**CHAPTER ONE**

**1:0 General Introduction**

This chapter presents background to the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitation and delimitation of the study, operational definition of terms and brief description of the area of study.

**1:1 Background to the study**

Investigating into such an interesting topic could be sometimes difficult without an in-depth knowledge of the concept. In modern language learning, knowledge of language is not only important but the ability to effectively communicate the language orally. Oral English is a commendable innovation in teaching and examining of English language in tertiary institutions.

Language is primarily spoken while writing is the outcome of the convention to present speech in a visual form. In recognition of this fact, the English language syllabus is modern with an oral component. It is therefore important for students to acquire the correct speech habits and skills to enhance their Oral English proficiency that will prepare them for professional careers.

According to Soyele (2014), attitudes refer to the likes, dislikes and disposition towards situation, objects or character which result in favourable or unfavourable reactions.

Marzano (2016) stresses that without positive attitude, students have little chance of learning proficiently if at all they learn.

Attitudes employed by students in the teaching and learning of Oral English such as concentration, a positive mind set, a willingness to comprehend and reinforce in the process of impacting or receiving knowledge, shared responsibilities involved in the classroom, a motivation to provide excellent and meaningful learning outcome.

In the era of communication, learning a language can only be a success if an individual can function very well in the spoken language. Students in Nigerian tertiary institution are taught Oral English from year one at school. But due to some level of impression received during teaching and learning process, students are not able to reflect true speaking ability. Constant drill and assessment of speaking skills are neglected. It is difficult to teach and learn spoken English when students have poor attitudes and the course is extremely technical and many students do not know how the sounds in the language they choose to study are organized.

In the course of time, language scholars have found the challenges of teaching and learning the Oral English sound systems in schools; some of which include ineffective teaching methods, lack of constant practice, lack of language laboratory or not familiar with the audio-visual devices used in the language laboratory, unwillingness to make use of the pronunciation dictionary and fear of the Oral English lessons.

In the study conducted by Anana (2021) on students’ attitudes towards Oral English in selected secondary school in Lagos metropolis noted that, the Junior Secondary School (JSS) and Senior Secondary School (SSS) “students’ failure and success of Oral English were due to their positive and negative attitude” (89).

According to Hughes (2003), teaching and learning of speaking should involve comprehension as well as production of the language.

Attitudes of students towards Oral English may determine the success or failure of teaching and learning. Some students do not possess enough knowledge of Oral English from elementary schools before been admitted into the university neither do they understand what they read in text to actively participate in class. In fact, some cannot relate the terms in Oral English. Hence, their attitudes towards the teaching and learning of Oral English is adversely affected.

This study focuses on students’ attitudes towards the teaching and learning of Oral English in Nigerian tertiary institutions with a view to investigating the attitudes, factors and to what effect they are for students learning outcome and recommending possible ways to mitigate the challenge.

**1:2 Statement of the Problem**

It has been recently observed that some students of Mountain Top University have continuously boycott Oral English aspect in their ENG 103 Spoken English right from their year one (100 level). Statistics shows that 50% of the students in year one set of 2018/2019 academic session who sat for the ENG 103 Spoken English performed averagely in the Phonetics and Phonology aspect of the questions asked after the examinations were conducted and marked. The results were conspicuously pasted. For this reason, some students avoid all aspects of phonetics and phonology in any Oral English related examinations. The researcher explored the attitudes of the students towards the teaching and learning of Oral English. Is it students’ or teachers’ centred? Or the students linguistics and phonological background? Or is it teachers’ competence and performance related? The researcher investigated these questions in the course of the study.

**1:3 Objectives of the Study**

This study is presided by the following objectives:

1. To investigate how students’ attitudes affect the teaching and learning of Oral English.
2. To examine the factors responsible for negative attitudes of students towards teaching and learning of Oral English.
3. To find out the impacts of students’ negative attitudes towards teaching and learning of Oral English.

**1.4** **Research Questions**

1. How do students’ attitudes affect the teaching and learning of Oral English?
2. What are the factors responsible for students’ negative attitudes towards teaching and learning of Oral English?
3. What are the impacts of students’ negative attitudes in teaching and learning of Oral English?

**1:5 Significance of the Study**

It is hoped that this research would be helpful to the students in Nigerian tertiary institutions as well as the teachers of Oral English.

Also, it will enable teachers to encourage students to communicate often in English language and not to be shy while they want to say anything.

The research will be helpful to the educational planners and other educational stakeholders.

**1:6 Scope of the Study**

This study is limited to students’ attitudes towards teaching and learning of Oral English in Mountain Top University.

**1:7 Limitation and Delimitation of the Study**

This study only covered students of Mountain Top University. It was a herculean task to gather data from students due to their busy schedules and impromptu administering of questionnaires. Mountain Top University was chosen for the study due to records of students’ performance in Oral English in the ENG 103 Spoken English.

**1:8 Operational Definition of Terms**

**Student:** student in this study is someone who attends a school or one who is a learner. A person who is formally enrolled at a college or university.

**Attitude:** attitude in this study is a mental position with regard to a fact or state. A mental position or feeling with regard to the state of the mind.

**Teaching:** teaching is any act or engagement in instructing, training or educating.

**Learning:** learning is the readiness to acquire knowledge, information or literacy.

**Oral English:** refers to spoken English.

**1:9 Brief Description of Area of Study**

The area of study is the Mountain Top University located at Makogi-oba, Ogun state. It was founded by Mountain of Fire and Miracles Ministries, a Pentecostal Christian denomination. The university was founded by Dr. D. K. Olukoya, the General Overseer of MFM Ministries worldwide.

