

**FACTORS THAT AFFECT TEACHERS, AND INTERESTS TOWARDS TEACHING
OF ORAL ENGLISH IN SECONDARY SCHOOLS IN EDDA LOCAL
GOVERNMENT AREA OF EBONYI STATE, NIGERIA.**

CHIMA, UZOMA OkPO
Department of Igbo Language
Ebonyi State College of Education, Ikwo

E-mail;chimauzoma463@gmail.com.

Abstract

This study examines the factors that affects teacher's interest towards the teaching of oral English in secondary schools in Edda Local Government Area of Ebonyi State, Nigeria. The scope of the study was limited in Edda Local Government Area of Ebonyi State, Nigeria, for the purpose of the study the following hypotheses were postulated. There is no significant difference between the mean rating of teachers and students on insufficient time allotted in teaching oral English in secondary schools in (SS three) in Edda Local Government Area of Ebonyi State at 0.5 significant level. There no significant difference between the mean ratings of teachers and students on the insufficient supervisors and learning of oral English in (SS Three) in Edda LGA from the findings of this study ,all Null hypotheses were rejected. Relevant were collected using questionnaire and test items. The researcher population includes two hundred and seven respondents (207) and ten teachers (10) using ten percent (10%) randomly, selected mean rating was used for data analysis. The study revealed that shortage of supervisors ,large class ,inadequate training, lack of teaching materials are the major challenges of teaching oral English in secondary schools in Edda Local Government Area of Ebonyi State, Nigeria, the study recommend that Government should provide teaching materials for the teaching of oral English.

Keywords ; Teaching, Learning, Oral English, Edda, local Government Area.

Introduction

Background to the Study

In English Language, there is a strong correlation between oral language skills and achievement in the written language among learners in schools. In Nigeria, English remains the undisputed language of school instruction, governance, administration, legislation, judiciary, international, relations, unification of the country's numerous ethnic constituents, social prestige, and so on Adeniran, (2009) Okedara, (2010), FGN,(2004) and Osisanwo, (2005).English language is taught as a subject and at the same time it is a medium of instruction for other subjects in the Nigeria education curriculum is to enable students communicate effectively and intelligently in English. It also helps the students to develop confidence in his ability to express himself in English as fluently as possible and provides an opportunity for the correction of mistakes in spoken English. A good approach to oral language instruction will develop the reading, writing and speaking skills of the student thereby making the leaning of English Language more effective and the learning experiences of learner in other subjects being taught in secondary schools more concrete and more enjoyable English Language has become greatly valued and adorned in Nigeria's Educational System. As remarked by Bamgbosa, Banjo & Thomas , (2005), the dominance of English in formal and transactional communication is unchangeable. In view of multilingual nature of Nigeria, with more than 400 indigenous languages. Ofomata , (2017), believes that English is regarded as the only feasible and realistic choice for the nation now and in the foreseeable

