Impact of Multimedia Technology on the Teaching and Learning of Oral English in Osun State Secondary Schools, Nigeria

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Abstract

The paper sets to examine the impact of multimedia technology in the teaching and learning of oral English in secondary schools in Osun State. The researchers' main objectives are to determine the availability of multimedia technology in secondary schools and also find out the Information and Communication Technology (ICT) skills possessed by oral English teachers. Further, the study explores strategies to improve on the usability of multimedia technology in secondary schools. Data were collected through questionnaires distributed among 80 teachers in Osun State central senatorial district. The results and discussions of findings are presented based on the demographic information of the respondents as well as their views towards the utilisation of ICT. Recommendations are made to the language planners, government, and the relevant agencies in the education sector as it was observed that challenges in pronunciation were not limited to students alone; it also affected teachers. This study further suggests that refresher courses be organised periodically for oral English language teachers and particularly, that the teaching of oral English should start at a primary school level.

Keywords: Impact; multimedia technology; oral English; teaching; schools

Introduction

Education has been, and will always be, a vital component in the development of any given society. Innovations on how teaching and learning could be improved in order to bring about the desired change and have the expected results have become a daily occurrence. Therefore, technological tools are being used by instructors, researchers, and learners to achieve greater things in education, as it was observed. Technology has produced an undeniable influence in virtually every aspect of human life and endeavour. It has the enormous potential to reshape and transform the way in which people organise their lives, interact with each other and participate in various spheres of society (Osunrinde 2002; Abimbade, Aremu and Adedoja 2003; and Aleburu 2008). According to these authors, the practical combination of information, communication, and technology with relevant attendance to various issues and challenges in different spheres of life is known as multimedia technology or Information and Communication Technology (ICT).

The use of multimedia technology has revolutionised education and training by changing the way teachers teach and train as well as how students learn (Mupinga, Comer and Ding 2010: 33). To corroborate this position, Adedoja and Oyedeko (2012: 505) remark that teaching with multimedia

technology has always yielded positive results by way of improving academic performance in almost all subject areas. This is because multimedia technology has moved from being a technology to a curriculum creating and delivery system for teachers and learners. Akinjobi (2015) raised some fundamental questions concerning the deteriorating state of English language teaching in Nigeria. Are our students who will ultimately become trainers and users adequately trained in English? Are they exposed to the language with mother tongue contents? Are they committed and diligent? This author previously noted that the generation of Soyinka, Okigbo, Clark, and Achebe had the opportunities this generation does not have. Soyinka's generation were adequately trained, some of them, if not most, in Britain where English is a first language. They acculturated, making contact with the language in the mother tongue setting, they were taught by native speakers, they were good readers, and they were diligent and committed English students with less distractions than this generation of cyber and text messaging twists of English words and expressions.

Therefore, it becomes imperative for researchers to urgently review the teaching of English in Nigerian schools, which is ebbing away, especially in the area of phonetics and phonology, and by extension oral English in general. As English is spoken around the world by different peoples, there are variations in English pronunciations which are referred to as accents. The use of technology in the world is in geometric progression and several activities and assignments are now being done through the use of technology as relevant to education. It is important to state here that majority of Nigerian English language teachers are not models in this area. This research hopes to change the orientation and the attitude of teachers towards the teaching of oral English in Nigerian secondary schools through the use of multimedia technology. The study examines the best methods of teaching and learning of oral English using multimedia technology. Multimedia technology is a new technological innovation in Nigeria and teachers have not fully utilised it in the teaching and learning of oral English. This study avails the teachers of the information that will enable them to utilise multimedia technology in the teaching of oral English with commendable results. As such, the study intends to: (i) to examine the availability of multimedia facilities for teaching and learning of oral English in secondary schools; (ii) appraise the ICT skills possessed by oral English teachers; (iii) evaluate the use of ICT facilities by oral English teachers; and finally (iv) examine the benefits of the use of multimedia technology in teaching and learning of oral English.