The Mountain Top University operates under two colleges: the College of Basic and Applied Sciences (CBAS) and the College of Humanities, Management and Social Sciences (CHMS).

The College of Basic and Applied Sciences have the following departments/programmes viz: Applied Geophysics, Biology, Biochemistry, Bio-technology, Chemistry, Computer Science, Food Sciences and Technology, Geology, Industrial Chemistry, Cyber Security, Mathematics, Microbiology, Physics, Physics and Electronics, Software engineering.

The College of Humanities, Management and Social Sciences have the following departments/programmes viz: Accounting, Business Administration, Economics, English Language, Finance, Fine and Applies Arts, Industrial Relation and Personal Management, Mass Communication, Music, Philosophy and Religion, Public Administration, Securities and Investment.

**CHAPTER TWO**

**2.0 REVIEW OF RELATED LITERATURE**

**2.1 Conceptual Framework**

**2.1.1 Meaning of Attitude**

Attitudes are disposition or state of mind (The English Dictionary of current usage, 7th Edition). An attitude may tell how one feels towards an ideology or a concept. Here, a person positions himself to react to a perceived outcome. It could either be positive or negative.

According to Anana (2017:90) “attitude constitutes who a person is, what he says, how he says it, how he acts and sometimes what people say about him”. That is, attitude constitutes who one is, what one says, how one says it and what others say about one constitutes what every individual sees, does, thinks and hears.

Gelisli (2007) submitted that, the term ‘attitude’ is derived from the literature of Social Psychology; attitude is a subjective and mental preparation for action. It originates in 1660 from Italian “attitudine” which means disposition, posture, aptness and promptitude. Late Latin “aptitudinem and “aptitude” and French “attitude” a person’s lifestyle exhibited continuously overtime.

Chen et al. (2021) asserts that, there is a growing number of studies on Oral English anxiety in recent years. Most students’ oral anxiety level is higher than that of listening, writing, reading, and other skills, and oral anxiety is relatively difficult to overcome. It is urgent to study how to reduce oral anxiety to improve students’ comprehensive foreign language level and promote effective communication ([Kirova, 2020](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8544782/" \l "ref12); [Tsai et al., 2020](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8544782/#ref23)**)**.

**2.1.2 Teaching**

Teaching is instructing, showing, or guiding someone to learn or study something or a subject and providing the person with the knowledge; causing to know or understand it. Teaching is an engagement with learners to enable their understanding and application of knowledge, concepts and processes. (http//www.sun.ac.za>English>ctl>t-l-resources>curri…)

**2.1.3 Learning**

Learning involves the activity or process of gaining knowledge or skill by studying, practicing, being taught or experiencing something (Merriam-Webster dictionary)

Learning theory describes how students receive, process and retain knowledge during learning. (https://en.wikipedia.org/wiki/Learning\_theory\_ (education)

Kimbe and Garmezy (1963:133) “learning is a relatively permanent change in behavioural tendency and is the result of reinforced practice. Learning is the acquisition of a skill or subject by study, experience, or instruction. Learning is the conscious aspect of learning a language”.

**2.1.4 Oral/Spoken English**

The oral language, also known as spoken language, is the way humans communicate through their actions. Reading and comprehension of words are built on Oral Language skills. Listening and reading comprehension are both influenced by these factors. Rather than writing, it is spoken, oral. The English Language Learners Dictionary of oral refers Oral English to a test in which you answer questions by speaking rather than writing. Language is the process by which we communicate ideas, thoughts, and feelings through spoken words. . The only form of oral language is spoken. In other words, oral instructions are instructions given by one person to another through speech. ([languages@ilovelanguages.com](mailto:languages@ilovelanguages.com)) the spoken form created different varieties starting from the native Received Pronunciation.

Oral English is the study of the speech or linguistic uses of sounds in English often broadly categorized into **phonetics** and **phonology**.

Phonetics and phonology are branches of linguistics. Phonetics is the scientific study of sound patterns of any world language while Phonology is the scientific study of discreet sounds of a particular language and the rules that govern such language.

**2.1.4.1 Phonetics and Phonology**

According to Anana (2012) Phonetics studies how speech sounds are produced, transmitted and received while Phonology is the study of the principles that govern how sounds are organized in language. It also explains the occurrence of variations in language.

According to Osisanwo (2012) Phonology is the branch of linguistics that is concerned with the study of how speech sounds are combined to form pattern and systems. It helps us to know the combination, organization and structure of sounds that are possible or permissible in a language. The relationship between phonetics and phonology is that phonetics supplies the raw material, why phonology cooks them. In other words, phonetics supplies the data for phonology.

The word ‘phonology’ comes from the Greek words phono (which means sound, voice) and –logy (which means study). The term has been viewed in various ways by different scholars. Phonology is concerned not with the physical properties of sound but rather with how the function in a particular language (Comrie, 2007).

According to Carol, 2014 cited in Emmanuel A. & Sekyi-Baidoo Y, 2014:48) “Phonology is the scientific study of the systematic structuring of the speech sounds in a particular language. It is concerned with the functioning, classification, distribution, patterning and relations among the sounds of a language. It, therefore, studies the combination of sounds into organised units of speech and formation of syllables and larger units. Since phonology describes the sound system of a particular language and the combination and distribution of sounds which occur in that language, phonological descriptions/analysis are often based on the phonemes of the language in question. A phoneme is a distinctive and contrastive structural elements in the sound systems of a language”.

