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Audio-Lingual Scale and Teachers' Effectiveness as Correlates of Oral English Performance among High-Achieving Students in Ibadan, Oyo State

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Abstract

This study examined the audio-lingual scale and teachers' effectiveness as correlates of Oral English performance among high-achieving students in Ibadan, Oyo State. A descriptive survey design of correlational type was adopted for the study. Purposive sampling technique was used to select four public and private secondary schools in Ibadan North and Akinyele Local Government Areas, Ibadan, Oyo State with a total number of 258 high-achieving students. Instruments used were: English Language Achievement Screening Test ($r = 0.72$), Achievement Test on Oral English ($r=0.84$), Audio-lingual Method Scale ($r= 0.76$) and Teachers' Effectiveness Scale ($r=85$), Questionnaire ($r=0.91$). Data were analysed, using Multiple Regression. There was a joint contribution of the two independent variables to high-achieving students' oral English performance ($F_{(5,52)}=55.225$, $R^2= 0.62$). Audio-lingual scale ($\beta=185$, $p<.05$) and teachers' effectiveness ($\beta=197$, $p<.05$) relatively contributed to oral English performance of the respondents. Audio-lingual scale and teachers' effectiveness correlated with high-achieving students' oral English performance in Ibadan. Teachers of English are therefore employed to make appropriate use of an audio-lingual method such that it will foster the interest of the learners in attaining masterly level required to use English effectively for verbal communication purposes.

Keywords: Audio-lingual Scale, Audio-Lingual Method, Teachers' Effectiveness, Oral English Performance.

Introduction

English is unequivocally a pivotal instrument of communication in Nigeria today. The language is used for diverse purposes in our nation. It is adopted as our national language because of the heterogeneous nature of the country and to maintain cohesiveness among Nigerians. The language plays an undeniable role in the Nigerian education system as well as occupies a prime of place in the National Policy on Education (NPE) (Opoola, 2004). Adelodun and Asiru (2015a) remark that the English language's function in Nigeria has made it an instructional language. A formal teaching-learning process is undertaken using the language at the elementary, post-primary and tertiary levels of education. The language is also a core school subject.

A core subject in Nigerian secondary schools, English is made up of four basic skills: listening, speaking, reading and writing. An oral form of the language covers the first two skills which help the learners to master the other two skills. Based on this imperative of listening and speaking skills, we could conclude that oral English as an offshoot of English language in Nigerian Secondary Schools should be approached with all seriousness and, adequate attention is given to its treatment in the school system. The spoken aspect consists of segmental and suprasegmental phonemes. The segmental phonemes are consonants and vowels while suprasegmentals of pitch are syllable, stress, intonation and rhythm.

However, it is disheartening to note that poor performance of students, including high-achieving ones, in English language at

public examinations in recent times has been explained as a major cause of the decline in the general academic performance and standard of education in Nigeria (Sa'ad and Usman, 2014). For instance, the May/June 2010/2011 West African Senior School Certificate Examination results showed that only 451,187 candidates of 1,351,557 who sat for the examination obtained credit passes in English language, representing approximately 29.55 percent which means that more than 70% of the candidates failed. Similar results were obtained in 2013/2014 as only 529,425 out of the 1,677,434 candidates were able to obtain credit passes in English language, representing 31.28 per cent. In the same vein, at least 870,305 candidates who sat for the June/July Senior School Certificate Examination (SSCE) conducted by National Examination Council failed to obtain credit passes in English language. This represents 79% of the total 1,113,177 candidates who sat for the examination that year (Adelodun and Asiru, 2015b).

Oral English, regarded as English Language Paper III or Test of Orals in both West African Senior School Certificate Examinations and National Examination Council (SSCE) remains very important in secondary schools. However, it is of serious concern these days as high-achieving students pay little attention to it in the classroom domains. This pronunciation course is one area where students, including high-achieving learners, encounter problems simply because some of the sounds of Standard English are not found in the Nigerian languages. The students, therefore, tend to substitute sounds in their native languages for such sounds for ease of production (Akinjobi, 2010). Idowu (2003) notes that these learners of English as a second language, commit such articulatory blunders because they cannot

differentiate between wrong and right pronunciations. This problem has been traced to wrong, inappropriate methods employed by the teachers of English, general ineffectiveness of the teachers, in terms of poor professionalism and attitude to duty, and unavailability of adequate language facilities in schools. The present researchers explore the relevance of audio-lingual scale and teachers' effectiveness in addressing the problem.

