The Significance of Jargon for Productive Teaching and Learning of Oral English in Junior Secondary School

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Abstract
The theoretical frame work for this study was provided by the review of literature was also prepared to enable the researcher collect enough data in regards to the study. Information was sought through primary sources such as questionnaires were used in data collection. The findings of the research work were presented in tabular form and analyzed using simple percentage. The purpose of the study is that, to find out if there are enough Jargon laboratories available for Productive teaching and learning of the English Jargon in secondary schools. Their significance, is to provide invaluable information to the government, the Nigeria Educational Research center, the curriculum planners. The design of it is to determine the Significance of Jargon on Productive teaching and learning of English Jargon in secondary Schools. The population of the study were 25 teachers in number and there was no sampling. Administration of instrument and data collection are primary data and secondary data. The information instrument used for this research study. The supervisor approved the questionnaire before we used it. Everything was gotten as a result of hard work and since the Tai Local Government Area was interviewed by the researchers are reliable personal and their contribution has helped the researchers to carry out the research work effectively, method of data analysis, the researchers got their information from newspapers,

Introduction

In one sense, we are being educated all the time, to the extent that everything that happens to us may bring about some changes in the way we feel, think, act and obviously the way we speak. We learn from the things we hear, from the circumstances in which we live, the people we meet, ideas in books or papers. In fact, everything that surrounds us and of which we experience is educating us and our children all the time. For the process of education to function effectively, the school curriculum is taken into consideration. Therefore, curriculum is the term used to indicate a group of subjects or field of study arranged in a particular sequence. According to Puckett (1979) Curriculum is the selection, organization and administration of a body of subject matter designed to lead the pupil on the same definite life objective. In spite of the fact that so many aspects of man's knowledge compete today for inclusion as subjects in the school curriculum, at least one modern Jargon continues to maintain the right to a place in the secondary school curriculum. All those who believe that the study of a modern Jargon other than one's own has an important part to play in the development of the adolescent, a part which perhaps today is

even more essential than in the past, are content that this should be so. It has been observed that in theory and practice whenever circumstances allow the advantages inherent in such a study are beneficial to children in secondary schools. Jargon according to Webster's Encyclopedic Unabridged Dictionary of the English Jargon: Is the body of wards and systems of use common to a people who are of the same community or nation, the same geographical area or the same cultural tradition. Jargon is human speech either spoken or written. Whenever there is a human society, there is Jargon. Most forms of human activity depend on the co-operation of two or more persons. A common Jargon enable human beings to work together in an infinite variety or ways.
Lieberman (1984) argues that human Jargon is built on a biological based that is present in other primates, and that both humans and animals have innated neural mechanisms which are matched to their respective sound producing mechanisms. Yet most linguists will readily agree that only humans have Jargon proper and that the possession of Jargon put humans at considerable advantage compared with other species. English is one of the major languages out of about 5000 estimated Jargon spoken in the World. About 200 years ago, English was simply Jargon of less than 15 million peoples. Today, however, English is used by more than 300 million people and second only to Chinese as regards the number of people using a particular Jargon. English is one of the most influential and fast-growing languages spoken across the globe. One fifth of the earth's land surface use English either as native tongue or official Jargon. Of the entire world's languages, English is the most widely studied Jargon; especially in areas where it is not native. Today, English is used in several countries in the American continent including the United States of America and Canada, New Zealand, Republic of South Africa, Australia and Canada, New Zealand, Republic of countries in the Wes African subcontinent. Though English was actually Jargon of colonization in these countries, like India colonized territories. In other countries including Japan and China English is usually taught as the chief foreign Jargon. Equally about half of the world's scientific and technical journals, as well as newspapers, are printed in English. The spread of English is further enhanced through the establishment of British Council and United States information service by the British and U.S. governments respectively with centers and libraries in various countries including Nigeria. All these factors have therefore made it easy for anyone who understands and speaks English, and moves around major cities in the world to communicate effectively with one another. According to Anibueze, (2007), English Jargon is a lingua franca. As lingua franca, it is Jargon for unification. It is highly established so that the people of varied languages will have purposes to relate together mutually and work in union. For example, Hausa man may comfortably stay and effectively speak with a Yoruba man or an Igbo man, and vice versa. The English Jargon had remained a very important tool for socialization and bureaucratic activities in Nigeria, since the days of colonialism. It was only natural that emphasis was laid on spoken English only and either on written English or both of them. However, with the emergence of a new class of people, with time, the civil servants, and their new roles in the colonial administration, the teaching and learning of Jargon took another form. Today, English is Jargon for the international community, according to Ezugu (1998), the English Jargon is the most widely spoken Jargon in the world. It is used as either a primary or secondary Jargon in many countries. It is Jargon of education, administration, law, world trade, international diplomacy as well as that of cultural. It is, therefore worthwhile acquiring mastery of this very important Jargon for whoever does not, has deprived himself of access to the world's brightest ideas and modern technologies. In Nigeria today, English remains Jargon of pedagogy, students can hardly make commendable progress in their studies without adequate mastery of English through which most of the course in primary, secondary and tertiary institutions are

