Effective Teaching of Oral English in Senior Secondary Schools, Using Information and Communication Technology Tools in Oyigbo LGA, Rivers State

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Abstract
The study examined the effective teaching of Oral English in senior secondary schools, using Information and Communication Technology tools in Oyigbo Local Government Area of Rivers State. Quasi-experimental design was adopted for the study. The population of the study was 688 senior secondary two students in Oyigbo LGA. Sample size was 150 SS2 students selected through purposive sampling technique from two public schools in Oyigbo. A researcher Made Achievement Test titled Oral English Achievement Test (OEAT) that contained thirty (30) multiple choice questions was validated with reliability index of 0.77. Mean and standard deviation were used to answer the research questions while the null hypotheses were tested using ANCOVA at 0.05 levels of significance. The results of study revealed that students taught using Information and Communication Technology tool (podcast) used had a better result on those taught with it than those taught using traditional method. The study also established that both the male and female students benefited equally when taught with Information and Communication Technology tools. The study recommends that government and school administrators should build digitally equipped language laboratories in our secondary schools where the students will be taught Oral English using those tools to enable them learn effectively. Training and retraining should be organised for English teachers to enhance their effective use of ICT tools. Services of trained technicians should be engaged for maintenance of the equipment.

Keywords: *Effective Teaching, Oral English, Communication, Senior Secondary Schools, ICT tool.*

Introduction

Information and Communication Technology (ICT) has become one of the fundamental building blocks of modern society, (African Virtual University, 2012). ICT is integrated in almost all fields of life, including education; using it in Oral English classroom will not be an exceptional. The integration of ICT in education presently started to gain base in the potential and significant progress in language learning. According to Rouse (2016), ICT is a general term that comprises any communication gadget or application encompassing: radio, television, phones, computer and network software and hardware. The term Information and Communication Technology is also referred to as all the audio/audio visual materials and phone networks with computer networks that give information through a single cabling or link system (Brahima, 2011). ICT is seen according to American Recovery and Reinvestment (2016) as the utility of technology to assist the need of disseminating information and communication.

The most essential part of every language is the sound system of that language. Oral English being the most essential part of English Language is as well regarded as one, hence combination of sounds gives you words, words come together and form phrases, phrases form clauses/sentences (Ndimele, 2007). Therefore, using Information and Communication Technology tools in teaching of Oral English will improve the great proficiency of English language, besides, being proficient in English language helps to learn and comprehend other subjects effectively. The use of Information and Communication Technology tools will be of a great impart if used in Oral English class in our public secondary schools. Negligence to this is alarming especially in our public schools. English Language is a target and official language in Nigeria. It is the country's Lingua Franca (Ituen, 2011). The use of appropriate Information and Communication Technology tools in Oral English classroom will increase the effective learning of the subject, improve the mastery and reduce stress as first-hand information will be obtained from the owner of the language. For the owner of the language, they sleep, wake up, eat, drink, cry etc in the language but for the people learning English Language as a second language, the case is different.

English being an unavoidable subject and language of instruction that gives the students the room to understand other subjects taught in school needs to be taught with interesting tools that will aid the students' weal to learn it. Baniford and Mizokawa, (1991) asserted that the high proficiency of English language makes the students more creative and better at solving complex problems than those who do not. Information and Communication Technologies as digital instructional materials or resources have a vital role to play in Oral English classroom in our secondary schools.

A resourceful English teacher should make it a priority to concretize learning and make the learners to see Oral English as easy as their mother tongue and not as abstract language that one can never understand. With this, their learning interest, ability, confidence & performance will be motivated. The practical and auspicious use of these ICT tools in oral English classroom has positive effect. Learners of today are regarded as digital natives; they manipulate and handle these technological devices with great enthusiasm. It was in support of this, that UNESCO (2002) advocated the integration and use of ICT in teaching and learning in schools at all levels to portray its relevance.

