

Pedagogical Challenges of Teaching Constructs in English in Secondary Schools in Kenya

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Abstract: Oral skills in English are taught and examined in Kenyan secondary schools with the purpose of developing fluency and accuracy in speech communication. However, majority of students do not attain intelligibility at the close of their study. Oral skills are examined in paper one of the English language exam though in written form. In 2016 the students scored a mean of 29.15 in the paper. In 2017, the students scored 25.89 indicating a decline of 3.26 points. This shows that not many secondary school students in Kenya are competent in oral skills in the English language. English is a second language to Kenyan students after their mother tongue. They develop its competence through learning it in the classroom context. The objective of the study was to establish the challenges of teaching constructs. The study attempted to explain the challenges involved in teaching and learning of oral skills in English language which could be of help to curriculum developers, teachers of English, students and future researchers. The study was confined to the pedagogical challenges that are involved in the teaching and learning of oral skills in English in relation to teaching content, teaching construct and teaching context. The theoretical framework on which the study was based was the socio-cultural- constructivism theory. This theory is relevant to the acquisition of oral skills in the classroom where both the teacher and the learner actively participate in the learning process. The study was done in Kisumu East Sub- county with a population of 4021 students and 47 teachers of English. Data was collected from 295 students and 35 teachers a total of 330 participants through the use of Krejcie & Morgan (1970) table of determining sample. The study employed concurrent triangulation design with mixed methods approach. Questionnaires, unstructured interview schedules and observation schedules were used to collect and analyze data concurrently. The quantitative data was summarized using descriptive statistics and presented using tables, pie charts and bar graphs while qualitative data was put under themes and presented in verbatim and narratives. Analyzed data were then merged for presentation and discussions. The study established that there were pedagogical challenges in the teaching and learning of oral skills in English in relation to teaching content, teaching construct and teaching context. The study therefore recommended that the curriculum developers need to come up with comprehensive teaching and learning materials that would help both the teachers and the students to succeed in teaching and learning content of oral skills in English. Textbooks should be more comprehensive in oral drills exercises. English aural exams should be introduced in the curriculum as done in other foreign languages like French and Germany. All the stakeholders should be committed and work together for the success of oral skills acquisition in school.

Keywords: Pedagogical Challenges; Oral Skills in English.

1. INTRODUCTION

Background to the Study

English language learning includes four skills namely, listening, speaking, reading and writing (KIE 2005). Speaking and listening skills also referred to as oral skills play a major role in English language acquisition. According to Onchera (2013) competence in speech leads to competence in writing as one can write competently what one can speak

competently. Oral skills in English are taught and examined in Kenyan secondary schools with the purpose of developing fluency and accuracy in speech communication. However, most students do not attain intelligibility at the close of their study. The results over the years, especially Kenya Certificate of Secondary Education (KCSE) of 2013, indicate dismal performance and worse still when the oral skills are tested in written form.

The table below shows the performance of the students' performance in KCSE. The table reveals that English is one of the least performed subjects. In comparison to other languages like Kiswahili, the performance keeps deteriorating yet English language is a language of communication in Kenya. It is expected that the students would perform exemplarily well in the subject because they use English language in learning other subjects. The dismal performance indicates that not many students in Kenya are competent in English language. Onchera (2013) further quotes Ministry of Education (MoE, 2012) "that it appears that spoken English by many secondary school students and subsequent graduates in Kenya is wanting".

Several studies in various parts of the world, where English is studied as a second language, reveal that there are challenges in teaching and learning of oral skills in English. Either the teaching and learning of oral skills is neglected or very little attention is given to it. A study carried out in the USA among students studying English as a second language indicate that the needs of English learners are not addressed in a systematic and programmatic manner in the core curriculum requirements. While very highly qualified teachers are expected to teach other subjects other than the English language, it does not require teachers to be highly qualified to teach English language learners (Rieger & McGrail, 2006). This means that the standard of English language would be very low and the students would be incompetent in speaking the language. However, in Kenya the teachers are well trained and it is expected that they would guide the students to towards attainment of intelligibility in English language.

The difficulties experienced by various learners of English are also witnessed in Africa. The findings of the studies done in Ghana by Kwarteng & Ahia (2013) indicate that no pedagogical attention is given to the development of oral skills in English and blame it on the teachers for failure to provide students formal instruction and opportunities in the classroom to develop the skills. In looking at the performance of English language in Nigeria a study was carried out by Olanipekun, Atteh, Zaku & Sarki (2014). The findings of the study indicated that students perform dismally in English language despite the fact that emphasis is placed in passing English language for entrance in Nigerian higher institutions of learning. Further studies in Nigeria by (Usman & Mustafa, 2014; Akinbode, 2008) attributed the difficulties of learning English as a second language to phonological level brought about by first language interference in speech and writing.

In Kenya Mwaniki (2013) also found out that the learning of pronunciation skills is a neglected area that needs to be addressed in order to achieve higher levels of intelligibility and communicative effectiveness. While Mwaniki studied the students, that revealed the errors they made in pronunciation, he did not take the teachers' and students' perspectives into consideration. He looked at the errors that the students made and concluded that the teachers did not do their work effectively. In as much as the teachers are to blame there may have been other factors that contributed to their errors. This research however, focused on the challenges involved in the teaching and learning of oral skills in English that may result from teaching content, teaching constructs and teaching context. It also determined the perspectives of teachers and students on the challenges involved in the teaching and learning of oral skills in English.

Oral skills in English are taught and examined in Kenyan secondary schools with the purpose of developing fluency and accuracy in speech communication. However, majority of students do not attain intelligibility at the close of their study. The overall performance of English still fell short of the mean score of 100 (50%) calling for innovation in curriculum implementation. This shows that not many secondary school students in Kenya are competent in oral skills in the English language. It is on this basis that this study intended to examine the challenges experienced by the teachers of oral skills in English in relation to the teaching content, constructs and context and propose possible solutions in secondary schools in Kisumu East sub-county that continually performs dismally. This study objective was to establish the challenges of teaching constructs. The research question that guided the study was: How do the pedagogical challenges involving teaching constructs affect the teaching and learning of oral skills in English?

In an attempt to identify the challenges involving the learning of oral skills in English this study was anchored on the theory of socio-cultural-constructivism which was formulated by Mascolo (2014). In this case both the teacher and the learner actively participate in the learning process. As per delivery of the subject matter the teacher is expected to use

socio-cultural and constructivism theory. The teacher is expected to make every effort to help the learner acquire and continually refine the skills to enable the learner interact with others effectively and confidently using oral literature (narratives, oral poetry, songs, proverbs, tongue-twisters and riddles). He/She is expected to act as a guide and participant in the learning environment.

2. RESEARCH METHODOLOGY

This study used concurrent triangulation design with mixed methods approach to determine the pedagogical challenges of oral English skills in secondary schools. The design was chosen as dictated by the nature of the study which primarily involves gathering of facts. According to Creswel (2007) concurrent mixed methods procedures are those which the researcher converges or merges qualitative and quantitative data in order to provide a comprehensive analysis of the research problem. The investigator collects both forms of data at the same time and then integrates the information in the interpretation of overall results.

The study was carried out in Kisumu East sub- county secondary schools in Kisumu County. It's performance in English language at the national examination level has been worrying (KNEC 2011-2013) and this guarantees the selection of the sub- County for this study.

The results of evaluation tests have shown over the years that Kisumu East sub-county continues to drop in performance of English language. A drop is also witnessed in the overall performance. All the subjects, a part from Kiswahili are taught in the English language. Therefore, if the students are not competent in the English language, then the other subjects are bound to be affected.

There were a total of 47 teachers of English and 4021 students in the 22 secondary schools in Kisumu East sub-county. There were a total of 4068 participants. Sampling is the process of selecting people or objects from a population in order to test the population (Kombo & Tramp, 2006). According to Mugenda & Mugenda (1999), a sample is a small subset of population that has been chosen to be studied. Mugenda & Mugenda (1999) and Kothari (2008) further says that the main factor considered in determining the sample size is the need to keep the sample manageable enough in terms of effort, time, finance and human resource. For the purpose of selecting the study sample, Krejci & Morgan (1970) table of determining sample (see Appendix 1) was used to determine the number of schools, teachers and students to be used in the study. Simple random sampling was then being used to select the schools, the teachers of English and students for the study.