taught and examined. This calls for a system that would be both rudimentary and functional its approach. This is important for according to Umaru (2005) as a student learns a new Jargon, very often he does not know how to express what he wants to say in writing.
Since the student uses a foreign Jargon as a medium of communication, he has to start from the scratch to learn the rudiments of Jargon. It is natural then that this is the function where the various problem arising then that this is the function where the various problem arising from the teaching and learning of Jargon meet the need to do so properly.
Jargon Teaching, according to Oluikpe (2005) stated that the basic criteria for assessing students' proficiency in writing and speaking are generally control of the basic grammatical categories such as punctuation, tense, number, gender etc. Jargon Teaching in Nigeria had fought with deficiencies. The major reason for these deficiencies is our English teacher who are not well-trine only but are also non-professionals. And even if they are somewhat trained, their training is rooted in to the work. A situation where a teacher of Jargon has no mastery of its grammatical categories, as we see today, does not mean well for the system. Also writing on these problems facing Jargon teaching, according Regner et al (2001) ascertained that "many good teachers are adaptive rather than rigid in their approach to teaching children and only loosely based on their instruction on a given method. Jargon is the official medium of communication of humans, it is one of the things that differentiate man from animals. Signs and symbols have no international understanding and may be difficult to understand. Picture, painting and sculptures cannot be read by all. This makes Jargon superior to all of them because it is easily understood and generally used. According to Ozohili (2007) Jargon literally means the "tongue" a human organ used in speaking. Traditionally, Jargon is defined as system of arbitrary vocal symbols by which thoughts are communicated from one being to another.

Jargon Learning; Human beings have the ability to learn and to understand and think about things. He has the capacity to gain and use knowledge. He can as well explore situations, collect information, plan and execute the plans. Man's high intelligence has also enabled him to evolve a level of linguistic communication by which life can be regulated. Theodore (2001) stated that Jargon learning requires thoroughly time, patience and practice. It cannot be done solely in school with the large class but requires few minutes of daily practice for individual students.
Therefore pupils, and students should be encouraged to practice this Jargon in their leisure in order to master Jargon as required.

Methodology: The methodology here refers to the method by which the teacher presents his materials to the learners and engages them in the task at hand.
Methodology is very vital in every teaching-learning situation. For according to Robert (2003) for Productive teaching and learning to take place, the skillful teacher needs to use the many different methods and techniques at his command. Even though there is a great diversity in teaching methods and techniques there is no one of them that can be regarded as the best for every teaching situation. This is however assumed that carefully designed teaching method can work wonders in making learning more Productive.

The teaching materials: The teaching materials involves the dominance of textbooks, dictionaries, chalk boards work books. (which are rarely used) and posters in the teaching of English Jargon in secondary schools in Tai Local Government Area of Cross River State has been counter-productive. Modern media such as: audio and video tapes, Jargon Laboratories,

programmed texts, flash cards, computers, magazines and newspaper are not in use. These findings agree with those of Kolawole (2000) who found that with many problems, such as inadequate and useful resources. Modern Jargon is really one of the newest media that is making a lot of Significance in our educational scene. Jargon is an audio or audio-visual installation used as an aid in laboratory each student is able to replay one track of a tape and at the same time record his response on another track. He is then able to rewind the tape to listen to both the master track and the recording to his own response comparing the two recordings.

Research Design

This simple survey design was employed in this study to determine the Significance of Jargon on Productive teaching and learning of English Jargon in secondary schools.

Area of Study

The study was carried out in Tai Local Government Area of Rivers State

Population of the Study

The population of this study was the English Jargon teachers in schools in Tai. There were 25 teachers in number and there was no sampling.
The English Jargon teachers comprise the research subjects.

Instrument for Data Collection

A structured questionnaire which was developed by the researchers was used in collecting the data for this study.
The questionnaire consists of four (4) section and was designed to obtain information from English Jargon teachers in some secondary schools in Tai.

Validation of Instruments

The researchers used structured questionnaire for data collection.
The instrument was validated by three English Jargon specialist: two from UNN and one from Tai High School.
Based on the result of the validation exercised, certain items were amended before the questionnaire was finally administered on the English Jargon teachers in different secondary schools.

Administration of Instrument and Data Collection

The questionnaire was personally administered on (25) twenty-five English teachers in secondary schools in Tai of River State. The questionnaire was collected, organized and analyzed. Out of the (25) twenty was returned.

Method of Data Analysis

The data collected from the questionnaire were grouped according to the research questions of the study.
The responses were tailed and finally worked out in percentages.
Then, the frequency percentage table was built and use for the data analysis.

Research Questions 1

What qualification do you have?

Table 1

	YES		**NO**	
Response	F	%	F	%
N.C.E	11	55%	9	45%
B.A. English	2	10%	18	90%
B.A. Ed English	6	30%	14	70%
B.Ed English	1	5%	19	95%
Other	0	0	20	100%

The statistical analysis of the data collected in response to the research question one shows that 55% of teachers are N.C.E. holders while the remaining 45% are holders of other qualifications. 10% of teachers of are holders of the B.A. English, 30% are holders of the B.A. Ed English while 5% are holders of the M. Ed English. The rest (others) did not indicate other qualifications.

