	Government secondary school Basawa	647	580	1227
17	Government secondary school Giwa	431	149	580

18	Government junior, secondary school Yansarki	192	21	213
19	Government junior secondary school Kaura wali	90	12	102
20	Government junior secondary school Kidandan	182	25	207
21	Government junior secondary school Iyatawa	150	53	203
22	Yusuf Aboki secondary school Shika	640	520	1160
23	Government junior secondary school Danmahawayi	101	28	129
24	Government junior secondary school Kakangi-Giwa	194	22	236
25	Government junior secondary school Wazita	70	15	85
26	Government junior secondary school Taban Sani	79	22	101
	Total			12,104

Source: Ministry of Education Kaduna State Inspectorate Division, Giwa(2011).

3.4 Sample and Sampling Technique

A purposive sampling technique was used to select four schools in Giwa Educational Zone of Kaduna State. This method is used to obtain representative sample from this area. The sample of the study consisted of 200 JSS III Students who were purposively selected from the population of 12,104 in 26 Government Junior Secondary School in Giwa Educational Zone of Kaduna State. The schools were selected from both urban and rural areas within the zone.

Samples of 50 Students were selected from each of the four schools. The experimental and control group are from different schools. Two schools in urban area were selected in which one is experimental group and the other one is control group.

However two schools in rural area were also selected, one is experimental and the other one is control. The two groups took a pre – test after which the experimental group were exposed to video on pronunciation of vowel and consonant sounds to teach listening and speaking skills, while the control groups were not exposed to any treatment. The distribution of samples drawn from the population is given as follows in table 3.2 below.

TABLE 3.2 Distributions of Samples from the Population

S/No	Name of schools	Location	Group	No in JSS III class
1	Government junior secondary school Kwangila	Urban	Control	50
2	Government junior secondary school Bassawa	Urban	Experimental	50
3	Government junior secondary school Giwa	Rural	Control	50
4	Government junior secondary school M/Guga	Rural	Experimental	50
	Total			200

3.5 Instrumentation

The research instrument was a performance test in English language specifically on listening and speaking skills. The instrument consisted of thirty (30) adopted items from Jennifer (2010) and Carlos (2008) online video which tested the student’s ability in the area of dictation and pronunciation of vowel and consonant sounds.

The test was designed to measure the outcome of teaching and learning of listening and speaking skills through online video. The instrument was used to assess the background understanding of students and how effective it can be in improving their performance in listening and speaking skills. The assumption here is that the more effective the teaching of the skills using multimedia, the better the performance of students. In the study listening and speaking test was conducted by the researcher in all the sample schools.

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

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

3.6 Validity of the Instrument

Validity is the extent to which an instrument measures what it purports to measure. The accuracy of the instrument is very important, therefore, the concurrent validity of the instrument was determined by expert opinions comprising of the researcher's supervisors and experts in English and instructional technology department. Their criticisms and comment improved the item structure and format.

3.7 Pilot Testing

Reliability is the degree of accuracy with which an instrument measures whatever it is measuring. Reliability has to do with consistency and stability of the instrument. To establish reliability of the instrument in this study test re-test reliability methods were employed for reporting the correlation co-efficient. Thirty JSS III students from Y.A.S.S. Shika were purposively selected through balloting for the listening and speaking test.

The test was administered for pre and post-test sessions within an interval of four days under the same condition. On each occasion of test administration, it took the samples thirty minutes (20) on listening test and ten minutes (10) for each sample on speaking test.

The scores of the samples were recorded in terms of their overall performance on the test and re - test administered. The reliability co - efficient of the test re- test scores were computed by means of Pearson Product Moment Correlation Coefficient (PPMCC). This formula was used to ascertain if there is any correlation between the first and second tests of the study sample. A reliability co – efficient of $r = 0.990$ and 0.999 was obtained. With the scores obtained from the pilot study, the instrument is thereby ascertained as reliable for the study.

3.8 Procedure for Data Collection

The procedure involved in carrying out this research work was done in four stages i.e. stage one, stage two, stage three and stage four.