The Sample for the Study

Zones in Kisumu East Sub- County	Number of schools	of Sample	Number of teachers of English	Sample	Number of students	of Sample
Kajulu Zone	09	8	20	18	1920	150
Rweya Zone	07	6	16	14	1401	110
Ragumo Zone	06	5	11	08	700	91
Total	22	19	47	40	4021	351

Three instruments were used to collect data; questionnaire, interview schedules and observations. A questionnaire consists of a number of questions printed or typed in a definite order on a form or sets of forms (Kothari, 2004). Mark et al (2009) define a questionnaire as a data collection instrument in which each person is asked to respond to the same set of questions in a pre-determined order. A questionnaire is used to collect information because of their effectiveness in collecting data over a geographical area. They also save time spent to collect data. It is also free from bias of the interviewer since the answers are in respondents' words. This study used two questionnaires, consisting of both structured and open-ended questions. One questionnaire was administered to the teachers of English and the other one to the students. The interviews gave opportunities for soliciting slightly more details than the questionnaires. The purpose of

using observation was to attempt and identify: Teaching and learning resources; The methods of teaching and in class writing activities; Teacher preparation and teaching aids/ materials. Content-related evidence of validity was used to validate the developed instruments. In this case the instruments were presented to my supervisors and lecturers in the department of Curriculum Studies and Educational foundation who are authorities in the area for their expert judgment on the content. Their advice was used in revising the questionnaires and interview schedules before preparation of final copies. Reliability of a test refers to its consistency, that is, regardless of what it measures, does it do so consistently. A test may be limited by certain errors, which include error due to time of testing, error due to content of the test and error due to scoring (Cohen & Marion, 1996).

Data collected were analyzed both quantitatively and qualitatively. The research data was edited, coded and checked to have the required quality, accuracy and completeness. They were then analyzed through descriptive statistics. Tables were used to supplement the qualitative discussion covering the open-ended questions. Percentage and means were also used to determine the impact of pedagogical aspects on the achievement in oral English skills. Mean score was calculated for overall level of agreement/disagreement of each statement. For mean score norm was 3.00. However, level of agreement was different for each statement. Information was presented in bar graphs, pie charts and tables. The descriptive nature of the research led the researcher to discuss in detail the various problems and issues found in this study. The analysis of these variables was done by the help of the computer software SPSS 18.0. Thematic analysis was used in the analysis of qualitative data. The thematic analysis of data comprised six stages which included arrangement of data by transcribing interviews, typing the field notes and sorting documents into files, reading through the data to obtain a general sense of information, encoding all the data that emerged into categories, identifying themes and sub- themes, presenting and describing in detail the thematic information and forming direct interpretations based on each of the themes identified in the analysis.

3. FINDINGS

Pedagogical Challenges Involving Teaching Constructs

Pedagogical challenges involving teaching constructs that affect the teaching and learning of oral English skills include:

Teaching Methods

There are various teaching method that posed challenges to the teachers. The findings are discussed below:

Using Language Reading and Writing

The study sought to know the teaching methods that are used by the teachers. This was to find if the language reading and writing teaching methods would make it difficult for the students to learn oral English skills. The findings are presented in tables 4.8.1a and b.

Table on Using Language Reading and Writing in Teaching as Reported by the Students (n=295)

Using language reading and writing in teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
No	72	24.4	24.4	24.7
Yes	222	75.3	75.3	100.0
Total	295	100.0	100.0	

The students who acceded that the teachers use language reading and writing in their teaching were 75.3% while 24.4% disagreed. The teachers would let the students read sentences during the lessons and correct their articulation if they make mistakes. This would enable the students learn how to pronounce words.

Table on Using Language Reading and Writing in Teaching as Reported by the Teachers (n=35)

Using language reading and writing in teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	20.0	20.0	20.0
	Yes	28	80.0	80.0	100.0
	Total	35	100.0	100.0	

The teachers who said they teach oral English skills through the use of language reading and writing were 80 % while those who said they do not use the method were 20 % as per the table.

During the interview with the teachers one teacher maintained,

I usually ask the students to read passages aloud in the classroom then let them read silently and answer comprehension questions. When the students read a passage loudly I am able to tell if they pronounce the words correctly then I correct them. They also read sentences in class for language practice of the language structure learnt. (T 5)

According to the study done by Nduta (2011) most teachers however use lecture method even when they are teaching language structures. The current study however found out that the teachers mostly used language reading and writing in their classes. Using language reading and writing would mean that the students do not get enough time for listening and speaking during the class lessons. Many teachers would go for this style because it is easy to organize and does not demand a lot of time. The students just read sentences during the teaching and learning of oral English skills. They may just read the sentences without understanding. These imply that students do not get time to practice speaking and listening skills in their classroom sessions. These therefore might lead to poor language mastery and subsequently failure in oral skills exams.

Using Visual Examples, Pictures and Objects

The study wanted to know the teaching styles that are used by the teachers in their classroom. This was to find if the use of visual examples, pictures and objects in teaching would make it easier for the students to learn oral English skills.

Table on Using Visual Examples, Pictures, Objects as Reported by the Students (n=295)

Using visual examples, pictures, objects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	183	62.0	62.0	62.0
	Yes	112	38.0	38.0	100.0
	Total	295	100.0	100.0	

The findings on the table show that only 38% of the students agreed that the teachers use visual example, pictures and objects in their classroom while 62% disagreed. This shows that the students would not remember much of what they have learnt in the classroom because if the teachers used teaching aids the students would be in a position to recall much of what was learnt.

Table on Using Visual Examples, Pictures, Objects as Reported by the Teachers (n=35)

Using visual examples, pictures, objects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	17	48.6	48.6	48.6
	Yes	18	51.4	51.4	100.0
	Total	35	100.0	100.0	

According to the table the percentage of those that said that the teachers use visual examples, pictures and objects in their teaching was 51.4 % while those who said No were 48.6%. The teachers however differed with their students. During an interview with the teachers it was established that many teachers do not use teaching aids to enable the students to understand what they are taught. One teacher asserted,

I sometimes use visual examples, pictures and objects in my class. However, it is a challenge to improvise teaching aids and bring them to the classroom. Time is also very short and we cannot complete the syllabus so we have to cover a lot of content. Using such methods would require a lot of time. (T 7).

Tergujeff (2013) on learner perspective on English pronunciation teaching in an EFL context found that English pronunciation teaching mainly relied on traditional methods such as imitation and reading aloud. Tasks on word stress placement were also frequently mentioned. Phonemic script is used more in the teaching at the primary than lower or upper secondary level. A British or American standard variety is generally used as the pronunciation model. Pronunciation is taught extensively at the primary level, and the learners expressed satisfaction with this. The learners at the lower and upper secondary level expressed the opinion that pronunciation is not paid enough attention to in teaching, and would like more pronunciation teaching. Pronunciation skills had developed because of classroom activities and learning pronunciation outside of the classroom, e.g. through media and personal encounters. The current study however showed that the teachers using visual examples, pictures and objects are very few. Improvisation of teaching materials is also a challenge. Another obstacle faced by the teachers is the amount of time allocated to teach English language. According to the teachers' time allocated is very short and they cannot complete the syllabus and using such methods would require a lot of time. This is an indication that the students would not remember much of what they have learnt in the classroom. Much attention is given to coverage of the syllabus than what the students learn.

Using Resource Persons

The study wanted to find out if the teachers use resource persons in their teaching. This was to ascertain whether the students benefit from other people who have experience other than their classroom teachers. The findings are presented in tables 4.8.3a and b.

Table on Using Resource Persons as Reported by the Students (n=295)

Using resource persons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	256	86.8	86.8	86.8
	Yes	39	13.2	13.2	100.0
	Total	295	100.0	100.0	

The students were 13.2% in agreement while 86.8% declined. This was the least teaching method used in teaching and learning of oral English skills. The resource persons are not availed to motivate the students to speak good English. This means the students would depend only on their teachers.

Table on Using Resource Persons as Reported by the Teachers (n=35)

Using resource persons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	28	80.0	80.0	80.0
	Yes	7	20.0	20.0	100.0
	Total	35	100.0	100.0	

The table shows the teachers who agreed that they use resource persons in their teaching were 20% while those who disagreed were 80%. During the interviews with teachers they agreed that this method is not easy to use. One teacher said,

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Organizing for resource persons is difficult since it is expensive. Getting good speakers that the students can emulate is also a challenge. You also need a lot of time for preparation. (T10).

