**THE ROLE OF LANGUAGE LABORATORY ON EFFECTIVE TEACHING AND LEARNING OF ORAL ENGLISH IN JUNIOR SECONDARY SCHOOL IN ANINRI LOCAL GOVERNMENT AREA**

**BY**

**NDUBUISI, IMELDA UCHECHI**

**U16/EDU/ELS/036**

**A RESEARCH WORK PRESENTED IN THE DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION.**

**FACULTY OF EDUCATION**

**GODFREY OKOYE UNIVERSITY UGWU-OMU NIKE**

**JUNE, 2018.**

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION FACULTY OF EDUCATION GODFREY OKOYE UNIVERSITY UGWU-OMU NIKE ENUGU STATE IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF ART IN EDUCATION. (BA. Ed)**

**SUPERVISOR NAME**

**DR. ENE**

**JULY, 2018**

**Approval page**

This project has been approved by the Department of Arts and Social Science Education

By

**DR. ENE date**

**Project supervisor**

**DR. FELICIA ENE date**

**Head of department**

**Prof. AARON EZE date**

**Dean of education**

**EXTERNAL EXAMINER date**

**Certificate page**

I, Ndubuisi, Imelda Uchechi, 400 level student in the department of arts and social science education with the registration number: U16/EDU/ELS/036 hereby certify that this work embodied in this project is original and has not been submitted in part or full for any diploma or degree of Godfrey Okoye University.

Ndubuisi Imelda uchechi

U16/EDU/ELS/036

**DEDICATION**

This project is dedicated to Almighty God, the owner and giver of wisdom and knowledge.

**Acknowledgement**

First and foremost, my gratitude goes to God Almighty, for all the unmerited blessings; life, providence, good health, knowledge and understanding throughout my academic endeavours.

I humbly wish to uses this opportunity to appreciate the amiable Vice Chancellor Rev. Fr. Prof. Christian Anieke, Deputy Vice Chancellor Prof. Onyeneje, dean of education Prof. Aaron Eze, head of department Dr. Felicia Ene.

I specially appreciates the project supervisor, Dr. Ene who spent sleepless night and painstakingly supervised this work. In the same spirit of gratitude, I wish to thank my lecturers who have contributed in so many ways to make me who I am; Associate Prof. Donatus Nwobodo, Prof. Egudu, Prof. Ezeugu, Prof. Obasikene, Prof. Opata, Prof. Onuigbo, Dr. Udaba, Mr. Chukwu, Mr. Kingsley Eze, Mr. Michael Eze, Rev. Fr Anthony Nwachukwu, Rev. Fr. Benjamin Eze and others

I am highly indebted to my parents-chief Mr. & Mrs. Emmanuel Ndubuisi, my benefactor and spiritual director- Rev. Fr. Charles Charles chukwu, my siblings- Ng, Osy, Emy, Okwy, Buchi, Ada and Ugo who have vowed to leave no stone unturned in their quest to give me formal education. May God bless them all? Amen.

My sincere thanks go to all those who have assisted me in one way or the other during the collection of materials and data necessary for the research work who in spite of their crowded responsibilities still had time to provide me with a good number of relevant materials for this work: Mr. Chijioke, Mrs. Oguanuo miss Sabina and those who for want of time and space cannot acknowledge.

With sincere gratitude I wish to thank: Mother Justina Nwaobi, Sr Dr Agatha Kunuba, Sr Immaculate, sr dominica, sr chinyere, sr Anthonietta, and all the NES sisters, rev. fr peter ogbonna, mrs ifeoma ebekue, mrs amalu ijeoma, mrs henrieta, aunty Bernadine and many more for their directions, encouragement and prayers.

And to my roommates- Ella and Elder-young, friends- Henry, Eberechi, Polycarp, Theresa, course mates, class mates, and many others, who helped their unique ways thus far, I say thank u.

**Table of contents**

Title Page

Approval page

Dedication

Acknowledgements

Table of Content

Abstract

**CHAPTER ONE:** **INTRODUCTION**

Background of the Study

Statement of the Problem

Purpose of the Study

Significance of the Study

Scope of the Study

Research Questions

**CHAPTER TWO: REVIEW OF LITERATURE**

Conceptual framework

Theoretical framework

Empirical studies

Summary of literature review

**CHAPTER THREE: RESEARCH DESIGN AND PROCEDURE**

Design of the study

Area of Study

Population of the study

Sample and sampling technique

Instrument for collection

Validation of instrument

Reliability of the instrument

Method of data collection

Method of Data Analysis

**CHAPTER FOUR: DATA ANALYSIS AND RESULT**

Research Question 1

Research Question 2

Research Question 3

Research Question 4

Findings of the study

**CHAPTER FIVE: DISCUSSIONS, CONCLUSION, IMPLICATIONS, RECOMMENDATIONS AND SUMMARY**

Discussion of the result

Findings

Educational implications

Limitations

Summary of the study

Suggestions for further study

Recommendations

References

Appendices

Appendix i list of schools and teacher number

Appendix ii letter to the respondents

Appendix iii questionnaire

Appendix iv reliability of instrument using Cronbach alpha coefficient (α) formula

**Abstract**

*Study is on the role of language laboratory on effective teaching and learning of oral English in junior secondary schools a case study of Aninri local government area, Enugu state. It is a descriptive survey. The purpose of this study is to determine the extent to which language laboratory in the study area has influence the effective teaching and learning of oral English. The population was meant to cover 16 junior secondary. The 170 Teacher were use out of 213 teachers in the area of study. The major instrument used foe data collection is questionnaire. On the presentation of data, the author uses frequency tables and means percentages to depict the responses of the respondents to a particular research question. Data collected from their responses were used in analyzing the study. Data collected reveled that Language laboratory teaching would have improved teaching and learning of oral English in junior secondary schools, but there is no language laboratory in the schools. And also, teachers and students were not trained to use language laboratory. The research finding revealed that there is absence of language laboratory in schools in which make teaching and learning of oral English ineffective in schools. Based on the findings, it is recommended that there should be provision for language laboratory in schools in order to foster effective teaching and learning of oral English, stakeholders in Education should make implementation of language laboratory in curriculum planning. Proper training should be given to teachers/instructors and students on how to use language laboratory equipment, Government and Public should assist in the provision of language laboratory equipments to enhance teaching and learning of oral English.*

**CHAPTER ONE**

**INTRODUCTION**

**Background of the Study**

English language has remained the language of; government, law, administration, Politics, mass media, commerce and all sort of social engagement for people from different language groups in Nigeria, Adeoya (2012). It is the language for Education and a medium of instruction for all subjects. An applicable degree of competence is expected from the learners of English. In various sectors in Nigeria, English language has proven to be a more efficient medium than any of the native languages.

According to Aremu (2012), English language is a medium of communication, like every other language of the world. He added that English language is the native language of some parts of the western world like the great Britain (united kingdom), some part of the America (U.S.A) etc. He further describes English language as one of the most spoken languages of the world. Today, English is the lingua franca of Nigeria (official language) as Nigeria was colonized by the British people. Also Abdullahi (2012) opined that it is the language introduced to some countries of the world by their colonizers. He added that, the English language is a universal language though not adopted by the entire nations of the world but more than 97% use it as means of communication. However, Salihu (2012) is also of the opinion that the English language serves a general means of communication in some areas, mostly where it is generally accepted as their lingua franca. Aliyu (2010), also observed that the English language is said to be the language which originates from British as their native language and it is recognized by the Americans with the exception of south Americans.

For the process of education to function effectively, the school curriculum is taken into consideration. Therefore, curriculum is the term used to indicate a group of subjects or field of study arranged in a particular sequence. According to Puckett (2009) Curriculum is the selection, organization and administration of a body of subject matter designed to lead the students on the same definite life objective.