An independent variable of the study, the audio-lingual scale is a research instrument designed to elicit specific information on the pedagogical use of the audio-lingual method. The scale, as a statistical tool in the study, was employed to find out the effectiveness of the audio-lingual method. The method has been advocated as the strategy appropriate for teaching oral English at the secondary level of education in Nigeria (Idowu, 2000). The method has been widely used with good laboratory practice and audio-tapes by professionally trained teachers of English. The audio-lingual method emphasizes listening and speaking which means that high-achieving learners' ears and mouths are actively engaged during the use of the method. Idowu (2000) remarks that the method is based on structural or behaviourist theory. The structural theorist believes that the repetition of structures is very important in the process of language learning. This is the reason why emphasis is laid on the repetition of drills as far as audio-lingual method is concerned. The method leads high-achieving learners to communicative competence through mimicry, memorisation and over-learning of language patterns and forms.

The audio-lingual method, as an oral-based approach, drills high-achieving learners in the use of grammatical structures or sentence patterns. It is observed that English language teacher uses only the

target language (English) in the classroom because the native language and target language have separate linguistic systems. The two languages should be kept apart because the high-achieving students' native language(s) interfere(s) as little as possible with their attempts to acquire the target language (Thornbury, 2000). Mart (2013) emphasises that the audio-lingual method aims at developing communicative competence of high-achieving students through dialogues. Dialogues and pattern drills that high-achieving learners need to repeat are used to form habits in such learners that will allow them to develop quick and automatic responses. Drills are useful in English language teaching in that they allow high-achieving students to perform what they have learnt.

The audio-lingual method aims at improving high-achieving students' speaking achievement (Larsen-Freeman, 2000). Language items are presented to the students in spoken form without reference to the mother tongue so that they can learn language skills effectively. The goal of the audio-lingual method is, via teaching vocabulary and grammatical patterns through dialogues, to enable the students to respond quickly and accurately in spoken language. Mart (2013) establishes that the dialogues are learnt through repetition and such drills as repetition, backward build-up, chain, substitution, transformation and question-and-answer are conducted based on the patterns in the dialogue.

The audio-lingual method has undoubtedly contributed to language learning in no small measure. Most teachers of English will, at some point require high-achieving learners to repeat examples of grammatical structures in context with several aims in mind: stress, rhythm, intonation. Nuan (2000) opines that the audio-lingual method has probably had a great impact on second and foreign language teaching than any

other method. As an oral-aural functional method, audio-lingual affords the students to learn from the teacher through drills in speaking and grammar. Grammar is very important for the students; students repeat grammar and patterns after the teacher but there is no explicit grammar instruction. Everything is memorised by the students in a very simple form. The main intention behind this is that the students learn and practise particular sentences several times until they become capable of using it spontaneously (Mallick and Bhushan, 2016).

In the audio-lingual method, vocabulary is kept to a minimum while the students are mastering the sound system and grammatical patterns as the oral-aural skills receive most of the attention. Students do not emphasize learning a lot of vocabulary. Lexical items in the target language are not put into specific use. At the same time, the habits of students' native language are thought to interfere with the students' attempts to master the target language. The target language is mostly used in the classroom instead of the native language. As it applies in this study, English language is strictly used in the classroom while teachers of high-achieving learners teach, using the audio-lingual.

At this juncture, it is important to stress the significance or strength of the audio-lingual. High-achieving students usually become skilled in making pattern sentences in the drill. The students' errors are focused and efforts made by the teacher to help them avoid such. Since the teacher plays a significant role in assisting high-achieving learners in an oral English class, it is therefore important to emphasise the responsibilities of the teacher in this regard. Teachers' involvement in using and mastering audio-lingual method cannot be over-emphasised. Teachers' effectiveness in handling the audio-lingual method is

central to the optimal performance of high-achieving students in an oral class. This is the more reason why teacher education should be based on sound philosophy that guarantees the acquisition of necessary knowledge components and professional skills (Jimoh, 2015).