The findings of the study showed that few people are good in spoken English so it is difficult to organize for resource persons since it is expensive. The schools cannot afford the payments since no one would do it free of charge. This is an indication that students don't benefit from other speakers who would give them firsthand information on various experiences. The students need to have a chance of listening to proficient speakers to be motivated to speak in the English language.

Using Dramatization

The study wanted to know if the teachers used dramatization as a teaching style in their classes. This was to find out if dramatization would make it easy for the students to learn oral English skills.

Table on Using Dramatization as Reported by the Students (n=295)

		Using dramatization			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	220	74.6	74.6	74.6
	Yes	75	25.4	25.4	100.0
Total		295	100.0	100.0	

A lesser percentage of students agreed that the teachers use the method at 25.4% while those who disagreed were 74.6%. This shows that not many students play different roles in their classrooms for different experiences in drama lessons. This would have made them to practice speaking confidently and fluently.

Table on Using Dramatization as Reported by the Teachers (n=35)

		Using dramatization			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	15	42.9	42.9	42.9
	Yes	20	57.1	57.1	100.0
Total		35	100.0	100.0	

According to the table the teachers that use dramatization in teaching were 57.1% while those who disagreed were 42.9%. During the interview with the teachers one teacher argued,

It is difficult to organize for drama since you need a lot of time. There is very little time to cover the syllabus. Many students shy away because they would be laughed at if they do not speak good English and they don't want to take up roles so it is difficult to organize for drama in the classroom. (T 8)

The result was consistent with that of Mutai (2012) who found that debating and drama or role model was not fully utilized in the classrooms. The teachers mostly used lecture method in their teaching of language. The current study showed that many students are not involved in drama in the classroom. This implies that if the students would be given opportunities of expression they would learn better than having rote memory of facts. Real life is brought to the classroom during dramatization and through this they would perform well in oral English skills.

Giving Individual Work

The study sought to know if the teachers used individual work as a teaching style in their classrooms. This was to find if the teachers let the students work individually during the oral English skills lessons.

Table on Giving Individual Work as Reported by the Students (n=295)

Giving individual work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	161	54.6	54.6	54.6
	Y	134	45.4	45.4	100.0
	Total	295	100.0	100.0	

The students' response was average at 54.6% in agreement and 45.4 decline as per the table. This is an indication that averagely teachers let the students do individual work in their classes for a better understanding of the lesson. This would only be beneficial if the teachers are present in classrooms to observe what the students do and help them where necessary.

Table on Giving Individual Work as Reported by the Teachers (n=35)

Giving individual work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	11	31.4	31.4	31.4
	Y	24	68.6	68.6	100.0
	Total	35	100.0	100.0	

The table indicates that those that use individual work were 68.6 % while those who disagreed were 31.4%. During the interview with the teachers one teacher observed,

I let individual students read passages silently or sometimes read loudly so that I can know how they pronounce the words. Sometimes I let the individual students stand in front of others and tell a story to the whole class. (T 31)

The findings show that most teachers let individual students work on their own especially in vocal reading and reading comprehension. Vocal reading would enable the teacher to tell whether the individual students can pronounce the words correctly or not and then guide them. However most of the students shy off because they cannot speak English correctly.

Using Group Work

The study wanted to tell if the teachers used group work in teaching in their classes. This was to find if the teaching style would make it easy for the students to learn oral English skills.

Table on Using Group Work as Reported by the Students (n=295)

Using group work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	.3	.3	.3
	Yes	101	34.2	34.2	34.6
	Total	193	65.4	65.4	100.0
	Total	295	100.0	100.0	

The students agreed that the teachers put them in groups when learning oral English skills at 65.4% and only 34.2% disagreed. This percentage indicates that most teachers let the students work in groups. This would enable the students to work with their peers for understanding of the concepts learnt in the class.

Table on Using Group Work as Reported by the Teachers (n=35)

		Using group work			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	22.9	22.9	22.9
	Yes	27	77.1	77.1	100.0
Total		35	100.0	100.0	

The teachers too agreed that they use group work in their teaching and learning of oral English skills at 77.1% while those who disagreed were 22.9% as per the table. During interview with the teachers it was established that most teachers use group work in their teaching. One teacher said,

I usually put my students in groups and give them topics to discuss. Students like working in groups so I often let them discuss in class. As they discuss I normally move around to check if they are speaking in correct English and correct them. (T 9)

Another teacher however observed,

Students normally speak in their mother tongue when they discuss in groups so discussion groups don't help much. When you correct them in the groups they shy off and would not speak in your presence. (T 11)

Qu & Yang (2010) on a peer and self-assessment project implemented in practical group work found out that it was beneficial to the students since it enhanced their oral communication competence. The findings of the current study indicated that teachers use group work in their teaching. Most of the teachers let students work in their groups for practice of oral English skills that are learnt in their classrooms. Using this method would enable the students to learn from their fellow students. Others teachers however saw it as a waste of time since many students resort to code switching from English language, to Kiswahili and then to mother tongue. It does not help them to master the language. It therefore means that both the teachers and the students have to work together to succeed in oral communication.

Using Cultural Practices

The study wanted to know if the teachers used cultural practices in the teaching of their lessons. This was to find if the cultural practices would be brought live in the learning of oral literature and too if this would make it easy for the students to learn oral English skills.

Table on Using Cultural Practices as Reported by the Students (n=295)

		Using cultural practices			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	261	88.5	88.5	88.5
	Yes	34	11.5	11.5	100.0
Total		295	100.0	100.0	

The students disagreed at 88.5% and only 11.5% agreed that the teachers use cultural activities in the teaching and learning of oral English skills. Cultural activities are fun and the students would not only learn oral English skills but also their culture.

Table on Using Cultural Practices as Reported by the Teachers (n=35)

		Using cultural practices			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	29	82.9	82.9	82.9
	Yes	6	17.1	17.1	100.0
Total		35	100.0	100.0	

The teachers who consented that they use cultural activities in their teaching were 17.1% while those that disagreed were 82.9% as per the table. During interviews with the teachers it was established that cultural practice was the least used method of teaching of oral English skills. A teacher said,

Involving students in cultural practices requires a lot of time and nowadays people do not observe their cultural practices even in the villages. Even as a school it is difficult to organize for traditional/ cultural activities or dances due to the cost involved. (T 4)

Raji & Ajadi (2013) on their study of a stylistic analysis of Ekun Iyawo found that sounds help to produce spontaneous emotion. It also enhances a cordial tenor between the poet and her listeners. According to them the age long tradition of our ancestors must be upheld and that the poem can be used for teaching and learning in language classrooms through stylistics, the forms and functions of language can be taught effectively. The current study found that using cultural activities method as a teaching technique is a rare practice in the classrooms. This method is less used because it is difficult to organize since they are expensive and time consuming. Teachers would help the students learn oral English communication through their cultural practices in oral literature. The stories, singing and traditional dances would be fun and the students would master the contents faster and retain the same for a longer period. It would be of great help if the schools went out of their ways to incorporate such programmes.

Using Debates

The study wanted to know if the teachers used debating as a teaching style. This was to find if the use of debating would make it easy for the students to learn oral English skills.

Table on Using Debate as Reported by the Students (n=295)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	122	41.4	41.4	41.4
	Yes	173	58.6	58.6	100.0
	Total	295	100.0	100.0	

The students consented at 58.6% while 41.4% dissented. This means that averagely the teachers use debating in their teaching and thus expose students to listening and speaking skills. However, there are still a number of teachers who still do not use the method. The students could be missing out on debates that would provide opportunities for practice of oral English skills.