Multimedia Technology within the Context of Oral English Teaching in Nigeria

Technology can mostly be defined as the entities, both material and immaterial, created by the application of mental and physical effort in order to achieve some values. While Zhang (2016) defines multimedia as the use of computers to present text, graphics, video, animation and sound in an integrated way. In this sense, technology refers to tools and machines that may be used to solve real world problems. Imogie (1998) and Minsheng (2017) assert that technology can be seen as the systematic application of scientific or organised knowledge to a practical task. It is a completely integrated process for analysing problems, controlling and evaluating solutions to those problems. Wakama (1987) also states that technology is the selective adaptation of one or more of the processes identified and described by science and their embodiment in services designed to serve the needs of mankind on the progress from savagery towards advanced evolution. From the above assertions, it shows that various tools can be deployed for use by instructors, researchers and learners, but the newest tool being used is technology. Technology has produced undeniable influence in the area of education. It has made teaching and learning more convenient. Teaching and learning of oral English is not an exception.

In oral English teaching, students are the implementers, while teachers play different roles during this process. Teachers are conductors, guiding students to start activities. Languages are taught primarily for common confirmed purposes. By extension, teaching and learning of oral English should be given attention because this aspect teaches us how words are spelt and pronounced,

unfortunately, teaching and learning of oral English in Nigeria has not been accorded due priority in schools. The Nigerian child is exposed to the heterogeneity of languages being spoken in Nigeria. Most times, they substitute both consonant and vowel sounds of their mother tongues with consonant and vowel sounds of the English language. This is called interference which is seen as inter-influence as described by Olugbo (2012), and Abonyi (2014). In the Nigerian context, it refers to the influence of the indigenous languages on the English language.

In the process of learning a second language (L2), the system of acquiring the first language interferes with the system of learning the second language. This interference occurs at different levels. However, this study is concerned with the area of phonetics and phonology, or the oral English. Hence, in the learning of English, the Nigerian children need competent teachers to teach them correct pronunciation and intonation. Through this, they will more fully understand a native speaker's interpretation of English. The extensive use of multimedia technology in education in recent times has affected the teaching and learning of oral English in advanced countries. Akabogu (2007) argues that technology can provide students with language experiences as they move through the various stages of language acquisition. She further reiterates that students are exposed to online databases in order to have access to the native speaking of English which allows the second language learners (L2) to emulate the voice patterns of their speech with that of a native speaker. Similarly, Abonyi (2014) points out that the role of technology as a resource for the instruction of second language learners is becoming inevitable. Otagburuagu and Eze (2007: 29) equally posit that computer programmes like Microsoft Word, Power point, Corel draw and Microsoft Publisher are useful tools for language learning. Pedagogical innovation is becoming inevitable in this contemporary time in the teaching and learning of oral English in schools.

Methodology

The researchers employed a quantitative research approach and data were gathered via self-administered questionnaires. Quantitative research is an approach that explains phenomena according to numerical data which are analysed by means of mathematically based methods, especially statistics (Yilmaz, 2013). The research targets Osun central senatorial district in Nigeria. English language teachers from secondary schools were randomly selected from the district, and ninety-five (95) teachers were wholly identified and given the prepared questionnaires, out of which eighty (80) were retrieved for the purpose of analysis. A pre-test and post-test randomised group experimental design was also used for data collection. This design is considered appropriate because it is one of the experimental designs suitable for comparing participants' responses and measuring the degree of changes occurring as a result of treatments or intervention.

The research assured all ethical considerations in the process of the data collection. First, informed consent was ensured and the researchers obtained necessary permission before commencing with the collection of information. Consent was sought from the participants through the form of a letter before the administration of the research instrument (questionnaire). The participants were provided with consent forms which clearly stated the confirmation of their participation in the research with the understanding that they would be permitted to withdraw from the research at any time due to any unforeseen reason. Also, the researchers sought the permission of the schools' management before administering the questionnaires to the participants. All collected data were subsequently treated with utmost confidentiality by not citing any identifiable information of the respondents.