future. The greatest efforts expended on English Language in Nigeria have been in the area of Educational system, particularly in relation to Nigerian indigenous languages of which major ones are Hausa, Igbo, Yoruba, Ibibio, Edo Fulfulde and Kanuri. English as the official language of Nigeria and also the former colonial language was chosen to facilitate the cultural and linguistic unity of the country, English, however remains an exclusive reserve the country's urban elite; and is not widely spoken in the rural areas which comprises three quarters of the country's population. Language planning in Africa has to take place against the background of several factors, including multilingualism; the colonial legacy, the role of education as an agent of social change; high incidence of illiteracy and concerns for communication; national integration and Development. Bamgbose, (2007). Therefore, learner's of English Language as a second language mostly faced with the problem of oral proficiency in terms of appropriate pronunciation of English sounds (phonemes) either by virtue of being a new language or mother tongue or first language interference. However, there has been emphasis of the quest for Standard English, hence, an English Language instructor as well as learners must aim at proficiency to a degree of the standard form. This will enable the instructor and the learner to acquire adequate competence for practical purpose of teaching and everyday communication. It is on this note, that much emphasis and efforts should be placed on the interest of teachers in teaching oral English because it will help the learner to develop his or her pronunciation sufficiently to permit effective communication with both native speakers and non-native users. Similarly, it is obvious that common mistakes identified among the teachers and learners of English as a second language today include improper pronunciation, mispronunciation, poor intonation as well as misrepresentation of phonetic sounds. For instance, most students misplace the qualities and length of vowels. It is in-view of these problems that recent development in language teaching and learning has made the teaching and learning of oral English not only a necessity but also a pre-requisite for assisting the learner's competence in language use and acquisition. Therefore, since emphasis has shifted to studying varied rulers aimed at the identification, interpretation and reproduction of English sounds "(phonemes), there is every needs to emphasis and to review the teaching of oral English especially in post-primary schools. Furthermore, speech is regarded as person which represents an individual's ability to articulate problems, according to some established norms. It also entails the ability of an individual to identify and understand the representation and meaning of English sounds. It is quite unfortunate that most of our secondary school learners do not exhibit the knowledge of oral English when using the language which could be associated with the aforementioned factors. Oral proficiency should be made inherent in both instructors and learners. Jowitt , (2015) confirms that the emphasis on proficiency in spoken English was language in the New National curriculum in English language for Nigeria Secondary in the 1980s. It was previous neglected in the teaching of English in Nigeria as oral English was made optional for the West African school certificate students (though a compulsory course for teachers grade II examinations in those days). Roach, (2000) confirms that pronunciation teaching has not always been popular with teachers and language theorists and in the 1970s and 1980. It was fashionable to treat it as a rather out dated activity. It was claimed that it makes learners try to sound like native speakers of received pronunciation, which became difficult and led to repetitive exercises, and it also failed to give importance to communication.

Jowitt, (2015), comments about the negligence of oral English teaching on teachers, that students unconsciously relied on mother tongue models when deprived of consistent and reliable guidance from teachers. This is as many teachers assume that there was a perfect correspondence between sound and spelling. They use orthography as their guide to pronunciation. Anthony, (2012) and Uche, (2013) emphasis the difficulties of acquiring oral skills. According to Williams, (2010), the factors to be enumerated could be categorized under one factor the interference of mother tongue. It is worth noting that for the non-native speakers, the mother tongue always affects the acquisition of the second language. This has always been a major problem in oral English or pronunciation, teaching especially in Nigerian schools .Unoh ,(2010)also examine the situation of oral English in Nigeria secondary schools. He asserts that teaching of English pronunciation in Nigeria suffers from

peculiar handicaps unknown to the teaching of English language or any other school subject for any subject to be effectively taught, there are at least three very important conditions that must be met. A high degree of motivation on the part of both student and teacher, and the teachers' competence in the subject and his or her mastery of the techniques of imparting knowledge in it and availability of relevant books as well as standard facilities for practical. Okoli, (2000) comments on the need to be proficient in the sound system of a new language and explains the model most often recommended for foreign learners studying standard British English and also Received Pronunciation.

Oral English is a very important language skill, however it has been neglected for far too long by teachers of English, this is as a result of negative interest of these teachers to oral English. However, recent development in the teaching of English language requires greater emphasis on this aspect of English language. This is because oral English complements the understanding and the use of English language so as to improve the standard of spoken English,

According to Idris (2001), not much has been achieved since and the introduction of oral English in West African School Certificate and National examination Council due to the problems associated with teachers' negligence of oral English. Recently, there is the emergence of new publications particularly on oral English by other language teachers; researchers and scholars such as Mannell, Cox, and Harrington, (2009) Akperero, (2000), Enyeazu, (2001) Idris (2001). This development has gone a long way in bring oral English into focus and enhancing of teachers interest in teaching it. Its recent inclusion in the English language Examination Paper (Test of oral) has drawn the interest of many teachers and also the attention of many students. Teacher's interest in oral English is rather weighed down by various factors which have contributed to the slow pace and ineffectiveness in teaching the language skill. The factors are: Teachers interest poor background in oral English, interface of mother tongue in teachers, unqualified teachers, poor teaching methodology, lack of constant practice on the part of the teachers, lack of orientation and facilities such as ICT laboratories. Most of the students in our secondary schools are faced with either one of the problems or the other some are deficient due to more than one problem especially students from rural and poor backgrounds. This research will seek to study and identify the factors affecting teachers interest in the teaching of oral English in Secondary School in Edda Local Government Area of Ebonyi State Nigeria.

