

**AN APPRAISAL OF SPOKEN ENGLISH LANGUAGE BY SENIOR
SECONDARY SCHOOL STUDENTS IN OREDO**

BY

IJEOMA EVELYN OKUDIRI

EDU1903307

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

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CERTIFICATION

We the undersigned certify that this work was carried out by Ijeoma Evelyn Okudiri of the department of English and literature, Faculty of Education, University of Benin, and approved of it as adequate in scope and quality for the award of B.A. (Ed) degree.

DR. MRS. D.O. OSA OMOREGIE
(Project Supervisor)

DATE

DR. O.I. NYORERE
(Project Coordinator)

DATE

DR. A.E. OSAWARU
(Head of Department)

DATE

DEDICATION

This work is dedicated to God Almighty

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This milestone achievement was not a day's job; it required a lot of efforts, assistance, guidance and counseling, and I am entirely grateful to all those who rendered the above, selflessly during the course of this study.

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ABSTRACT

This study examined the spoken English language of senior secondary school students in Oredo. It also examine the kind of difficulty student face in speaking English language, investigated the causes of poor communication of spoken English language among senior secondary school students, further sought to examine the strategies adopted by teachers in overcoming student's problem in spoken English language and investigated if the frequent use of English affect spoken English among secondary school students in the study area. To guide the study, four (4) research questions were raised.

The design of the study is descriptive survey design, The population of the study comprised of eighty four (84) S.S.S.3 students drawn from three selected public schools in Benin City . A well-structured questionnaire was the instrument used to elicit information for the study. The data collected were analysed into tables using simple percentage, frequency, mean and standard deviation to answer the research questions as well as interpretation of the information gathered.

The findings of the study revealed that most of the students face difficulty in expressing themselves fluently in English language, encounter difficulties in construction of English vocabularies etc. The study equally revealed that causes of poor communication among secondary school students ranges from lack of qualified English language teachers to unavailability of language laboratory, frequent usage of the mother tongue and pidgin English. Furthermore, findings from the study revealed that introduction of English language laboratory is an effective strategy to help students overcome problem in spoken English, and that there is no frequent usage of English language because English language is not a means of communication in the study area; that the mother tongue and pidgin English is the medium of communication in the study area because spoken English is only used as a medium of instruction within the school premises.

CHAPTER ONE

INTRODUCTION

Background to the Study

English is the language of education in Nigeria. It is the language of instruction from upper primary education, through secondary and tertiary education in Nigeria. The state of English as a Second Language in Nigeria coupled with the numerous roles it plays compels every Nigerian citizen to learn and to speak it (Malu and Obiakor, 2018).

Learning a foreign language has always been challenging, it requires internal and external encouragement, (Brown, 2016). In many countries, English is the most frequently spoken foreign language used by various countries in establishing international communication both for the sake of education, business, medicine, banking, tourism, diplomacy, and various other sectors. Among the four language skills, speaking is one of the abilities that students must master in order to communicate effectively with others, particularly foreigners or native speakers, (Wang, 2014). Speaking skills are the main benchmark in measuring success in learning a language. English is inextricably linked to a country's development and progress. Coleman, (2010) describes that the relationship between development and individual employability can be magnified by learning English, which allows for worldwide engagement and cooperation as well as access to research and information. However, for some students in rural communities, learning a foreign language, particularly exposure to English, is not that simple for some learners, many students still find difficulties.

Generally, it is observed that the standard of the English Language is rapidly falling in our schools, especially in the post-primary schools, unlike in the yester-years when a standard six pupil was able to speak and write good English. Many studies have shown that despite the emphasis placed on teaching and learning of the English language; it is alarming to observe that secondary school students are unable to communicate in the language. They can neither make sentence in simple correct English nor write well-constructed essays. They mix English with their native language and make a lot of grammatical errors such as syntactic errors, phonological errors and semantic errors.

The above problems were first observed during the researcher's teaching practice when she noticed with dismay that there was a low level of performance in the English language among students. She also observed that there was a low level of understanding among even students in the senior secondary classes, and further noted from assignment given to them that they give direct translation of words and sentences and use slangy expressions. These discoveries have been a great concern to teachers, the public as well as the researcher.

English language in Nigeria is very essential. Its importance is such that a credit in the Language including four other subjects at the Western African School Certificate offers one a space in the job market and is a prerequisite to vie for Nigeria elections. English is the major language of commerce, international relations, politics, science and technology. English is now the world's language and it is spoken by one in five of the world's population. It is the language of international commerce, population culture, the internet

and holds an unassailable position among world's major languages (Coleman 2010). Nigeria has over four hundred ethnic languages, the need for a Lingua Franca, the language that every citizen can understand when spoken has actually heightened the need for English language.

The English language is a prerequisite for admission to universities and is also compulsory for all first year students in the universities as specified by National Universities Commission (NUC). It becomes very pertinent that secondary school teachers who are English experts should teach this all important language efficiently and effectively to produce a transparent change in the students.

The 1982 education ordinance which declared English as the language of instruction in schools came in the wake of the observation made by the first inspector of schools in West African, Reverend M. Senter. According to him, the natives should know how to speak and write English Language because it is not only the language of commerce but also a vehicle for communication in all fields of human endeavour. Apart from the above assertion, right from the colonial period, English Language has been playing a leading role in Nigeria.