Table on Using Debate as Reported by the Teachers (n=35)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	17	48.6	48.6	48.6
	Yes	18	51.4	51.4	100.0
	Total	35	100.0	100.0	

The teachers also concurred with their students. The table show the respondents who said that the teachers use debates in their teaching of oral English skills. The teachers who agreed were 51.4% while those who didn't were 48.6%. During an interview with the teachers it was established that not all use debates in their teaching of oral English skills. One teacher noted,

I sometimes organize debates in classroom. Debates require a lot of time and a single lesson would not be adequate. Normally the school organizes debates in the evening programmes but even so only a handful will be involved in the programme. Students are many and there is little time available for the activities. (T 3)

According to Gall & Gillet (2001) teachers do not like using discursive methods for fear of student reticence, anxiety about loss of control and uncertainty about the place of discussion in the curriculum. The current study on the other hand found out that many teachers do not use debate due to time constraints. They would be willing to do much if time was available to do so. However normally the school organizes debates in the evening programmes where students debate issues but even so only a handful will be involved in the programme and more over these debates are not supervised. This means many students would still lag behind in their oral communication. If debates would be organized regularly in the classrooms, then all the students would have opportunities of participation as their teachers supervise them. This according to socio-cultural constructivist theory would bring positive achievement in the oral English language acquisition.

How the Difficulties of Using Various Methods Affect the Teaching and Learning of Oral English Skills?

When the teachers were asked how the difficulties of using various methods affect the teaching and learning of oral English skills most of them noted that it makes teaching of certain skills challenging and therefore such concepts are avoided. A teacher maintained,

The teaching and learning of oral skills is ineffective as all learners are not the same as some will grasp concepts very fast others are slow, so the use of many styles will capture all students. There is minimal illustration of concepts. Clever students find it difficult to concentrate in group discussions since in most cases they are grouped with the slow learners. Certain aspects of oral skills become difficult to teach and understand. There is lack of variety of sources of information. The objectives are not achieved in teaching some topics. (T 3)

Geng (2010) on autonomy for English teaching and learning in China observed that teachers need to be shifted from being pure instructors to becoming academic advisers, suggesting flexible schedules, diverse methods for self- direction, self-management, self- evaluation or re- direction. According to him learners can no longer be blind receivers they ought to be active performers and good cooperators. The current study focused on the various teaching methods that the teachers use and the challenges of such teaching methods. According to the teachers the difficulty of using various methods of teaching make the teaching and learning of oral English skills ineffective as students require different approaches that involve them. Discussion groups would help a lot but even so clever students might find it difficult to concentrate in group discussions since in most cases they are grouped with the slow learners who would not cooperate due to inadequacy of language of expression. It calls for a lot of dedication for if not certain aspects of oral English skills would not be handled.

Teacher’s Sense of Efficacy

A Teacher Should Be a Good Guide

The study wanted to know if a teacher should be a good guide to the learners. This was to ascertain whether the teacher’s involvement in teaching and learning is a symbol of role model to the learners. The finding is presented in tables 4.9.1a and b.

Table on A teacher Should Be a Good Guide as Reported by the Students (n=295)

A teacher should be a good guide

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	53	18.0	18.0	18.0
Disagree	4	1.4	1.4	19.3
Strongly Agree	230	78.0	78.0	97.3
Strongly Disagree	8	2.7	2.7	100.0
Total	295	100.0	100.0	

The students acceded at 96%. Those who disagreed were only 3.1%. This is an indication that students believe that teachers play a great role in the teaching and learning of oral English skills. The teachers should then do their best to instill good spoken English in their students.

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Table on A Teacher Should Be a Good Guide as Reported by the Teachers (n=35)

A teacher should be a good guide

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	9	25.7	25.7	25.7
Disagree	1	2.9	2.9	28.6
Strongly Agree	24	68.6	68.6	97.1
Strongly Disagree	1	2.9	2.9	100.0
Total	35	100.0	100.0	

The teachers who agreed that they should be a good guide were 94.3% while those who disagreed were 5.8%. During interviews with the teachers many teachers said that a teacher should be a good guide for the students in speaking English language. One teacher observed,

The teachers should be good at spoken English. This will give the students the best example to follow since the students learn from the teachers. When the teachers speak well in English the students will copy them. (T 6)

A study by Josiah, Bodunde & Robert (2012) on patterns of English pronunciation among Nigerian university undergraduates revealed that most Nigerians do not speak standardized RP after several years of the existence of the English language in Nigeria. The teachers themselves, in majority cases, do not speak British English. The current study is a confirmation that teachers should guide the learners in speaking good English. The teachers should be at the fore front in exposing students to good spoken English even in the secondary school. Students emulate teachers so teachers should exemplify the best example to the students. When the teachers speak well in English the students would try to do the same. The teachers need to be close to the students to enable them speak fluently in the English language.

A Teacher’s Responsibility to Ensure all Students Learn

The study sought to know if it is a teacher’s responsibility to ensure all the students learn. This was to ascertain whether the teacher has a lot of influence on the students learning.

Table on A Teacher’s Responsibility to Ensure all Students Learn as Reported by the Students (n=295)

A teachers responsibility to ensure all students learn

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	68	23.1	23.1	23.1
Disagree	39	13.2	13.2	36.3
Strongly Agree	122	41.4	41.4	77.6
Strongly Disagree	62	21.0	21.0	98.6
Undecided	4	1.4	1.4	100.0
Total	295	100.0	100.0	

The students agreed that it is a teacher’s responsibility to ensure that students learn oral English skills at 64.5% in agreement, while only 34.2%. A teacher has a great impact on the students’ learning. The teacher should therefore avoid poor use of communication skills to enable the students to be effective in their communication.

Table on A Teacher’s Responsibility to Ensure all Students Learn as Reported by the Teachers (n=35)

A teachers responsibility to ensure all students learn

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	12	34.3	34.3	34.3
Disagree	3	8.6	8.6	42.9
Strongly Agree	11	31.4	31.4	74.3

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Strongly Disagree	8	22.9	22.9	97.1
Undecided	1	2.9	2.9	100.0
Total	35	100.0	100.0	

The teachers who agreed that it is the teachers’ responsibility to ensure that all the students learn oral English skills were 65.7 % while those who dissented were 31.7%. During interviews with the teachers most of them said that it is the teacher’s responsibility to ensure that the students learn oral English skills. One teacher observed,

Teachers are responsible for ensuring that the students learn oral English skills. They have to teach the students and let the students practice the learned concepts. The teachers should also try their best to speak good English since the teacher’s utterances have a great impact on the students’ language acquisition (T 13)

Another however claimed,

It is the responsibility of both the teachers and the students to learn oral English skills. Students too should be responsible for their own learning. This is because if they don’t put into practice what they have learnt then it will be of no use struggling with them. (T 9)

Alyan (2013) in his study of students’ problems in oral communication among university students is a confirmation of this finding that teachers play a key role in encouraging and putting learners at ease in developing their sense of self confidence and trust. The current study found that teachers are responsible for ensuring that the students learn oral English skills. Both the teachers and the students need to work together so as to enable the students attain intelligibility in the English language.

Teacher Should Cultivate Positive Attitude towards Accuracy and Fluency

The researcher wanted to know if it is a teacher should cultivate positive attitude towards accuracy and fluency in spoken English. This was to ascertain whether the teacher actions have impact on the students’ language acquisition.

Table on Teacher Should Cultivate Positive Attitude towards Accuracy and Fluency as Reported by the Students (n=295)

Teacher should cultivate positive attitude towards accuracy and fluency

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	67	22.7	22.7	22.7
Disagree	15	5.1	5.1	27.8
Strongly Agree	191	64.7	64.7	92.5
Strongly Disagree	18	6.1	6.1	98.6
Undecided	4	1.4	1.4	100.0
Total	295	100.0	100.0	

Many students consented with 87.4% while only 11.2% disagreed that teachers should cultivate positive attitude towards accuracy and fluency in spoken English. This shows that the students understood that the teachers should ensure that the students speak good English since the students are still under their guidance. The students should therefore be willing to obey the teachers and follow what they are expected to do especially practicing good English.