Teachers' efficacy in the achievement of oral English performance among students remains a hallmark. Teachers plan the environment of the classroom, organize it and manage the class. They determine the detailed content and its sequence and pacing, the overall structure of the lessons, the homework, the feedback mechanisms on high-achieving students. The Documentation of Teacher Professional Support Programme (2004) edition reports that teachers all over the world are recognized as a critical factor in the delivery of quality education at whatever level (Jimoh, 2015). This follows that attainment of performance in oral English among learners who are high achieving is largely dependent upon the professionalism and teaching efficacy of instructors. At the same time, in attaining a high standard of oral English performance in the school system, the quality of the teachers cannot be underestimated.

Teachers who teach oral English to high-achieving learners in schools should function effectively before their students' high accomplishment would be recorded in the spoken language. For them to function adequately, certain competencies are required. The delivery of teaching should be systematically done, with learner-centred methods. These pedagogical techniques employed by the teacher should accommodate high-achieving students' oral performance needs, oral performance learning styles and motivation to learn in the classroom domain (Smith, 2005). Teachers who are well trained, well-motivated and highly self-efficacious are

found to be committed to oral English teaching, satisfied and effective in imparting adequate knowledge (Adepoju, 2001).

Oral English teachers need to be motivated for effective functioning and performance because adequate performance in oral class depends on the quality and psychological well-being of the teachers (Komolafe, 2010). According to Rutland and Bremer (2002), teachers who enjoy good and sound training, inner satisfaction, administrative support and job security are more willing to remain in the teaching profession. This suggests that teachers should be well-motivated so that they can perform adequately and effectively in the spoken language class. Hoy and Miskel (2001) buttress that teachers who believe in their abilities and foresee that they can have a positive impact on their teaching environment (oral English class) are more satisfied with their jobs.

Teachers who teach oral English must continuously find ways of making learning more meaningful and practical for high achievers and promote effective use of innovative oral materials in the classroom situation, thereby sharpening their pedagogical skills in the school system. Aspects contained in oral English are well delivered by the teachers who have mastery of the oral language. Therefore, the effectiveness of a teacher is the more reason why teacher training and preparation should be taken with all seriousness, such that their methodology, up-to-date skills and optimal performance will be attained.

Teachers' effectiveness in oral English lesson enables them to intervene when the high achievers' indigenous languages interfere with the target language (English). The teachers can diagnose the problems the learners are encountering with the interference of the mother tongue and thus

find ways of curbing them. Teachers who have a fore-knowledge of the audio-oral peculiarities of the learners' mother tongues and their likely difficulties will give the teachers clues to using appropriate strategies for oral English teaching. Such strategies include code-switching, interlingual transfer, and non-linguistic mime/gesture (Adeyemi, 2014).

Teachers' sensitivity to high-achieving students' psychology and learning needs is also an integral part of their effectiveness. Some teachers are too over-sensitive to students' mistakes in pronunciation and this has marred students' positive attitude. According to Brown (2001), one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things that are wrong, stupid or incomprehensible. Wallace (2003) observes that for students to participate actively in oral English lesson, the teacher has to avoid having the students freeze for fear of being corrected every time he opens his mouth. Constant correction of students in terms of words they speak might frustrate and affect their interest and enthusiasm in the oral lesson. Such students might retreat or not participate in class to avoid being corrected. It is, therefore, important to initiate and sustain the interest of the students in the Oral English class. The study examines the audio-lingual scale and teachers' effectiveness as correlates of Oral English performance among high-achieving students in Ibadan, Oyo State.

Statement of the Problem

Effective listening and speaking is the catalyst for meaningful and intelligible oral communication, as competence and performance in Oral English serve as a springboard to using the language for standard verbal communication. However, the psycholinguistic problem of interference being encountered by students

including high-achieving ones, as a result of the negative transfer of pronunciation habits from their mother tongues into English, informs their poor performance in Oral English. Methods and skills to help these learners overcome such a challenge need to be explored. On this note, it has been observed that, based on literature combed by the current researchers, little attention is given to spoken English among researchers who delve into teaching and learning. Aspects of English language such as discourse writing, grammar methods and vocabulary development have been worked upon. Other areas in this regard are instructional resources, curriculum modification and enrichment strategies for high-achieving learners have been widely researched into. Nobody known to the researchers has ever worked on the relationship between the audio-lingual scale, teachers' effectiveness, and performance in oral English among high-achieving students. This scarcity motivates the current researchers in carrying out the present study.

Research Questions

The following research questions have been raised to guide the study:

1. What is the joint contribution of the independent variables (audio-lingual scale and teachers' effectiveness) to the dependent variable (oral English performance)?
2. What is the relative contribution of the independent variables to the dependent variable?