Efficiency in the use of the language both in the oral and in the written forms attaches a sort of prestige to an individual both among the learned and the unlearned, unfortunately, few people have acquired this ability to perform well in the use of the language. A good mastery of the English Language helps students to perform better in other subjects; hence

a credit pass in the English language in the West African Secondary School Certificate is a necessary requirement of admission into the universities and other tertiary institutions.

In this regard, Ayo (2008) a well known Nigerian teacher and scholar, emphasizing the importance of the English Language states as follow:

“...of all the heritage left behind in Nigeria by the British at the end of the colonial administration, probably none is more important than the English language. This is now the language of government, business and commerce, education, the mass media, literature and much of internal as well as external communications.”

The present inadequate knowledge of English by the Nigeria students in secondary schools present an impediment to attainment of the nation’s educational goals. If the nation will progress along the lines mapped out by its leaders, it seems reasonable, therefore, to attempt to eliminate major factors that militate against the effective study of the English Language.

Statement of the Problem

This study is informed by the fallen standard of spoken English language among senior secondary school students in Benin City. Students in the study area finds it difficult to use English language as a medium of expression in many social gatherings or in their academic purposes. They make a lot of grammatical mistakes when speaking or writing English language. The popular justification for the above is that English language is often learned as a second language. Most children learn Pidgin and Edo language, or any other

native languages first before proceeding to learn English Language. Furthermore, the fact that there is a shortage of specialist teachers in educational system cannot be overemphasized. The successful implementation of the curriculum in each of the school subjects depends on the extent of the availability of specialist teachers, and in the case of English, it has led to employment of graduates from other discipline such as mass communication, engineering etc. to teach English language in some secondary schools in the study area.

Research Questions

The following questions were raised to guide the study;

1. What kind of difficulty do student face in speaking English language?
2. What are the causes of poor communication of spoken English language among senior secondary school students?
3. What are the strategies adopted by teachers in overcoming students' problem in spoken English language?
4. How does the frequent use of English affect spoken English among senior secondary school students in the study area?

Purpose of the Study

The purpose of this study is to investigate spoken English language by senior secondary school students in Oredo Local Government Area. The specific objectives are:

1. To find out the kind of difficulty student face in speaking English language
2. investigate the causes of poor communication of spoken English language among senior secondary school students
3. examine the strategies adopted by teachers in overcoming student's problem in spoken English language
4. to find out if the frequent use of English affect spoken English among secondary school students in the study area

Scope and Delimitation of the Study

This study is carried out to conduct an appraisal of spoken English language by senior secondary school students. It is delimited to SSS3 students from selected public schools in Benin City Edo State.

Significance of the Study

The findings from this Study is expected to be of great benefits to students, teachers and the government.

It will be of great benefits to students; in that they will be motivated to improve on their speaking skills through various innovative methods that would be introduced by their teachers.

To the teachers, the findings will be of great benefits in that they would become abreast with the various methods and strategies to adopt in helping students improve on their skills in the English language

Conclusively, the findings will be of great benefits to the government in that the findings from the study would provide information to the curriculum planners, ministry of Education and school administrators on the factors affecting the spoken English amongst senior secondary school students in Benin City.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Relevant and related literature was reviewed in the chapter and are presented under the following sub-headings:

Importance of Spoken English Language

Basic Skills for Learning English Language

Empirical Review of Related Literature

Aspects of Speaking Skill

English Language as a Subject in Secondary Schools

English as a Second Language of Study

Types of Speaking

Problem in Speaking

Factors Affecting Speaking Skill

Theoretical Framework

Importance of Spoken English Language

Speaking ability in English is useful in many situations and places in this era, such as in the school education, applying to get a job, or when someone goes to other countries where English is spoken because English is an international language (Adejimola and Ojuolape, 2013). Speaking skill is the most important thing to be mastered when people learn English because speaking is a process of constructing meaning; it covers almost all

of language components. Through speaking, someone can express their minds, ideas, and thought freely and spontaneously. The importance of the ability to speak or write English has recently increased significantly because English has become the de factor standard. Learning the English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world.

English is a language that has become standard not because it is widely used by many information and technology industries and recognized as being standard. The call center phenomenon has stimulated a huge expansion of internet related activity establishing the future of India a cyber-technological super-power. Modern communications, videos, journals and newspapers on the internet use English and have made knowing English in dispensable. Shaik (2016), Guoqiang (2009) stated that: to be a good speaker the English learners have to master all of the components.

Speaking is the skill that the students' will be judged upon most in real-life situation .It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Based from explanation speaking is important to student to get the jobs and other thing in their life and English has become the de factor standard. Learning the English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world.

Basic Skills for Learning Language (English Language)

Every language has four basic skills; listening, speaking, reading and writing. For the English language learners to be termed competent in the language, these skills have to be well developed in them.

Listening: The teacher can develop the listening ability of students by involving them in such activities as storytelling, conversation drills, dictation, etc. The students must be taught how to take down notes while listening, translating words in their own words, generating the ideas being expressed and developing the ability to recall information. Through enriching activities and exercises in the classroom, mostly in the form of repetition, good pronunciation habit will be formed (Adejimola and Ojuolape, 2013).