Stage One

Permission was sought from the authorities of the schools involved for the use of their students and their school time. Secondly, permission was sought to use a

lesson period twice a week for a period of six weeks in the experimental schools which are GJSS Basawa and GJSS M/Guga

Stage Two

The two groups of respondents that is, the experimental and control groups were given the instruments to respond to as pre – test. The study samples were pre – tested to find out their performance for the purpose of comparison.

Stage Three

The experimental group was subjected to six weeks training exercise on listening and speaking skills of English language through multimedia computer. The lesson covered mainly the listening and speaking skill which is on how to improve pronunciation of vowel and consonant sounds of English language. However, students were often given chance to repeat the sound after hearing it.

Stage Four

The post – test was administered to both the experimental and control groups in all the sample schools. All the results were analyzed in chapter four.

3.9 Procedure for Data Analysis

The data collected from the performance test administered to Students in this study were subjected to descriptive and inferential statistics. Percentages were used to answer the basic research questions while the inferential statistic t-test was used to test the hypotheses. The reason being that descriptive statistics is appropriate for data based on frequency count while statisticians accept the use of students t-test to test significant differences between the variables involved. To reject or retain the null hypothesis, an alpha level of 0.05 was set.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents a complete analysis of data collected in this research. The main objective of study was to determine the effectiveness of multimedia on English Language listening and speaking skills of secondary school students using adopted performance test.

In the course of analysis, items relating to the particular objectives were grouped together in the same table. The frequencies and percentages for each test were presented comparing the two groups. The hypotheses were tested and discussions were also made on the research questions raised in the study. Discussions of the findings were also made at the end of this chapter.

4.2 Comparison of Experimental and Control Group in Listening Skill

The performance of the two groups is being compared using their post-test results. The frequencies and percentage of respondents' on every item under the listening skill are being tabulated in table 4.1.

Table 4.1: Comparison between experimental group and control group in listening skill using frequencies and percentages

Item		Experimental school		Control school	
S/No	Dictation test	School 1 GJSS Basawa Total –N 50	School 2 GJSS M/Guga Total – N 50	School 1 GSS Giwa Total –N 50	School 2 GJSS Kwangila Total- N 50
1.	Pen	45 (90)	45 (90)	26 (52)	38 (76)
2.	Rain	35 (70)	37 (74)	13 (26)	37 (74)
3.	Teacher	44 (88)	30 (60)	18 (36)	36 (72)
4.	Chair	38 (76)	35 (70)	15 (30)	28 (56)
5.	Fish	46 (92)	40 (80)	22 (44)	26 (72)
6.	Ship	35 (70)	20 (40)	4 (8)	1 (2)
7.	Bought	28 (56)	12 (24)	3 (6)	9 (18)
8.	Kite	26 (52)	19 (38)	0 (0)	11 (22)
9.	Tourist	22 (44)	16 (32)	0 (0)	8 (16)
10.	Treasure	18 (36)	9 (18)	0 (0)	5 (10)

From table 4.1 the result depicts that the experimental group did well in items 1, 2, 3, 4, 5, 6, 7 and 8. It shows that majority of the respondents have learnt how to listen attentively to the above items and were above to write them down as dictation exercise. Then taking a look at the control group, they did well only in item 5. It therefore shows that the experimental group has a higher frequency and percentage in dictation test than the control group.

4.3 Comparison of Experimental and Control Groups in Speaking Skill

The performance of the two groups is being compared using their post test scores. The frequencies and percentages of the respondents on every item is being compared in the table below.