Research Question Two:

The worst problem encountered in the teaching and learning of English Jargon without Jargon are problems like:

Table II

		YES		**NO**	
		F	%	F	%
1	Mother tongue interference	18	90	2	10
2	Lack of adequate equipment	16	80	4	20
3	Lack of interest on the part of the students	8	40	12	60
4	Lack of competence in communication	12	60	8	40
5	Lack of experienced teachers to handle Jargon	9	45	11	55
6	Insufficient time allotted to the teaching in English Jargon	8	40	12	60
	Total	**20**	**100**	**20**	**100**

The second table contains the data got on the worst problem encountered in the teaching and learning of English Jargon. The greatest number of respondents representing 90% admitted that the mother tongue is the worst problem. 10% indicated other problems. 80% of the respondents agreed that the lack of adequate equipment is the worst problem while the remaining 20% disagreed. Coming to the lack of interest on the part of the students 40% agreed while 6% disagreed. 65% agreed that lack of exposure to the use of standard English is the worst problem. 60% of the respondents agreed with the lack of competence in communication. 45% agreed to the lack of experienced teachers to handle Jargon and finally, 40% pointed out the insufficient time allotted to the teaching of English Jargon.

Research Question Three (3)

Do you use any of these materials in teaching English Jargon?

Table III

		YES	**NO**

	Response	F	%	F	%
1	Textbooks only	17	85	3	15
2	Cassette tape recorders	3	15	17	85
3	Radio set	5	25	15	75
4	Television set	2	10	18	90
5	Libraries	16	80	4	20
6	The teachers as a model	18	90	2	10
7	Models	14	70	6	30
8	Charts	12	60	8	40
9	Sound films	1	5	9	95
10	Jargon rooms	0	0	20	100
11	Jargon laboratories	0	0	20	100
	Total	**20**	**100**	**20**	**100**

From the above data it clear that 85% of teachers use textbooks while the remaining 15% use other materials. 15% of the respondents agreed that they use cassette tape recorders, 25% vouched for the use of radio set, 10% and 80% of the respondents agreed to the use of television set and libraries respectively. 90% of the respondents ticked models. Charts have the percentage of 60 while sound films have 5%. Jargon room has 5% while none of the respondents indicated that they use Jargon.

Question IV (Four):
Do you use any of the following methods in teaching English Jargon?
Table IV

		YES		**NO**	
	Response	F	%	F	%
1	The direct method	18	90	2	10
2	The audio-lingual	4	20	16	80
3	The Experimentation method	8	40	12	60
4	The lecture method	11	55	9	45
5	The reading method	18	90	2	10
6	The Grammar Translation method	15	75	5	25
	Total	**20**	**100**	**20**	**100**

Total 4.4 show the frequency and percentage of the responses got on the method used by English teachers in teaching English. Analysis of the data reveal that the greatest percentage (90) of the respondents use the direct method and the reading method. 20% use audio-lingual and 40% use experimentation. Lecture method has the percentage of 55 while the grammar translation method has the percentage of 75.

Conclusion

The problems posed by Jargon on Productive teaching and learning especially in the learning of a second Jargon are many. From the data collected and analysed the following conclusions can possibly be made with particular reference to schools in Tai Area. Another tongue interference is seen by the teachers as the greatest problem in the teaching and learning of English Jargon though other problems were indicated by the respondents. The schools studied have limited number of the qualified teacher to teach the English Jargon. The highest instructional material available to teachers is "the teacher as a model". None of the schools could afford to provide such facilities as a Jargon and Jargon room. Most teachers use the direct method and reading method in teaching English Jargon.

Educational implications of the findings

According to Stevens (1979) "Jargon is a learned activity". The implication of the above statement is that for anybody to be a good teacher of English Jargon he must be a good speaker of Jargon to make a Productive impart on the students in the learning of the English Jargon. If qualified teachers are not sufficient it will constantly affect the students adversely especially in the spoken aspect of English Jargon as seen in Tai.

It is known that good materials will have a good effect on students' performance. The research show that instructional aides are lacking. Regrettably this does not make for Productive teaching and learning of English Jargon.

RECOMMENDATIONS

With regard to these findings, the following recommendations are made:

1. That the Government and Educational planners should provide facilities for training more English teachers in secondary schools using Jargon laboratories. And besides English Jargon teacher should not only have the intellectual knowledge of the subject matter……. Must also possess Jargon usage and have a problem in their vocal systems. They should know the methodology for imparting the knowledge.
2. The Government and Ministry of Education should make provision for refresher courses during long vacation to bring Jargon s teachers in tune with modern methodology.
3. The researchers also recommend that efforts should be made to ensure a blend of experimentation with the direct method or that two or more methods be adopted in the teaching of English Jargon. No angle method is recommendation in isolation.

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