In spite of the fact that so many aspects of man’s knowledge compete today for inclusion as subjects in the school curriculum, at least one modern language continues to maintain the right to a place in the secondary school curriculum. All those who believe that the study of a modern language other than one’s own has an important part to play in the development of the adolescent, a part which perhaps today is even more essential than in the past, are content that this should be so. It has been observed that in theory and practice whenever circumstances allow the advantages inherent in such a study are beneficial to children in secondary schools.

Language according to Webster’s Encyclopedia Unabridged Dictionary of the English Language: Is the system of use common to people who are of the same community or nation, from the same geographical area or the same cultural tradition. Language is human speech either spoken or written. Whenever there is a human society, there is language. Most forms of human activity depend on the co-operation of two or more persons. A common language enables human beings to work together in an infinite variety or ways.

Lieberman (2004) argues that human language is biologically based as in other primates, and that both humans and animals have innate neural mechanisms which are matched to their respective sound producing mechanisms. Yet most linguists will readily agree that only humans have language proper and that the possession of language put humans at considerable advantage compared with other species.

According to Anibueze, (2007), English Language is a lingua franca. As lingua franca, it is the Language for unification. It is highly established so that the people of varied languages will have purposes to relate together mutually and work in union. A Hausa man may comfortably stay and effectively speak with a Yoruba man or an Igbo man, and vice versa.

It is, therefore worthwhile acquiring mastery of this very important language for whoever does not, has deprived him of access to the world’s brightest ideas and modern technologies.

In Nigeria today, English remains the language of pedagogy, students can hardly make commendable progress in their studies without adequate mastery of English through which most of the course in primary, secondary and tertiary institutions are taught and examined.

This calls for a system that would be both rudimentary and functional in its approach.

This is important for according to Umaru (2005) as a student learns a new Language; very often he does not know how to express what he wants to say.

Since the student uses a foreign Language as a medium of communication, he has to start from the scratch to learn the rudiments of the Language. It is natural then that this is the function where the various problems arising from the teaching and learning of the Language meet the need to do so properly.

Language teaching, according to Oluikpe (2005) is that the basic criteria for assessing students’ proficiency in writing and speaking as generally controlled by the basic grammatical categories such as punctuation, tense, number, gender etc. Language teaching in Nigeria has a lot of deficiencies. The major reason for these deficiencies is our English teachers who not only lack the technical know-how but are also non-professionals. A situation where a teacher of the language has no mastery of its grammatical categories, as we see today, does not mean well for the system. Also writing on these problems facing Language teaching, according Regner (2001) ascertained that “many good teachers are adaptive rather than rigid in their approach to teaching children and only loosely base on their instruction on a given method.

According to Ozohili (2007) language literally means the “tongue” a human organ used in speaking. Traditionally, language is defined as a system of arbitrary vocal symbols by which thoughts are communicated from one being to another.

According to Robert (2000) the language laboratory is “The center of Language teaching and the teacher helps its operational activities by providing suitable materials and learning situations. We are living in modern world. Language laboratory has the capacity to transmit a complete lesson of prose or poetry. At present language laboratory has been increased and its impact on Educational field. It is a two-way teaching learning process which minimizes pupil’s mistakes. It also strengthens the learning of English among students so the investigator is interested to find out the Effectiveness of using Language Laboratory in English among students.

According to Bamisaye (2006), English Language is the language used in Education sector, it is introduced as a subject in first year of the primary school up to secondary school and including the university level; it is a medium of instruction. Therefore it is necessary that student should understand it because of the greater importance attached to it. Most students dread from it because there are mass failures in the subject, reason been there are no competent teachers to handle the subject and also there are inadequate or no Language Laboratories in most of the Secondary Schools.

Hindu (2006), define Language Laboratory as a room in a school, college, training institute, university or academy that contains special equipment to help students learn foreign languages by listening to tapes or CDs, watching videos, recording themselves, etc. The Language Laboratory is an audio or audio-visual installation used as an aid in modern language teaching. It was also called Speech and Writing Laboratory. All the four language learning skills (Listening, Speaking, Reading and Writing) are given importance and learners are provided with ample opportunities to practice by listening to the audio programmer and watching the video clips. In other words, a Language Laboratory is a room consisting of instructional technology tools source unit that can disseminate audio, audio-visual, and/or written materials to any number of students at individual seats or carrels, with a wide variety of potential feedback mechanisms to the student, teacher, or other students.

Modern language laboratory is really one of the newest media that is making a lot of impact in our educational system. The language laboratory is an audio or audio-visual installation used as an aid in laboratory each student is able to replay one track of a tape and at the same time record his response on another track. He is then able to rewind the tape to listen to both the master track and the recording to his own response comparing the two recordings.

**Statement of the Problem**

The problem of this study is to find out if the language laboratory has a role on effective teaching and learning of oral English in junior secondary schools. The most serious problem confronting learners of a second language is that the language is not widely used in their immediate environment.

In most cases, teachers who teach second languages are themselves not native speakers. So they neither speak the language fluently nor intelligibly. But they are not to be blamed because of the interference of the mother tongue.

The researcher, therefore, deemed it necessary to find out the role of language laboratory in the teaching and learning of oral English.

**Purpose of the Study**

The aim of this research is to highlight the role of language laboratory on effective teaching and learning of oral English in junior secondary schools.

1. To find out if there are language laboratories available for effective teaching and learning of oral English in junior secondary schools. (Availability )
2. To find out whether there is adequate motive for the use of language laboratory for both teachers and students during oral English class. (Utilization)
3. To find out the benefits of the language laboratories on the effective teaching and learning of oral English in junior secondary schools.
4. To find out the extent to which teachers’ incompetency has influence the proper use of language laboratory.

**SIGNIFICANCE OF THE STUDY**

Findings from this study will provide valuable information to the government, the Nigeria Educational Research centre, the curriculum planners, because through this research awareness will be created for the installation of language laboratories.

This work is expected to enable teachers of the English language to identify problems and become aware of the factor that hamper the teaching of oral English and how to deal with them. Students will also be aware of their major “road blocks” to speaking and be able to find means of overcoming them.

Finally, findings from this study will be beneficial to all those involved in the teaching of English language in Aninri and the country at large.

**Scope of the Study**

This study is limited to investigating the role of language laboratory on effective teaching and learning of oral English in some selected junior secondary schools in Aninri Local Government Area, Enugu state.

The study is limited to the availability of language laboratories, the qualification of English teachers and the teaching methods, the role of language laboratory on students’ performance, and finally the mother tongue interference.

**Research Questions**

1. Are there enough language laboratories for the effective teaching and learning of oral English in junior secondary schools in Aninri Local Government Area, have language laboratories?
2. Are there adequate motives for the effective use of language laboratory for both teachers and students during oral English class?
3. How does the use of language laboratory improve the auditory performance of the students in the area?
4. To what extent does teachers’ incompetency influence the proper use of language laboratory?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

Conceptual Framework

* The concept of language.
* Components of language.
* The concept of language laboratory.
* Teaching methodology.
* Qualification of English teachers.
* Mother tongue interference.
* The impact of the language laboratory on student’s performance.
* Problems in connection with the use of the language laboratory.
* The Concept of the English Language.

Theoretical Framework

Empirical Framework

Summary of Literature Review

**Conceptual framework**

**The concept of language laboratory**

According to Hindu (2006), Language Laboratory is defined as a room in a school, college, training institutions, university or academy that contains special equipment to help students learn foreign languages by listening to tapes or CDs, watching videos, recording themselves, etc. The Language Laboratory is an audio or audio-visual installation used as an aid in modern language teaching. It was also called Speech and Writing Laboratory. All the four language learning skills (Listening, Speaking, Reading and Writing) are given importance and learners are provided with ample opportunities to practice by listening to the audio programmer and watching the video clips. In other words, a Language Laboratory is a room consisting of instructional technology tools source unit that can disseminate audio, audio-visual, and/or written materials to any number of students at individual seats or carrels, with a wide variety of potential feedback mechanisms to the student, teacher, or other students.