Interpretation and Discussion of Results

This section presents the results of the analyses, and discussion of the findings on oral English language teaching in Osun central senatorial district secondary schools, Osun state, Nigeria. The results and discussion of findings are presented based on the demographic information of the

respondents, research questions, and research hypotheses. The questionnaires are presented using a Likert scale: strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD).

Table 1: Demographic information from the respondents

Sex	Frequency	Percentage (%)
Male	45	56.3
Female	35	43.8
Total	**80**	**100.0**
Age	**Frequency**	**Percentage (%)**
1-40 years	31	38.8
31-40 years	32	40.0
41-50 years	11	13.8
51years and above	6	7.5
Total	**80**	**100.0**
Professional Association	**Frequency**	**Percentage (%)**
Teachers Registration Council of Nigeria (TRCN)	8	10.0
English Teachers Association (ETA)	3	3.8
Teaching English to Speakers of other Languages (TESOL)	3	3.8
Nigeria Union of Teachers (NUT)	20	25.0
Languages Teachers Association of Nigeria (LATAN)	1	1.3
Mass Communication	1	1.3
Not Indicated	44	55.0
Total	**80**	**100.0**
Teaching experience	**Frequency**	**Percentage (%)**
5-9 years	44	55.0
10-14 years	19	23.8
15 years and above	17	21.3
Total	**80**	**100.0**

The table above demonstrates that a wide and rather balanced variety of participants were consulted. This implies that the researchers sought data from a wide spectrum of participants in order to give credence to the quality of data gathered. Most of the respondents possess diverse features. As shown in the table, 45 (56.3%) respondents are male, and 35 (43.8%) are female. Further, 31 (38.8%) respondents are less than 30 years old, 32 (40.0%) are in the age range of 31-40 years, 11 (13.8%) are between 41-50 years, while 6 (7.5%) respondents are over 50 years old. Also, 8 (10.0%) of the teachers belong to the Teachers Registration Council of Nigeria; three (3.8%) are members of the English Teachers Association; 3 (3.8%) are members of JESOL; while 20 (25.0%) are part of the Nigeria Union of Teachers. In addition, one (1.0%) respondent is a member of LAN, 1 (1.0%) belongs to mass communication, while 44 (55.0%) did not indicate their professional association. Finally, 44 (55.0%) respondents have 5-9 years' experience, 19 (23.8%) have 10-14 years of experience, while 17 (21.3%) respondents have 15 years and above.

Table 2: Summary of results on the use of multimedia equipment for teaching oral English

Duration	Frequency	Percent (%)
1-2 years	11	13.8
3-4 years	22	27.5
5-6 years	15	18.8
More than 6 years	32	40.0
Total	**80**	**100.0**

As indicated in Table 2, 11 (13.8%) respondents have used multimedia equipment for between 1-2 years, 22 (27.5%) have used the equipment for between 3-4 years, 15 (18.8%) have used it for between 5-6 years, while 32 (30.0%) have used the equipment for more than six years. This means that most of the respondents have used multimedia equipment for more than six years. The result implies that most English language teachers in Osun State had been using multimedia equipment for a considerable number of years in order to teach oral English at secondary school level. This become more interesting considering Patel's (2013) observation that the new era has assigned new challenges to modern teachers and that the use of technology in teaching has made it more interesting and productive in terms of improvements is in agreement with the research respondents' responses. Solanki and Shameel (2012), Gilakjani (2017), and Ahmadi (2018) corroborate Chirag's views by noting that language teaching has changed due to technology thereby becoming more interesting.

The duration in which the teachers in Osun State have been using technology clearly indicates that it has been a long time since the transition from traditional teaching methods to modern methods has commenced. This has enhanced the teaching and learning of oral English in the State. Also, it is obvious here that although they have been using it for almost six years, issues surrounding inaccessibility to these facilities makes their knowledge inadequate.