(1) **Speaking:** Speaking is another important skill that the teacher of Literature and English should develop in the students. Oyinloye (2012) defined speaking as “a production of meaningful utterances in an attempt to communicate ideas, thoughts and feelings”. Speaking entails pronunciation, social variation with language, grammar, etc. The teacher must emphasize the current teaching/learning of all these aspects of English. A good teacher of English as a second language must pay attention to the supra-segmental features such as stress, rhythm and intonation as well as vowels and consonants as segmental features. The language teacher has to understand all these concepts. Minimal pair is also a useful concept in teaching communicative skills very well (Adejimola and Ojuolape, 2013).

Reading: Leedy (2014) defined Reading as “a matter of searching for the thought that was in the mind of the author and which now lies in the meaning of the words which are before the reader”. Also, James (2011) said that “Reading is the process of receiving, organizing and handling data by the human mind”. Some authors like Cray (2010) and Hughes (2009) agreed in various areas of reading, listening and sub-skills and concluded that intensifying actions of these skills during the teaching and learning processes in Literature will go a long way to enhance performance in the English Language since Literature-in-English paves way for more extensive reading. It is true that extensive reading facilitates students’ interest in developing their reading skills to increase their vocabulary.

Writing: This is another skill required in teaching and learning process of English Language. It is a combination of all three skills described above. The listening skills, speaking skills and reading skills all manifest their ways into the writing skill.

Review of Related Literature

Literatures related to the study were also reviewed. A study conducted by Fitriani, et, al (2015) found that the main dominant problem encountered by secondary school students in speaking English is lack of confidence and anxiety or psychological factors, followed by lack of grammar, vocabulary and pronunciation or linguistics factors. It indicates that students have knowledge of English actually but they are hindered by confidence and anxiety to speak English.

Alam & Ashrafuzzaman (2018) conducted a study to find out the challenges of developing speaking skills through classroom interaction of EFL learners and found that nervousness, fearfulness, inattention to the class, mistakes in grammar were the main problems faced by the EFL students.

Another study by Sokip (2020) on overcoming the problems of learning foreign language skills in the classroom, found that in speaking skills students encounter mainly motivation problems, students are often worried about committing mistakes while speaking which are similar to the study of Heriansyah, Alam and Ashrafuzzaman (2018). In their study also, fear of committing mistakes was found the main problem. Similarly, Anandari (2015) carried out research on Indonesian EFL students' anxiety in speech production: possible causes and remedy and explored mainly three causes of foreign language anxiety in speaking: fear, shyness, and discomfort and to reduce this anxiety self-reflection strategy played a key role. The findings of this study are more in a similar line with previous studies mentioned above.

Al-Roud (2016) stated in his study that secondary school students mainly face four domain problems: social, psychological, instructor, and linguistic domains. The study also pointed out that students, teachers, parents, and the whole community is responsible for the speaking problem. In another context, a study was conducted to explore the speaking difficulties and their causes (Nakhalah, 2016). In this study, fear of mistakes,

shyness, anxiety, and lack of confidence was found the major problems faced by the students while speaking English.

Research from Nguyen Hoang & Tras Ngoc Mai (2015) in their study *Factor affecting student's speaking performance at le thanh hien high school* showed that students' at Le thanh hien high school are not good at English, they can pass exams easily but they find it difficult to use English to communicate. To help the students' improve their speaking skills, it is necessary to find ways to help them overcome their problems. Moreover, the teachers need to know the factors that affect their students' speaking performance so that they can deal with these factors to help the students' improve their speaking performance.

Aspects of Speaking Skill

Brown (2004) states that there are some aspects of speaking such as pronunciation, vocabulary, fluency, accent, grammar, and comprehension that should be mastered in order to be able to speak well. It is explained below:

Accuracy

As Marry Spratt and friend stated, accuracy in speaking is the use of correct form of grammar, vocabulary and pronunciation. Those three parts involve together in making accurate utterance.

Pronunciation

Pronunciation is a basic quality of language learning especially in speaking ability. It concerns the way we say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skill can obscure communication and prevent us from making meaningful utterances. Harmer (2007) states that pronunciation teaching is not only making the students' are able to differentiate sounds and sound features, but also improving their speaking ability immeasurably such as to concentrate on sounds and be aware of using stress when producing sound. In speaking, pronunciation is the important factor in communication, if speaker having good pronunciation someone will be easier to understanding some messages or information delivered. In contrast someone will be difficult in understanding some message if the speakers having bad pronunciation. Therefore, pronunciation is very important.

Vocabulary

Vocabulary is a foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. In other words, the requirement for students' who want to have a good speaking ability is mastering vocabulary. Vocabulary is important component of language proficiency and basic skill for how well learners speak, listen, read and write. In speaking students' need a lot of vocabulary to make people understand what they speak.

Therefore, vocabulary is an important component to develop students' language skill.

Without enough vocabulary it is impossible for students' to have good communication in speaking skill. McCarty (1990) states that the biggest component of any language courses is vocabulary . In addition, Harmer (2007) says that if the students' have more vocabularies or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.

Grammar

Grammar is an important thing in language because when students' explore their abilities in writing, reading, listening and speaking they must mastery in grammar. According to Harmer (2007), grammar is placement sentences in right order so become good sentences and can be understand by other people. In addition Scarcella & Oxford in faezah (2016) that grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and sounds of letters and syllables, pronunciation of words, intonation, and stress. To understand meaning, English foreign language learners need to have enough knowledge of words and sentences: that is, they must figure out how words are segmented into various sounds, and how sentences are stressed in particular ways. So, grammatical competence help speakers to use and understand English. Grammar is very important in speaking accuracy. According to Nunan (2003) grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help

students' speak more accurately. Those three parts are very important elements to accomplish the accuracy in the effort of being able to speak well.