The Language Laboratory is used for language tutorials, which are attended by the students and persons who voluntarily opt for remedial English classes. Lessons and exercises are recorded on a cassette or computer so that the students are exposed to a variety of listening and speaking drills; These especially benefits students who are deficient in English and also aims at confidence-building for interviews and competitive examinations. The Language Laboratory sessions include word games, quizzes, extemporary speaking, debates, skits etc. These sessions can also be conducted online where many websites provide practice sessions.

According to Deepika and Kalaiarasan (2012), Language Laboratory is an audio­visual installation used in modem teaching methods to learn the foreign languages. Perhaps the first Language Laboratory was at the University of Grenoble. In the 1950s up until the 1990s, they were tape based system using reel to reel or (latterly) cassette. But the current installations are generally multimedia computers. The Language Laboratory is a technological break for imparting skills in English Language. The Language Laboratory offers an exclusive result oriented and efficient to enrich the English Language learning process. The multimedia based Language Laboratory help to learn and enhance the language proficiency by sharing the course materials with in a second where the teacher and the students involved effortlessly. The Language Laboratory is developed on the methodology of Listening, Speaking, Reading and Writing skills (LSRW).

Bygate (2001) pointed out that since the mid-1970s tape-recording has been sufficiently cheap and practical to enable the widespread study of talk whether native speaker talk or learner talk and use of tape recorders in language classrooms. Besides tape recorders, the audio-language laboratory has been highly used in language teaching to make students aware of the characteristics of spoken discourse. The audio-language laboratory has played an important role in language teaching for a long time. Its main objective was to help language students improve the aural-oral skills. With the implementation of the Language Laboratory, many language teachers developed new techniques in order to derive all possible advantages of this tool in the field of applied linguistics.

**The Background** **of** **Language laboratory**

Bygate (2001) expanded on this and says that when tape recorder and Language Laboratories gradually came into existence in the 1950s, they were mainly used for pronunciation, grammar and translation practice, often in the context of courses named as such. During the 1960s, the Language Laboratory rapidly became one of the most innovative audio components ever built; however, just as it became popular among some language teachers, others strongly criticized its use. This situation occurred for two main reasons. Certain language teachers who used the Laboratory failed to implement appropriate activities especially designed for Language Laboratory sessions. Other teachers confused its role in the language classroom.

Deepika and Kalarasan (2012), opined that with the most of advance computer hardware performance and multimedia technology, pure software companies with the experience in teaching software, providing pure software based Language Laboratory solution. It contains the following advantages: Using “Function Oriented” design concept, divided teaching method, with the user-friendly interface, user can use it easily. By using professional sound technology with video broadcasting function, the Language Laboratory provides a rich environment to learning English Language. Break through the traditional teaching method with the rich teaching material content, the digital Language Laboratory motivates student’s learning attitude, providing an interactive learning environment for teaching of learning and teaching English Language.

Kilickaya (2004) explained that language learners feel better with authentic materials helping them involve in the real language as long as we, as teachers, provide them with pedagogical support. Instructors may create tasks from short academic lectures, radio programs, authentic conversations, audio-books, songs, or short stories. In addition, audio-visual equipment should be part of all language courses hi which technology facilitates the teaching-learning process. In regard to listening comprehension, most language programs include tape recording, digital data or even computer software in their curriculum.

The language laboratory is a revolutionary device in the pedagogical sense. It is merely a more efficient way of making available to students to spoken form of sounds of the language in a form which he or she can initiate in comparative privacy and which provides flexibility.

Stevens (2009) rightly pointed out that language is a learned activity. If we accept the theory that learning is over learning anything less is of no use, if we obey the dictum to get the forms by heart and practice them over and over again, day after day, until they become entirely natural and familiar, then drill work which is essentially done in the laboratory seem inevitable for effective language learning.

In 1958, in America, the National Education Act was passed providing for the establishment and strengthening of learning laboratories and the training of teachers in the use of laboratory techniques.

**Types of language laboratory**

From 1948 the interest in the use of electronic equipment for teaching languages increased greatly. It was at this time that the world “laboratory” came into general use. From the simple tape recorder was evolved the dual channel machine.

The language laboratory assists educators in delivering foreign language instruction, and has been through many developmental stages over the years.

Few types of laboratories are being focused on here

**Traditional/Conventional laboratory**: This is the earliest form of language laboratory developed. It makes use of a recorder and cassette tapes to help language learners. The tape usually contains texts or stories read aloud by a native language speaker. There are also listening and speaking exercises that follow in each chapter. The teacher plays back the tape and the learners listen to it and learn the material

**Lingua Phone Laboratory:** A lingua-phone laboratory is like conventional laboratory, with a little modernization. The students are given headphones to listen to the audiocassettes that are played back. As regards to the conventional laboratory, the distractions in this laboratory are less so there is certain amount of clarity in listening.

**Computer Assisted Language Laboratory (CALL)**: There are two brands of this laboratory: Computer Assisted Language Laboratory (CALL) and Web Assisted Language Laboratory (WALL).

The first one that is CALL uses the computer to teach language. Computer Assisted Language Laboratory. The entire course module is already stored in the computer.  The language course resources are already downloaded on the computer and are presented to students according to the features available in the system.

Compared with CALL, WALL is almost the same as CALL with one difference that is, in WALL system, computers are connected to the internet. In WALL, the teacher as well as students can browse any resources from the internet during the teaching learning process. (Wilson, & Thayalan, 2007). There are many and different other kinds of language laboratories like The Dial Access Lab, Mobile Lab, Wireless Lab, Remote control lab, etc.

**Kinds of Installation**

The various types of installation may be classified in different basis. There is the classroom with fixed machines used for foreign language classes. The true laboratory consists of a separate from specifically designed to contain the equipment and used only for language practice. In the case of the special laboratory there are essentially two varieties.

The first consists of centrally controlled recording and play back machines from which the sound is sent by wire to each student at his position. There may be several machines with different programmes given simultaneously.

The second type of installation consists of booths in each of which there is a record played controlled by the student himself. The two types may be combined of course.

**(a) The Classroom Installation**

A normal classroom is equipped with a certain number of audio-visual devices controlled by the teacher. Each student at his desk is provided with earphones. The phonograph, tape recorder and microphone will be in front of the room. There may also be a screen and a motion picture projection as well as a strip film projector.

**(b) The Middle Installation**

Because of its expensive nature, the lack of space and the school programme, it will be advisable to employ the mobile units. A certain number of “wagon” that is, tables on wheels will be used with a small sound proof partitions containing a play back machine, a microphone and a tape recorder. When needed these five or six wagons are wheeled into the front of the classroom.

**(c) The listening Laboratory**

One step closer to the real language laboratory is the listening room. It may be provided with sufficient listening posts for an entire class. If it is installed in the library, the uses of earphones will prevent disturbing other students. For effective use of the listening laboratory a teacher or monitor should be in charge.

**Advantages of the Language Laboratory**

Arguing for the advantages of the language laboratory Pimslear (2005), Lezson (2004) and Chabbert (2002) see it as a place where Texts can be played several times and with the teacher in collaboration, students learn better and faster. The language laboratory gives the student the opportunity to express simple ideas in his own words and this will enable him to gain confidence in his oral ability. The use of the laboratory aids language in the following ways:

1. Practically all the objectives of language course can be achieved in the laboratory.
2. The near ideal pronunciation of native speakers is always available. That is why Harding (2008) stated that the laboratory offers the possibilities for teaching pronunciation, intonations, reading as well as drilling in the use of grammatical forms and structures.
3. The students is accustomed to different kinds of voices-male and female, old and young, coarse and fine etc. In the conventional classroom he hears only his teacher’s voices.
4. The students can listen over and over again.
5. Students practice individually during the whole period. In the class he generally recites or speaks but a few minutes at each session.
6. The device in the laboratory allows for immediate correction. The student can compare his performance at once with the master record. The teacher can identify habitual errors by listening to the student’s recordings.
7. It relieves the teacher of many tasks such as dictation.
8. By constant repetition and oral drill the student acquires with use a new set of speech habits-real objective of learning of foreign language.

