EFFECTS OF AFFECTIVE STRATEGIES VARIABLES ON ORAL ENGLISH PERFORMANCE OF SS II STUDENTS IN NIGER STATE, NIGERIA

BY

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AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DOCTOR OF PHILOSOPHY DEGREE (PhD) IN TEACHING ENGLISH AS A SECOND LANGUAGE

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
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AHMADU BELLO UNIVERSITY,
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FEBRUARY, 2018

DECLARATION

I declare that the work in this Thesis titled *Effects of Affective Strategies Variables on Oral English Performance of SS II Students in Niger State, Nigeria,*was carried out by me in the Department of Arts and Social Science Education. The information derived from the literature have been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma in this or any other institution.

_____ _____

Rebecca RemilekunJIYA Date

CERTIFICATION

This thesis titled *Effects of Affective Strategies Variables on Oral English Performance of SS II Students' in Niger State, Nigeria*by Rebecca RemilekunJIYAmeets the regulations governing the award of the Degree of Doctor of Philosophy in Teaching English as a Second Language (TESL) of the Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my children – Tasalla, Solomon, Jacob, David and Christabel and to my grand-children: Janice, El-Nathan, Jason, Asher and all those yet unborn. They are the future!

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TABLE OF CONTENTS

Title Page		i
Declaration		ii
Certification		iii
Dedication		iv
Acknowledgements		v
Table of Contents		vii
List of Tables		x
List of Figures		xii
List of Appendices		xiii
Operational Definition of Terms		xiv
List of Abbreviations		xvi
Abstract		xvii
CHAPTER ONE : INTRODUCTION		
1.1	Background to the Study	1
1.2	Inspiration for the Study	4
1.3	Statement of the Problem	5
1.4	Objectives of the Study	7
1.5	Research Questions	8
1.6	Null Hypotheses	8
1.7	Basic Assumptions for the Study	9
1.8	Significance of the Study	9
1.9	Scope and Delimitation of the Study	10

CHAPTER TWO : REVIEW OF RELATED LITERATURE

2.1	Learning Strategies - Definitions, Issues and Notions	12
2.2	Affective Strategies: Definitions, Issues and Nature	15
2.3	Affective Strategies - Types/Components and Characteristics	19
2.4	Oral English - Concept, Nature and Coverage	28
2.5	Oral English Performance	30
2.6	Affective Strategies and Teaching of Oral English	32
2.6.1	Affective Strategies and Performance in Oral English	36
2.7	Interest as Affective Strategy for Developing Oral English	40
2.8	Motivation as Affective Strategy for Developing Oral English	46
2.8.1	Motivational Strategies for Developing Oral English	50
2.9	Attitude as Affective Strategy for Developing Oral English	56
2.10	Self-Confidence as Affective Strategy for Developing Oral English	58
2.11	Previous Studies in Affective Strategies, Oral English Students' Performance	65
2.11.1	EFL Students' Attitudes towards Learning English Language	72
2.12	Previous Studies on Affective Strategies, Oral English Teaching and Performance	80
2.13	Theoretical Framework for the Study	83
2.14	Gains from the Review of Literature	87
2.15	Summary	89