Table on Teacher Should Cultivate Positive Attitude towards Accuracy and Fluency as Reported by the Teachers (n=35)

Teacher should cultivate positive attitude towards accuracy and fluency

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	11	31.4	31.4	31.4
Strongly Agree	24	68.6	68.6	100.0
Total	35	100.0	100.0	

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The teachers were 100% in agreement that the teachers should cultivate positive attitude towards accuracy and fluency in speech communication. During interviews with the teachers it was established that it is the responsibility of the teacher to ensure accuracy and fluency in students’ speech. A teacher maintained,

Teachers have to ensure that students speak correct English. Students need guidance so the teachers have to be firm and resolute. In this way the students will speak correct English. The teachers should also ensure that they avoid errors in their utterances. (T 10)

Another teacher observed,

All the teachers in the school should ensure that the students speak good English. Every teacher should correct the students when they speak wrong English. The teachers should also speak good English. The administration should be strict with those who do not speak in English. (T 12)

Fard, Nambiar, Alam, Rabby & Fard (2012) on effectiveness of teaching and knowledge management between native and non-native English teachers in Iran that both the groups of learners exhibited good oral performance, however, the learners taught by native speakers performed better in almost all aspects, including better responses, and fewer semantic and grammatical mistakes than those taught by non-native speakers. The current study confirmed that teachers should cultivate positive attitude towards accuracy and fluency in speech communication. This means that the teacher’s utterances have a great impact on the students’ language acquisition. When the teacher has a language problem it trickles down to the learners. It leads to students transferring these oral errors in their written work especially in spellings, because students rely on teachers’ views. The teacher is then expected to put a conscious effort to inculcate skills of spoken English in the students’ learning experiences.

Teacher to Notice Effects of Interactions in Class

The study wanted to tell if a teacher should take time to notice the effects of pronunciation on interactions during class sessions. This was to ascertain whether the teacher’s actions have impact on the students’ language acquisition.

Table on Teacher to Notice Effects of Interactions in Class as Reported by the Students (n=295)

Teacher to notice effects of interactions in class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	71	24.1	24.1	24.1
Disagree	14	4.7	4.7	28.8
S	1	.3	.3	29.2
Strongly Agree	185	62.7	62.7	91.9
Strongly Disagree	22	7.5	7.5	99.3
Undecided	2	.7	.7	100.0
Total	295	100.0	100.0	

The students consented at 86.8%. Those who disagreed were 12.2%. This shows that the students believe that the teachers should be concerned with their oral communication. It is important for the teacher to listen to students’ interactions in their classrooms and correct them whenever they go wrong. This will enable them to speak correct English. If the teachers are not concerned, then the students will not learn. The teachers should find ways and means of helping the students.

Table on Teacher to Notice Effects of Interactions in Class as Reported by the Teachers (n=35)

Teacher to notice effects of interactions in class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	11	31.4	31.4	31.4
Disagree	1	2.9	2.9	34.3
Strongly Agree	23	65.7	65.7	100.0
Total	35	100.0	100.0	

The teachers who agreed that teachers should take their time to notice the effect of pronunciation on interactions during class sessions were 97.1% while those that disagreed were 2.9% according to the table. During interviews with the teachers it was established that teachers should take their time in ensuring that the students interact well during the lessons. One teacher noted,

It is important for the teacher to listen to students' interactions in their classrooms and correct them whenever they go wrong. This will enable them to speak correct English. Students become motivated when they know that their teachers care for them. They would want to do their best to please their teachers. The teachers should find ways and means of helping the students. (T 8)

Bikos, Tsigilis & Grammtikopoulos (2011) studied the effects of an introductory training program on teachers' efficacy beliefs in Greece. Findings showed that training programme had significant overall effect on the teachers' competence beliefs. It was concluded that the first phase of the training programme enhanced teachers' beliefs in their capabilities. The current study confirmed that when the teachers' efficacy beliefs are raised, they would take their time to notice the effect of pronunciation on interactions during class sessions. When the teachers are concerned with the student's interactions there will be improvement in the students' speech. The students will see the need to try and do their best if the teachers treat them fairly. Learning becomes more interesting when the teacher understands the students and gives them the right direction. It raises students' interest in oral English skills. This shows that teachers play a major role in ensuring that the students learn oral English skills. If they fail to do their work effectively, then the students might perform dismally.

How Teacher's Self- Efficacy Affect the Teaching and Learning of Oral English Skills?

When the teachers were asked how a teacher's self-efficacy affects the teaching and learning of oral English skills most of them noted that it has a lot of impact in students' performance. One teacher asserted,

The teacher is the role model of the students and the students rely on the teachers' views. If a teacher makes any mistake in their spoken language this would lead students to making the same error. The errors in speech would then be transferred into written work especially in spelling. The teacher's attitude affects the students' attitude towards English language. When the students don't see their teachers helping them they would be less motivated. However, learning becomes more interesting when the teacher understands the students and gives them the right direction this raises students' interest in oral English skills. (T 20)

This shows that the teacher's involvement in teaching and learning is a symbol of role model to the learners. If the teacher feels confident in his/her ability to execute the actions required for student learning, the students will never go wrong. Learning becomes more interesting when the teacher understands the students and gives them the right direction. It raises students' interest in oral English skills. However, when the teacher has a problem it trickles down to the learners. It leads to students transferring these oral errors in their written work especially in spellings, because students rely on teachers' views. Such challenges would then bar the students from performing well.

Teacher Attitude

Teachers Spend Little Time Teaching Oral English Skills

The study sought to tell if the teachers spend little time teaching oral English skills. This was to ascertain whether the teacher's contact hours with the students have impacts on their acquisition of oral English skills.

Table on Teachers Spend Little Time Teaching Oral English Skills as Reported by the Students (n=295)

Teachers spend little time teaching oral English skills		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	56	19.0	19.0	19.0
	Disagree	47	15.9	15.9	34.9
	Strongly Agree	120	40.7	40.7	75.6
	Strongly Disagree	63	21.4	21.4	96.9
	Undecided	9	3.1	3.1	100.0
	Total	295	100.0	100.0	

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The table shows the students' response was at 59.7% in agreement and 37.3% dissent. The findings are average. The teachers have little time complete what they need to complete in a lesson. The students also need a lot of time to practice and master what they learn. This implies that the students might not do well in oral communication. A lot more time should be created to enable the teachers complete their work.

Table on Teachers Spend Little Time Teaching Oral English Skills as Reported by the Teachers (n=35)

Teachers spend little time teaching oral English skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	9	25.7	25.7	25.7
Disagree	10	28.6	28.6	54.3
Strongly Agree	5	14.3	14.3	68.6
Strongly Disagree	9	25.7	25.7	94.3
Undecided	2	5.7	5.7	100.0
Total	35	100.0	100.0	

The teachers who agreed that teachers spend little time teaching oral English skills were 40% while those who disagreed were 54.3%. During the interview with the teachers it was established that there is little time for teaching oral English skills. A teacher maintained,

The time allocated on the time table for English is not enough to exploit all areas of teaching and students are therefore not able to master the accuracy in oral English skills. There should be many English lessons in the time table to help in teaching all the oral English skills. We can rarely complete what we need to complete in a lesson. Students need a lot of time to practice and master what they learn. (T 25)

The current study confirms what Alastrue & Llantada (2010) in Spain studied on the attitude of teachers of English towards the assessment of oral skills in the new selectividad English exam between 2004 and 2009. The findings of the study revealed that the practice of explicit teaching of oral skills in the foreign language classroom is regarded as an extra activity. The teachers felt that they could not devote enough time to the teaching of oral skills. The current study found that the time allocated on the time table for English is not enough to exploit all areas of teaching. This shows that the objectives of the lessons might not be adequately met. The students would therefore lag behind and their performance would be dismal.

Teachers Make Students See Benefits of Learning

The study sought to tell if the teachers make students see for themselves the benefits of learning oral English skills. This was to ascertain whether the teacher's influence would have an impact on the students' achievement in oral English skills.

Table on Teachers Make Students See Benefits of Learning as Reported by the Students (n=295)

Teachers make students see benefits of learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	70	23.7	23.7	23.7
Disagree	18	6.1	6.1	29.8
Strongly Agree	172	58.3	58.3	88.1
Strongly Disagree	32	10.8	10.8	99.0
Undecided	3	1.0	1.0	100.0
Total	295	100.0	100.0	

The students who asserted that the teachers make them see the benefits of learning oral English were 82.0% while those who declined were 16.9%. If the teachers manage to convince the students on the benefits of speaking good English, then they would do well in oral English skills.