Table 4.2: Comparison between Experimental and Control Group in speaking skill using frequencies and percentage

ITEM		EXPERIMENTAL GROUP		CONTROL GROUP	
S/No	Vowel/consonant	School 1 GJSS Basawa	School 2 GJSS M/Guga	School 1 GJSS Kwangila	School 2 GSS Giwa
1.	Pen	44 (88)	29 (58)	10(20)	5(10)
2.	Treasure	30 (60)	13 (26)	7 (14)	1 (2)
-3.	Man	41 (82)	23 (46)	19 (38)	5 (10)
4.	Weather	44 (88)	34 (68)	44 (88)	35 (70)
5.	Fish	42 (84)	29 (58)	14 (28)	0 (0)
6.	Singer	31 (62)	23 (46)	39 (78)	32 (64)
7.	Ship	37 (74)	20 (40)	0 (0)	3 (6)
8.	Chocolate	49 (98)	43 (86)	36 (72)	13 (26)
9.	Throw	10 (20)	10 (20)	0 (0)	2 (4)
10.	Zebra	37 (74)	37 (74)	18 (36)	16 (32)
11.	Break	25 (50)	20 (40)	0 (0)	0 (0)
12.	Shoe	46 (92)	43 (86)	29 (58)	10 (20)
13.	Bought	30 (60)	48 (96)	21 (42)	3 (6)
14.	Ear	36 (72)	41 (82)	18 (36)	2 (4)
15.	Shirt	43 (86)	33 (66)	7 (14)	2 (4)
16.	Teacher	40 (80)	24 (48)	0 (0)	1 (2)
17.	Toys	46 (92)	44 (88)	37 (74)	44 (88)
18.	Kites	35 (70)	29 (58)	6 (12)	13 (26)
19.	Tourist	13 (26)	18 (36)	0 (0)	1 (2)
20.	Chair	47 (94)	41(82)	9 (18)	18 (36)

From this table, the population in each group was 50, and the frequency of the experimental group in item 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, and

20 shows that the respondents have a percentage of over 50% each. On the other hand, the control group responded well to item 4, 6, 8, 12 and 17 only. This therefore, generally depicts that the experimental had a better pronunciation of some English vowel and consonant sound than the control group.

4.4 Comparison of Rural and Urban Experimental Group in Speaking Skill

The performance of the two experimental sampled schools in speaking skill is being compared using the post test scores.

Table 4.3: Comparison between the Rural and Urban Experimental Group in Speaking Skill using Frequencies and Percentages

ITEM		EXPERIMENTAL GROUP	
S/No.	Vowel/Consonant sounds	School/Location (Urban) GJSS Basawa	School/Location Rural GJSS M/Guga
1.	Pen	44 (88)	29 (58)
2.	Treasure	30 (60)	13 (26)
3.	Van	41 (82)	23 (46)
4.	Weather	44 (88)	34 (68)
5.	Fish	42 (84)	29 (58)
6.	Singer	31 (62)	23 (46)
7.	Ship	37 (74)	20 (40)
8.	Chocolate	49 (98)	43 (86)
9.	Throw	10 (20)	10 (20)
10.	Zebra	37 (74)	37 (74)
11.	Break	25 (50)	20 (40)
12.	Shoe	46 (92)	43 (96)
13.	Bought	30 (60)	48 (82)
14.	Ear	36 (72)	41 (66)
15.	Skirt	43 (86)	33 (48)
16.	Teacher	40 (80)	24 (88)
17.	Toys	46 (92)	44 (58)
18.	Kite	35 (70)	29 (36)

19.	Tourist	13(26)	18(36)
20.	Chair	47(94)	41(82)

From the result of this study shown on table 4.3. It was clearly shown that the urban experimental respondents performed better than the rural experimental respondents. The result shows that GJSS Basawa did well in the following items: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 and 20. While GJSS M/Guga did well only in item; 1, 3, 4, 5, 8, 10, 12, 13, 14, 15, 17 and 20. The result greatly shows that despite the rural exposure to multimedia, they cannot still show equality with urban experimental respondents.

4.5 Comparison of Rural and Urban experimental group in listening Skill

The performance of the two schools in listening skill is being compared using the post test scores.