CHAPTER THREE : RESEARCH METHODOLOGY

3.0	Introduction	91
3.1	Research Design	91
3.3	Sample and Sampling Procedure	93

3.4 Instruments for Data Collection 94

3.5 Validity of the Research Instruments 95

3.6 Pilot Study 95

3.7 Reliability of the Instruments 96

3.8 Procedure for Data Collection 96

3.9 Procedure for Data Analysis 99

CHAPTER FOUR : RESULTS AND DISCUSSIONS

4.1 Introduction 100

4.2 Presentation of Results from the Experiment 100

4.3 Test of Hypotheses 119

4.4 Summary of Findings 127

4.5 Discussions 127

CHAPTER FIVE : SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction 133

5.2 Summary 133

5.3 Summary of Major Findings 135

5.4 Conclusions 136

5.5 Implication of Findings or Contribution to Knowledge 136

5.6 Recommendations 137

5.7 Suggestions for Further Studies 137

References 139

Appendices 159

LIST OF TABLES

Table		Page
2.1:	Affective Domain Review and Authors	26
2.2:	Affective Strategies Domain for Teaching Oral English	35
2.3:	Interest Enhancing Affective, Strategies for oral Performance	45
2.4:	Motivation Enhancing Strategies Reviewed	55
2.5:	Self Confidence Enhancing Affective Strategies	64
2.6:	Previous Studies Reviewed in Affective Domain with Authors	83
3.1	Population of Approved Schools in Niger State	92
3.2:	Sample Size of Senior Secondary Students for Zone "B"	93
3.3:	Sample Size for the Study	93
4.1:	Classification of Students by their Levels of Interest Enhancing Affective	101
4.2:	Classification of Students by their Levels of Motivational Enhancing	102
4.3:	Classification of the Students by their Levels of Positive Attitudinal Enhancing Affective Strategies	103
4.4:	Classification of the Students by their Levels of self-confidence boosting	104
4.5:	Relationship between Affective Strategies and SS II Students' Performance in Oral English Language before the Experiment	105
4.6:	Mean Performances in Oral English of the Groups	105
4.7:	Relationship between Affective Strategies on Oral English Performance of SS II Students (Experimental Group)	106
4.8:	Relationship between Affective Strategies on Oral English Performance of SS II Student (Control Group)	107
4.9:	Mean scores in Oral English Performance by Students of Different Interest Enhancing Affective Levels before and after the Experiment	108

4.10: Mean Scores in Oral English Performance by Students of Different Motivational Enhancing Affective Levels before and after the Experiment 112

4.11: Mean Scores in Oral English Performance by Students of Different Attitudinal Enhancing Affective Levels before and after the Experiment 114

4.12: Mean Scores in Oral English Performance by Students of Different Self-Confidence Boosting Affective Levels before and after the Experiment 117

4.13: One Way Analysis of Variance on Oral English Performance by Student of Different Interest Enhancing Affective Strategies Levels 120

4.14: Result of Scheffe Test on Mean Performances in Oral English Language by Students with Different Interest Enhancing Affective Strategies Levels 121

4.15: Analysis of Variance on oral English Performances by Students of Different Motivational Enhancing Affective Strategies 122

4.16: Result of Scheffe Procedure on the Mean Scores by the Students of Different Motivational Enhancing Affective Strategies Levels 123

4.17: One Way Analysis of Variance on Oral English Performances by Students of Different Attitudinal Enhancing Affective Strategies Levels 124

4.18: Result of Scheffe Procedure on the Mean Scores by Students of Different Attitudinal Enhancing Affective Strategies Levels 124

4.19: One Way Analysis of Variance on oral English Performances by Students of Different Self-Confidence Boosting Affective Strategies Levels 125

4.20: Result of Scheffe Procedure on the Mean Scores by Students of Different Self-Confidence Boosting Affective Strategies Levels 126

LIST OF FIGURES

Figure		Page
2.1:	Taxonomy of Learning Strategies	20
2.2:	Flowchart showing Summary of the Theoretical Framework	86
4.1:	Effects of the Interest Enhancing Affective Domain Strategies on the Students' Oral English Performance	109
4.2:	Mean Motivational Enhancing Affective Domain Strategies on Students' Oral English Performance	113
4.3:	Mean Effect of the Positive Attitudinal Enhancing Affective Strategies on Oral English Performance	115
4.4:	Effect of the Self-Confidence Boosting Affective Strategies on SS II Students' Oral English Performance	118

LIST OF APPENDICES

Appendix		Page
A :	Affective Strategies Oral Performance-ASOP Questionnaire – Introductory Letter	159
B:	Affective Strategies Oral English Performance (ASOP) Needs Analysis Questionnaire	160
C:	Individualised Affective Strategies Oral Performance Tests (I–V) (Pre-Test)	163
D:	Individualized Affective Strategies Oral English Performance Tests (I-V) (Post Test) After Each Teaching Strategy	163
E:	Individualized Affective Strategies Oral English Performance Test (Posttest)	169
F:	Krejcie and Morgan (1970) Determination of Sample Size	174
G:	Reliability Output	175
H:	Secondary Schools and Population of Students in Senior Secondary (SS II) in Niger State	179
I:	Manual for Affective Strategies in Oral English	187
J:	Some Pictures Taken During Data Collection	202
K 1:	Sample Questionnaire Low Level Performer	206
K 1-1:	Low Level Performer Marked Script for Pre Post Test	208
K 1-2:	Low Performer Marked Script for Post Test Marked Scripts	214
K 2:	Sample Questionnaire Mid Level Performer	220
K 2-1:	Mid Level Performer Marked Script for Pre Test	222
K 2-2:	Mid Level Performer Marked Script for Post Test	228
K 3:	Sample Questionnaire High Level Performer	234
K 3-1:	High Level Performer Marked Script for Pre Test	236
K 3-2:	High Level Performer Marked Script for Post Test	242

OPERATIONAL DEFINITION OF TERMS

These terms are defined in relation to their use in this study and not the lexical or dictionary meanings.