Phonology has two main branches: **Segmental** **Phonology** and **Suprasegmental** **Phonology**. Segmental Phonology is concerned with the individual speech sounds of a language. These speech sounds are in turn classified into vowels and consonants. Suprasegmental Phonology, on the other hand, studies those phonological elements whose domain is something larger than a single segment and whose phonetic realisation can only be described in syllables, phrases, clauses, etc. and English Suprasegmental features include stress, rhythm, and intonation.

**2.2 Theoretical Review**

**2.2.1 Behaviourist Theory**

This study adopted behaviourist theory by an American psychologist B. F. Skinner (1904-90) which propose the behaviour/attitude that operates in individuals that triggers his/her likeness or hatred for something. The psychologists define attitudes as a learned tendency to evaluate things in a certain way. This can include evaluation of people, issues, objects, or events which are often positive or negative, but they can also be uncertain at times. For example, you might have mixed feelings about a particular person or issue. Researchers also suggest that there are several different components that make up attitude: the cognitive components (your thoughts and beliefs about the subject), affective component (how the object, person, issue or event makes you feel) and behavioural component (how attitude influences your behaviour).

Attitude can also be explicit and implicit. Explicit attitudes are those that we are consciously aware of and that clearly influence our behaviours and beliefs. Implicit attitudes are unconscious but still have an effect on our belief and behaviour. There are a number of factors that can influence how and why attitude form. They are: experience (attitude form directly or emerge as a result of personal know how), social factors are roles and norms that can have a strong influence on attitudes. Social roles relate to how people are expected to behave in a particular context. Social norms involves society’s rules for what behaviours are considered appropriate. In learning, attitudes can be learned in a variety of way to influence your attitude towards a particular course. Also, in some cases, people may actually alter their attitude in order to better align them with their behaviour. It is important to begin discussion on Students’ Attitudes towards the Teaching and Learning of Oral English in Nigerian tertiary institutions. Some of these students may end up teaching in primary, junior and senior secondary schools and they are expected to be good role models of Oral English Language teachers.

This theory invites the exploration of ideas on students' attitudes in teaching and learning of Oral English in Mountain Top University likewise the positive and negative attitudes on the part of the students, the teachers, and the institution.

The teaching and learning of Oral English is an opportunity for students to be exposed to the English phonetic alphabet for an efficient speaking and effective communication. Not only does Oral English help the second language learners learn the correct way of speaking for their linguistics competence in the recognition of sounds but also for a better linguistics performance.

**2.2.2 Students and Teachers Related Attitudes towards Oral English.**

**2.2.2.1 Students and Learning of Oral English.**

Being a successful learner starts with having a positive attitude towards learning. A positive attitude lets you relax, remember, focus and absorb information as you learn. According to the Association of Teacher (2008) Students' attention span varies in several ways in the cause of learning. In the Language Laboratory where Spoken English is being taught, some students find those Computer Assisted Language Learning (CALL) device strange to them due to lack of fore knowledge on their uses; unless the guide of the teacher. This implies that the students will have to follow some sort of instructions on the use of the Language Laboratory and its devices to learn. Learning can only take place if there are well equipped language laboratory and a very good instructor for better repetitive drills. That is only when learning can be impacted and the attitude is altered positively.

**2.2.2.2 Teachers and Teaching of Oral English.**

In the teaching of Oral English, some recently graduated language teachers or instructors with Bachelor of Arts have less experience to the use of phonetics compared to their Master's or Doctoral degree counterparts. The former may not view the concept as the most important of the five emergent literacy skills. Rather they related a large vocabulary as their most critical followed by rhyming, blending, segmenting and counting syllables. Fasanmi (2011) explains that the status of English language and Oral English necessitate the identification of the difficulties that learners encounter in the learning of Oral English as a Second Language situation like Nigeria. Teachers of Phonetics and Phonology have to battle with the poor phonological background of students and all the stated and unstated challenges in order to address them else the teachers will be labelled incompetent. Since English is the language of instruction in schools, and is a prerequisite for gaining admission into Nigeria higher institutions, then a level of demand in proficiency attainment must be high. If teachers are not proficient enough in English, how are they expected to impact knowledge to learners and be good models? For instance, most institutions do not have standard Language Laboratories and in places where they exist, they don not function well. Thus, most of the teachers in those institution do not have enough exposure to Language Laboratory teaching. A Language laboratory is a practice place to train, teach and drill learners in spoken language irrespective of the presence of teachers of instructors. The Language Laboratory as a modern technology is, useful in language learning, proficiency and pronunciation where phonological rules that govern language are learned.

A good mastery of the sounds of English instills in the learner right use of their diction and having a good model to reproduce. In a situation where there is a bad model, that is, the inability to influence the right knowledge of the subject to the students they lose interests, or exhibit little or no concentration on the study. This may bring about negative attitude to the study. Speaking ability needs practice and some preparations, hence, schools should actively develop English corners, Oral English recitations, speeches, and debate competitions to stimulate students to strengthen their daily oral training; teachers can put oral practice homework as process evaluation assessments into final exam grades, and use formative-assessment method to facilitate instruction and strengthen supervision of students' oral learning.