Table 4.4: Comparison between the Rural and Urban Experimental Group in Listening Skill using Frequencies and Percentages

ITEM		EXPERIMENTAL GROUP	
S/No.	(Dictation)	GJSS Basawa Location – Urban	GJSS M/Guga Location - Rural
1.	Pen	45 (90)	45 (90)
2.	Rain	35 (70)	37 (74)
3.	Teacher	44 (88)	30 (60)
4.	Chair	38 (76)	35 (70)
5.	Fish	46 (92)	40 (80)
6.	Ship	35 (70)	20 (40)
7.	Bought	28 (56)	12 (24)
8.	Kite	26 (52)	19 (38)
9.	Tourist	22 (44)	16 (32)
10.	Treasure	18 (36)	9 (18)

From the above table, the result of the test shows that school 1 has a better performance in items 1, 2 3 4 5 6 7 and 8. While the school two which is in rural area perform well in items 1, 2 3 4 and 5. The result deficits that despite their exposure to multimedia the rural respondents cannot perform better as the urban respondents. This could be traced to some external factors affecting the rural dwellers such as modern facilities and environmental factors. Therefore the result shows that multimedia have greater influence on the urban respondent than the rural.

4.6 General comparison of Experimental and Control Group using Group Statistics

The two groups are being compared generally using a group statistics involving the mean, standard deviation and standard error of the two areas under study. This is presented on table 4.5 below.

Table 4.5: Group Statistics of Experimental and Control Groups

	Group	School	N	Location	Mean	Standard Deviation	Standard error mean
Listening skill	Experimental	GJSS Basawa	50	Urban	31.15	15.600	1.560
		GJSS M/Guga	50	Rural			
	Control	GJSS Kwangila	50	Urban	19.70	10.983	1.098
		GJSS Giwa	50	Rural			
Speaking skill	Experimental	GJSS Basawa	50	Urban	72.45	76.971	7.697
		GJSS M/Guga	50	Rural			
	Control	GJSS Kwangila	50	Urban	27.35	11.923	1.192
		GJSS Giwa	50	Rural			

From table 4.5 it is being discovered that the mean score of the experimental schools in listening skill is 31.15 while that of control schools is 19.70. Then for speaking skill the mean score of experimental school is 72.45 while control school is 27.35. From critical observation of the mean and standard deviation, it was discovered that there is quite a higher difference between the means and standard deviation scores of the experimental and control groups.

4.7 Discussion of Findings

This section is concerned with answering of research questions and testing of the four null hypotheses postulated for the students. The statistical tools employed were independent sample t-test for determining differences between the various variables involved in each of the null hypotheses.

4.7.1 Research Questions

Research question 1: What effect does exposure to multimedia have on students listening skill?

This research question was answered in table 4.1 and 4.5 respectively. The test which was carried out on the respondents showed that those students who were exposed to multimedia had better performance in listening skill than those in the control group. Looking at the frequencies of the respondents the experimental group has a better chance than the control group in listening skill.

Research Question 2: What is the effect of multimedia on secondary school students in speaking skill?

From tables 4.2 and 4.5, one can clearly see from the data outlined that multimedia had a positive effect on secondary school students as the scores of the experimental schools were better and higher than those of the control schools in speaking skill.

Research Question 3: What is the effect of multimedia on students in urban and rural area in speaking skill?

The answer to this research question is outlined in tables 4.3. The tables' shows that both schools are influenced by multimedia but those in urban area have higher scores than those in rural area. Based on the findings, one can say that despite the exposure of rural area to multimedia, we cannot still rule out the effect of environment on the respondents. Therefore the position of the findings is that if

individuals are exposed to good learning environment with equal opportunity or resources the achievement of individual will now depend on their personal efforts and commitment to the study.

Research Question 4: What is the effect of multimedia on students in rural and urban area in listening skill?

Going by the results tabulated on table 4.4, the answer to this question is found boldly. The result is clearly shown that students listening skill is better improved in urban than in rural area. The experimental group in urban has higher achievement in listening skill than the experimental group in rural area.

4.7.2 Hypotheses Testing

Research Hypothesis One: There is no significant difference between the performance of Secondary School Students exposed to multimedia on listening skill and those not exposed.

In this hypothesis, the experimental and control group were compared in terms of the mean scores of both groups on listening skill on table 4.6. The scores are evaluated using the independent sample t-test. The results are shown on Table 4.6.