Statement of the Problem

Research in oral English will never rest due to the increasing nature of poor academic performance of secondary school students, especially in external examinations like WAEC, NECO, NABTED or JAMB, many educationists tend to shift the blame on the students lack of interest in the subject being discussed, interference of mother tongue, lack of constant practice by the students, lack of orientation and facilities as well as shortage and limited accessibility to relevant books. It is very important to maintain that efforts have been put in place to improve oral English, a good result is yet to be seen and according to Obiri, (2007) although many concerned scholars and researchers have charted numerous way to simplify the teaching of instruction of oral English, many more problems are mounting and need to be thoroughly addressed urgently as they are channeled only towards the learners' problems and not the problem of teaching. Therefore it is the opinion of the researcher that teachers are also problems and contributing factors to the low performance of students in oral English, this is why they will investigate factors affecting teachers interest in teaching of oral English in Secondary Schools in Edda Local Government Area of Ebonyi State, Nigeria.

Purpose of the Study

The main purpose of this study is to investigate factors that affect teacher's interest in the teaching of oral English in secondary schools in Edda Local Government Area of Ebonyi State, Nigeria, specifically the study seeks to find out;

- i. To know teachers' interests towards the Teaching of oral English.

- ii. Find out how lack of teaching and learning materials have contributed problems in the teaching of oral English.
- iii. To ascertain the effect of insufficient time allotted to the teaching of oral English.

Significance of the Study

The study will be of great benefit to the Teachers, Students, community, government and researchers. It will motivate and give them enthusiasm in the learning process of oral English so that their performance can encourage Teachers interest to teach oral English, it will help to boost the Students competence in speaking English. It will enhance Teachers interest in teaching oral English, it will also be of benefit by providing them with the added knowledge, skills and techniques needed for effective teaching of oral English. It will be of benefit to the Government who are the overseers of academic activities in the society. It will equally help curriculum designers in a way that it will ensure effective teaching and learning of oral English at all levels of Education.

Scope of the Study

The study is limited to “Factors that affect Teachers’ interests towards teaching of oral English in secondary schools in Edda Local Government Area of Ebonyi State, Nigeria.

Research Questions

The following research questions will guide the study;

1. Does insufficient time allotted to the teaching of oral English in school time table affect the mastery of oral English ?
2. To what extent does inadequate supply of teaching material militate against the teaching and learning of oral English?
3. What are the factors that negatively affect teachers’ interest in teaching oral English?

Hypotheses

The following hypotheses tested at 0.05 significant level.

HO1: There is no significance difference between the mean ratings of Teachers and students allotted to teaching oral English in (SS Three) in Edda Local Government Area of Ebonyi State, Nigeria.

HO2: There is no significant difference between the mean ratings of Teachers and students on the poor teaching methodology militating against the teachers and learning of oral English language.

HO3: There is no significant difference between the mean ratings of Teachers and students on the shortage of unqualified teachers hindering the teaching of oral English in senior secondary school.

Methodology

Design

This chapter presents the procedures adopted in the study, under the following subheadings; design of the study, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validity of instrument, reliability of instrument, method of data collection and method of data analysis.

Area of Study

The study was carried out in Edda Local Government Area of Ebonyi State, Nigeria.

Population of the Study

The population includes of Oral English Language teachers and students of Edda extractions in Senior Secondary schools who are in Ebonyi State. The Five Secondary schools are; Libolo Secondary School, Secondary Technical School, Umunna Secondary School, Ebunwana Secondary School, Girls Secondary School, all in south for a head count survey carried out in April 2026.

Sample and Sampling techniques

The sample size is 10 teachers, 197 Students total 207 respondents using 10%. This is to ensure good spread within the entire population. Simple random sampling techniques shall be adopted in selecting the sample population. This is to ensure good spread within the entire population.

Instruments for Data Collection

The instrument is composed of two sections “A” deals with research question one (1) and has six (6) items while section “B” with research question (2) with five items.