Significance of the Study

The study would enhance the performance of high achieving students in Oral English because it would afford them to explore aspects covered in oral English (segmental and suprasegmental phonemes). It is also believed that the study would provide high-achieving students motivational variables needed to facilitate the learning of oral

English in a second language context. By impetus provided by the study, high-achieving students would be able to identify the difference between the spoken and written language which would assist them in the way they should interact and use verbal cues. This study would be useful to teachers of high-achieving students because it would allow them to identify the appropriate method and techniques that should be used in teaching Oral English. The study would also offer teachers of English some pedagogical and professional sensitisation on oral English teaching. It would provide them adequate information on demand of audio-lingual method, (from which audio-lingual scale emanates), oral English professional practice and efficacy such that their effectiveness would be evident to education stakeholders.

Method

The study adopted a descriptive survey research design because no variable of interest was manipulated by the researchers. The study called for schools recognised for consistent track records of high academic achievement in public examinations in Ibadan Metropolis, Oyo State. This informed the use of purposive sampling technique in the selection of four public and four private secondary schools in Ibadan North and Akinyele Local Government Areas of Ibadan, making eight post-primary institutions of learning in all. Having identified the schools for the study based on some criteria, ethical approval was obtained from the Ministry of Education Boards in the State and a letter of introduction was secured from the Department of Special Education, University of Ibadan, Ibadan, to carry out the study in the selected schools. The consent of the authority of each school was sought by the researchers as the rationale for the study was spelt out. Four research assistants were employed, trained and

carried along on the special demands of the instruments for the study. The researchers personally administered all the instruments to the students.

The population of the study comprised all senior secondary school (SSS) high-achieving students in Ibadan. In the sampling process, a multi-stage procedure was adopted in selecting the respondents for the study. First, fifty (50) students with cumulative scores 60% and above in SSS 1 and 2 were selected across departmental classes in SSS 2 and 3, making a total of four hundred (400) students. Secondly, all the students were subjected to English Language Screening Achievement Test developed by the researchers, and 270 who made 65% and above were considered as respondents. Thirdly, 258 students among the second category, who displayed a level of enthusiasm towards inclusion after sensitization, had all the instruments for the study administered to. One hundred and seven (107) male and one hundred and fifty-one (151) female students were involved in the study. Fifty (50) were aged between 12-14 years, one hundred and eighty-three (183) aged between 15 - 17 years, twenty-four (24) aged between 18 - 20 years while only one (1) aged between 21 - 23 years. One hundred and twenty-nine (129) students both in four public and four private schools used for the study were involved.

Three major instruments were utilized for data collection: Achievement Test of Oral English (ATOE) was developed by the researchers with an internal consistency reliability of 0.84 and used to test content mastery of oral structures. Audio-lingual Scale (AS) was developed by the researchers, based on nature, techniques and materials involved in the audio-lingual method with internal consistency reliability of 0.76. Teachers' Effectiveness Scale (TES) was also developed by the

researchers, considering teachers' professionalism and attitude to students' needs and styles concerning oral English. The reliability co-efficiency of the instrument was 0.85. The data collected from the administration of the instruments were analyzed, using inferential statistics of Multiple Regression Analysis.

Results

Research Question One: What is the joint contribution of the independent variables (audio-lingual scale and teachers' effectiveness) to the dependent variable (Oral English performance)?

Table 1: Summary of Regression Analysis Showing Joint Contribution of Audio-lingual Scale and Teachers' Effectiveness to Oral English performance

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.628	.395	.388	8.3123			
Analysis of Variance						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	11447.263	4	3815.754	55.225	.000	Sig.
Residual	17549.930	254	69.094			
Total	28997.194	258				

Table 1 reveals the joint contribution of the two independent variables which are the audio-lingual method and teachers' effectiveness to the prediction of the dependent variable i.e. Oral English performance. The table also shows a coefficient of multiple correlation ($R = .628$) and a multiple R^2 of .395. This means that 39.5% of the variance was accounted for by two predictor variables when taken together. The significance of the composite contribution was tested at $\alpha = 0.05$. The table also shows that the analysis of

variance for the regression yielded F-ratio of 55.225 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Research Question Two: What is the relative contribution of the independent variables (audio-lingual scale and teachers' effectiveness) to the dependent variable (Oral English performance)?