Table 4.6: T-test analysis of students scores in experimental and control group in listening skill.

Group	N	Mean	S.D	Standard Error	TCAL	DFT	CRIT	P-Values
Experimental	100	31.15	15.600	1.560	6.002	198	1.96	0.00
Control	100	19.70	10.983	1.098				

The result of the test as indicated in the table above showed that the calculated value of t (6.002) is greater than the table value of t (1.96). Since the calculated value is greater than the critical value, the null hypothesis is hereby rejected. The result of

this test goes further to suggest that the difference between the students exposed to multimedia on listening skill and those in control group is statistically significant.

Research Hypothesis 2: There is no significant difference between the performance

Students exposed to multimedia on speaking skill and those not exposed.

Table 4.7: t-test analysis of experimental and control group scores on multimedia in speaking skill.

Group	N	Mean	SD	Standard Error	TCAL	DF	TCRIT	P-Val
Experimental	100	72.45	76.971	7.697	5.790	198	1.96	0.00
Control	100	27.35	11.923	1.1192				

The result of the test on table 4.7. show that the table value of t (1.96) is less than the calculated value of t (5.790). This implies that the critical value. The null hypothesis which states that “There is no significant difference between secondary school students exposed to multimedia on speaking skill and those not exposed is therefore rejected. It then means that the difference between the students exposed to multimedia on speaking and those not exposed is statistically significant.

Research Hypothesis 3: There is no significant difference between the performance of urban and rural students exposed to multimedia in speaking skill.

Table 4.8: Analysis of Experimental Students Scores in Urban and Rural Area in Speaking Skill.

Location	N	Mean	SD	Standard Error	TCAL	DF	TCRIT	P-Val
Rural	50	40.35	24.825	2.483	2.298	198	1.96	0.023
Urban	50	59.45	79.331	7.933				

The result of the test as indicated in the above table showed that the table value t-critical (1.96) is less than the calculated value of t (2.298). This implies that the null hypothesis which states that “There is no significant difference between urban and rural area students exposed to multimedia in speaking and those not exposed is therefore rejected. On this basis it can be put forward that the different between the two experimental groups on multimedia in speaking skill is statistically significant.

Research Hypothesis 4: There is no significant difference between the performance of urban and rural Students exposed to multimedia in listening skill.

Table 4.9: t-test Analysis of Experimental Students’ Scores in Urban and Rural Area on Multimedia in Listening Skill

Location	N	Mean	SD	Standard Error	TCAL	DF	TCRIT	P-Val
Rural	50	21.90	15.403	1.540	3.503	198	1.96	0.007
Urban	50	28.95	12.955	1.295				

The above table shows that the calculated value of t (3.503) is greater than the t-critical (1.96). This simply implies that since the calculated value is greater than the critical value the null hypothesis is hereby rejected. This goes further to suggest that the difference between the rural and urban experimental students in listening skill is statistically significant.

4.8 Summary of Findings

The results obtained from the study shows that there was found a statistically significant difference between students exposed to multimedia on listening and speaking skill and those not exposed.

Hypothesis one states that there is no significant difference between the secondary school students exposed to multimedia on listening skill and those not

exposed. The hypothesis was rejected. The study showed that the experimental group had benefited greatly from multimedia in listening skill than those who did not receive any training. The analysis on table 4.6 shows that the total means scores for experimental group is 31.15 and 19.70 for control group with a degree of freedom of 198. This finding agreed with the previous findings of Bassili (2006) who proved that majority of the students preferred the online video lectures. That is using video disc as effective vehicle for instruction might actually increase learner motivation and interest.

The second hypothesis tested in this study states that there is no significant difference between the secondary schools students exposed to multimedia in speaking skill and those not exposed. The findings here showed that there is significant difference between students who learnt from multimedia and those who were not exposed at all.

The Third hypothesis stated that there is no significant difference between the rural and urban experimental group in their speaking skill. The findings of this study showed that the urban respondents had higher speaking achievement than their rural counterpart.