Teachers of Oral English guides students to shift from an external instrumental motivation of language learning to internal integrative motivation. Hence, language learning should be participate and incorporated. They need to help students understand that test scores and certificates are not the ultimate goal of learning, but interests and hobbies are the best teachers for a lifetime of study and self-improvement. Teachers actively guides students to participate in various oral examinations at all levels from the aspects of studying and working abroad, college upgrading, job applications and so on, and encourage them to seek essential oral certificates as a stepping stone for future career plan. Through tests, the pertinence and purpose of students' oral practice will be clear-cut, and students can be motivated and thus improve the demand for spoken ability improvement by means of taking tests in return. Learners’ attitudes could be incorporated in language learning because it may influence their performance in acquiring the target language. Students’ attitude is a very essential part of teaching - learning process. It is therefore a very important component of the pedagogical necessity to develop a positive attitude among the learners of Languages especially languages other than one’s mother tongue. Both positive as well as negative attitudes have an impact on the learning outcomes of language teaching. Attitude can enable learners to express whether they like or dislike the subject or the language they are learning or whether the learning environment is conducive to their learning situation.

Attitudes play a crucial role in the language learning as they can influence students’ success or failure in the learning. Hence, it is very essential to understand the level of students’ attitude towards Oral English as the [teacher](https://www.cram.com/subjects/teacher) themselves should have a positive attitude and acquire adequate competence to teach the language in their respective schools. Gilakjani (2016) indicates that a positive attitude towards a language does seem to contribute to learning its pronunciation. Similarly, Gao & Hanna (2016) support the fact that positive attitudes result in better outcomes in pronunciation learning, due to the fact that motivation is stronger. Learners should be trained in those features which are the most demanding for them and that promote intelligibility in order to enhance their communicative competence. These should include segmental as well as suprasegmental aspects of English, as they are both necessary for a complete approach to pronunciation learning since lack of intelligibility can be attributed to both aspects of the language (Moghaddam, Nasiri, Zarea & Sepehrinia, 2012).

**2.2.2.3 The Oral English and Pronunciation in Teaching and Learning.**

According to Jonathan Marks (2011) Teachers of English vary in their attitudes to pronunciation, and in how much pronunciation work they include in lessons. Some feel that pronunciation is relatively unimportant, or that learners will simply pick it up as they learn the language. Others would like to give learners more help with pronunciation, but feel that their own knowledge is inadequate. Course-books also vary in how much support they give teachers in this area; coverage of pronunciation is sometimes limited to a couple of square inches at the end of a unit. So, because of these factors, pronunciation is often neglected. When learners are asked about their goals and priorities, on the other hand, they often say that pronunciation is very important. Good pronunciation is a key part of confidence in speaking a language, and poor pronunciation is the first barrier to communication; no matter how much English you know, you won’t be able to make use of your knowledge if other people can’t understand you.

What is ‘good’ pronunciation? Traditionally, the assumed target for pronunciation learning was a standard British accent. But this accent was difficult to acquire and probably unnecessary for most learners. In most cases, a more appropriate and achievable alternative is to consider what is needed for international intelligibility- see the essay of Jennifer Jenkins. Nevertheless, some learners do want to achieve a native-like accent, and teachers should help them to do so. How and when should teachers include pronunciation work in their lesson? Probably the best approach is simply to integrate a concern for pronunciation into every lesson. Whichever pronunciation they aim at for their own speech, it is important for learners to have substantial and wide experience of *listening* to different varieties of English, for two reasons. Firstly, the pronunciation of English varies enormously in different parts of the world (even in Britain, in fact!) and secondly, whatever the variety is, words in spontaneous speech are subject to reductions in pronunciation which can make them unrecognizable to the unpracticed era. It is also important to use phonemic transcription in teaching English. This is so because some teachers find it an unnecessary complication, especially for learners who are already facing the task of learning a new writing system, the Roman alphabet. But many of the symbols especially those for consonant sounds, are identical to those used in alphabetical spelling, and the task of learning the other symbols can be made easier by introducing them gradually (Jonathan Marks, 2011:xxvi).

**2.3 Empirical Review**

**Anana (2021) investigated Students’ Attitudes towards Oral English in selected Secondary Schools in the Lagos metropolis**. She used questionnaire and interview to gather her data from the respondents. The results showed that, teachers’ inability to master the sound system of Oral English, their negative body language and methods of teaching the subject prompts students’ negative attitudes towards it. She recommended that trained, qualified and professional teachers should be used to teach Oral English in secondary schools and not only the regular teachers who teach other aspects of English language. Functional modern language laboratories should be used to assist in the teaching of Oral English in secondary schools.

**Fasanmi & Famuyiwa (2008) conducted a study on the “Importance of Proficiency in Spoken English and Correct Pronunciation at the Higher Education Level**”. The study investigated the pronunciation proficiency of 60 undergraduates of two nationalities, Nigeria and Ethiopia in English Pronunciation. 30 from each country. Convenient sampling techniques was used to collect data, tape recorded and played for assessment. The data included segmental features of the pronunciation (English consonants and vowels in pronunciation and sound articulation)

The major findings revealed interference of mother tongue in the pronunciation of two nationalities.

**In a research carried out by Otolorin (2014)**, it was discovered that 83.5% of respondents agreed that the Laboratory use is effective in teaching of Oral English while 16.5% disagreed. Finally 83.5% agreed that some Oral English teachers were not taught with the use of Language Laboratory while 16.5% disagreed.