Table 2: Regression Analysis Showing the Relative Contribution of Audio-lingual Scale and Teachers' Effectiveness to Oral English Performance

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	14.289	4.673		3.058	.002
Audio-lingual scale	.325	.098	.185	3.318	.001
Teachers' effectiveness	.305	.090	.197	3.408	.001

Table 2 reveals the relative contribution of the two independent variables to the dependent variable, expressed as beta weights, namely: audio-lingual scale ($\beta =$

.185, $P < .05$), and teachers' effectiveness ($\beta = .197$, $P < .05$) had a significant relative contribution.

Hence, it could be deduced that the audio-lingual scale and teachers' effectiveness could independently and significantly predict Oral English performance in the study.

Discussion of Findings

Joint Contribution of the Independent Variables (Audio-lingual Scale (Method) and Teachers' Effectiveness) to the Dependent Variable (Oral English Performance)

The finding indicates that the joint contribution of the two independent variables, which are audio-lingual scale and teachers' effectiveness to the prediction of the dependent variable that is oral English performance is significant among high-achieving students. The composite contribution of the two independent variables to the prediction of the dependent variable has been found positive because both factors are collaboratively essential to the improvement of oral English performance. The audio-lingual method is employed by the teachers who meticulously teach oral English to high-achieving learners in secondary schools.

From the foregoing, it could be established that the independent variables of the study are related. This corroborates Mart's (2013) emphasis that the audio-lingual method aims at developing communicative competence of high-achieving students through dialogues. Such dialogues and pattern drills that high-achieving learners need to repeat are used to form habits in such learners that will allow them to develop quick and automatic responses. Drills are useful in English language teaching because it provides high-achieving students with the opportunity to perform what they have learnt. It could be inferred from the submission above that the audio-lingual method is supported by teachers' effectiveness because the viability of the

method requires a high level of competence on the part of the teacher.

Smith (2005) affirmed that the delivery of teaching should be systematically done, with learner-centred methods. Such methods employed by the teacher should accommodate high-achieving students' oral performance needs, oral performance learning styles and motivation to learn in the classroom domain. Evaluating Smith's (2005) contribution above, it could be affirmed that the audio-lingual method and teachers' effectiveness jointly predict oral English performance among high-achieving students. A situation, where teaching is professionally imparted and a learner-centred method allows for the motivation of students, is adjudged to be ideal for bolstering teaching-learning experience in any school system.

The audio-lingual method has been advocated as the best method for oral English teaching in schools (Idowu, 2000). The method has been widely used to improve oral structures among students in schools. The positive contribution of the audio-lingual method to the prediction of oral English performance among high-achieving students in the present study has confirmed the finding of Thornbury (2000) who reported that spoken English is taught to the students in groups, using the audio-lingual method. Students will be guided in the classroom domain as the teacher uses the audio-lingual method and other relevant materials to complement the pedagogical technique to bring about learners' speech development within and outside the classroom, as determined by teachers' effectiveness.

Teachers' effectiveness also contributes to the prediction of oral English performance among the students. Teachers' effectiveness is, therefore, a professional as well as an ethical requirement. Teachers of English

who teach oral structures intending to help students achieve academic success impart knowledge into them for them (students) to attain a high-level of proficiency in listening and speaking skills. This finding lends credence to Al-Asmari (2015) who averred that teachers are supposed to try as much as possible to assist students to avoid the influence of mother tongue in achieving oral skills mastery. However, if teachers will help learners attain native-like competence in pronunciation and intonation as well as fluency in oral English proficiency, a lot of efficiency is required on the part of the teachers.

Relative Contribution of Audio-lingual Scale (Method) to Oral English Performance Among High-achieving Students.

The finding indicates that the audio-lingual method has a significant relationship with oral English performance among high-achieving students. The factor responsible for this finding would be seen in the relevance or importance of the audio-lingual method in the teaching and learning of Oral English in schools. The method emphasises speech as the primary mode of expression. This means that reading and writing are deferred until speech is mastered. Speaking skills are targeted and developed in the use of the method. Comparatively, Oral English is all about listening and speaking. This is an aspect of English that is meant to develop oral skills of the learners. A close examination of the audio-lingual method along teaching of oral English will show that there is a line of connectivity between the two variables.