The fourth hypothesis stated that there is significant difference between urban and rural area experimental group in listening skill. The hypothesis was tested using t-test at 0.05 level of significance. The null hypothesis was rejected. The findings therefore showed that students who are exposed to multimedia in urban area had higher scores in listening skill than those in rural areas. The result of the findings in this study revealed that students who are exposed to multimedia in listening and speaking skill perform better than their counterparts who are not exposed.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study and its findings on the effectiveness of multimedia on English language listening and speaking skills of secondary school students. Also, it gives recommendations on the conclusions drawn from the study.

5.2 Summary of the Study

This study was aimed at investigating the effects of multimedia on the performance of Secondary School Students in English Language listening and speaking skills in Kaduna State. The study comprised of introduction, where the background to the study and statement of the problems were highlighted. This was followed by the objectives of the study, basic assumptions, scope and delimitation of the study. The framework within which the investigation was carried out was also provided. The review of related literature was carried out to provide the practical basis for data interpretation and result findings on the study. The review was based on the following sub-heading: introduction, relevance of technology in education, concept of multimedia, development of multimedia in Nigeria, computer-assisted language learning (CALL) in language teaching, role of multimedia in teaching English language, concept of listening skill, concept of speaking skill, psychological processes of listening and speaking skills, significance of teaching English language listening and speaking skills, Effects of multimedia in teaching listening and speaking skills, and review of Empirical studies.

The research design used for this study was quasi-experimental design of pre-test-post-test group. A sample of 200 JSSIII students was purposively selected for the

study from the population of (12, 104) in the twenty-six Government Junior Secondary Schools in Giwa educational Zone of Kaduna State. The Instrument used for generating data was achievement test for both experimental and control groups.

A six week training exercise with multimedia computer was organized in the experimental schools. Pretest was given to both experimental and control group at the beginning of the training and a post-test at the end of the training period. The study revealed surprisingly widespread unfamiliarity with computers among both learners and teachers in all the sampled schools. About 80 percent of students were surprise of watching online video cassette on listening and speaking skills on the computer. And this in a way captivates their attention to listen during the training exercise in each experimental school. Descriptive statistics were employed to answer the research questions, while t-test statistic was used for testing the four null hypotheses. The analysis and the interpretation of data confirmed some aspects of the theoretical work as highlighted in the literature review. The findings revealed that all the four hypotheses were rejected. However, based on these findings, the following were obtained:

- i. That there was significant difference between secondary school students exposed to multimedia on listening skill and those not exposed.
- ii. That there was significant difference between students exposed to multimedia on speaking skill and those not exposed.
- iii. That there was significant difference between urban and rural area students exposed to multimedia in their speaking skill.
- iv. That there was significant difference between rural and urban area students exposed to multimedia in listening skill.

5.3 Conclusion of the Study

Multimedia as an important technology has affected the behaviour and expectation of both teachers and learners. Multimedia can stimulate more than one sense at a time, and in doing so, may be more attention – getting and attention holding. According to Roger (1999) Multimedia enables students to be more motivated when learning and allows them to work at a different pace. Managing the introduction of multimedia into the lesson is also interesting in that teachers have to stop students doing their current work and get them to gather round the computer in order to use the package. In these cases the teacher operates the computer and teaches through the package. Multimedia incorporates the computer as a display device, managing tool, and source of text, picture, graphics and sound. More than simply presenting information in multiple format, which is integrated into a structured program. However, it can also be used effectively in classroom situations where a teacher is not available or working with other students. This is not to say that multimedia should replace the teacher, but rather it can help teacher become creative facilitator of the learning experience instead of merely dispensers of information. Also, there is always room for improvement and progress in all areas and all disciplines this will be done with dedication and enthusiasm. We are accustomed to traditional teaching methods. It is time that our teaching methods should subject to change. New technology should be adopted in the teaching of English Language skills.

Multimedia teaching stresses the role of students and enhances the practice of interaction between teachers and students. And a major feature of it is to train and improve students ability to listen speak and to develop their communicative

competence. Using multimedia in teaching English language listening and speaking skills creates a good platform for teaching the target language effectively.