Table 3: Summary of results showing knowledge on the use of multimedia equipment for the teaching of oral English

Question Items	SA	A	D	SD	Mean	Std. Dev.
It is not imperative for an English language teacher to be computer literate.	9 11.3%	17 21.3%	28 35.0%	26 32.5%	2.11	0.99
English cannot be effectively taught without the use of computer.	15 18.8%	23 28.8%	31 38.8%	11 13.8%	2.53	0.95
A computer is an indispensable tool in teaching oral English/speech work.	20 25.9%	42 52.5%	17 21.3%	1 1.3%	3.01	0.72
Computer application in English language teaching is a must-have and it makes teaching more effective.	28 35.9%	34 42.5%	14 17.5%	4 5.0%	3.08	0.85
I am computer literate but cannot use a computer to teach oral English.	10 12.5	19 23.8%	37 46.3%	14. 17.5%	2.31	0.91
Computers can be used to teach almost all aspects of English.	25 31.3%	36 45.0%	16 20.0%	3 3.8%	3.04	0.82
The use of a projector to teach oral English enhances students' concentration in class.	46 57.5%	26 32.5%	5 6.3%	3 3.8%	3.44	0.78

Weighted
Mean = 2.79
Criterion = 2.50

As shown in Table 3, 9 (11.3%) respondents strongly agree that it is not imperative for an English language teacher to be computer literate, 17 (21.3%) agree, 28 (35/0%) disagree, while 26 (32.5%) strongly disagree. In addition, 15 (18.8%) respondents strongly agree that English language cannot be effectively taught without the use of computer, 23 (28.8%) agree, 31 (38.8%) disagree, while 11 (13.8%) strongly disagree. Furthermore, 20 (25.0%) respondents strongly agree that a computer is

an indispensable tool in teaching oral English/speech work, 42 (52.5%) agree, 17 (21.3%) disagree, while only 1 (1.3%) strongly disagrees. Besides, 28 (35.0%) respondents strongly agree that computer application in English language teaching is a must-have and it makes teaching more effective, 34 (42.5%) agree, 14 (17.5%) disagree, while 4 (5.0%) strongly disagree.

In the same vein, 10 (12.5%) respondents strongly agree that while they are computer literate, they cannot use a computer to teach oral English, 19 (23.8%) agree, 37 (46.3%) disagree, while 14 (17.5) strongly disagree. Furthermore, 25 (31.3%) respondents strongly agree that computers could be used to teach almost all aspects of English, 36 (45.0%) agree, 16 (20.0%) disagree, while three (3.8%) strongly disagree. Also, 46 (57.5%) respondents strongly agree that the use of a projector to teach oral English enhances students' concentration in class, 26 (32.5%) agree, 5 (6.3%) disagree, while 3 (3.8%) strongly disagree.

It was revealed that the obtained weighted mean value of 2.79 is higher than the criterion of 2.50, hence, it can be inferred that English language teachers have an adequate knowledge on the use of multimedia equipment for the teaching of oral English. The outcome of the finding was evident through the responses of most respondents that a computer is an indispensable tool in teaching oral English/speech work; and that computer application in English language teaching makes teaching more effective. Ahmadi (2018) affirms that technology has always been an important part of the teaching and learning environment and that its use facilitates learners' learning.

Table 4: Summary of results showing the skills for teaching oral English

Question Items	SA	A	D	SD	Mean	Std. Dev.
Oral English (phonetics and phonology) as an aspect of the English language can be taught effectively without a functional language laboratory.	6 7.5%	27 33.8%	10 12.5%	37 46.3%	2.03	1.06
Oral English is the pedestal of English language teaching, but it is extremely difficult to teach.	11 13.8%	35 43.8%	12 15.9%	22 27.5%	2.44	1.04
I feel comfortable teaching oral English and students enjoy it and assimilate quickly.	24 30.0%	44 55.0%	8 10.0%	4 5.0%	3.10	0.77
Oral English is the most crucial aspect of language skills but difficult to handle.	17 21.3%	38 47.5%	6 7.5%	19 23.8%	2.66	1.07
All aspect of Oral English is easy for me to handle effectively.	15 18.9%	41 51.3%	13 16.3%	11 13.8%	2.75	0.92
Oral English as an aspect of the English language is too wide, but I teach it effectively.	21 26.3%	41 51.3%	11 13.8%	7 8.8%	2.95	0.87
Schools must at least have designated teachers for the teaching of oral English for effective productivity.	52 65.0%	18 22.5%	2 2.5%	8 10.0%	3.43	0.95