Table on Teachers Make Students See Benefits of Learning as Reported by the Teachers (n=35)

Teachers make students see benefits of learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	16	45.7	45.7	45.7
Disagree	1	2.9	2.9	48.6
Strongly Agree	17	48.6	48.6	97.1
Undecided	1	2.9	2.9	100.0
Total	35	100.0	100.0	

The table shows that teachers make students see the benefits of learning oral English skills at 94.3% while those that disagreed were 5.8%. During an interview with the teachers it was established that most teachers try to talk to the students to see the benefits of learning English. One teacher noted,

I always talk to my students on the importance of studying English language. The study of English language is crucial and it is important for the students to understand its benefits. Many countries use English as their national language. If they learn to communicate well in English then they will be able to communicate with the rest of the world. (T 7)

A study done by Sawir (2005) also indicated that the teachers focus on learning to read English- language documents, and to prepare English language essays and letters, with little attention to the skills of conversations. However, the teachers in the current study talk to their students on the importance of studying English language. This implies that the teachers do their work well and only on few occasions when it is difficult to deliver the content because students do not see the meaning/need for learning oral skills and this would lead to poor performance since the students are not motivated.

Teachers Dislike Teaching Oral English Skills

The study wanted to tell if the teachers do not like teaching oral English skills. This was to ascertain whether the teacher’s attitude would have impact on the students’ achievement in oral English skills.

Table on Teachers Dislike Teaching Oral English Skills as Reported by the Students (n=295)

Teachers dislike teaching oral English skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	10	3.4	3.4	3.4
Disagree	59	20.0	20.0	23.4
Strongly Agree	12	4.1	4.1	27.5
Strongly Disagree	210	71.2	71.2	98.6
Undecided	4	1.4	1.4	100.0
Total	295	100.0	100.0	

The students confirmed that the teachers like teaching oral English skills at 91.2% and only 7.5% declined. The students understand their teachers like teaching oral English skills. They should also do the same. They should do a lot of practice to internalize the concepts learnt.

Table on Teachers Dislike Teaching Oral English Skills as Reported by the Teachers (n=35)

Teachers dislike teaching oral English skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	4	11.4	11.4	11.4
Disagree	11	31.4	31.4	42.9
Strongly Disagree	16	45.7	45.7	88.6
Undecided	4	11.4	11.4	100.0
Total	35	100.0	100.0	

The teachers who said they do not like teaching oral English skills were 11.4 % while those who disagreed were 87.6%. During interviews with the teachers it was established that teachers like teaching oral English skills but they lack the time. One teacher said,

I like teaching oral English skills but there is little time for practice. Most of the time teachers teach in English language. It is therefore upon the students to practice speaking in English. This will improve their fluency in speech. (T 6)

Another teacher stated,

Teaching oral English language is interesting but we have to cover the syllabus in time so we have to rush over the contents. There is very little time for practice. We need the students who are motivated to practice on their own the sentence structures that have been learnt. (T 8)

The findings of the current study confirm the findings of Hosni (2014) that teachers believe in the importance of teaching speaking yet they do not spend enough time for that because of the shortage of time. The current study established that teachers like teaching oral English skills however they have to cover the syllabus content in time so they have to rush over the various aspects of the English language. Many times the students are expected to practice on their own of which very few do. The teachers should therefore create more time for practice and students too should do their part in order to perform well in oral English skills.

How Teacher Attitude Affects the Teaching and Learning of Oral English Skills?

During the interviews with the teachers on how teacher attitude affects the teaching and learning of oral English skills one teacher maintained,

Teacher attitude is very important in the teaching and learning of oral English skills. Without the right attitude some areas of oral skills would be neglected for example pronunciation that are challenging. This would affect the students learning. It makes it difficult to deliver the content because students do not see the meaning/need of learning oral English skills. The time allocated on the time table for teaching the English language is not enough to exploit all areas of teaching. Students are therefore not able to master the accuracy in oral English skills. This would lead to poor performance since the students are not motivated. (T 25)

One student through open ended question said,

Many teachers are concerned with the students' learning but a few do not so students develop negative attitude towards oral English skills. The principals should therefore supervise teachers. Having many English lessons in the time table would also help in teaching all the aspects of English language. (S 67)

The findings showed that the teachers like teaching oral English skills and they make the students see for themselves the benefits of learning oral English skills but the time allocated on the time table for English is not enough to exploit all areas of teaching so some areas of oral English skills are neglected for example pronunciation that are challenging. This leads to poor performance due to lack of practice. It is important that both the teachers and the students work together for the success of oral English skills.

Teacher Motivation

Good Relationships in School

The study wanted to know if the teachers and the students get on well with each other in the school. This was to determine whether good relationships would have effects on the acquisition of oral English skills.

Table on Good Relationships in School as Reported by the Students (n=295)

Good relationships in school		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	70	23.7	23.7	23.7
	Disagree	28	9.5	9.5	33.2
	Strongly Agree	145	49.2	49.2	82.4

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Strongly Disagree	45	15.3	15.3	97.6
Undecided	7	2.4	2.4	100.0
Total	295	100.0	100.0	

The students accented that they have good relationship with their teachers at 72.9 % while those who disagreed were 24.8% according to the table. This reveals that a number of students have good relationship with their teachers. A few might be having issues with their teachers and so the relationship would be strained. If the teachers and the students relate well then there would be a good performance in oral English skills.

Table on Good Relationships in School as Reported by the Teachers (n=35)

Good relationships in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	18	51.4	51.4	51.4
Strongly Agree	14	40.0	40.0	91.4
Undecided	3	8.6	8.6	100.0
Total	35	100.0	100.0	

The table reveals the teachers and students usually get on well with each other in the school were 91.4% while only 8.6% dissented. During interviews with the teachers it was established that students and teachers get on well with each other however there are times when the relationship is strained. One teacher observed,

Teachers and students get on well with each other. However, some students don't like discipline so they would not get on well with the teachers especially when it comes to mother tongue speaking. They like speaking in sheng or mother tongue and when they are disciplined they take offense with the teachers. (T 18)

This study indicates that many teachers are motivated however there are those who feel the students take offense when they are punished so they might not be motivated to do their work effectively. When the teachers are motivated then teaching and learning environment would be pleasant for both the teachers the students. Good relationships enhance team work among the teachers and students. If this is so then the students would perform well in their language learning and eventually do well in the exams.

Teachers Respected and Appreciated

The study sought to know if the teachers in their community are respected and appreciated for their work. This was to determine whether teacher motivation would have effects on the acquisition of oral English skills.

Table on Teachers Respected and Appreciated as Reported by the Students (n=295)

Teachers respected and appreciated

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	76	25.8	25.8	25.8
Disagree	21	7.1	7.1	32.9
Strongly Agree	119	40.3	40.3	73.2
Strongly Disagree	75	25.4	25.4	98.6
Undecided	4	1.4	1.4	100.0
Total	295	100.0	100.0	

According to the students 66.1% agreed that the teachers are respected and appreciated and only 32.5% disagreed. This shows that not all teachers are respected and appreciated by the communities. Kirkağac & Öz (2017) on their study the role of academic motivation in predicting pre-service EFL teachers' achievement observed that extrinsic motivation could foster learning or academic achievement more than intrinsic motivation. Extrinsic motivation may also lead to better

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learning and higher achievement. The current study found that not all the students believe their teachers are respected in their community. If the teachers are not motivated then they would not perform their duties well and the students too would perform dismally.

Table on Teachers Respected and Appreciated as Reported by the Teachers (n=35)

Teachers respected and appreciated

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	11	31.4	31.4	31.4
Disagree	6	17.1	17.1	48.6
Strongly Agree	3	8.6	8.6	57.1
Strongly Disagree	11	31.4	31.4	88.6
Undecided	4	11.4	11.4	100.0
Total	35	100.0	100.0	

The teachers however felt differently. The findings of table 4.11.2b show the teachers who believed that they are respected and appreciated in this community at 40% while those who disagreed were 48.5%. The interviews held with the teachers confirmed what the teachers believed. A teacher maintained,

The community respects the teachers. However respect is mostly brought about if the students excel in exams. If the students don't do well the teachers would be in problems. They do not find out why their children didn't do well. They just expect miracles to happen even if their children are weak or even lack of facilities in school. (T 12)

Another teacher noted,

Parents get annoyed with the teachers who punish their children in school. They sometimes even abuse teachers in the presence of their children. Some parents are illiterate and ignorant and they cannot reason well. This lowers the morale of teachers and they are not able to do their work well. (T 15)

This indicates that not all the teachers are respected and appreciated for their contribution in the community. Unlike the findings of Hettiarachchi (2013) that the main motivators for the teachers in Sri Lanka was the social prestigious position for teachers of English. The finding of this current study showed that most members of the community respect the teachers. However, respect is mostly brought by the success in exams and how the teachers treat their children. It then implies that many teachers are not motivated to do their work. All the stakeholders of the school should work together for good performance. If the parents or the community disregard the teachers, then the students would not gather much from the teachers. The teachers, the parents and the students have to work together for the success of the students.