**Amleh (2015) studied Attitudes of English Teachers and Students towards Oral Communication in Palestinian Classrooms**. The researcher used interview and questionnaire for data collection. The results showed that the teachers and a majority of pupils think that oral communication is an important part of the teaching of English; mainly because of the fact that being able to express yourself orally in English today is of great importance and because through this the pupils get to use English language a lot themselves. The results also showed that the teachers believe that the assessment of the pupils’ oral ability is hard because it is not as concrete as other skills that they assess in the English foreign language classroom.

**Tsuda & Lafaye (2003) did a survey of Japanese students’ Attitudes towards English Language Learning** by using responses from all first and second year students at the Tokai Gakuen University. The result shows that two third of the students say that they do not like studying English. They also try to find why many students do not like to study it by comparing the attitudes of the students who like English and those who do not and by reviewing their comments in the questionnaire.

**2.4 Appraisal of Literature**

Having assessed and evaluated the linguistic works from several scholars, this study has been able to identify area of similarities and differences. Therefore, there is a gap which informs this study and has been able to identify the lacuna. The study gap between all the works reviewed is that the researchers did not work on students’ attitudes towards teaching and learning Oral English in Nigerian tertiary institutions. Only a few of the researchers worked on students’ attitudes towards Oral English in secondary schools in the Lagos Metropolis; Attitudes of English Teachers and Students towards Oral Communication in Palestinian Classroom; Importance of Proficiency in Spoken English and Correct Pronunciation at the Higher Education Level; Japanese students’ Attitudes towards English Language Learning. Different researchers used different models, theories to relate it to their research topic and research instrument to gather their data.

From the study conducted by Anana (2021) on students’ attitudes towards Oral English, its findings revealed that teachers’ inability to master the sound systems of Oral English and method of teaching the subject poses negative responses from the students. In this study, the Oral English teachers are not the core cause of negative response of students towards learning the subject but rather students’ inability to use their pronunciation dictionary and having perform poorly overtime prompted their negative response to learning.

Fasanmi & Famuyiwa (2008), investigate students’ English proficiency towards Mother Tongue Interference while Otolorin discovered that the Oral English teachers were not taught with the use of Language Laboratory triggered a negative response from learners. In this study, most of the students are not familiar with the sound spectrograph used in the Language Laboratory.

Amleh 2015 as well as Tsuda & Lafaye (2003) investigates nearly similar findings. In Amleh’s study, the teachers and majority of the pupils think that the Oral communication is important because of expression purpose as it is mainly spoken and the teachers believe that the assessment is hard because it is not concrete on other skills. In this study, the students are more expressive in writing than in speaking. While in Tsuda & Lafaye study shows that students do not like studying English at all. In this study, the students are always excited and often attend the Oral English class.

**CHAPTER THREE**

**3.0 RESEARCH METHODOLOGY**

**3.1 Research Methodology**

This is the process of systematically solving a research problem. It is the science of studying how research is done scientifically. It is the step by step approach the researcher adopted in studying the research problem.

**3.2 Research Design**

This study adopted a descriptive research survey. A well structures questionnaire were distributed. (Check and Schutt, 2012) describes survey as the collection of information from a sample of individuals through their responses to questions.

**3.3 Area of the Study**

The study was conducted in Mountain Top University, beside MFM Prayer city, Lagos-Ibadan expressway, Ogun State. Obafemi-Owode LGA, 110106, Ibafo.

**3.4 Population of the Study**

A research population is a big group of people or items, or even object that form the subject of an investigation. The population of this study consists students in tertiary institutions in Nigeria. My target population consists all students in Mountain Top University. According to the university’s website, the population is about 2,000.

**3.5 Sample and Sampling Technique**

A simple random sampling technique was collected. It ensures an unbiased selection and representative sampling of the population. The researcher used a representative sample of 105 participants from the department of English Language and the department of Mass Communication. Forty (40) respondents from English and sixty five (65) respondents from Mass Communication served as my sampling technique.

**3.6 Method of Data Collection**

The method was carried out through questionnaire which was personally administered by the researcher manually and retrieved manually. Informed consent of the participants was sought. To facilitate data collection, questionnaire was administered directly to the respondents and efforts were made to instantly collect completed questionnaires as possible. Out of 105 questionnaire administered, only 100 was returned.

**3.7 Instrument of Data Collection**

It includes a series of items created by the researcher with the intention of gathering factual data from respondents in order to accomplish the study's goals and provide answers to the research questions. The researcher adopted Likert format of questionnaire which consist of two sections. Section A consist of respondents’ bio-data, while section B consist of items constructed to elicit information on students’ attitudes towards teaching and learning of Oral English. The items on the questionnaire were rated on alternative responses thus:

1. Strongly Agreed (SA)
2. Agreed (A)
3. Disagreed (D)
4. Strongly Disagreed (SD)

**3.8 Validity and Reliability of Research Instrument**

The questionnaire was validated by the project supervisor who meticulously looked at the suitability of the items and necessary corrections were adequately taken care of.

**3.9 Techniques for Data Analysis**

The data obtained from the questionnaires were analysed with the use of frequency count and simple percentage. The results of the analysis are carefully presented in tables in chapter four.

**3.10 Problem Encountered/Limitation**

This research work has certain limitations especially time constraints, financial challenge, respondents’ individual differences (ways of attending to questions) and energy sapping.