Weighted Mean = 2.79
Criterion = 2.50

As shown in Table 4, 6 (7.5%) respondents strongly agree that oral English (phonetics and phonology) as an aspect of English Language can be taught effectively without a functional language laboratory, 27 (33.8%) agree, 10 (12.5%) could not decide, while 37 (46.3%) strongly disagree. In addition, 11 (13.8%) respondents strongly agree that oral English is the pedestal of English language teaching, but it is extremely difficult to teach, 35 (43.8%) agree, 12 (15.0%) could not decide, while 22 (27.5%) strongly disagree. Furthermore, 24 (30.0%) respondents strongly agree that they feel comfortable teaching oral English and that students enjoy it and assimilate quickly, 44 (55.0%) agreed, 8 (10.0%) could not decide, while 4 (5.0%) strongly disagree. Also, 17 (21.3%) respondents strongly agree that oral English is the most crucial aspect of language skills but is difficult to handle; 38 (47.5%) agree; 6 (7.5%) could not decide, while 19 (23.8%) strongly disagree.

The table reveals that the obtained weighted mean value of 2.78 is higher than the criterion of 2.50; hence, it can be inferred that English language teachers in the state have the adequate skills to teach oral English. The possession of adequate skills by teachers here indicates that they are aware of the importance of the use of multimedia technology in teaching of oral English. Guan, Song and Li (2018) observe that the transition from traditional methods of teaching of oral English into multimedia-assisted English teaching has a numerous advantage. These include the changing of abstract content into concrete ideas for easy comprehension and to stimulate students' interest in learning. The responses from respondents indicate that they are aware of these advantages and consequently motivated to use the new skills acquired to a reasonable extent.

The outcome of the findings on skills required to teach oral English was affirmed through the responses of most respondents that, they feel comfortable while teaching oral English. Also, it was affirmed by most respondents that oral English is the most interesting part of language skills to teach; while students enjoy it and assimilate quickly. The acceptance of this style of teaching by both the teachers and students affirmed the position of Zhang (2016) that many students consider the traditional method of teaching oral English obsolete. Teachers who have adopted the new method of teaching oral English find it more interesting and comfortable to teach.

Table 5: Summary of results showing the level of job satisfaction of English language teachers

Question items	SA	A	D	SD	Mean	Std. Dev.
A higher paid job can necessitate my resignation from the teaching profession.	52.5%	24 30.0%	9 11.3%	5 6.3%	1.71	0.90
Good incentives and a welfare package can enhance my productivity.	58 75.2%	19 23.8%	0 0.0%	3 3.8%	1.35	0.65
All oral English language teachers in my school have benefitted from staff training programmes.	14 17.5%	20 25.0%	24 30.0%	22 27.5%	2.19	0.94
I have attended sponsored conferences, seminars and workshops organised for English language teachers.	22 27.5%	28 35.0%	23 28.8%	7 8.8%	2.19	0.94

English language teaching becomes more effective and interesting if teachers are exposed to the use of modern technology in teaching.	54 67.5%	22 27.5%	2 2.5%	2 2.5%	1.40	0.67
I have much passion for teaching oral English and cannot take any other job again.	7 8.8%	15 18.8%	39 48.8	19 23.8%	2.86	0.88