Teachers Believe Students Welfare is Important

The researcher wanted to know if the teachers believe that the students' welfare is important for good performance in oral English skills. This was to ascertain whether teacher motivation would have effects on the acquisition of oral English skills.

Table on Teachers Believe Students' Welfare is Important as Reported by the Students (n=295)

Teachers believe students welfare is important

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	83	28.1	28.1	28.1
Disagree	9	3.1	3.1	31.2
Strongly Agree	179	60.7	60.7	91.9
Strongly Disagree	22	7.5	7.5	99.3
Undecided	2	.7	.7	100.0
Total	295	100.0	100.0	

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The students were in agreement at 88.8% while only 10.6% disagreed. This shows that teachers take their students to be very special and would get out of their way to help them. If all the students believed that their teachers believed in them, all the students would be motivated and they would do well in their studies of oral English skills.

Table on Teachers Believe Students’ Welfare is Important as Reported by the Teachers (n=35)

Teachers believe students welfare is important

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	13	37.1	37.1	37.1
Disagree	1	2.9	2.9	40.0
Strongly Agree	19	54.3	54.3	94.3
Strongly Disagree	1	2.9	2.9	97.1
Undecided	1	2.9	2.9	100.0
Total	35	100.0	100.0	

Teachers who believe that students’ welfare is important were 91.4% while those who disagreed were 5.8%. During interviews with the teachers it was found that teachers value the students’ welfare. One of the teachers stated,

It is important to take care of the students. If you love your students, they will try their best to please you. I usually encourage my students to do their best. Many students get discouraged when they do not perform well. They sometimes lose hope and they would not want to try harder. (T 24)

Morozova (2013) showed that most Russian students are not able to communicate in English fluently because of unwillingness of the students to communicate due to lack of confidence and anxiety. The current study however revealed that the teachers value their students for the good performance in oral English skills. The teachers believe in their students and usually encourage them to do their best. However, many students still get discouraged when they do not perform well. If the teachers value the students, then students’ morale would be improved hence they would do well in oral English skills.

School Provides Assistance When Required

The researcher sought to tell if the schools provide assistance whenever the teachers and the students are in need. This was to ascertain whether teacher motivation would have effects on the acquisition of oral English skills.

Table on School Provides Assistance When Required as Reported by the Students (n=295)

School provides assistance when required

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	72	24.4	24.4	24.4
Disagree	25	8.5	8.5	32.9
Strongly Agree	90	30.5	30.5	63.4
Strongly Disagree	105	35.6	35.6	99.0
Undecided	3	1.0	1.0	100.0
Total	295	100.0	100.0	

The students consented at 54.9% that when they require any support the school normally provides while 44.1% disagreed. This is an indication that the students don’t always get what they want. This might be due to lack of funds or just the attitude of the administration. If the teachers are motivated they would do their work effectively.

Table on School Provides Assistance When Required as Reported by the Teachers (n=35)

School provides assistance when required

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	19	54.3	54.3	54.3
Disagree	3	8.6	8.6	62.9
Strongly Agree	3	8.6	8.6	71.4
Strongly Disagree	8	22.9	22.9	94.3
SSD	1	2.9	2.9	97.1
Undecided	1	2.9	2.9	100.0
Total	35	100.0	100.0	

The teachers also agreed with their students although with a higher percentage. The teachers who said that if teachers and the students need assistance the school provides it were 62.9% while those who disagreed were 31.5%. During interviews with the teachers it was found out that it is not a guarantee that whenever they request anything they would be given. A teacher stated,

It is not always that if you request anything you are given. It all depends on the availability of funds. Many schools lack a lot of things for teaching oral English skills. Some materials are prioritized than others. (T 21)

This is an indication that averagely schools provide materials needed by the teachers and students for teaching and learning. However, it is not always that if one requests any material they are given. This largely depends on the availability of funds. It means that if the teachers lack essential materials for teaching oral English skills, then they would not deliver effectively in teaching of oral English skills.

Teacher Belief about Quality

Using a Variety of Assessment Strategies

The study sought to tell if the teachers use a variety of assessment strategies in oral English skills. This was to determine the effects of belief about quality on the acquisition of oral English skills.

Table on Using a Variety of Assessment Strategies as Reported by the Students (n=295)

Using a variety of assessment strategies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	98	33.2	33.2	33.2
Disagree	14	4.7	4.7	38.0
Strongly Agree	158	53.6	53.6	91.5
Strongly Disagree	17	5.8	5.8	97.3
Undecided	8	2.7	2.7	100.0
Total	295	100.0	100.0	

The students agreed that teachers can use a variety of assessment strategies at 86.8% and only 10.5% declined. This means that there are several methods to evaluate the students' speaking skills for example loud reading or reciting poems. The teacher should therefore be very keen in making judgments because it would either motivate or de-motivate the students.

Table on Using a Variety of Assessment Strategies as Reported by the Teachers (n=35)

Using a variety of assessment strategies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	15	42.9	42.9	42.9
Disagree	1	2.9	2.9	45.7
Strongly Agree	18	51.4	51.4	97.1
Undecided	1	2.9	2.9	100.0
Total	35	100.0	100.0	

The teachers who agreed that teachers can use a variety of assessment strategies in oral English skills were 94.3% while those who disagreed were 5.8%. During interviews with the teachers it was established that teachers can use different methods to assess the students' performance in Oral English skills. One teacher stated,

I use several methods to evaluate the students' speaking skills for example loud reading or reciting poems. I usually engage students in discussions so I am able to tell if the students speak well. However, it is not easy to assess oral English skills since it is not as concrete as writing tests that students have studied for. (T 5)

Tornqvist (2008) on the attitude of some English teachers and 9th grade students in Sweden towards oral communication in the English classroom indicated that the teachers believe that assessment of pupils' ability is hard because it is not concrete, since getting shy or unmotivated pupils to participate orally is hard and there is lack of time. The current study showed that teachers are free to use various methods to assess achievements of oral English skills. It also confirmed that it is not easy to measure how much the students understand the concepts. It will be upon the teacher's own discretion on how much the students have learnt in the lesson. The teacher should then be well conversant with the assessment skills to effectively carry out the assessments.

Difficulty in Giving Explanations

The study wanted to know if the teachers find it difficult to provide explanations or examples when students are confused in oral English skills. This was to determine the effects of teacher's belief about quality on the acquisition of oral English skills.

Table on Difficulty in Giving Explanations as Reported by the Students (n=295)

Difficulty in giving explanations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	39	13.2	13.2	13.2
Disagree	64	21.7	21.7	34.9
Strongly Agree	54	18.3	18.3	53.2
Strongly Disagree	134	45.4	45.4	98.6
Undecided	4	1.4	1.4	100.0
Total	295	100.0	100.0	

Most of the students disagreed at 67.1% while those who accented that teachers find it difficult to provide explanations when the students are confused were 31.5%. This would mean that most students believe in their teachers' ability and strength to work. The percentage of decline of course is worrying. All the students should have confidence in their teachers.

Table on Difficulty in Giving Explanations as Reported by the Teachers (n=35)

Difficulty in giving explanations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	8	22.9	22.9	22.9
Disagree	10	28.6	28.6	51.4
S	1	2.9	2.9	54.3
Strongly Agree	7	20.0	20.0	74.3
Strongly Disagree	9	25.7	25.7	100.0
Total	35	100.0	100.0	

The teachers who agreed that it is difficult for teachers to provide explanations or examples when students are confused were 42.9% while those who disagreed were 54.3%. While the students' response was high the teachers' response was average. During interviews with the teachers it was established that teachers try to give explanations or examples to students but sometimes it is not easy. One of the teachers stated,

Teachers normally try to give explanations to students. However sometimes it is difficult to give explanations when the students are confused especially when there is little time to do so. It is not easy to get time due to various activities in the school. (T 6)

Loubazid (2012) study on the difficulties facing EFL students' participation in oral expression course in Biskra University, Algeria showed that the time allocated and the number of students is regarded as participation problems to both the teachers and the students. They prevent the teacher from achieving their programmed goals and do not allow them to give much opportunity to their students. The current study revealed that teachers try to give explanations to students but sometimes it is not easy due to time constraints. Most of the teachers would get out of their way to ensure that the students understand the lessons. However sometimes it is difficult to make all the students understand the lesson.