Fluency

Fluency according to Mary Spratt and friends (2005) speaking is at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students' are when they speak, how easily the words come out and whether there are great pauses and gaps in the students' speaking. It is a parameter of students' speaking ability goal. It deals with the quality of the way they speak fluently. Fluency is difficult topic in speaking, fluency man being able to produce language without wasting much time to think what is being produced, and English language is foreign language for our country. If we want have good fluency in English it is need many practice. Fluency is also can define as the ability to speak fluently and accurately suited with professional necessity. Basically, being fluent means able to keep the language coming. An opinion is from Nunan (1989) he states that successful communication involves:

The ability to articulate phonological features of the language comprehensibly

Mastery of stress, rhythm, intonation patterns

An acceptable degree of fluency

Transactional and interpersonal skill

Skill in taking short and long speaking turns

Skills in the management of interaction

Skills is negotiating meaning

Conversational listening skills (successful conversations require good listener as well as good speakers)

Skills in knowing about and negotiating purpose conversations

Using appropriate conversational formulate and fillers.

Accent

Language accent of one speaker and other is different. This is because every person has their own way in saying words depending on the cultures the speakers have. Roach (2009) states that there is no speaker who can be taken to represent a particular accent or dialect in this world.

Comprehension

Communication will be run smoothly if it is include comprehension between speaker and listener. According to Hornby (2009), comprehension is the power of understand something. Therefore the students' can understand what they hear and receive from someone who talks by indicating students' reaction like answer, question and giving feedback during communication.

From the explanation there are important aspect in speaking as accuracy include pronunciation, grammar and vocabulary, fluency, accent and at last is comprehension.

English Language as a Subject in Secondary Schools

The role assigned English in Nigerian education is outlined in the 2004 National Language Policy on Education, It states that English shall be the medium of instruction in the upper primary, secondary and tertiary level of education. Thus, the status of English is enhanced as it is not only a course of study in school but also the language after the first few years of primary up till tertiary education. The National Policy on Education (2013) stipulates the importance of English language as one of the core subjects that will enable a student to offer any course in higher institution. As one of the core subjects, it is naturally expected that the level of attainment of the students in English will be revealed on their performance in other subject areas. In the light of the above, the English language teachers need the active cooperation of the students of other subjects (Adekola, Shoaga and Lawal, 2015).

English language is the language of education, the only major medium of instruction in Nigerian schools, from elementary to the University level. Apart from being a subject itself, it is used to teach other subjects. As Adekola, Shoaga and Lawal (2015) puts it “the good command of the language is needed to master other subjects taught such as History, Geography, Economics, and so on”. Moreover, English is the language of communication in examinations. Failure in English language automatically invalidates grades obtained in other subjects no matter how high the grades may be. The general attitude towards the English language is hostile. Consequently, the poor performance in English language in Nigerian schools is a matter of great interest to researchers, and great concern to teachers

and educational administrators. Many researchers have been able to come out with a number of factors which could be held responsible for the downward trend in proficiency in English language by students in Nigerian schools. These include:

- i. Lack of qualified and dedicated teachers;
- ii. Poor method of teaching;
- iii. Lack of interest, zeal and zeal on the part of the students due to a very low motivation given to them by their parents and teachers and so on.

Summarily, in the Nigerian educational system, English Language is taught from pre-nursery to nursery, primary school (lower basic school), junior secondary (upper basic school), to senior secondary school. It is a mandatory subject in all these levels of education. It is a must pass subject if any student aspires to go into the tertiary institution of learning in Nigeria.

English as a Second Language of Study

English is a West Germanic language that was first spoken in early medieval England and is now a global lingua franca. Named after the Angles, one of the Germanic tribes that migrated to England, it ultimately derives its name from the Anglia (Angeln) peninsula in the Baltic Sea. It is closely related to the Frisian languages, but its vocabulary has been significantly influenced by other Germanic languages, particularly Norse (a North Germanic language), as well as by Latin and Romance languages, especially French (Hammarström, Forkel, and Haspelmath, 2017).

English has developed over the course of more than 1,400 years. The earliest forms of English, a set of Anglo-Frisian dialects brought to Great Britain by Anglo-Saxon settlers in the 5th century, are called Old English. Middle English began in the late 11th century with the Norman conquest of England, and was a period in which the language was influenced by French. Early Modern English began in the late 15th century with the introduction of the printing press to London, the printing of the King James Bible, and the start of the Great Vowel Shift (Crystal, 2006). Through the worldwide influence of the British Empire, modern English spread around the world from the 17th to mid-20th centuries. Through all types of printed and electronic media, and spurred by the emergence of the United States as a global superpower, English has become the leading language of international discourse and the lingua franca in many regions and in professional contexts such as science, navigation and law (Wikipedia, 2018).

Types of Speaking

Speaking is a way to deliver some idea or information to each other. As the candidate professional teacher, the students' should be able to learning optimal in order to make the students' will learn effectively in speaking class. To learn speaking skill we need to know five basic types of speaking. There are five types of speaking Yenny (2014) as explained in the following:

Imitative

This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment of speaking although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. Actually the listener imitate what the speaker says. They need to acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them is solely the information they hear.

Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

Responsive

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

Interactive

The load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

Extensive

Extensive speaking involves a wide range of speech production also the speaker will need to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components Based from explanation there are 5 type of speaking is Imitative like copy a word, phrase, or a sentence. Intensive like reading aloud, sentence and dialogue completion. Responsive like do a short conversation. Interactive and also Extensive like answering question, making discussion.

Problem in Speaking

Speaking is not as easy as it may seem. In fact, it is a complex skill which involves both intrinsic and extrinsic aspects. Speaking shows how the speaker uses the vocabulary in the right way bravely. So, according to different type of person, there are some problems in speaking. Brown (2001) suggested some causes that make speaking difficult as follows:

Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through Such clustering.

Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

Reduced Forms

Contractions, elisions, reduced vowels, etc. Students' who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our thinking time is not silent; we insert certain fillers such as up, um, well, you know, I mean, like, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

Colloquial Language

Make sure your students' are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress timed rhythm of spoken English and its intonation patterns convey important messages.

Interaction

Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation. So from explanation above problem in speaking based from type person is Clustering, Redundancy, Reduced Forms, Performance Variables, Colloquial Language, Rate of Delivery, Stress, Rhythm, and Intonation, Interaction.

Factors Affecting Speaking Skill

In order to help students' overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Tuan and Mai (2015) that students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability, Topical Knowledge and feedback during speaking activities.

Performance conditions

Students' perform a speaking task under a variety of conditions. Nation & Newton (2009) believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton (2009) suggest include time pressure, planning, the standard of performance and the amount of support.

Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner Oxford (1990). Krashen (1982) that a variety of affective variables has been confirmed to be related to success in second language acquisition in

research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

Listening ability

Speaking skills cannot be developed unless we develop listening skills Doff (1998). Students' must understand what is said to them to have a successful conversation. Shumin (1997) shares the ideas of Doff (1998) that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he she cannot understand what is said. It means speaking is closely related to listening.

Topical knowledge

Bachman & Palmer (1996) state that topical knowledge is defined as knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer (1996) that certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer (1996) believe that topical knowledge has effects on speaking performance.

Feedback during speaking activities

Most students' want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer (1991) that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. Harmer (1991). If the students' are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement Baker & Westrup (2003).

Based on Explanation above Factors affecting speaking speaking skill there are performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability, Topical Knowledge and feedback during speaking activities.

Study habits at Home

Study habits are factor of several factors that can influence learning, it is like that expressed by Slameto (2010) that study habits will affect the study itself. Study habits that can be influencing the success of studies is good study habits, while what makes individuals fail is because they do poor study activity. This is as disclosed by Gie (2012) that there are two kinds of habits learning, that is good study habits and bad study habits.

Study habits is affected in learning English especially increase speaking skill. There are different Students' while they always do study habits or never do study habits.

Based from explanation study habits is factor can influence learning, and easy to know where student always do study habits or never do in their perform while speaking English.

There id two kind if study habits good and bad study habits.

Theoretical Framework

The theoretical framework of this research hinges on learning theory.

Learning Theory

This theory was propounded by Kolb (2008). Kolb proposed a four-stage learning process with a model that is often referred to in describing experiential learning Beaty (2009). The process can begin at any of the stages and is continuous, that is there is no limit to the number of cycles you can make in a learning situation.

In theory of cognitive development, mental ability is closely related to language ability. As child grows older, vocabulary and word usage becomes the best single indication of his intelligence. Sensory motor ability is the basis of intelligence and other ingredients are ability to perceive situations accurately, to see relations, to remember, to use good judgement and to persist in solving problems. The psychologist posited that in attempt to learn anything a child must pay attention to it. It also involves exploration of the visual field, fixing the eyes successively on different parts rating these parts and anticipating phenomenon that are not yet clearly perceived (Akanbi, 2010).

This study is of the opinion that Social studies teachers should use the materials that would enable students to easily perceive learning situations in a positive way, especially in the teaching of Social studies. According to Akanbi, (2010), distinguished four stages in the development of cognition or intelligence. This concept of stage implies that development takes place in unvarying steps like sequence, regardless of the child's culture or education. According to Akanbi (2010), the child begins rudimentary concept formation at the pre-conceptual thinking stage. Here the child begins to classify things in certain classes because of their similarity. Here he explains that the child's rather than his logic being either deductive or inductive, it is transductive. This study here is of the opinion that the teacher should be able to present instructional materials that would enable the students to overcome the problems of transductive.

CHAPTER THREE

METHODOLOGY

This chapter explained the methods and procedures used in carrying out this research and is presented in the following sub-headings:

- Design of the Study
- Population of the study
- Sample and Sampling Technique
- Instrumentation
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The descriptive survey research design was used for this study. According to Omorogiwa (2019) Descriptive survey research design is the use of instruments such as test, questionnaire and observation to gather information from a sample of a population on their characteristic, attitude and opinion on an issue of interest and the conclusion reached are generalized to the population of study.

Population of the Study

The population for this study is the entire SSS3 students of Iheogbe College, Idia College and Edokpolor Grammar, all in Benin City Edo State. The total population of SSS3 students in the afore mentioned schools is 840. From information generated from the form teachers from the respective schools, Idia College has a total of 425 students (from five arms i.e. SSS3a-SSS3e), Edokpolor Grammar School has a total of 288 students (from three arms i.e. SSS3a-SSS3c) and Iheogbe College has a total of 127 students (from two arms i.e. SSS3a-SSS3b).