**The Availability of the Language Laboratory**

One thing is always clear, that the availability of materials or resources for teaching and the readiness of the learner go hand-in-hand. Hence the availability of adequate teaching facilities helps to enhance and encourage students towards any task.

The use of the language laboratory by the teachers in teaching students depend on a large extent on the availability of useful and up-to-date resource materials including tape recorders and the related materials in the language laboratory. Good materials will produce good outcome. Therefore the availability of adequate facilities in the teaching and learning of English language will go a long way in fostering positive impact on the student’s performance.

Ubakwe (2003) pointed out the necessity of using instructional materials to make the teaching and learning of oral English more meaningful. He said that the growth of technology, especially in the area of electronics, has provided more precise tools for studying the sounds of a language laboratory is an essential if not indispensable requirement for effect teaching of modern language.

Ihenacho (2001) lamented that the non-existence of the language laboratory in Nigeria has impeded effective teaching and learning of oral English. It is a pity to say that a country like Nigeria and Enugu North Local Government to be precise has little or no language laboratory.

**Limitations of the Laboratory**

Some scholars are of the view that some the language laboratory does not offer any miraculous solution to language training and cannot produce the finished product of near-native speaker of a second language, it should be eradicated. Ruley (2004) disagreed with Pimslear, Lezson and Chabbert in the notion that the language laboratory in collaboration with the teacher, the students learn faster and better when he said that the laboratory is no more efficient teaching method (aid) than any other teaching devices.

Every mechanical device has its advantages and its disadvantages.

1. It is costly
2. This chief danger is that the procedures may become monotonous. If the student’s alertness is not maintained, he may become drowsy and half listen to the teacher or model. Monotony can be avoided by:
3. Avoiding the use of lengthy recordings
4. Introducing musical selections
5. Providing opportunity for student’s participation.

This can be done by pausing at intervals for students to repeat. It can also be done by letting the student record his own voice on the record or tape.

Concept of English language

English language is the primary l

**Qualification of English Teachers**

The issue of the language laboratory is therefore an established approach to the teaching of English Language especially the oral English.

The Ministry of Education, in this country has so far seen to necessity for training those who are to devote themselves to the mission of pushing beyond its national limit the use of the mother tongue. For anybody to be a good teacher of English, he must be a good speaker of the language.

Some teachers avoid teaching oral English because of the problems they will encounter. Those teachers in the researcher view are not better off in all their theoretical knowledge than those who know nothing about phonetics. Maccarthy (2002:84) stressing the importance of language teacher’s performance asserts that:

*‘The first and most important part of a language teachers techniques is his own performance, his ability to demonstrate the spoken language in every detail of articulation as well as influence speaking so that student’s capacity for imitation is given the fullest scope of encouragement’*

There is need for the teachers to be perfect models in this respect.

The researcher expects that every secondary school teacher has to help learners understand spoken English without difficulty and to express themselves in English fluently, correctly and intelligibly. But before any teacher can do this he should have followed a general course in phonetics. There is the tendency that the English teacher has a perfect understanding of the sound system of the language he is teaching or he may not have. Even if he has a little understanding of it, he knows that the sounds of English are different from those of the mother tongue of the students he teaches.

If this is the case the question then is: Who should be qualified to teach or train as a specialist in English? Such a person should be a teacher or a student who has no speech defeats. In support of this Banjo (2005:10) says that:

*‘A student may be generally intelligent and interested but may lack the gift of the tongue. Persons with speech defeats, low aural performance, and shown articulation should not be chosen as future teachers of spoken English since they are bought into contact with the second language primarily at school. It follows that African pupils will be singularly influenced by their teachers.’*

This implies that for the selection of studies or teachers not only must they possess good grades in their school certificate, they must be well acquainted with the language laboratory and must also have no psychological handicap in their vocal system. No matter these how a teacher is qualified, if he has vocal problems these will constantly affect his studies adversely especially in the spoken aspect.

**The Teacher and the Language Laboratory**

The machine cannot replace the teacher that is why Pimslear (2005) stats that the laboratory supplements the teacher and makes his efforts more fruitful. The teacher is useful in the following ways.

1. The teacher is linked by the headphones to every student. Since her voice is heard by the students she has a closer relationship. She commands complete attention.
2. The teacher deals with a group in which everyone is participating eagerly.
3. Instruction is on an individual level because there is an intimate private interchange between the teacher and the learner.
4. The teacher can build up certain qualities that are lost in the classroom namely self evaluation and criticism on the part of the student. The student pronounces words; he is allowed to evaluate and criticize himself based on what he has heard the teacher or model say.

**Teaching Method**

Most English teachers are conservative and find it difficult to apply varied methods in the teaching of the language. This attitude is a setback on the level of performance of the students. Due to lack of organized blending of teaching methods, the students do not participate actively in the learning of the language. According to Saunders (2001)

If I hear, I forget

If I see, I remember

If I do, I know

This statement goes to emphasize the importance of applying varied methods such as the use of audio visual-aid; language laboratory and employing the activity method for the desired effect.

Francis (2008:11) in discussing the direct method says:

*“Direct method is one of the most widely known, its main characteristics are used for everybody vocabulary: Grammar taught by situation are the use of many new items in the same lesson to make the language sound natural and encourage normal conversation. Oral teaching of grammar and vocabulary concrete meaning through objects abstract ones through association of ideas. Extensive listening and limitation until terms become automatic. First few weeks should be devoted to pronunciation and all oral reading matters first presented orally.”*

According to Nwodo (2012:41) in discussing speaking states that:

*“The teacher should make it abundantly clear to the students that their ability to speak well is an important factor in every aspect of their lives. Therefore, both the teacher and the learners should make conscious effort to attain proficiency in oral expression. It is at this level that conscious and concerted efforts should be made to teach students phonetics and phonology of the English language. There is every need for secondary schools to be equipped with language laboratory because it is not enough to teach students how to position their speech organs to articulate sounds. The language laboratory offers the learner the opportunity of listening to recorded materials rendered by native speakers in numerous language environments. Such an opportunity is indeed very useful in view of the globalization phenomenon. When the learner able to understand the recorded voice of a native speaker, he becomes better equipped for international intelligibility in the language.”*

**The Impact of the Language Laboratory on Student’s Performance**

Like Fadiran (2007) and Echatabu (2004) called the language laboratory a kind of practice field, the use of the language laboratory is based on the nation that understanding and speaking are the prime essentials in acquiring foreign language. Since we learn what we do, extensive and systematic practice in learning and speaking is necessary.

The fundamental aim of the laboratory is to provide much and regular practice in listening to models, in imitating these models and in repetitive oral drills. Ubakwe (2003) pointed the necessity of using instructional materials to make the teaching and learning of oral English more meaningful. He said that the growth of technology especially in the area of electronics has provided more precise tools for studying the sounds of language. Constant listening will build up the ability to understand the foreign language. Oral drills will strengthen the ability to speak fluently. Bowen (2009) said that there may be some teachers who language learning. The main advantages of the use of the language laboratory are the fact that it provides practice in the spoken language. The language laboratory, then, can accomplish what the ordinary classroom cannot. It increases the quality and the quantity of the student’s performance.