Validation of the instrument

The instrument was validated by two Education Secretaries each from the Department of Universal Basic Education Board (UBEB) and Secondary Education Board (SEB) .These selected secretaries are experts in linguistics.

Reliability of Instrument

To ensure the effectiveness of the research instrument, a reliable test was conducted. Two Secondary School teachers in Edda of Ebonyi State was used for the test. a total of 20 teachers and 1000 senior secondary school students was administered with the instrument, and reliability tested at no level of significant.

Method of Data Collection

The researcher administered a total of 1030 set questionnaires to the sampled teachers and students in the five(5) secondary school students was with the instrument, reliably distributed to the respondents and they all fall same and collected by the research assistance.

Method of Data Analysis

Collected data was analyzed using mean and standard deviation. The responses in the questionnaires was strongly Agree (SA, Agree (A), Disagree (D; and strongly Disagree (SD). These are graded a four Likert grade of 4,3,2 and 1 respectively. A mean value of 2.5 are rejected. The null hypothesis shall be tested using T-Test statistics.

Results

Research question 1:

Does insufficient time allotted to the teaching and learning of oral English in school time-table affect the mastery of oral English?

S/N	Statement: insufficient Time Affect mastery of oral English.	Teachers=10		Student=197			Remark
		Mean	SD	RM	Mean	SD	
1.	The time is 45min. are not enough.	3.2	0.68	Agreed	3.43	0.65	Agreed
2.	The time should be increased to 1hr.30min. at least.	3.6	0.64	Agreed	3.61	0.48	Agreed
3.	Teachers do not cover the	2.7	0.91	Agreed	3.15	0.62	Agreed

	course content.						
4.	Sometimes teachers spend less than 45mins.	2.3	1.42	Agreed	3.10	0.65	Agreed
5.	The time should be increased to 1hr.	3.4	6.66	Agreed	3.12	0.67	Agreed
	Grand mean	3.04	0.86	Agreed	3.33	0.61	Agreed

From the table 1 data , the teacher agreed o item 1,2,3 and 5 that insufficient time affect the mastery of oral English, but disagreed on item 4, that sometimes teachers spend less time in teaching the subject. Whereas the students agreed on all the five items as affecting the mastery of oral English. However, the teachers has a grand mean of 3.04 and students has 3.3 grand mean ,indicating that insufficient time allotted has serious effect.

Research question 2:

To what extent does inadequate supply of teachers materials militate against the teaching and learning of oral English?

Table 2: Mean rating and standard deviation between the teachers and students on the extent inadequate supply of teaching material militating against teaching and learning of oral English.

		Teachers=10			Students =197		
S/N	Statement :Extent of inadequate supply of teaching materials such as:	Mean	SD	RM	Mean	SD	Remark
1.	Textbook for reading and writing .	30.04	0.66	Great extent	3.06	0.67	Great extent
2.	Module for self study.	2.62	0.93	Great extent	2.58	0.95	Great extent
3.	Language Audio/Visual Laboratory.	3.81	0.52	Great extent	3.91	0.48	Great extent
4.	CD and tape records on phonetics.	3.84	0.50	Great extent	3.86	0.54	Great extent
5.	Literature and poetic books.	3.52	0.57	Great extent	3.42	0.58	Great extent
	Grand mean	3.42	0.63	Agreed	3.4	0.64	Great extent

The analysis of the data in the data in table 2 above shows that both the teachers and the students overwhelmingly responded to a great extent that all items listed as the inadequate supply of teaching materials actually militate against the teaching and learning of oral English, with then grand mean of 3.24 for teachers and 3,4 for students.

Research question 3:

What are the factors that negatively affects teachers interest in teaching oral English ?

Table 3: Mean rating and standard deviation on the teachers interest in teaching oral English.