Sample and Sampling Technique

The simple random sampling technique is used to select the sample size. A total of 84 students was used as the sample size.

Instrumentation

The instrument used for data collection is a structured questionnaire which was developed by the researcher from the research objectives and literature review. The study research instrument consists of two sections. Section A bordered on the bio-data of the respondents, while section B is made up of 4 items statements that addresses the research question. The questionnaire has four likert points as shown below;

Strongly Agree (SA) - 4 points

Agree (A) - 3 points

Disagree (D) - 2 points

Strongly Disagree (SD) - 1 point

Validity of the Instrument

The questionnaire was validated by the researcher's project supervisor and two other lecturers in the Department of Educational Foundation, Faculty of Education University of Benin. Their criticisms, suggestions, recommendations and corrections were incorporated in the final draft of the instrument.

Reliability of the Instrument

Cronbach Alpha reliability was used in establishing the reliability of the questionnaire. The instrument was administered first to 20 persons who were not part of the population of the study and was repeated after two weeks to the same respondent.

Method of Data Collection

The questionnaire was administered to respondents personally by the researcher. The instrument for data collection was retrieved from the respondents at the spot.

Method of Data Analysis

The data collected were analysed into tables for meaningful interpretation using simple percentage, frequency, mean and standard deviation to answer the research questions.

The mean (\bar{x}) rating of 2.50 was used for decision point such as that any item with mean value less than 2.50 was regarded as disagreed while item with mean (\bar{x}) value equal to or above 2.50 was regarded as agreed.

CHAPTER FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

This chapter presents the analysis of data derived through the questionnaire administered on the respondents in the study area. The analysis and interpretation were derived from the findings of the study. The data analysis depicts the simple frequency and percentage of the respondents as well as interpretation of the information gathered. A total of Eighty four (84) questionnaires were administered to respondents of which 84 were returned. The analysis of this study is based on the numbers returned.

Demographic data of the respondent

Table 4.1: Classification of Respondents by Gender

Responses	No of response	% of response
Male	29	58
Female	21	42
Total	50	100

Source: field survey, 2024.

Table 4.1. above shows that 29 of the respondents representing 58% were male while 21 of them representing 42% were female respondents. Therefore, this shows that more male respondents were administered with the questionnaire more than the female respondents

and the indication of this means that the male respondent answered the questionnaire more as indicated in the analysis.

Table 4.2: Classification of Respondents by Age

Responses	No of response	% of response
12years and below	6	12
13-15years	9	18
16-17years	30	60
18years and above	5	10
Total	50	100

Source: field survey, 2024

Table 4.2 shows that 6 of the respondents representing 12% falls within the age group of (12years and below) while 9 representing 18% falls within the age group of (13-15years), 30 of the respondents representing 60% falls within the age group of (16-17 years), and 5 of the respondents representing 10% fall within the age group of (18 years and above). This Indicate that the questionnaire was highly responded to by students within the age bracket of 16-17years

Analysis Of The Research Question

In the analysis of the questionnaire, the numerical values of 4,3,2 and 1 were assigned to strongly agree, agree, disagree and strongly disagree respectively. The sample size was 84. The arithmetic mean of 2.50 was obtained by the addition of the numerical values i.e, $4+3+2+1=10/4$. The grand mean for each research question was obtained by taking the arithmetic mean of the means for all the statements under each research question.

Research Question One: What kind of difficulty do student face in speaking English language?

Table 4.3: mean response to what kind of difficulty do student face in speaking English language?

S/N	Items	Mean	Std. Deviation	Remark
1	I face difficulty in construction of English vocabularies	3.72	0.495	Agree
2	I face difficulty in expressing myself fluently in English language	3.30	0.654	Agree
3	Some English words are difficult for me to pronounce	3.48	0.592	Agree
4	I face difficulty in understanding how to use sentence pattern	3.15	0.696	Agree

Source: Field Survey, 2024

Table 4.3 above shows that respondents agreed with a mean response of 3.72 and standard deviation of 0.495 that they face difficulty in construction of English vocabularies. Also, respondents agreed with mean 3.30 and standard deviation of 0.654 that they face difficulty in expressing themselves fluently in English language. Furthermore, respondents agreed with mean 3.48 and standard deviation of 0.592 that some English words are difficult for them to pronounce. Finally, respondents agreed with mean 3.15 and standard deviation of 0.696 that they face difficulty in understanding how to use sentence pattern.

The analysis above shows that students face diverse difficulties when speaking English language

Research Question Two: What are the causes of poor communication of spoken English language among senior secondary school students?

Table 4.4: mean response to what are the causes of poor communication of spoken English language among senior secondary school students

S/N	Items	Mean	Std. Deviation	Remark
5	lack of qualified English teachers does not lead to poor communication of spoken English among students	2.20	0.756	Disagreed
6	Unavailability of language laboratory is a major cause of poor communication among secondary school students	3.80	0.968	Agreed
7	Frequent usage of the mother tongue and pidgin English contributes to poor communication of spoken English among students	2.99	0.830	Agreed
8	Lack of interest in English language does not lead to poor communication of spoken English among students	2.42	0.544	Disagreed

Source: Field Survey, 2024

Table 4.4 above shows that respondents disagreed with mean 2.20 and standard deviation of 0.756 that lack of qualified English teachers do not lead to poor communication of spoken English among students. Also, the respondents agreed with mean 3.80 and standard deviation of 0.968 that unavailability of language laboratory is a major cause of poor communication among secondary school students. Furthermore, the respondents agreed with a mean of 2.99 and standard of 0.830 that frequent usage of the

mother tongue and pidgin English contributes to poor communication of spoken English among students. Finally, the respondents disagreed with mean 2.42 and standard deviation of 0.544 that lack of interest in English language does not lead to poor communication of spoken English among students.