**The Student in the Laboratory**

Pimslear (2005) reviewed the functions of the language laboratory in a foreign language instruction with particular reference to spoken language in his article on “The foundation of the language laboratory” he says:

“The language laboratory could create good basic speech habits with collaboration of the teacher, bringing about an acceptable pronunciation”.

With the mechanical equipment every pupil is able to get active language practice throughout the period. No student is left out in the practice even the dullest among the student. As the model or the teacher pronounces the words the students follow suit.

In the traditional classroom each student advances at the same place. Each one must cover the same amount of material there is little possibility for differentiation in the language laboratory, however, it is possible to provide for different levels of learning and to adjust the rate of progress to the capacity of the learner. Sharp and dull students are recognized and they have a sense of identity for example, a set of students may understand the difference in the pronunciation of the sound.

**/ʧ/ and /ʤ/ as in Church and Judge.**

**/θ/ and /ɗ/as in thank and the**

While another set of students may find it difficult. The equipment allows the students to study until they master it.

The teachers are human beings… At the end of the day they are tired Hence, the student can get additional practice by making use of the laboratory in free period and regular school hours. The laboratory provides the additional practice b making use of the laboratory in free periods and after regular school hours. The laboratory provides the additional practice which is so necessary for efficient language learning.

The student is faced with something impersonal and looses the feeling of self consciousness. Those qualities and acts of the teacher which may produce an unpleasant reaction on the part of the students such as impatience, sarcasm, critical comments and the giving of a grade is absent. Because of this privacy, the student is not embarrassed when he makes errors. Students have the tendency to laugh, insult or look down on students who make costly mistakes. A student who uses /r/ instead /1/ and /l/ Instead of /r/ is likely to be mocked by his fellow students. He is brought as close as possible to the speaker either his teacher or native voice on the tape or recorder.

Hearing is stressed. Since language is basically sound, the sense of hearing must be appealed to more than any other.

**Problems in Connection with the Use of the Language Laboratory**

Despite its advantages, the laboratory does not solve all the problems in the teaching of foreign languages. Since it is after all, a collection of machines, it cannot replace the teacher. It can be a very effective aid but it is and must remain an auxiliary device.

“*Just as the language laboratory is costly to install so also is the cost of maintenance. Secondly, the lack of trained teachers to handle the language laboratory is one of the problems encountered. Finally, extreme case is needed in choosing the tapes and recorders. If materials are not good it affects the laboratory.”*

There are problems that actually led to the inception of the language laboratory. It did not just evolve. The learning laboratory was built to help alleviate the problems second language learners encounter. One of these problems is the interference of the mother tongue. The interference of the mother tongue has hampered the learning of the foreign language a great deal. With the language laboratory this problem can be curbed or reduced to a great level.

**Mother Tongue Interference**

A child’s mother tongue is his first language, the language spoken by his immediate community. It is the first learned language of a child, the language of his heart, home and friendship. This is the language in which he learns to express himself.

It is universally accepted that a child learns best in his mother’s milk. That is why Jerome Brunner emphasized the importance of mother tongue. He said that:

‘It is extremely important for school children to grasp the way of using language in a more expanded form in which they can talk about things, bring up associations and identify an object in its connotation.’

The child in his pre-school years acquires the linguistic principles of the language of immediate environment and consequently in the first three years of primary education this language is used as a medium of instruction in the first three years of the primary school in Nigeria.

A conscious study of related literature reveals a number of impacts the language laboratory has on an effective learning of the English language as second language (oral English). The language laboratory is there to help pin point and correct the errors brought by the interference’s of the mother tongue muses.

The structure of the Igbo language however, differs from that of the English language. It creates problems for the Igbo child who finds it difficult to adapt to the second language when it is introduced as a means of instruction. It is noted that the difficulties that occur in our learning and use of a foreign language are caused by the interference of our mother tongue. Whenever the structure of the foreign language differs from that of the mother tongue we expect difficulty in learning and error in performance.

The interference of the mother tongue occurs in the phonology, morphology, syntax and semantics of the English language. Our concentration is going to be based on the phonology and partly the semantics of the English language because these are simply the areas oral English covers.

**Interference in Pronunciation (phonology)**

The term phonology as earlier defined has to do with the sound system of the English language. This involves the individual phonemes and their pronunciation.

Much research has been carried out on the phonological difficulties encountered by the Igbo speaking learner of the English Language.

Atuonwu (2006) brought out some phonological difficulties peculiar to Igbo speaking students. Her emphasis was on the extent the Igbo phonological patterns affect the study of spoken English by Igbo-speaking students. For the Igbo speaking students learning English, pronunciation problems are encountered where sounds in the mother tongue are difficult from sounds in English; pronunciation problems do not exist where sounds in the Igbo language and the English language are similar.

The phonemes in the Igbo language are different from those in the English language. In the Igbo language, there are eight vowel and they are all monothongs while in the English language there are 20 vowels, twelve (12) simple vowels and eight (8) diphthongs. Also the dental fricatives which exist in the English language are absent in the Igbo language. That is learning English the child comes across certain phonemes that do not exist in his mother tongue. For example: /l/ may be substituted with /r/ and /r/ with /l/. This is called metathesis.

From the above it is concluded that of phonological interference for the Igbo speakers are:

1. That sounds which exist in Igbo and at the same time in English do not create problems for the Igbo speakers learning English.
2. That sounds which exist in English but do not exist in Igbo creates problems for the Igbo speaking students learning English.

The analysis of some possible causes of phonological difficulties encountered by Igbo speaking students in the learning of oral English concluded that the misplacement of the place of articulation for some vowels and consonants voicing some of the voiceless sounds, inadequate foundation of the English language in the lower (junior) classes of the secondary schools, ignorance and lack of good teachers and lack of students participation in activities that involve effective use of oral English are the cause of the phonological difficulties encountered by Igbo students in the learning of oral English.

**Interference in meaning (Semantics)**

Meaning is the act of making sense. When one’s speech is in line with the conventions of a given language and at the same time makes sense, that speech is said to be meaningful.

The mother tongue interference is the act of making meaning because; the second language learner transfers his knowledge of Igbo language directly to the English language. This is known as transliteration. For example, an Igbo learner may translate “Enwere m Obi abua maka ya” as “I have double mind about it”. The latter is not an English expression, for example;

O na-eme aka abua-He does two hands

O bu mbe-He is a tortoise

Anya m di n’iro-my eyes are outside

Nigerian languages have a syllable structure that is radically different from that of English. That is, English combines its phonemes to form syllables in a way that is different from that of Nigerian languages. In most Nigerian languages, consonant is immediately followed by a vowel as in baba, which is consonant (C), vowel (V), or CVCV. English on the other hand, can have a string of consonants in a syllable without any vowel intervening. This phenomenon is known as consonant clustering. The following are typical examples;.

CV as in ‘be’

CCV as in ‘stay’

CCCV as in ‘strong’

Another problem for Nigerians learning English is that the music of English speech is different from the music produce by the speech of most Nigerian indigenous languages. What we have called ‘music’ is a combination of what linguists refer to as stress and intonation.

The first refers to the way the speaker raise or lowers the volume of his voice. The syllable written in capitals in these words show that part of word that is stressed (a) Import (b) imPORT. Transferring the stress from position (a) to (b) changes the meaning of the word. Intonation refers to the modulation for the voice. This is, the way the speaker makes has voice rise or fall as he speaks. English speaking persons can by modulating their voice in the correct way, make a difference between:

1. He was here: and
2. He was here

Both stress and intonation combine to give the native speech of every language a type of music that is peculiar to it. Because the music of English speech is radically different from the music of Nigerian languages, many Nigerian learners tend to transfer the music of their own language into English. This again results in interference.