To conclude, one of the ultimate goals of multimedia in language teaching is to promote student's motivation and learning interest which is a practical way to get them involved in the language learning. In short, these modern resources can help us to create a new dimension for language learning and teaching as well as an additional literacy.

5.4 Recommendations

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

- i. Government and Private Sector should make concerted efforts to provide the required computer facilities to secondary school. However, technical support for technical maintenance of computer should be put in place with steady power supply.
- ii. Government should make current awareness on the need for multimedia in our educational system for example; there should be more seminars, workshops and conferences for effective instruction delivery.
- iii. School authorities should create a conducive environment for students to learn the skills. There should be a separate classroom for the teaching of listening and speaking skills to avoid distraction of attention through noises from outside the classroom. The school authorities should have a period of its own on the school timetable for teaching the skills so that both teachers and students will have enough time to teach and learn the skill very well.

- iv. Teachers should be devoted and understand the importance of the skills in teaching English Language. Teachers should therefore have interest in teaching the skills for without the interest nothing much can be achieved.
- v. Students should be aware of the importance of listening and speaking skills in their academic pursuit. The realization of this will make them more committed to its learning. Students should endeavour to familiarize themselves to internet facilities so that they can learn more with online video on the computer.
- vi. Parents as well should provide computer with appropriate software for their children. If a child have been exposed to computer before coming to school it will be easier to assimilate things taught on it. It is therefore important for parents to fully understand the importance of listening and speaking skills in order to assists their children to become a good listener and proficiency in speaking English Language.

5.5 Contribution to Knowledge

The study contributes to knowledge in teaching and learning in the following areas:

- i. It encourages students' motivation to learn and improve their pronunciation of English language sounds.
- ii. It makes the learning process effective, interesting and accessible to students irrespective of their cultural differences.
- iii. It helps in captivating the attention of students and encourages them to listen attentively.
- iv. It helps to enrich the teaching of listening and speaking skills. The students were much eager to learn and shun any form of distraction.

5.6 Suggestions for further Studies

From the findings of this study, I therefore recommend the following for further researches in these areas.

- i. That private school should be used alongside with Government Schools within Urban areas for the purpose of comparism.
- ii. The same study can be carried using a multimedia laboratory rather than in the normal classroom setting.
- iii. There is need for similar rsearch to be carried out at the Senior Secondary School level. The reason being that most of the Government Secondary School Students are not exposed to learning the selected skills on the computer.
- iv. Male and female students can be used as variable next time and their scores before and after training can be considered.

5.7 Summary

This chapter summarizes the major findings of the study with conclusions and recommendations based on the findings of the study. As part of the findings, it was discovered that the student can improve with multimedia resources faster therefore; it was recommended that government should make provision for this resources in Secondary School for effective teaching and learning of the skills. Suggestions for further studies were also put forward.

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APPENDIX I

Dictation Test

- 1. Pen**
- 2. Rain**
- 3. Teacher**
- 4. Chair**
- 5. Fish**
- 6. Ship**
- 7. Bought**
- 8. Kite**
- 9. Tourist**
- 10. Treasure**

APPENDIX II

PERFORMANCE CHECKLIST: SPEAKING SKILLS

NAME: _____ CLASS _____

SCHOOL: _____

TICK [√] FOR CORRECT PRONUCIATION

Consonant / Vowel Sounds	Word	Pre – Test	Post – Test
/p/	Pen	[]	[]
/ /	Treasure	[]	[]
/v/	van	[]	[]
/ /	weather	[]	[]
/f/	fish	[]	[]
/ /	singer	[]	[]
/ /	ship	[]	[]
/ts/	chocolate	[]	[]
/ /	throw	[]	[]
/z/	zebra	[]	[]
/ei/	break	[]	[]
/u:/	shoe	[]	[]
/ /	bought	[]	[]
/id/	ear	[]	[]
/d:/	skirt	[]	[]
/ /	teacher	[]	[]
/ /	toys	[]	[]
/ai/	kite	[]	[]
/u /	tourist	[]	[]
/ea/	chair	[]	[]