The analysis above shows that there are diverse causes to poor communication of spoken English language among senior secondary school students in the study area.

Research Question Three: What are the strategies adopted by teachers in overcoming student’s problem in spoken English language?

Table 4.5: mean response to what are the strategies adopted by teachers in overcoming student’s problem in spoken English language?

S/N	Items	Mean	Std. Deviation	Remark
9	Introduction of English language laboratory is an effective strategy to help students overcome problem in spoken English	3.22	0.693	Agreed
10	Recommendation of the usage of English language dictionary to students is a strategy to overcoming student’s problem in spoken English	4.14	0.495	Agreed
11	Organization of essay, spelling and pronunciation competition is a strategy in helping student’s overcome problem in spoken English	3.51	0.664	Agreed
12	Use of audio-visual aid in English communication is not a strategy for helping student overcome problem in spoken English	2.43	0.423	Disagreed

Source: Field Survey, 2024

Table 4.5 above shows that respondents agreed with mean 3.22 and standard deviation of 0.693 that introduction of English language laboratory is an effective strategy to help

students overcome problem in spoken English. Also, the respondents were unanimous with mean 4.14 and standard deviation of 0.495 that recommendation of the usage of English language dictionary to students is a strategy to overcoming student's problem in spoken English. Furthermore, the respondents agreed with mean 3.51 and standard deviation of 0.664 that organization of essay, spelling and pronunciation competition is a strategy in helping student's overcome problem in spoken English. Conclusively, the respondents disagreed with mean 2.43 and standard deviation of 0.423 that use of audio-visual aid in English communication is not a strategy for helping student overcome problem in spoken English.

The conclusion from the analysis above shows that there are various strategies adopted by teachers in overcoming student's problem in spoken English language.

Research Question Four: How does the frequent use of English affect spoken English among secondary school students in the study area?

Table 4.6: mean response to how does the frequent use of English affect spoken English among secondary school students in the study area?

S/N	Items	Mean	Std. Deviation	Remark
13	Frequent use of English language in the study area has help improve spoken English among students	2.42	0.343	Disagreed
14	English language is not a means of communication in the study area	2.5	0.431	Agreed
15	The mother tongue and pidgin English is the medium of communication in the study area	3.92	0.882	Agreed
16	Spoken English is only used as a medium of instruction within the school premises	2.82	0.574	Agreed

Source: Field Survey, 2024

From table 4.6 it can be deduced that respondents disagreed with mean 2.42 and standard deviation of 0.343 that frequent use of English language in the study area has help improve spoken English among students. Also, majority of the respondents agreed with mean 2.5 and standard deviation of 0.431 that English language is not a means of communication in the study area. Furthermore, a larger percentage of the respondents strongly agreed with a mean of 3.92 and standard deviation of 0.882 that the mother tongue and pidgin English is the medium of communication in the study area. Finally, the respondents agreed with a mean of 2.82 and standard deviation of 0.574 that spoken English is only used as a medium of instruction within the school premises.

From the analysis above, it can be concluded that there is no frequent use of spoken English among secondary school students in the study area.

DISCUSSION OF FINDINGS

The study was conducted to carry out an Appraisal on Spoken English Language by Senior Secondary School Students in Oredo Local Government Area of Edo State. From research question one, it was observed that most students face difficulty in construction of English vocabularies, they also encounter difficulty in expressing themselves fluently in English language, it was equally observed that some English words are difficult for most of the students to pronounce and finally, it was observed that majority of the students face difficulty in understanding how to use sentence pattern.

Findings gathered from research question two revealed that A larger percentage of the students disagreed that lack of qualified teachers does not lead to poor communication of spoken English among students, but on the contrary it was observed that majority of the students agreed that Unavailability of language laboratory is a major cause of poor communication among secondary school students. Furthermore, the researcher observed that a larger percentage of the students were in agreement that frequent usage of the mother tongue and pidgin English contributes to poor communication of spoken English among students. Conclusively, majority of the students disagreed that lack of interest in English language does not lead to poor communication of spoken English among students.

Analysis and findings from research question three revealed that a larger portion of the teachers agreed that introduction of English language laboratory is an effective strategy to help students overcome problem in spoken English. Furthermore, the researcher find out that a larger percentage of the teachers were in agreement that recommendation of the usage of English language dictionary to students is a strategy to overcoming student's problem in spoken English. It was further observed that majority of the teachers were in agreement that organization of essay, spelling and pronunciation competition is a strategy in helping student's overcome problem in spoken English, but on the contrary, most of the teachers did not agree that the use of audio-visual aid in English communication is not a strategy for helping student overcome problem in spoken English

Analysis from research question four revealed that a greater percentage of the students disagreed that frequent use of English language in the study area has help improve spoken English among students. Alternatively, a greater percentage of the students agreed that English language is not a means of communication in the study area. It was equally revealed that majority of the students agreed that the mother tongue and pidgin English is the medium of communication in the study area. Finally, the researcher observed that a greater number of the students agreed that spoken English is only used as a medium of instruction within the school premises.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter includes the summary of the study, the conclusions drawn from the analysis of data collected, results obtained and recommendations offered.