		Teachers=10			Student=197		
S/N	Statement: There are factors negatively affecting teachers interest in the following areas:	Mean	SD	Rm	Mean	SD	Reark
1.	Oral English.	3.61	0.62	Agreed	3.10	0.78	Agreed
2.	Poor Supervision.	3.46	0.71	Agreed	3.12	0.76	Agreed

3.	inadequate training	3.73	0.54	Agreed	3.54	0.68	Agreed
4.	ICT. Equipment	3.74	0.55	Agreed	3.62	0.61	Agreed
5.	Large class	2,42	0.96	Agreed	2-62	0.86	Agreed
	Grand mean	3.4	0.72	Agreed	3.2	0.73	Agreed

From the data analysis in table 3, it revealed that both teachers and students agreed on the items listed above on being the areas of interest on teachers teaching oral English, except for item 5 where the teachers did not agree, which means there is shortage of ICT equipment .However since the grand mean for teachers is 3.4 with SD. 0.72 and mean 3.2 and SD 0. For student, it will be concluded that all the five items in research question 3 were overwhelmingly agreed upon as areas of inadequate training.

Research hypothesis 1:

There is no significant difference between mean ratings of Teachers and students on insufficient time allotted to teaching of oral English in senior secondary school (SS three) in Edda LGA.

Group	N	Mean	SD	OF	T-Cal	T-Crit	Decision
Teachers	10	3.04	0.86				
				205	-3.81	1.96	H01
Students	197	3.33	0.61				Accepted.

The data analysis 4 above shows that the t-Calculated of -3.81 is less than the critical value of 1.96 at 0.05 significant level .Therefore the null hypothesis is accepted which means there is no significant difference between the mean ratings of teachers and students on insufficient time allotted. In other words insufficient time is a problem militating against the teaching of oral English in senior secondary schools in Edda LGA.

Table 5:

Summary of t-test analysis of the mean rating of teachers and students on inadequate supply of teaching materials militating against the teaching of oral English in senior secondary schools(SS three) in Edda LGA.

Research hypothesis 2:

There is no significant difference between the mean ratings of students and teachers.

Group	N	Mean	SD	OF	T-Cal	T-Crit	Decision
Teachers	10	3.24	0.63				
				205	-0.8	1.96	H02
Students	197	3.34	0.64				Accepted.

That t-test analysis of data in table 5, reveal that the t-calculated which is 0.8 is less than 1.96 t-critical value, .Hence the null hypothesis is accepted. Implying that the difference is not significance between the mean rating of teachers and students on inadequate supply of teaching materials militating against the teaching of oral English in secondary schools (SS three) in Edda LGA.

Research hypothesis 3:

There is no significant difference between the mean rating of Teachers on lack of interest in teaching oral English in senior secondary schools (SS three) in Edda LGA at 0.05 significant level.

Group	N	Mean	SD	OF	T-cal	T-crit	Decision
Teachers	10	3.4	0.72				
				205	-0.8	1.96	H02
Students	197	3.34	0.64				Accepted.

				205	-0.87	1.96	H03
Students	197	3.32	0.73				Accepted

The t-test analysis of data in table 6 indicate that the t-calculated which is 0.89 is less than the t-critical value of 1.96 therefore the null hypothesis which states that there is no significant difference between the mean rating of teachers on interest hindering the teaching of oral English as a second language in senior secondary schools (SS three) in Edda Local Government Area is accepted.

Findings, Conclusion and Recommendations:

In this chapter the researcher presents the findings, conclusion ,recommendation and suggestions for further research.

Findings

Research question one sought to find out if the time allotted to the teaching of oral English in the school time table affect the mastery of oral English in Ebonyi state secondary schools. It was agreed on item 1,2,3, and 5 that insufficient time affect the mastery of oral English but disagreed on item 4, that sometimes teachers spend less time in teaching the subject. Whereas the students agreed on all the five items as affecting the mastery of oral English .However ,the teachers has a grand mean of 3.04 and students has 3.33 grand mean, indicating that insufficient time allotted has serious effect. Research question two sought to find out inadequate supply of teaching materials militating against the teaching of oral English in Ebonyi State secondary schools, the data in table two shows that both the teachers and the students overwhelmingly responded to a great extent that all the items listed as the inadequate supply of teaching of oral English with the grand mean of 3.24 for teachers and 3.4 for students. Research question three sought to know the that lack of interest on teachers hinders the teaching of oral English, from the data in table 3,it reveals that both teachers and students agreed on the items listed except for item 5 where the teachers did not agree. Which means large class cannot hinder the teaching of oral English, since the grand mean for Teachers is 3.4 with standard deviation of 0.72 and mean of 3.2 and SD 0.for students, it will be concluded that all the five items in research questions 3 where overwhelmingly agreed upon areas of interest in teaching oral English. Research hypothesis one shows that the t-calculated -3-81,is less than the critical value o 1.96 at 0.05 significant level. Therefore, the null hypothesis is accepted between the mean ratings of teachers and students on sufficient time allotted. In other words insufficient time is a problem militating against the teaching of oral English in Edda LGA, hypothesis two reveals that t-calculated which is 0.8 is less than 1.96 t-critical value. Hence, null hypothesis is accepted implying that between the mean rating of teachers materials militating against the teaching of oral English in senior secondary schools (SS three) in Edda LGA.