**CHAPTER FOUR**

**4.1 DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

This chapter presents a comprehensive analysis of the data of in respect of students’ attitudes towards teaching and learning of Oral English in Mountain Top University, Makogo-Oba, Ogun State.

The study targeted 105 respondents in collecting data with regards to “Students’ Attitudes Towards Teaching and Learning of Oral English in Nigerian Tertiary Institutions’. For this study, only 100 respondents returned the questionnaire out of 105 respondents. That is, 40 respondents from English department and 60 respondents from Mass Communication departments

The main instrument used for data collection was questionnaire which was administered by the researcher in the selected departments. It is represented below:

**SECTION A**

**4.2 Departments and Number of Respondents**

|  |  |  |
| --- | --- | --- |
| **Name** **of** **Department** | **Respondents** | **Percentage** |
| Department of English Language | 40 | 40% |
| Department of Mass Communication | 60 | 60% |
| TOTAL | 100 | 100% |

The above table shows the total number of departments selected for this study and the respondents. In each of the department, 40 respondents representing 40% and 60 respondents representing 60% were chosen totaling 100 respondents that is, 100%.

**4.3 Distribution of Respondents Based on Sex**

|  |  |  |
| --- | --- | --- |
| **Sex** | **Respondents** | **Percentage** |
| Male | 54 | 54% |
| Female | 46 | 46% |
| Total | 100 | 100% |

The above shows the number of male and female students in the selected departments used in this study. 54 male representing 54%, while 46 female representing 46% making 100 respondents that is, 100%.

**4.4 Distribution of Respondents Based on Age**

|  |  |  |
| --- | --- | --- |
| **Age** | **Respondents** | **Percentage** |
| 16-20 | 76 | 76% |
| 21 and above | 24 | 24% |
| Total | 100 | 100% |

The above table shows the age distribution of the respondents in the selected departments. 76 representing 76% of the respondents were in the age bracket of 16-20 while 24 representing 24% of the respondents were in the age bracket of 21 and above making a total of 100%.

**4.5 Summary of the Responses from the Questionnaire sent out**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **SD** | **D** |
| **1** | I am always excited during Oral English class. | 17 | 44 | 19 | 20 |
| **2** | I pay little or no attention to the teaching of Oral English. | 14 | 22 | 26 | 38 |
| **3** | I do not often attend Oral English class. | 11 | 10 | 39 | 40 |
| **4** | I don’t like Oral English classes at all. | 16 | 15 | 39 | 30 |
| **5** | I am limited to learning much due to my disposition to the Oral English class. | 22 | 24 | 27 | 27 |
| **6** | I am not familiar with the sound spectrograph used in Oral English laboratory. | 27 | 27 | 18 | 28 |
| **7** | I do not enjoy participative method of teaching employed by my Oral English teacher. | 15 | 14 | 33 | 38 |
| **8** | Language laboratory is not always used for oral English classes. | 16 | 13 | 44 | 17 |
| **9** | I do not like to use my pronunciation dictionary during and after oral English class. | 26 | 39 | 28 | 7 |
| **10** | My Oral English teachers do not engage us in repetitive drills during classes. | 12 | 11 | 40 | 37 |
| **11** | I usually perform poorly in the Oral English test. | 33 | 31 | 21 | 15 |
| **12** | My phonetics and phonological knowledge have been affected due to my poor concentration. | 14 | 18 | 35 | 33 |
| **13** | I am more confident expressing myself in writing than in speaking. | 41 | 26 | 16 | 17 |
| **14** | I am good at listening to Oral English sounds than transcribing it. | 47 | 36 | 8 | 9 |
| **15** | I keep repeating the Oral English class due to my inability to pass the exams. | 10 | 13 | 54 | 23 |
|  | Grand Total | 311 | 343 | 447 | 379 |

**SECTION B**

This section presents the data analysis of the questionnaire items into three tables of five questionnaire items in each table. Table one present the students’ attitudes to the subject matter, table two presents the factors responsible while table three presents the impact or outcome.

**4.6 How Students’ Attitudes Affect the Teaching and Learning of Oral English.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **SD** | **D** |
| 1 | I am always excited during Oral English class. | 17% | 44% | 19% | 20% |
| 2 | I pay little or no attention to the teaching of Oral English. | 14% | 22% | 26% | 38% |
| 3 | I do not often attend Oral English class. | 11% | 10% | 39% | 40% |
| 4 | I don’t like Oral English classes at all. | 16% | 15% | 39% | 30% |
| 5 | I am limited to learning much due to my disposition to the Oral English class. | 22% | 24% | 27% | 27% |

*Table 1 above shows the analysis on how students’ attitudes affect teaching and learning of Oral English.*

**Item 1** shows that 17% respondents strongly agreed that they are always excited during Oral English class, 44% agreed, 19% strongly disagreed and 20% disagreed. A high percentage is recorded for respondents who agreed that they are always excited during Oral English class while a low percentage is recorded for those who disagreed. This indicates that students are always excited during Oral English class.

**Item 2** indicates that 14% respondents strongly agreed that they pay little or no attention to the teaching of Oral English, 22% agreed, 26% strongly disagreed and 38% disagreed. This means that, students pay attention in Oral English class.

**Item 3** shows that 11% respondents strongly agreed that they do not often attend Oral English class, 10% agreed, 39% strongly disagreed and 40% disagreed. Here, it is obvious that students attend Oral English class.