With the use of ICT tools, the students have the opportunity to get firsthand information. Research suggests that integrating ICT into Oral English classroom can improve the four language

skills which are listening, speaking, reading and writing and as well as supporting collaboration, creativity, independent learning reflection (Becta, 2006).

However, Karner (2007) asserted that teaching Oral English with ICT tool improves performance hence, it encourages full participation, promote mutual understanding and inculcate shared responsibility. When an environment is digitally equipped, learning takes place (Finney, 2011). Blanskat (2002) carried out a study in National, International and European schools on the effect of ICT tools in Oral English classroom and found out those schools with sufficient resources achieved better result than those that are not well equipped.

Awotua-Efebo, (2011) posit that the use of Information and Communication Technology tools in teaching English language in secondary schools promote listening skills and verbal responses in the learners. He further stated that recorded CDs help the learners to do well in Oral English because they give them access to playback the CDs in order to improve in their area of weaknesses. Solomon, (1997), remarked that for a learner to be competent in the use of English, he/she needs to be competent in both verbal and written aspect of English language. However, he pointed out that the use of multimedia is essential in showing punctuation of a piece of writing as the whole details appear on the display screen and the size of the images or letters adjusted to fit in the visual perception of the students for easy comprehension.

Edward, Zakaria and Watson (2010) conducted a study on the use of Web 2.0 technology by European students. A non-proportional random stratified sampling was used. A total number of 250 students were used. Result showed that 90% of the students, preferred using e-mail to disseminate receive, and share digital content. It was also found out that for finding information relating to education, students prefer search engine to asking from friends or teacher. This study revealed that the students are exposed to wider source of information when they are taught with ICT tools.

Ajunwa, (2014) carried out a study on analysis of the use of Information and Communication Technology in teaching English Language in junior secondary school in Etche LGA of Rivers State. Descriptive survey research was adopted for the study. A sample of 140 teachers in public and private junior secondary schools in Etche LGA was selected through purposive sampling technique. The instruments used are observational Checklist and Questionnaire. The result was determined using Cronbach Alpha and Z-test. The result of the study revealed that performance improvement, motivation and interest have significant relationship with the use of ICT in teaching Oral English.

Statement of the Problem

Without a good knowledge of English sounds, it will be difficult if not unattainable to study English language. As we all know, English Language is an official language in Nigeria, language of instruction, business and commerce. It is generally accepted as Nigeria target language. A good knowledge of it is a gate way to the learning of other subjects. It is a compulsory teaching subject in all schools. It is seen as one of the most difficult subjects that is being taught and learnt in our secondary schools because of poor method of teaching it. The students' loss of interest leaves the teachers with problems of how to motivate them to learn, arouse their interest and improving their performance in English language. Without at least a credit in English in WAEC, GCE and other O' level certificates, it will be difficult for one to get admission into higher institution in Nigeria. That shows the amount of importance English language has in our education system. In fact, the

level of your fluency in English gives you preference to your peers, school mates, age group etc. It is as serious as that. The level of students' poor performance in English language every year in external exams is lamentable to both the school authorities and parents at large.

Consequently, there is an undisputed believe that the use of Information and Communication Technologies will improve the teaching and understanding of Oral English which thereby will improve the learning of English as a subject, hence we write what we hear and pronounce. It is true because Information and Communication Technologies provide fascinating environment for learning to take place. With the use of Information and Communication Technologies, motivation is increased, interest is sustained, teaching is also made easy, the students are exposed to wider source of information and above all the students' performance are improved. The problem of the study is to examine the extent to which Oral English teaching and learning can be effectively enhanced using Information and Communication Technology tools.

Aim and Objectives of the Study

The aim of the study is to examine the effective teaching of Oral English in senior secondary schools using Information and Communication Technology in Oyigbo LGA of Rivers State.