Finally, English is spoken at a tempo (or speed) that is not the same as that of most Nigerian languages. Linguists describe English as a stress-timed language. The number of stresses in a sentence determines how long it takes a speaker to utter it. Stressed syllables are emphasized and dwelt upon.

**The Concept of the English language**

According to Aremu (2012) English language is a medium of communication, like every other language of the world. He added that English is the native language of some parts of the western world like the great Britain (united kingdom), some part of the America(USA) etc. he further describe English as the English language as one of the most spoken language of the world. Today, English language is the lingua franca of Nigeria (official language) as Nigeria was colonized by the British people.

Also Abdullahi (2012) opined that English language is the language that was introduced to some countries of the world. He added that English language is a universal language though not adopted by the entire nations of the world but more than 97% uses it as means of communication.

At this juncture English language can be define as the means of communication adopted by some countries as their lingua franca, as a language of instruction in schools and also, it is the native language for some countries like Britain.

**Theoretical framework (classical conditioning (Ivan Pavlov)**

The theory used for this research work was based on the classical conditioning theory experimented by Ivan Pavlov using dog. This emphasize a process of learning by temporal association in which two events that repeatedly occur close together in time become fused in a person’s mind and produce the same response (comer, 2004).

Several types of learning exist. The most basic form is associative learning that is, making a new association between events in the environment. There are two forms of associative learning; classical conditioning (made famous by Ivan Pavlov’s experiments with dogs) and operant conditioning.

In technical terms, the meat powder is considered an unconditioned stimulus (UCS) and the dog’s salivation is the unconditional response (UCR). The bell is a neutral stimulus until the dog learns to associate the bell with food. Then the bell becomes a conditioned stimulus (CS) which produces the conditioned response (CR) of salivation after repeated pairings between the bell and food.

The bell here is the language laboratory; the teacher should be well-trained and be ready to carry the students along the drills of impacting knowledge through the language laboratory until the students become used to that knowledge.

**Empirical Framework**

Odume (2010) carried out a study on impact of language laboratory for effective teaching and learning of oral English in junior secondary school in Enugu state, Nigeria. This study therefore sought to find out if there enough language laboratories available for effective teaching and learning of oral English in secondary school. It is a simple survey design research. A structured questionnaire consisting of four (4) sections was designed to obtain information from English language teachers in some secondary schools in Enugu North. The questionnaire was personally administered on twenty-five (25) English teachers in secondary schools in Enugu North of Enugu state. The researcher is of the view that there are no qualified teachers to teach the English language using the laboratory.The finding further revealed that none of the schools used in this study had a language laboratory or a language room.

Okolo (2013) examined impact of the school language laboratory in enhancing the performance of students in Udi Local Government Area of Enugu state. The purpose of the study was to find out the impact of school language laboratory in enhancing the performance of students in Udi local government area of Enugu state. The study was a descriptive survey research which made use of the questionnaire instrument for data collection. The population of the study was 116 teachers working in the schools located at Udi Local Government Area of Enugu State. The researcher used random sampling technique for the selection of respondents used for the study. The data collected for the study were analyzed with percentages. The study found among other things that: school language laboratory help the students to develop positive study at all levels of education. It helps students to have access to the wide large of information on different topics in different subjects offered in the school. School language laboratory helps students to develop note-taking skills at all levels of education. School language laboratory helps the teacher and students to effectively cover the syllabus for each year. It also arouses students’ interest to study.

**Summary of literature review**

In Nigeria today, English remains the language of pedagogy, students can hardly make commendable progress in their studies without adequate mastery of English through which most of the course in primary, secondary and tertiary institutions are taught and examined.

This calls for a system that would be both rudimentary and functional in its approach.

This is important for according to Umaru (2005) as a student learns a new Language; very often he does not know how to express what he wants to say.

Since the student uses a foreign Language as a medium of communication, he has to start from the scratch to learn the rudiments of the Language. It is natural then that this is the function where the various problems arising from the teaching and learning of the Language meet the need to do so properly. And the instrument that can effect this proper teaching and learning of the English language is the language laboratory.

Therefore, according to Hindu (2006), Language Laboratory is defined as a room in a school, college, training institutions, university or academy that contains special equipment to help students learn foreign languages by listening to tapes or CDs, watching videos, recording themselves, etc. The Language Laboratory is an audio or audio-visual installation used as an aid in modern language teaching. It was also called Speech and Writing Laboratory. All the four language learning skills (Listening, Speaking, Reading and Writing) are given importance and learners are provided with ample opportunities to practice by listening to the audio programmer and watching the video clips. In other words, a Language Laboratory is a room consisting of instructional technology tools source unit that can disseminate audio, audio-visual, and/or written materials to any number of students at individual seats or carrels, with a wide variety of potential feedback mechanisms to the student, teacher, or other students.

The Language Laboratory is used for language tutorials, which are attended by the students and persons who voluntarily opt for remedial English classes. Lessons and exercises are recorded on a cassette or computer so that the students are exposed to a variety of listening and speaking drills; These especially benefits students who are deficient in English and also aims at confidence-building for interviews and competitive examinations. The Language Laboratory sessions include word games, quizzes, extemporary speaking, debates, skits etc. These sessions can also be conducted online where many websites provide practice sessions.

From the research so far made on the interference of the mother tongue, we can see that it is the major factor that hampers the learning and speaking of English language. With the help of the language laboratory these things can be rectified through repetitive oral drills. Pimslear (2005) reviews that the functions of the language laboratory in a foreign language instruction with particular reference to spoken language in his article on “The foundation of the language, laboratory” he says: “The language laboratory could create good basic speech habits with the collaboration of the teacher, bringing about an acceptable pronunciation”.

**CHAPTER THREE**

**RESEARCH METHOD**

**Research Design and Procedure**

This work is a descriptive survey in the conduct of its research. This descriptive survey aims at x-raying the role of language laboratory on effective teaching and learning of oral English in junior secondary school with reference to Aninri Local Government Area of Enugu State. The researcher made use of both primary and secondary data for the study. The primary data for the study were collected with the aid of questionnaire, observation and oral interview, while the secondary data were collected with the aid of journals, textbooks, periodicals, dictionaries encyclopedias and other documented sources of information available for this type of research work.

**Area of Study**

The study was carried out in Aninri Local Government Area in Enugu State of Nigeria.

Aninri is made up of five towns, namely; Oduma, Nenwe, Ndeabor, Mpu, and Okpanku. Its’ headquarter is in the town of Ndeabor.

Aninri has a common boundary with Nkanu East to the North East. It has an area of 364km2 and a population 133,723 at the 2006 census. They are predominantly farmers. It is known for its unique type of soil with a swampy nature which aid their massive production of Rice, hence, the name “Aninri.”

There are seventeen (17) Secondary Schools in Aninri Local Government Area.

**Population of the Study**

The population of the study comprises 170 Teachers of Secondary Schools in Aninri Local Government Area of Enugu state. The population was 213 teachers in government secondary schools in Aninri representing the number of sixteen (16) government secondary schools from Statistical Unit of Post Primary Schools Management Board (PPSMB) Awgu zone.

**Sample and sampling technique**

Due to the restriction of the study to junior secondary schools, the researcher used the sixteen (16) government secondary schools in Aninri local government area of Enugu state using a simple sampling technique. However, One Hundred And Seventy (170) teachers, among them are teachers of the English language and teachers that understand the concept of language laboratory were used. Data collected from their responses were used in analyzing the study.

**Instrument for data collection**

The major instruments used for this study are oral interview and questionnaire. The researcher also made use of observation, textbook, periodicals, dictionaries, unpublished thesis, encyclopedia, etc, in obtaining data for the study.

**Validation of the instrument**

To ensure high degree of validity, the structured questionnaire and interview questions were first sent to experts in English and literary studies education for proper vetting. The experts after going through the instruments ensured its high degree of validity both in content and construct.

