**STUDENTS’ ATTITUDES TOWARDS TEACHING AND LEARNING OF ORAL ENGLISH IN NIGERIAN TERTIARY INSTITUTIONS**

**BY**

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**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR DEGREE OF BACHELOR OF ARTS (B.A.) ENGLISH LANGUAGE.**

**AUGUST, 2022.**

**CERTIFICATION**

This is to certify that this research report titled “STUDENTS’ ATTITUDES TOWARDS TEACHING AND LEARNING OF ORAL ENGLISH IN NIGERIAN TERTIARY INSTITUTIONS” was carried out by OMOKHUA, Peculiar Onosedebah with matriculation number 18020401003. This project report meets the requirements concerning the award of Bachelor of Arts (B.A.) Degree in English Language, Department of Languages of the Mountain Top University, Ogun state, Nigeria and is approved for its contribution to knowledge and literary presentation.

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**DEDICATION**

This project is dedicated to the Blessed TRINITY from whom all inspiration, strength and wisdom come.

**DECLARATION PAGE**

I hereby declare that this project report written under the supervision of Dr. Anana M. is a product of my research work. Information derived from other sources have been duly acknowledged in the text and a list of references added. This research project has not been previously presented to any other university for the same or any other degree award.

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Signature

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Date

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**ABSTRACT**

*Attitude whether positive or negative, is an important phenomenon in teaching and learning which could be a determinant to success or failure in learning. This research investigates students’ attitudes towards teaching and learning of Oral English in Nigerian tertiary institutions. The study was guided by three objectives: to investigate how students’ attitudes affect teaching and learning of Oral English, to examine the factors for negative attitudes of students towards teaching and learning of Oral English and to find out the impact of students’ negative attitudes towards teaching and learning of Oral English. It adopts a simple sampling technique in gathering data from selected departments in Mountain Top University. 100 students were randomly selected as respondents. Frequency counts and simple percentage scores were used in analyzing the data. The analysis of data revealed that students’ negative attitudes affect teaching and learning of Oral English. The study concludes that students are not familiar with sound spectrograph used in the Language Laboratory and they do not use their pronunciation dictionary during and after the Oral English classes. The students show confidence expressing themselves in writing than in speaking, they are better listening to Oral English than transcribing and usually perform poorly in the Oral English test might have prompted their negative attitudes towards learning of Oral English. This research therefore recommends that the teachers should monitor and encourage the students to constantly refer to the pronouncing dictionary to aid pronunciation and speaking proficiency for excellent performance, the students should also learn to transcribe the Oral English sounds rather than listening to them alone, the Oral English teacher should instill speaking confidence in the students when expressing themselves rather than confidence in writing alone, university boards should make it mandatory for students offering Oral English courses to have a pronunciation dictionary used in and after the class to improve student’ language proficiency and good academic performance and 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 students will be familiar with it.*

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