Weighted Mean = 2.03 Criterion = 2.50

As shown in Table 5, 42 (52.5%) respondents strongly agree that getting a better paid job can necessitate their resignation from the teaching profession, 24 (30.0%) agree, 9 (11.3%) disagree, while 5 (6.3%) strongly disagree. In addition, 58 (75.2%) respondents strongly agree that good incentives and welfare package can enhance their productivity, 19 (23.8%) agree, while 3 (3.8%) strongly disagree. Besides, 14 (17.5%) respondents strongly agree that all oral English language teachers in their school have benefitted from staff training programmes, 20 (25.0%) agree, 24 (30.0%) disagree, while 22 (27.5%) strongly disagree. Moreover, 22 (27.5%) respondents strongly agree that they have attended sponsored conferences, seminars and workshops organised for English language teachers, 28 (35.0%) agree, 23 (28.8%) disagree while seven (8.8%) strongly disagree.

In the same vein, 54 (67.5%) respondents strongly agree that English language teaching becomes more effective and interesting if teachers are exposed to the use of modern technology in their teaching. This is in agreement with Alkamel and Santoshe's (2018) views that today ICT is being used as a tool for improving the quality of life. That accounted for the acceptability of the use of computers to teach oral English by many teachers in Osun State. Also, 7 (8.8%) respondents strongly agree that they have much passion for teaching oral English and cannot take any other job again, 15 (18.8%) agree, 39 (48.8%) disagree, while 19 (23.8%) strongly disagree. The table further reveals that the obtained weighted mean value of 2.03 is lower than the criterion of 2.50; hence, it can be inferred that the level of job satisfaction among English language teachers in Osun State is low.

Table 6: Summary of regression on the influence of multimedia equipment use on the teaching of oral English

Variables	Unstandardised Coefficients		Standardised Coefficients		Sig.	
	B	Std Error	Beta (β)	t	(p value)	Remark
(constant) Multimedia equipment use	12.668	.619		20.476	.000	
	1.805	.355	.499	5.084	.000	Signature

Table 6 shows multimedia equipment use, the unstandardised regression weight (β), the standardised error of estimate (SEβ), the standardised coefficient, the t-ratio and the level at which the t-ratio is significant. As indicated in the table, multimedia equipment use (=0.423, t=6.529, p<0.05) tested significant on the teaching of oral English. This implies that the use of multimedia equipment has a significant influence on the teaching of oral English at secondary school level in Osun State. The development of modern educational technology to teach does not only influence the teaching of oral English but also promotes educational thinking and models (Zhang 2016). The null hypothesis was therefore rejected. The finding of the study on the use of multimedia equipment use may be as a result of the effective use of multimedia equipment in the teaching of oral English at secondary school level in Osun state.

Table 7: Summary of regression in the influence of possession of computer gadgets by English language teachers in the teaching of oral English

Variables	Unstandardised Coefficients		Standardised Coefficients		Sig.	
	B	Std Error	Beta (β)	T	(p value)	Remark
(constant) Possession of computer gadgets	15.239	1.262		12.072	.000	
	1.805	.401	.023	.203	.840	Not Sig.

Table 7 reveals the possession of computer gadgets at home and in the office by English language teachers, the unstandardised regression weight (β), the standardised error of estimate (SEβ), the standardised coefficient, the t-ratio and the level at which the t-ratio is not significant. As indicated in the table, possession of computer gadgets (β=0.023, t=0.203, p>0.05) did not test significant on the teaching of oral English. This implies that the possession of computer gadgets at home and in the office by English language teachers does not have a significant influence on the teaching of oral English at secondary school level in Osun state. The null hypothesis was therefore accepted.

The findings of the study on the possession of computer gadgets at home and in the office by English language teachers may be as a result of the inability of such teachers to use the possessed computer gadgets regularly and effectively while at home and perhaps in the office. However, Rotimi (2012) posits that while technology in the 21st century has changed so rapidly through the widespread use of computers, the availability of computers at home or in the office without adequate knowledge does not make the owners computer literate. The inability of some teachers in Osun state to use computer competently may be as a result of their negligence.