Overall Pretest scores _____

Overall Posttest scores _____

APPENDIX III

MULTIMEDIA TRAINING SECTION

Week 1(Day One)

1. The researcher welcomed all the students back into the class after the breakfast
2. She introduced herself and explained her purpose of being in their midst.
3. The researcher explained the meaning of listening skill to the class.
4. The researcher asked them how often they speak in English.
5. The researcher placed a laptop computer at the front of the class and asked them the name of the object at the front of the class.
6. The researcher then introduced computer to the students as a teaching and learning material which can help to improve listening and speaking skills.
7. The researcher switched on the computer and played the online video cassette to introduce them to the topic (vowel and consonant sounds).

Day 2

1. The researcher greeted the students and welcomed them into another session of the exercise.
2. The researcher urged the students to be attentive so that they can hear very clearly what the trainee is saying.
3. She then switched on the computer while the trainee started training the students on vowel sound.
4. This aspect of the training was on the introduction of vowel sound.
5. Also the description of vowel sound was also giving to the students via the online video.

Week 2 (Day one)

1. The researcher welcomed the students into another session of the training exercise.
2. The researcher advised the students to try and learn very well in the course of the training so that they can improve their listening and speaking skills.
3. The researcher switched on the computer while the training continues. The trainee trained them on vowel sounds that we have.
4. The trainees precede by giving examples of each vowel sounds.
5. The researcher then asked the students to repeat the sound after the trainee.

Day 2

1. The researcher welcomed all the students back into the class after the breakfast.
2. The researcher advised the students to listen carefully during the training exercise.
3. The training in progressed as the trainee continues with examples of vowel sound.
4. The researcher picked the students at random to repeat some English vowel sound with their example.

Week 3(Day 1)

1. The researcher welcomed the students into another session of the training exercise.
2. The researcher encouraged the students to be a good listener as well as a good imitator.
3. She then played the cassette all over from beginning so that students can understand it better.

4. The researcher then asked the students to describe some English vowel sounds.

Day 2

1. The researcher welcomed the students back into the class.
2. She then switched on the computer to play the online video cassette on consonant sounds.
3. The example of each sound was also pronounced while the students listen carefully to the pronunciation of the sounds.

Week 4 (Day 1)

1. The researcher welcomed the students into another session of the exercise.
2. The researcher asked the students to rehearse those consonant sounds they have learnt before.
3. The researcher played the cassette again while the students try to correct their pronunciation.
4. The researcher asked the students to writes down what they hear the trainee pronouncing.

Day 2

1. The researcher welcomed the students back into another exercise
2. The researcher played the cassette and asks all the students to repeat the sounds after the trainee.
3. The researcher watched the students' mouth as they pronounce the words.

Week 5 (Day 1)

1. The researcher welcomed the students into the session.
2. The researcher advised the students to pay more attention so as to learn faster.

3. The researcher played the cassette while she advised the students to listen to the sounds so that they can correct themselves.

Day 2

1. The researcher greeted and calls the attention of students to listening and speaking of the English sounds.
2. The researcher replayed the cassette and asked the students to repeat the sound row by row in their sitting position.
3. The researcher replayed the cassette so that they can adjust their tongue in pronouncing the sounds correctly.

Week 6 (Day 1)

1. The researcher welcomed the students to the last part of the training.
2. The researcher encouraged the students to pay more attention to what is on the screen and what they will be hearing.
3. The researcher replayed both vowel and consonant sound of English while the students repeat them after the trainee.

Day 2

1. The researcher welcomed the students back and thanked them for their cooperation thus far in the training exercise.
2. The researcher now played the cassette for the last time while the students were asked to be more attentive.
3. The training exercise ended as the students repeat both vowel and consonant sounds after the trainee.

Appendix IV

Over leaf are the selection of students' listening scripts (dictation), and the performance checklist of speaking skill based on the high, average and weak performance of each individual school.