Summary

The researcher carried out a study on An Appraisal of spoken English language by senior secondary schools (a case study of some selected public schools). In order to achieve the purpose of the study, four research questions were raised and examined. Questionnaire was used to collect data from eighty four (84) respondents from selected secondary schools in the study area. Descriptive survey design was employed for the investigation. The data obtained were analysis using descriptive statistics comprising of mean score and standard deviation. A criterion of mean score of 2.50 was used as a benchmark for the purpose of decision making. The analysis of the data produced the following findings from the students and their teachers:

- That most of the students face difficulty in expressing myself fluently in English language, encounter difficulties in construction of English vocabularies, finds it difficult to understand how to use sentence pattern and finds some English words difficult to pronounce

- That causes of poor communication among secondary school students ranges from lack of qualified English language teachers to unavailability of language laboratory, frequent usage of the mother tongue and pidgin English and lack of interest in English language.
- Furthermore, findings from the study equally revealed that introduction of English language laboratory is an effective strategy to help students overcome problem in spoken English, recommendation of the usage of English language dictionary to students is equally a strategy to overcoming student's problem in spoken English, while organization of essay, spelling and pronunciation competition help students overcome problem in spoken English and use of audio-visual aid in English communication is a strategy for helping student overcome problem in spoken English.
- Conclusively, the study revealed that there is no frequent usage of English language because English language is not a means of communication in the study area; that the mother tongue and pidgin English is the medium of communication in the study area because spoken English is only used as a medium of instruction within the school premises.

Conclusion

All the issues raised thus far as regards to spoken English language among secondary school students are issues that can be tackled by the government through the ministry of education and all stakeholders within the education sector. Provision of language

laboratory, organization of workshops and seminars including training and retraining of teachers for improved quality in delivery of English language as a subject to study are all responsibility of the government. It is no big deal if the government through the ministry of education embark on a comparative education tour within the country to see how these issues raised were tackled by other states that is ahead of her in terms of quality education delivery in Nigeria.

Recommendations

Based on the findings of the study, the following recommendations were offered:

- That the attention of the government (i.e ministry of education) should be drawn to the issue of unavailability of language laboratory and also lack of qualified English language teachers in schools within the study area.
- Provision of adequate teaching aid to help improve in the quality of spoken English among secondary school students within the study area should be made available.
- English language dictionaries and other relevant materials should be provided to schools at a subsidized rate.
- Adult literacy program should be encouraged so that spoken English language will be spoken not just within the school premises but by all and sundry within the study area

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APPENDIX
UNIVERSITY OF BENIN
FACULTY OF EDUCATION
DEPARTMENT OF ENGLISH AND LITERATURE
RESEARCH QUESTIONNAIRE

Dear respondent.

I am a final year student of the above department in the University of Benin. This questionnaire is designed to elicit information from you on a research study title: **An Appraisal of Spoken English Language by Senior Secondary Schools (A case study of some selected public schools)** The information gathered from this exercise would be used purely for academic purposes. Please respond sincerely to the items listed below, as all information will be treated with confidentiality. Thanks for your co-operation.

Please, tick (✓) where appropriate in the alternative provided

Section A: Demographic Profile

1. Name of school:

2. Gender: Male [] Female []

3. **Age group:** 12 years and below [] 13-15 years [] 16-17 years [] 18 years above []

SECTION B

Instruction: Please tick () in the column that best expresses your opinion.

System Key:

Strongly Agree (SA)

Agree (A)

Strongly Disagree (SD)

Disagree (D)

S/N	ITEMS	SA	A	SD	D
	What kind of difficulty do student face in speaking English language?				
1	I face difficulty in construction of English vocabularies				
2	I face difficulty in expressing myself fluently in English language				
3	Some English words are difficult for me to pronounce				
4	I face difficulty in understanding how to use sentence pattern				
	What are the causes of poor communication of spoken English language among senior secondary school students?				
5	lack of qualified English teachers does not lead to poor communication of spoken English among students				
6	Unavailability of language laboratory is a major cause of poor communication among secondary school students				
7	Frequent usage of the mother tongue and pidgin English contributes to poor communication of spoken English among students				
8	Lack of interest in English language does not lead to				

	poor communication of spoken English among students				
	What are the strategies adopted by teachers in overcoming student's problem in spoken English language?				
9	Introduction of English language laboratory is an effective strategy to help students overcome problem in spoken English				
10	Recommendation of the usage of English language dictionary to students is a strategy to overcoming student's problem in spoken English				
11	Organization of essay, spelling and pronunciation competition is a strategy in helping student's overcome problem in spoken English				
12	Use of audio-visual aid in English communication is not a strategy for helping student overcome problem in spoken English				
	How does the frequent use of English affect spoken English among secondary school students in the study area?				
13	Frequent use of English language in the study area has help improve spoken English among students				
14	English language is not a means of communication in the study area				
15	The mother tongue and pidgin English is the medium of communication in the study area				
16	Spoken English is only used as a medium of instruction within the school premises				

Thank you for your cooperation