The specific objectives of the study are to:

1. find out if teaching Oral English with Information and Communication Technology tools improve performance SS2 students.
2. compare the performance of male and female students taught Oral English with Information and Communication Technology tools.

Research Questions

The following research questions guided the study:

1. To what extent does teaching Oral English with Information and Communication Technology tools improve performance of the SS2 students?
2. What difference exists between the performance of male and female students taught Oral English with Information and Communication Technology tools?

Hypotheses:

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant relationship between teaching Oral English with Information and Communication Technology tools and SS2 students' performance.
2. There is no significant difference between the performance of male and female students taught Oral English with Information and Communication Technology tools.

Methodology

The design of the study was Quasi-experimental design. The population of the study was 688 senior secondary two students. Sample size was 150 SS2 students selected through purposive sampling technique from two public schools in Oyigbo. A researcher Made Achievement Test titled Oral English Achievement Test (OEAT) that contained thirty (30) multiple choice questions was validated with reliability index of 0.77 obtained for the study using Pearson product moment

correlation. Mean and standard deviation was used to answer the research questions, while the null hypotheses were tested with ANCOVA at 0.05 levels of significance.

Results and analysis

Research Question 1: To what extent does teaching Oral English with ICT tools improve the SS2 students' performance? This research question was answered using mean and standard deviation of pretest and post test scores. Therefore, the difference between post-test mean and pretest mean are presented in **table 1.**

Table 1: Mean and Standard Deviation on the pretest and post-test of SS2 students taught Oral English with ICTs

Variable	N	Mean	SD	Mean Gained
Post-test	79	98.84	17.95	
				12.25
Pre-test		77.59	19.05	

In table 1, it is shown that the students' mean scores in Oral English with ICT tools were 98.84 and 77.59 respectively to their post and pre-test. The standard deviation in the post and pre-test are 17.95 and 19.05 respectively. Based on the students' mean scores in the post and pre-test, it was deduced that the students had a high mean score after exposure with ICT tools than before exposure with ICT tools with mean gained of 12.25.

Research Question 2: What difference exists between male and female students' performance taught Oral English with ICT tools? To answer research question 2, the post and pre-test mean scores of the male and female students taught Oral English with ICT tools were compared. The results got are presented in table 2.

Table 2: Mean and Standard Deviation on the pretest and post-test of male and female students taught Oral English with ICTs

Gender	N	Post test		Pre-test		Gained Mean
		Mean	SD	Mean	SD	
Male	41	101.27	18.16	78.49	15.65	22.78
						19.48
Female	38	96.21	17.57	76.63	22.32	

Results in table 4.2 revealed that the male students taught Oral English with ICT tools had the post and pretest means of 101.27 (SD=18.16) and 78.49 (SD=15.65) respectively. The female students taught Oral English with ICT tools had the mean scores of 96.21 (17.57) and 76.63 (22.32) respectively for their post and pre-test. Based on their mean scores, it is deduced that the male had

a mean gain of 22.78 while the female had 19.58. This indicates that the male students gained higher than female counterparts by a difference of 3.20.

Hypothesis 1: There is no significant relationship between teaching Oral English with Information and Communication Technology tools and SS2 students' performance. The hypothesis for SS2 students taught Oral English using ICT tool was tested using paired t-test and the results obtained were displayed on **tables 3.**

Table 3: T-test of analysis of the difference between the mean and standard deviation of SS2 students taught Oral English with ICT tool.

Variable	N	$\overline{X}$	SD	Mean Gained	df	T-value	p-value
Post-test	79	98.84	17.95				
				21.25	78	7.45	0.0005
Pre-test	79	77.59	19.05				

To test this null hypothesis, the mean gained of 21.25 was subjected to paired t-test, a calculated t-value of 7.45 was obtained at a df of 78 at 0.0005 level of significance ($p<0.05$). Therefore, the null hypothesis is rejected which indicates that the use of ICT tools in teaching Oral English significantly improves students' performance.