The audio-lingual method has contributed to the learning of oral structures among students including high-achieving learners because it has provided the teachers with the strategic steps to be employed in the teaching of oral English. This is consistent with the finding of Tanbunan and Gintings

(2008) who reported that audio-lingual method usage enables students to become skilled in making patterns and sentences during the drill, having a speech or pronunciation restructured to conform to native speaker's standard and constantly responding to teacher's questions. The present finding also corroborates Koross (2012) who established that oral language approaches such as the audio-lingual help in developing writing skills in English language among secondary school students. Oral forms language approaches that develop writing skills make learning of English language more effective. It could be deduced that speaking proficiency in English language positively impacts on producing efficacy in writing skills. This is what the audio-lingual method stands for. Once the oracy skills, that is listening and speaking, are mastered, literacy skills, that is reading and writing, will be easily practised.

Advocating audio-lingual method in schools, Anggraeni (2007) recommended that the method should be used to increase students' enthusiasm in learning English because the strategy reinforces the students' intrinsic motivation, having found that audio-lingual method could improve students' speaking test achievement. This method is advocated because it significantly correlates with students' speaking skills and makes them more confident and motivated in learning oral English. Teachers who prefer to motivate their students during oral English teaching-learning process should always employ the audio-lingual method as a means of achieving the desired results.

Relative Contribution of Teachers' Effectiveness to Oral English Performance Among High-achieving Students.

Teachers' effectiveness has a significant relationship with oral English performance

among high-achieving students, based on the results of this study. It is no doubt that teachers' effectiveness positively impacts on oral English performance because students learn from teachers who employ good pedagogical skills in teaching the learners. Teachers who use student-directed strategies such as the audio-lingual method will make the learning of oral structures more meaningful and real to the learners. The present finding of the study buttresses that of Adeyemi (2014) when he found that teachers' competence and attitude to the utilization of media were correlated with students' performance in oral English. For teachers who teach oral English to be (more) effective in the delivery of their professional obligations, being trained and retrained, through workshops, conferences, fresher courses and seminars, cannot be negotiated.

The influence of the teachers on the personal, social and productive lives of high-achieving students is usually the professional training which they have received (Ademola, 2009). It follows that if oral English teachers will be able to cope with the ever-expanding knowledge and ensure that high-achieving learners acquire essential knowledge, skills and values, training, incentives, supervision, the punishment of teachers among others should be taken into consideration. Another factor that aids the effectiveness of teachers in teaching oral English is the availability of instructional resources especially language laboratory. Sa'ad and Usman (2015) reported that lack of language laboratory was the cause of poor performance in English language among secondary school students and suggested that provision of qualified teachers of English and language laboratory would improve the students' performance in English language. Teachers' efficacy will be enhanced through the provision of the

language laboratory. This laboratory will not only make the teachers' work easy but also real and meaningful to the learners. While engaging in oral English teaching-learning process, laboratory practice will help high-achieving students learn practically and save the time of the teachers while a better performance will be recorded on the part of the learners.

Conclusion

The study reveals that the audio-lingual scale and teachers' effectiveness have positive and significant relationships with oral English performance among high-achieving students. The findings of this study have affirmed that Oral English performance by the learners can be achieved if the right methods of teaching are used and teachers are committed to their professional obligations. High achieving-students could translate theory into practice when teachers who are practically inclined teach them, using appropriate methods such as the audio-lingual.

Recommendations

Based on the findings of the study, the following recommendations are made: The role of teachers in teaching oral English cannot be over-emphasized. Teachers should use the audio-lingual method in a professional manner that stimulates the interest of the learners in oral English. Teachers need to be more equipped with up-to-date information on oral English teaching. This is the singular reason they should attend workshops, seminars and other relevant training on oral English teaching. Students are encouraged to make conscious efforts to be intrinsically motivated by the teacher so that they can learn in the oral English class. They are also to put into practice all that they learn in the class. Parents of high-achieving students are to create an enabling environment for the learning of oral English among their children. They are to

complement the efforts of the school by providing support in terms of purchase of textbooks on oral English and internet facilities to foster all the students have learnt during laboratory practice. School administrators should equip school libraries with relevant books on oral English and provide internet facilities. They are also to see to the development of teachers who teach oral English by organizing capacity-building programmes for them. Government, through the Ministry of Education, should look into the identification of high-achieving students in schools. This will enable us to discover the gifted and talented among them whose intellectual properties can be harnessed and utilized in addressing national issues confronting us.

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