Problem Getting through Difficult Students

The study sought to tell if the teachers find it a problem to get through to difficult students in oral English skills. This was to determine the effects of teacher's belief about quality on the acquisition of oral English skills.

Table on Problem Getting through Difficult Students as Reported by the Students (n=295)

Problem getting through difficult students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	73	24.7	24.7	24.7
Disagree	47	15.9	15.9	40.7
Strongly Agree	108	36.6	36.6	77.3
Strongly Disagree	62	21.0	21.0	98.3
Undecided	5	1.7	1.7	100.0
Total	295	100.0	100.0	

The students however were at 61% agreement while those who declined were 33.9%. This reveals that most teachers find it hard or difficult to make difficult students understand. It means a number of students do not believe in their teachers to do effective work. It could be that some students are just difficult to deal with. **Table on Problem Getting through Difficult Students as Reported by the Teachers (n=35)**

Problem getting through difficult students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	13	37.1	37.1	37.1
Disagree	6	17.1	17.1	54.3
Strongly Agree	12	34.3	34.3	88.6
Strongly Disagree	1	2.9	2.9	91.4
Undecided	3	8.6	8.6	100.0
Total	35	100.0	100.0	

According to the table the teachers who agreed that teachers find it a problem to get through to difficult students were 71.4% while those who disagreed were 20%. During interview with the teachers it was established that teachers find it a challenge to get through to difficult students. One teacher maintained,

I usually encourage the shy students and tell them that they can do well in the exams. But it is also difficult to convince a student who has negative attitude towards language. Some students are just difficult to deal with. Most students also lack exposure to good English (T 17).

Cregan (2010) in looking at the teachers' perceptions of children's oral language skills confirmed that many teachers are not sufficiently clear about the content of language teaching required to alleviate the mismatch which occurs for these children in school. The current study established that a number of teachers find it difficult to get through to difficult students. This kind of belief would lead to poor quality speech among students and they cannot do well in the oral English exams.

Difficulty in Creating Situations for Learning

The study wanted to know if the teachers find it difficult to create situations for all students to succeed in oral English skills. This was to determine the effects of teacher's belief about quality on the acquisition of oral English skills.

Table on Difficulty in Creating Situations for Learning as Reported by the Students (n=295)

Difficulty in creating situations for learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	49	16.6	16.6	16.6
Disagree	58	19.7	19.7	36.3
Strongly Agree	95	32.2	32.2	68.5
Strongly Disagree	87	29.5	29.5	98.0
Undecided	6	2.0	2.0	100.0
Total	295	100.0	100.0	

The students' response was average with 48.8% in agreement and 37.2% disagreement. This means there those who are confident with the quality of work that their teachers while a number of them believe otherwise. It is important that all the students build confidence in their teachers in order to gain from them.

Table on Difficulty in Creating Situations for Learning as Reported by the Teachers (n=35)

Difficulty in creating situations for learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	14	40.0	40.0	40.0
Disagree	4	11.4	11.4	51.4
Strongly Agree	13	37.1	37.1	88.6
Strongly Disagree	4	11.4	11.4	100.0
Total	35	100.0	100.0	

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The table reveals that those who agreed that the teachers find it difficult to create situations for all students to succeed were 77.1% while those who disagreed were 22.8%. During the interview with the teachers it was established that many teachers find it hard to create situations for all students to succeed. A teacher maintained,

It is my responsibility to create situations for all the students to learn the language. I normally call the shy ones and encourage them to speak in English language even if their English is bad. The whole class cannot move together since some sections of students are left behind especially when the students are many in a classroom. (T 4)

The findings of this study supports the findings of the study done by Al-Ahdai, Alfallaj, Al-Awaied & Al-Hattami (2014) among students of English in KSA public colleges in Saudi Arabia which revealed that what was lacking was the approach of the language teachers. The learners face challenges due to teaching styles of teachers. The current study however revealed that most teachers believe it is their responsibility to create situations for the students to learn the language. It calls for all the teachers to do their best to enable all the students to succeed.

Difficulty in Making Students Believe in Performance in English

The study sought to tell if the teachers find it difficult to make students believe they can do well in oral English skills. This was to determine the effects of belief about quality on the acquisition of oral English skills.

Table on Difficulty in Making Students Believe in Performance in English as Reported by the Students (n=295)

Difficulty in making students believe in performance in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	35	11.9	11.9	11.9
Disagree	56	19.0	19.0	30.8
Strongly Agree	52	17.6	17.6	48.5
Strongly Disagree	148	50.2	50.2	98.6
Undecided	4	1.4	1.4	100.0
Total	295	100.0	100.0	

The students who agreed that teachers find it difficult to make students believe they can do well in English language were 29.5% while 69.2% in disagreement. This means many of the students still doubt the ability of their teachers. If the students do not believe in their teachers then they might not benefit from them. **Table on Difficulty in Making Students Believe in Performance in English as Reported by the Teachers (n=35)**

Difficulty in making students believe in performance in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	5	14.3	14.3	14.3
Disagree	17	48.6	48.6	62.9
Strongly Agree	1	2.9	2.9	65.7
Strongly Disagree	12	34.3	34.3	100.0
Total	35	100.0	100.0	

Those who agreed that teachers find it difficult to make students believe they can do well in English language were 17.2% while those who disagreed were 82.8% as per the table. During interviews with the teachers it was established that many teachers try to convince their students that they can do well in oral English skills. One teacher stated,

I usually try to convince my students that they can do well in English language. A few students are convinced and they try their best and do well both in their speech as well as written work. However it is sometimes hard to assure all the students that they can do well in English language because most students are shy. They also do not want to try. (T 6)

Wang’s (2014) study indicated that speaking skills of the students were underdeveloped. The students affected by cognitive, linguistic and affective factors find it very hard to have both fluent and accurate oral English. The current study

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is a confirmation that not all the students would be able to do well in oral English skills. Most teachers would make their students believe that they can do well in the English language exams, however not all the students would be convinced that they can perform well in English language.

In conclusion teacher challenges would be managed if both the teachers and the students worked together. According to socio-cultural constructivist theory, both the teachers and the students are motivated to work together for intelligibility of oral English skills. In this case both the teacher and the learner actively participate in the learning process. The teacher is expected to make every effort to help the learner acquire and continually refine the skills to enable the learner interact with others effectively and confidently. The teacher would be a role model to the students as he/she interacts with them making all the students see the benefits of learning oral English skills. When the teacher is self-motivated, sacrificing more time to be with the students and treating all of them fairly, they would be encouraged and learning would be interesting. The performance of oral English skills might be improved.

4. SUMMARY

The students should be encouraged to speak in English through enacting a working language policy; they should try their best to avoid speaking sheng and also visit the library frequently. They should be encouraged to develop a culture of reading, promote debates, symposiums and impromptu public speaking. Teachers too should avoid speaking in mother tongue and talk in English or Kiswahili when communicating with the students since the students emulate them. The teachers should also be very careful and be sure of a word before they pronounce it in front of students. They should closely monitor students' work and encourage the weak ones and treat students equally so that the weak ones are not discouraged.

5. RECOMMENDATIONS

This study established that there are pedagogical challenges involving teaching content, teaching constructs and teaching context.

The study recommends that:

The school administrations should provide adequate resources for teaching and learning of oral English skills like model drills, language laboratory, videos and printed dictionaries to help in the effective teaching of pronunciation.

The schools should put more emphasis on the school's language policy to curb mother tongue and sheng speaking. The teachers have to encourage students to speak in English language and highlight the benefits of English as a language of instruction in schools. The teachers should avoid speaking to students in mother tongue or sheng since these discourage the students.

Suggestions for Further Studies

The study recommends that future research be done on effects of other aspects of teaching constructs like gender, education and time factor.

Another study could also be done on other aspects of teaching context like the students' gender, anxiety, aptitude and culture and how they influence the achievement of teaching and learning of oral skills in English.

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