Hypothesis 2: There is no significant difference between the male and female students' performance taught Oral English with ICT tools. The null hypothesis for male and female students taught Oral English using ICT tool was tested using paired t-test and the results obtained were displayed on **table** 4.

Table 4: T-test of analysis of the difference between the performance of male and female students taught Oral English with ICTs

Gender	N	Post test Mean	SD	Pre-test Mean	SD	M/gnd	Post-test M/diff	Df	T-value	P-value
Male	41	101.27	18.16	78.49	15.65	22.78				
							15.06	77	1.26	0.213
Female	38	96.21	17.57	76.63	22.32	19.58				

When their post-test mean scores were considered, the difference between the male and female students' post-test mean is 15.06. When this mean difference was subjected to an independent t-test statistics, a calculated t-value of 1.26 was obtained at df of 77 at 0.213 level of significance ($p>0.05$). Thus, in this null hypothesis was accepted indicating no significant difference between male and female students' performance taught Oral English with ICT tools.

Discussion

The result in Table 1 shows that teaching Oral English with ICT tools improve the students' performance in English. This agrees with the research carried out as cited by Becta (2006) that integrating ICT into Oral English classroom improves the four language skills which are: listening, speaking, reading and writing as well as supporting collaboration, creativity, independent learning reflection. However, Karner (2007) asserted that teaching Oral English with ICT tool improves performance hence, it encourages full participation, promote mutual understanding and inculcate shared responsibility. When an environment is digitally equipped, learning takes place (Finney, 2011). This is because, the interest of the students are captured and sustained when ICT tool is used in the classroom. Again, when information gathered is retained, it is retrieved and used when it is necessary.

Again, there is significant difference between the students' pretest and post-test mean scores as shown in table 3 which indicates that the use of ICT tools in teaching Oral English significantly improves students' performance. This corresponds with the findings of Blanskat (2002) who carried out a study in National, International and European schools on the effect of ICT tools in Oral English classroom. Blanskat found out those schools with sufficient resources achieved better result than those that are not well equipped. He came about this conclusion because there was significant improvement on learners' performances when useful resources are used in teaching and learning.

The result got as presented in table 2 revealed that there is no significant difference between male and female performance taught Oral English with ICT tools. This finding corroborates with Solomon, (1997) who observed that whether you are a male or a female, all you need is to be competent in both verbal and written aspect of English language. Also, Awotua-Efebo (2011) who posit that the use of ICT tools in teaching English language in secondary schools promotes listening skills and verbal responses in the learners in general. He further stated that recorded CDs help the learners to do well in Oral English because they give them access to playback the CDs in order to improve in their area of weaknesses. There is an enthusiasm created towards learning a concept with ICT tools, gender notwithstanding. Studies carried out by Edward, Zakaria and Watson (2010) on the use of Web 2.0 technology by European students was positive. It found out that students preferred using E-mail to receive, store and share digital contents. They prefer search engine to asking from friends or teachers.

Thus, in table 4, the null hypothesis was accepted indicating that there is no significant difference between male and female students' performance taught Oral English with ICT tools. Both male and female students improved in their performance once they are taught with ICT tools as supported by Ajunwa (2014) who stated that performance improvement, motivation and interest sustainment have significant positive relationship with the use of ICT tools in teaching Oral English.

Conclusion

The study has concluded that Information and Communication Technology tools are digital instructional materials. The students in public secondary schools who were already tired of

teachers' traditional method of teaching were aroused to learn when Information and Communication Technology tool was used. This was because Information and Communication Technology tools have a special way of arousing and improving performance as seen in the difference of the students when their pretest and post-test results were compared.

Recommendations

1. Government and school administrators should ensure compulsory building of modern digital language laboratories adequately equipped with facilities at all levels of education.
2. Training and retraining should be organised for English teachers to enhance their effective use of ICT tools.
3. Services of trained technicians should be engaged for maintenance of the equipment.

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