Table 8: Summary of regression in the influence of possession of computer gadgets by students on the teaching and learning of oral English

Variables	Unstandardised Coefficients		Standardised Coefficients	T	Sig. (p value)	Remark
	B	Std Error	Beta (β)			
(constant)	16.009	.596		26.855	.000	
Possession of computers by students	.119	.115	.116	1.030	.300	Not Sig.

Table 8 reveals the possession of computers by students, the unstandardised regression weight (B), the standardised error of estimate (SEβ), the standardised coefficient, the t-ratio and the level at which the t-ratio was not significant. As indicated in the table, possession of computers by students ($\beta=0$, 116, t=1.030, p>0.05) did not test significant on the teaching and learning of oral English. This implies that possession of computers by students does not significantly facilitate the teaching and learning of oral English at secondary school level in Osun State. The null hypothesis was therefore accepted. The findings here may be as a result of the inability of such students to regularly and effectively use the possessed computers to facilitate their teaching and learning of oral English.

Table 9: Summary of regression of direct access of students to computers on the teaching and learning of oral English

Variables	Unstandardised Coefficients		Standardised Coefficients	t	Sig. (p value)	Remark
	B	Std Error	Beta (β)			
(constant)	18.173	1.680		10.820	.000	
Direct access of students to computers	1.404	.863	181	1.627	.108	Not Sig.

Table 9 shows the direct access of students to computers, the unstandardised regression weight (β), the standardised error of estimate (SEβ), the standardised coefficient, the t-ratio and the level at which the t-ratio was not significant. As indicated in the table, direct access of students to computers (β=0.181), t=0.108, t=0.108, />0.05) did not test significant on the teaching and learning of oral English. This implies that the direct access of students to computers does not have significant influence on the teaching and learning of oral English at secondary school level in Osun State. The null hypothesis was therefore accepted. The findings of the study on the direct access of students to computers may be associated with the inability of such students to regularly and effectively utilise

the opportunity of their accessibility to computers for the teaching and learning of oral English. However, not only are the students not utilising the opportunity they have effectively the only problem, other factors such as lack of motivation, inadequate classroom conditions, poor quality teaching and learning materials, and the unavailability of specialists could also be contributing factors (Dansieh, 2018).

It is evident from the analysis that there are various issues that are germane to the teaching of oral English in secondary schools in Nigeria. It was observed that teachers who are relatively young in the profession are the ones that must be re-trained to help them perform more efficiently. Some of these young teachers have been using computers for different purposes before taking up the appointment and this has really helped them. The unavailability of professional teachers to handle the teaching of English is another serious problem that needs urgent attention. Teachers who never had any interaction with a language laboratory before or after graduation are the ones handling the course in schools, especially the public schools. Schools should be equipped with relevant multimedia equipment to teach oral English. This will definitely make the products from these schools compete favourably with their counterparts across the globe.

Conclusion and Recommendations

The new era of technological advancement assigns new challenges and duties on the modern teachers, in particular the mode of English language teaching has been drastically changed with the remarkable entry of technology. Technology provides many options to make the teaching of the subject, especially oral English, more productive in terms of improvement. Through such technological innovation, the authors of this paper are of the opinion that teachers and students will be able to compete favourably with their counterparts in other countries where English is taught and learnt as a second language. Importantly, the following multimedia technology facilities should be provided in schools to ameliorate the teaching and learning of oral English. Such facilities include: computers, internet services, software programmes, e.g. mentor tutor, voice synthesiser/recognition, and projectors, pitch meters, VCD, DVD and bluetooth headsets etc.

It is evident that the provision of the above-mentioned equipment in schools coupled with competent hands to handle it, will improve the teaching and learning of oral English tremendously. It is recommended that refresher courses be organised periodically for oral English language teachers to update their knowledge. Also, the adoption of a practical approach to the teaching of oral English should be encouraged. It is further recommended that the teaching of phonetics and phonology at senior secondary school level should be adopted, while the basic teaching of oral English should start at the basic school level in order to allow for the learners to develop the oral English skills at an early stage.

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