**In item 4,** 16% respondents strongly agreed that they do not like Oral English class at all, 15% agreed, 39% strongly disagreed and 30% disagreed. This means that students like Oral English class.

**In item 5**, 22% respondents strongly agreed that they are limited to learning much due to their disposition to the Oral English class, 24% agrees, 27% strongly disagreed and 27% agreed. Here the students’ disposition to the Oral English class determines the limit at which they learn much.

**4.7 Factors Responsible for Negative Attitudes of Students towards the Teaching and Learning of Oral English**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **SD** | **D** |
| 6 | I am not familiar with the sound spectrograph used in Oral English laboratory. | 27% | 27% | 18% | 28% |
| 7 | I do not enjoy participative method of teaching employed by my Oral English teacher. | 15% | 14% | 33% | 38% |
| 8 | Language laboratory is not always used for oral English classes. | 16% | 13% | 44% | 17% |
| 9 | I do not like to use my pronunciation dictionary during and after oral English class. | 26% | 39% | 28% | 7% |
| 10 | My Oral English teachers do not engage us in repetitive drills during classes. | 12% | 11% | 40% | 37% |

*Table 2 above analyzes the factors responsible for students’ negative attitudes towards teaching and learning of Oral English.*

**Item 6** indicates that 27% respondents strongly agreed that they are not family with the sound spectrograph used in Oral English Laboratory, 27% agreed, 18% strongly disagreed, 28% disagreed. This means that some students are not familiar with the sound spectrograph used in Oral English Laboratory.

**In item** **7**, 15% respondents strongly agreed that they do not enjoy participative method of teaching employed by their Oral English teacher, 14% agreed, 33% strongly disagreed and 38 disagreed. This, therefore indicates that, the students enjoy the participative method of teaching employed by their Oral English teacher.

**Item 8** shows that 16% respondents strongly agreed that the Language Laboratory is not always used for Oral English classes, 13% agreed, 44% disagreed and 17% disagreed. Here, it is obvious that the Language Laboratory is used for Oral English classes.

**Item 9** shows 26% respondents strongly agreed that they do not like to use their pronunciation dictionary during and after Oral English class, 39% agreed, 28 strongly disagreed and 7% disagreed. This shows that highest percentage of the students do not use their pronunciation dictionary during and after Oral English class.

**In item 10** 12% respondents strongly agreed that their Oral English teachers do not engage them in repetitive drills during classes, 11% agreed, 40% strongly disagreed and 37% disagreed. This means that, the Oral English teachers engage the students in repetitive drills during classes.

**4.8 The Impacts of Students’ Negative Attitudes in Teaching and Learning of Oral English.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **SD** | **D** |
| 11 | I usually perform poorly in the Oral English test. | 33% | 31% | 21% | 15% |
| 12 | My phonetics and phonological knowledge have been affected due to my poor concentration. | 14% | 18% | 35% | 33% |
| 13 | I am more confident expressing myself in writing than in speaking. | 41% | 26% | 16% | 17% |
| 14 | I am good at listening to Oral English sounds than transcribing it. | 47% | 36% | 8% | 9% |
| 15 | I keep repeating the Oral English class due to my inability to pass the exams. | 10% | 13% | 54% | 23% |

*Table 3 above analyzes the impacts of students’ negative attitudes in teaching and learning of Oral English*

**Item 11** The table above indicates that 33% respondents strongly agreed that they usually perform poorly in the Oral English test, 31% agreed, 21% strongly disagree and 15% disagreed. This shows that students’ poor performance in the Oral English test discourages them from learning.

**Item 12** From table 4.12, 14% respondents strongly agreed that their phonetics and phonological knowledge have been affected due to poor concentration, 18% agreed, 35% strongly disagreed and 33% disagreed. This indicates that, only few students

**Item 13** In table 4.13 above, 41% respondents strongly agreed that they are more confident expressing themselves in writing than in speaking, 26% agreed, 16% strongly disagreed, and 17% disagreed. This shows that the students are more confident expressing themselves in writing than in speaking.

**Item 14** Table 4.14 indicates 42% respondents strongly agreed that they are good at listening to Oral English sounds than transcribing them, 36% agreed, 8% strongly disagreed and 9% disagreed. It is obvious that the students are good at listening to the Oral English sounds than transcribing them.

**Item 15** From table 4.15 above, 10% respondents strongly agreed that they keep repeating the Oral English class due to their inability to pass the exams, 13% agreed, 54% strongly disagreed and 23% disagreed. Those who strongly agreed and agreed, recorded low percentage while those who strongly disagreed and disagreed have a high percentage. Hence, the students do not keep repeating the Oral English class due to their inability to pass the exams.

**CHAPTER FIVE**

**5.0 SUMMARY, DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

**5.1 Summary**

This study focused on Students’ Attitudes towards Teaching and Learning of Oral English in Mountain Top University, Makogi-Oba. The research adopted descriptive research survey to achieve the research objectives, the researcher employed qualitative research method by conducting a survey thereby adopting the use of questionnaire to access attitudes of the students of Mountain Top University. The respondents selected were students from two departments.100 respondents returned the questionnaires out of 105 respondents.

The study began with a clear introduction into the background of language, Oral English and attitudes in learning. The problem was clearly highlighted; objectives and research questions were drawn for the sake of the study.