Research hypothesis three indicate that the t-calculated which is 0.87 is less than the t-critical value of 1.96 therefore the null hypothesis which states that ,there is no significant difference between the mean ratings of teachers hindering the teaching of oral English senior secondary schools(SS three) in Edda LGA. As accepted.

Conclusion

Sequel to the findings ,the study concludes that inadequate supply of teaching materials actually militate against the teaching of oral English,insufficient time allotted, professional training,students motivation ,poor supervision in secondary schools in Edda LGA.

Recommendations

- (1) Local Government Education Authorities should prioritize that provision of teaching materials, like oral English laboratory , well equipped ICT centers with international standard audio-visual equipment for oral English.

- (2) School administrators and the State Government should work to reduce class sizes for oral English lessons this could be achieved by employing more qualified English teachers.
- (3) Ebonyi State ministry of Education in partnership with Professional bodies like Teachers Registration Council of Nigeria (TRCN) should organize regular mandatory seminars for English Teachers, Workshop and in-service training
- (4) Teachers should be encouraged and trained to use motivational strategies in their classrooms, like fitting instructional materials it could be games, role play, to make the lesson more interesting.
- (5) Students should be sensitized by organizing orientation for them especially the newly admitted students on the importance of oral English.

Reference

- Adeniran, D& Osisanwo, T (2005) Drills and Tests in Oral English. Longman; London.
- Akperero, D (2000). The Role of Native Language Transfer and Task Formalt, Acquisition of Spanish spirantization. *Hispania*, 77 (3), 470-481.
- AI-SIBIA, U. (1998). Orthography shapes the perception of speech; the consistency effect in Auditory word Recognition. *Psychonomio Bulletin & Review* 5 (4), 68-689.
- Anthony, S. (2012). The effects of Repetition on vocabulary, *Applied Linguistics*, 28 (1); 46-65
- Enyeazy, M. (2001). Aspects of Applied linguistics, Abuja; Isreal Ogunleye Publishing and Printing Press.
- Idirs, L (2001). A sector Analysis –Based contrastive study of English & Yoruba verbal system with Teaching Implications. An unpublished Ph.D dissertation, A.B. U. Zaria.
- Williams, O. (2010). English Language Teaching: An Integrated approach. Ibadan.
- Jowith (2015); language and linguistic. In Omachoni G.S (ed), NSUK Text in General linguistic vol 1 Enugu; Rossen Productions Ltd. 1-12.
- Obiri, M. (2007). The little Prince. New York; Harcourt Inc.
- Okoli, M (2000). Phonetics in Phonology. The case of Laryngeal Neutralization. Mrs-, UCLA. The influence of orthography on phonological Representations in the lexicon. *Journal of memory and language*, 24 (3), 320-335.
- Osisanwo, A. (2009). Fundamentals of English phonetics and phonology, Nigeria. Femolus fetops.
- Uche, N. (2013). A theoretical perspective on the nature of linguistics Aptitude, *International Review of Applied Linguistic*, 16 (1-4), 15-26.
- Ufomata (2017); does Awareness of speech as a sequence of phone Arise spontaneously cognition, 7 (4), 323-331.
- Unoh, U. (2010). Working memory and l2 Oral fluency (unpublished doctoral dessionation). University of Pilttsburgh, Pittsburgah.