**Reliability of the instrument**

The structured questionnaire and interview questions were first administered on small ground other than the target population on two occasions and their results rhymed, thereby ensuring high degree of reliability of the instrument.

**Method of Data Collection**

The questionnaires were given out personally to the respondents, who provided their answers and returned them back respectively.

**Method of Data Analysis**

On the presentation and analysis of data, the researcher used frequency tables and percentages to depict the responses of the respondents to a particular view. The data were analyzed using the weighted mean in a four-point scale (SA, A, SD, D,) for the research questions.

Decision point (cut-off or acceptable mean)

= {SA+A+SD+D} OR fx = 4+3+2+1

N N 4

= 10/4 = 2.50

Any item with a mean score of 2.50 and above was accepted and hence a positive answer, while any mean below 2.50 was rejected and hence regarded as a negative. Therefore, 2.50 was regarded as the decision point for the items in tables of research questions.

**CHAPTER FOUR**

**DATA ANALYSIS AND RESULT**

The aim of this chapter is to present and give analyses of the data collected through the questionnaire items, in a tabular form, according to the research questions.

**Research Question One**

Do all the schools in Aninri Local Government Area have well equipped language laboratory?

**Table 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | SA | A | SD | D | T | X | DEC |
| QUESTIONNAIRE ITEMS | 4 | 3 | 2 | 1 |  |  |  |
| 1. Junior secondary schools in Aninri have 10 15 93 52 170 1.90 REJECT  Well equipped language laboratory. 40 45 186 52 323  2. Junior secondary schools do not have lang 120 50 - - 170 3.71 ACCEPT  uage laboratory at all. 480 150 - - 630  3. Schools in Aninri Local Government Area 68 62 - - 170 2.93 ACCEPT  lack have well equipped language laboratory. 272 186 - - 498 | | | | | | | |
|
|
| **Total Mean** 3.13 | | | | | | | |

In the table I above, the mean scores; 1.90 is below the acceptable mean, that means that junior secondary schools in the area have no language laboratory, 3.71 and 2.93 of items 2 and 3 respectively, are above the acceptable mean of 2.50 which indicate that; junior secondary schools do not have language laboratory at all. However, no school in Aninri Local Government Area has well equipped language laboratory.

**Research Question Two**

Do the teachers and students have the culture of using the language laboratory when teaching and learning oral English?

**Table II**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | SA | A | SD | D | T | X | DECISION |
| QUESTIONNAIRE ITEMS | 4 | 3 | 2 | 1 |  |  |  |
| 4.Teachers during oral English class make use - - 66 104 170 1.39 REJECT  of language laboratory. - - 132 104 236  5.Students are reluctant about using the lang- 112 58 - - 170 3.66 ACCEPT  uage laboratory during oral English class. 448 174 - - 622  6.Teachers and students ignore the use of lang- 60 110 - - 170 3.35 ACCEPT  uage laboratory during oral English class. 240 330 - - 570 | | | | | | | |
|
|
| **Total Mean**  2.80 | | | | | | | |

In the above Table II, it is noted that the mean score of 1.39 in item 4 is below the acceptable mean of 2.50. Therefore, it shows that, Teachers during oral English class do not make use of language laboratory. In the other hand, items 5 and 6 of the same table have the means of 3.66 and 3.35 respectively. It indicates that, Students are reluctant about using the language laboratory during oral English class, and that both teachers and students ignore the use of language laboratory during oral English class.

**Research Question Three**

How does the use of language laboratory improve the auditory performance of the students in the area?

**Table III**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | SA | A | SD | D | T | X | DECISION |
| QUESTIONNAIRE ITEMS | 4 | 3 | 2 | 1 |  |  |  |
| 7.language laboratory helps students in 100 44 - 26 170 3.28 ACCEPT  spoken English. 400 132 - 26 558  8.language laboratory helps students in the 64 1106 - - 170 3.38 ACCEPT  area to understand and use oral English 256 318 - - 574  effectively  9..Students start pronouncing words correctly 65 - 69 36 170 2.55 ACCEPT  after using the language laboratory. 260 - 138 36 434 | | | | | | | |
|
|
| **Total Mean** 3.07 | | | | | | | |

Table III above shows mean scores 3.28, 3.38 and 2.55 in items 7, 8 and 9 respectively, are above the acceptable mean of 2.50. These signify that; Language laboratory helps students in their spoken English; Language laboratory helps students in the area to understand and use oral English effectively, and that Students start pronouncing words correctly after using the language laboratory.

**Research Question Four**

To what extent does teachers’ incompetency influence the proper use of language laboratory?

**Table IV**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | SA | A | SD | D | T | X | DECISION |
| QUESTIONNAIRE ITEMS | 4 | 3 | 2 | 1 |  |  |  |
| 10. Teachers lack the technical know-how in 136 34 - - 170 3.80 ACCEPT  operating electronic devices in language 544 102 - - 646  laboratory.  11. Inappropriate maintenance procedures in 68 25 37 40 170 2.71 ACCEPT  the side of the teachers affect the use of lan- 272 75 74 40 461  guage laboratory.  12. Teachers’ inefficiency in operating de- 170 - - - 170 4.00 ACCEPT  vices in the language laboratory makes them 680 - - - 680  shy away from using it. | | | | | | | |
|
|
| **Total Mean**  3.50 | | | | | | | |

In table IV above, the mean scores 3.80, 2.71, and 4.00, in items 10, 11 and 12 respectively are above the acceptable mean score 2.50. Therefore, the items are accepted. From the above therefore, it is believed that; Teachers lack the technical know-how in operating electronic devices in language laboratory. Again, inappropriate maintenance procedures in the side of the teachers affect the use of language laboratory, and finally, that teachers’ inefficiency in operating devices in the language laboratory makes them shy away from using it.

**CHAPTER FIVE**

**DISCUSSIONS, CONCLUSION, IMPLICATIONS, RECOMMENDATIONS AND SUMMARY OF THE STUDY**

**Discussion of the Findings:**

From the analytical result gotten from research question one, it was concluded that junior secondary schools do not have language laboratory at all. However, no school in Aninri Local Government Area has well equipped language laboratory.

Again, in the findings made in research question two, it is being observed that Teachers during oral English class do not make use of language laboratory, in addition to that, Students are reluctant about using the language laboratory during oral English class, and to crown it all, both teachers and students ignore the use of language laboratory during oral English class.

Furthermore, the significance of the analysis in table three is to x-ray the importance of the language laboratory in the very life and performance of the student as it is a veritable instrument in the process of learning a foreign language like the English language and gaining a linguistics competence under the phonological aspect of the language. From the result gotten from this table, it is being observed that; the Language laboratory helps students in their spoken English. It also help students in the study area to understand and use oral English effectively, and finally, Students start pronouncing words correctly after using the language laboratory.

From the above table four, it is being noticed therefore, that; Teachers lack the technical know-how in operating electronic devices in language laboratory. These electronic devices are the instrument used in acquiring this linguistics competency that this research is trying to propagate. It will therefore be disastrous if the teachers that are suppose to learn the intricacies in operating these devices look the technical know-how. What will become of the students who solely depend on these teachers for the effectiveness of its function. Again, inappropriate maintenance procedures in the side of the teachers affect the use of language laboratory. Some teachers are just lazy and pay little or no attention to the equipment in the language laboratory. That will eventually lead to worn-out of some of the equipment or will completely damage of the equipment which will then render the language laboratory useless or ineffective for proper functioning. Finally, teachers’ inefficiency in operating devices in the language laboratory makes them shy away from using it.