Chapter two began with various concepts (conceptual frame work) like attitudes, teaching and learning Oral/Spoken English (phonetics and phonology) as they are vital areas in English language course. Theoretical review used was Behavioural Theory; Empirical review were relevant literature from different linguistic scholars and researchers were also reviewed and analysed (appraised).

In chapter three, the design and the method utilized in this study were discussed. The research design was descriptive survey. The sample size was 105. Out of 105 respondents only 100 respondents returned the questionnaires.

Chapter four focused on data presentation, analysis and interpretation of data gathered in this research work. Each questionnaire item was responded to using the analysed data.

**5.2 Discussion of Findings**

From the analysis carried out in chapter four, the results shows that students are always excited during the Oral English class. This might be the teaching style employed by the Oral English teacher in the course of teaching and learning like participative method of teaching and repetitive oral drills in class.

Also, the results shows that although the Language Laboratory is always used for Oral English class, the students are not familiar with sound spectrograph used in the laboratory. This might have been the students’ lack of fore-knowledge of this device nor was it used for them in elementary or high school.

Furthermore, the study also revealed that the students do not use their pronunciation dictionary during and after the Oral English class; the student usually perform poorly in the Oral English test which might have prompted a negative attitude towards the learning of Oral English; students are better at listening to Oral English than transcribing; the students are more confident expressing themselves in writing than in speaking were also responsible for students negative attitudes towards the learning of Oral English.

**5.3 Conclusion**

This research was a qualitative descriptive study investigated on students’ attitudes towards teaching and learning of Oral English. The researcher adopted a simple sampling technique to gather her data from 100 respondents of which were filled and returned. The data were collated and analysed using frequency count and simple percentage scores.

One of the findings of this research shows that students are not familiar with sound spectrograph used in the Language Laboratory,they do not use their pronunciation dictionary during and after the Oral English class and usually perform poorly in the Oral English test are responsible for students’ negative attitudes towards the course.

**5.4 Recommendations**

Based on the findings of the study, the researcher recommends that:

1. The students should make it a habit to use their pronunciation dictionary during and after Oral English class to help improve and master the course.
2. The students should also learn to transcribe the Oral English sounds rather than listening to them alone.
3. The teachers should monitor and encourage the students to constantly refer to the pronouncing dictionary to aid pronunciation and speaking proficiency for excellent performance.
4. The Oral English teacher should instill speaking confidence in the students when expressing themselves rather than confidence in writing alone.
5. University boards should make it mandatory for students offering Oral English courses to have a pronunciation dictionary to be used in and after the class to improve student’ language proficiency and good academic performance.
6. The government and stakeholders in education sector should implement policy on availability and utilization of sound spectrograph in all schools from primary to university level where languages, especially English language are taught or used as medium of instruction so that students will be familiar with it

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**APPENDIX**

**MOUNTAIN TOP UNIVERSITY**

***Lagos-Ibadan Expressway, Prayer City, Ogun State.***

**DEPARTMENT OF ENGLISH LANGAUGES**

QUESTIONNAIRE ON STUDENTS’ ATTITUDES TOWARDS THE TEACHING AND LEARNING OF ORAL ENGLISH IN NIGERIAN INSTITUTIONS.

Dear Respondents,

Kindly respond to the questionnaire items on students’ attitudes towards the teaching and learning of Oral English in Mountain Top University. This research is purely designed for academic purposes and your responses will be confidentially handled.

**SECTION A**

NAME:

DEPARTMENT:

SEX: MALE ( ) FEMALE ( )

AGE: 16-20 YEARS ( ) 21 YEARS AND ABOVE ( )

**SECTION B**

PLEASE, TICK (√) ANY OF THE OPTIONS THAT BEST SUIT YOUR PERSONAL OPINION AS SHOWN BELOW

SA - Strongly Agreed

A - Agreed

SD - Strongly Disagreed

D – Disagreed

**Section A: How Students’ Attitudes Affect the Teaching and Learning of Oral English.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **SD** | **D** |
| **1** | I am always excited during Oral English class. |  |  |  |  |
| **2** | I pay little or no attention to the teaching of Oral English. |  |  |  |  |
| **3** | I do not often attend Oral English class. |  |  |  |  |
| **4** | I don’t like Oral English classes at all. |  |  |  |  |
| **5** | I am limited to learning much due to my disposition to the Oral English class. |  |  |  |  |

**Section B: Factors Responsible for Negative Attitudes of Students towards the Teaching and Learning of Oral English**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **SD** | **D** |
| **1** | I am not familiar with the sound spectrograph used in Oral English laboratory. |  |  |  |  |
| **2** | I do not enjoy participative method of teaching employed by my Oral English teacher. |  |  |  |  |
| **3** | Language laboratory is not always used for Oral English classes. |  |  |  |  |
| **4** | I do not like to use my pronunciation dictionary during and after Oral English class. |  |  |  |  |
| **5** | My Oral English teachers do not engage us in repetitive drills during classes. |  |  |  |  |

**Section C: The Impacts of Students’ Negative Attitudes in Teaching and Learning of Oral English.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **SD** | **D** |
| **1** | I usually perform poorly in the Oral English test. |  |  |  |  |
| **2** | My phonetics and phonological knowledge have been affected due to my poor concentration. |  |  |  |  |
| **3** | I am more confident expressing myself in writing than in speaking. |  |  |  |  |
| **4** | I am good at listening to Oral English sounds than transcribing them. |  |  |  |  |
| **5** | I keep repeating the Oral English class due to my inability to pass the exams. |  |  |  |  |