**CONCLUSION**

From the results obtained from the data analyses, the researcher has drawn the following conclusions, that:

1. The lack of language laboratory in schools has actually reduced the academic performance of students in oral English class in schools.
2. Neither the teachers nor the students have that driving skill or joy to using the language laboratory for effective teaching and learning the oral English in Aninri Local Government Area.
3. The use of language laboratory has improve the auditory performance of the students in schools where the language laboratory is made available and in the study area to be precise.
4. Teachers’ inability to operate and use this language laboratory has caused more harm than good in the field of oral English.

**Educational implications of the findings**

The implication of the above findings is that for anybody to be a good teacher of English language he must be a good speaker of the language to make an effective impart on the students in the learning of the English language. If qualified teachers are not sufficient it will constantly affect the students adversely especially in the spoken aspect of English language as seen in Aninri.

It is known that good materials will have a good effect on students’ performance. The research show that laboratory equipment are lacking. Regrettably this does not make for effective teaching and learning of oral English.

**RECOMMENDATIONS**

With regard to these findings, the following recommendations are made:

1. That the Government and Educational planners should provide facilities for training more English teachers in junior secondary schools on how to using the language laboratories.
2. English language teachers should not only have the intellectual knowledge of the subject matter. They should know the methodology for imparting the knowledge.
3. The Government and Ministry of Education should make provision for refresher courses during long vacation to bring the languages teachers in tune with modern methodology.
4. The researcher also recommends that efforts should be made to ensure a blend of experimentation with the direct method or that two or more methods be adopted in the teaching of oral English.

**SUGGESTIONS FOR FURTHER RESEARCH**

The researcher, hereby, recommends the following areas for further research to;

1. The study could be repeated in about five year’s time to find out the extent of improvement.
2. A comparative study of the performance of students who are taught with the language and those taught without the language laboratory.
3. The impact of competence in communication.

**SUMMARY**

The aim of this research is to find out the role of language laboratories on effective teaching and learning of oral English in junior secondary school in Aninri.

To this end, the researcher made use of the Teachers’ responses to the four structured questionnaires evenly distributed to the schools. They were analysed and interpreted.

The researcher eventually came out with the findings that, junior secondary schools do not have language laboratory at all, and to that effect no equipped language laboratory in the area covered by the study. This is in agreement to the study of Odume (2010) carried out in Enugu north local government area, Enugu state. Indicating that language laboratory is difficult to come by in junior secondary schools.

Again, it is being observed that teachers during oral English class do not make use of language laboratory, in addition to that, Students are reluctant about using the language laboratory during oral English class, and to crown it all, both teachers and students ignore the use of language laboratory during oral English class.

Furthermore, the significance of the analysis is to x-ray the importance of the language laboratory in the very life and performance of the student as it is a veritable instrument in the process of learning a foreign language like the English language and gaining a linguistics competence under the phonological aspect of the language. From the result gotten, it is being observed that; the Language laboratory helps students in their spoken English. It also helps students in the study area to understand and use oral English effectively, and finally, Students start pronouncing words correctly after using the language laboratory. However, all these are ineffective because of the lack of language laboratory in the study area.

Finally, it is being noticed therefore, that; Teachers lack the technical know-how in operating electronic devices in language laboratory. These electronic devices are the instrument used in acquiring this linguistics competency that this research is trying to propagate. It will therefore be disastrous if the teachers that are suppose to learn the intricacies in operating these devices look the technical know-how. What will become of the students who solely depend on these teachers for the effectiveness of its functions? Again, inappropriate maintenance procedures in the side of the teachers affect the use of language laboratory. Some teachers are just lazy and pay little or no attention to the equipment in the language laboratory. That will eventually lead to worn-out of some of the equipment or will completely damage of the equipment which will then render the language laboratory useless or ineffective for proper functioning. Finally, teachers’ inefficiency in operating devices in the language laboratory makes them shy away from using it.

Therefore, Language laboratory would have improved teaching and learning of oral English in junior secondary schools, but there is no language laboratory in the schools. And also, teachers and students were not trained to use language laboratory. Based on the findings, it is recommended that there should be provision for language laboratory in schools in order to foster effective teaching and learning of oral English, stakeholders in Education should make implementation on the use language laboratory in curriculum planning. Proper training should be given to teachers/instructors and students on how to use language laboratory equipment, Government and private enterprises should assist in the provision of language laboratory equipment to enhance teaching and learning of oral English.

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APPENDIX I

Secondary schools in Aninri local government area and number of teachers are tabulated as follows:

|  |  |  |
| --- | --- | --- |
| s/no | Names of schools | Number of teachers |
| 1 | Girls High School Nenwe | 16 |
| 2 | Community Secondary School Ohafia Oduma | 13 |
| 3 | Model Secondary School Mpu | 14 |
| 4 | Okpanku High School Okpanku | 12 |
| 5 | Awgu High School Nenwe | 14 |
| 6 | Agbo Echara High School Aninri Ndeabor. | 11 |
| 7 | Girl’s High School Oduma (Amoji) | 13 |
| 8 | Community Secondary School Emudo Nenwe | 14 |
| 9 | Community Secondary School Oduma (Obeagu Oduma ) | 11 |
| 10 | Community Secondary School Ndeabor | 15 |
| 11 | Community Secondary School Mpu | 14 |
| 12 | Community Secondary School okpanku | 13 |
| 13 | Community Secondary School Agbada Nenwe | 11 |
| 14 | Kings High School Oduma | 12 |
| 15 | Union Secondary School Oduma | 18 |
| 16 | Community Secondary School Uhueze Nenwe | 12 |

Appendix ii

Dear Respondent

I am a final student of Godfrey Okoye University Enugu, in English and Literary Studies Education department, carrying out a research work on: The Role of Language Laboratory on the Effective Teaching and Learning of Oral English in Junior Secondary Schools; a case study of Aninri Local Government Area, Enugu State.

Kindly assist me by providing answers to the questions below.

All information gathered will be restricted to this research work only and therefore, will be handled with utmost confidentiality.

Thank you.

**APPENDIX III**

**QUESTIONNAIRE**

**RESEARCH QUESTION ONE**

Do all the schools in Aninri Local Government Area have well equipped language laboratory?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | QUESTIONNAIRE ITEMS | SA | A | SD | D |
| 1 | Junior secondary schools in Aninri have well equipped language laboratory. |  |  |  |  |
| 2 | Junior secondary schools do not have language laboratory at all. |  |  |  |  |
| 3 | Schools in Aninri Local Government Area lack well equipped language laboratory. |  |  |  |  |

**RESEARCH QUESTION TWO**

Do the teachers and students have the culture of using the language laboratory when teaching and learning oral English?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | QUESTIONNAIRE ITEMS | SA | A | SD | D |
| 4 | Teachers during oral English class make use of language laboratory. |  |  |  |  |
| 5 | Students are reluctant about using the language laboratory during oral English class. |  |  |  |  |
| 6 | Teachers and students ignore the use of language during oral English class. |  |  |  |  |

**RESEARCH QUESTION THREE**

How does the use of language laboratory improve the auditory performance of the students in the area?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | QUESTIONNAIRE ITEMS | SA | A | SD | D |
| 7 | Language laboratory helps students in spoken English. |  |  |  |  |
| 8. | Language laboratory helps students in the area to understand and use oral English effectively. |  |  |  |  |
| 9. | Students start pronouncing words correctly after using the language laboratory. |  |  |  |  |

**RESEARCH QUESTION FOUR**

To what extent do teachers’ inefficiencies affect the proper use of language laboratory?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | QUESTIONNAIRE ITEMS | SA | A | SD | D |
| 10 | Teachers lack the technical know-how in operating electronic devices in language laboratory. |  |  |  |  |
| 11 | Inappropriate maintenance procedures in the side of the teachers affect the use of language laboratory. |  |  |  |  |
| 12 | Teachers’ inefficiency in operating devices in the language laboratory makes them shy away from using it. |  |  |  |  |