Affect - This refers to emotions or feelings, attitude, that is, the aspect of our emotional being.

Affective Barriers - These are negative comments either by the teacher, peers or others that affect the learner's emotions, negatively. Such comments may be ridicule, sarcasm, too much fault finding; too much fear of failure, anxiety and low self-esteem.

Affective Domain - That aspect of human psychology that engages the learner's development and understanding of their own interest, attitudes, motivation, values and other attributes.

Affective Strategies - They are those learning aids/steps learners and language teachers employ in teaching/learning thereby helping in assessing information from memory thereby improving oral competence

Attitude - This is the learner's disposition to react either positively or negatively or favourably or otherwise to a learning situation.

Authenticity - Utterances novel to the speaker-the learner's own attempt at making novel and comprehensible speeches.

Awareness Raising: This is making language learners alive to the place of their personal use of affective strategies in aiding their learning i.e. helping raise the awareness of the concept of affective strategies.

Comprehend Input Hypothesis–This is the learner's ability to improve and progress along a natural order as a result of receiving consistent second language input, that is a step ahead of their current stage of linguistic competence

Conversation - Talk, discussion between two or more persons. This can be either in private or openly.

Interest - Inner drive that propels an individual to want to know or explore more about an idea, concept or knowledge. Wanting to be further engaged in oral activities.The positive emotions that trigger the learner to want to learn oral English.

Learning Strategies - Conscious steps that learners take to aid the acquisition, storage and retrieval of information. These help them to be more self-directed giving rise to autonomy.

Oral Performance–This is the ability of the learners to speak about sisues using the English medium, freely and spontaneously during discussions, conversations and dialogues.

Overt Expression - The ability to speak fluently to the understanding of other interlocutors.

Perseverance - This has to do with the learner's ability to stay on in spite of difficult learning situations they may be faced with. The ability of being focused.

Self-Confidence - This entails the individual oral English learner's mental attitude in regards to self-assurance, boldness, fearlessness and inner assurance that he/she is able to tackle oral obstacles with success.

Self-Esteem - An individual's ability unconditional appreciation of his/her self.An attitude of mental wellbeing that an individual holds about his/her self.

LIST OF ABBREVIATIONS

AS	-	Affective Strategies
ASOP	-	Affective Strategies Oral Performance
EFL	-	English as a Foreign Language
ELL	-	English Language Learning
ELT	-	English Language Teaching
ESL	-	English as a Second Language
FB	-	Face Book
JSS	-	Junior Secondary School
L2	-	Second Language
LET	-	Lowering Your Anxiety, Encouraging Yourself, Taking Your Emotional Temperature
LLS	-	Language Learning Strategies
LOE	-	Language of Education
LOI	-	Language of Information
NABTEB	-	National Business and Technical Examinations Board
NECO	-	National Examination Council
OCS	-	Oral Communication Strategy
OCSI	-	Oral Communication Strategy Inventory
SILL	-	Strategy Inventory for Language Learning
SLA	-	Second Language Acquisition
SSS	-	Senior Secondary School
TL	-	Target Language
WAEC	-	West African Examination Council

ABSTRACT

The research on Effectsof Affective Strategies variables on Oral English Performance of SS II Students in Niger State, Nigeria,is based on the premise that the affective domain is a less researched area of study as compared to the cognitive and psychomotor domains. Hence, the study investigated the effect of the affective strategies variables of interest, attitude, motivation and self-confidence, which may facilitate or debilitate students' Oral English Performance in the SS II class.It has been asserted that an estimate of 1.5 billion people speak English worldwide. Since English is a widely spoken language, there is the need for students in Niger State to have high Oral English proficiency.But in the language teaching practice in Nigeria and Niger State particularly, oral English has been a weak point and the target of criticism. The study was carried out based on four objectives, four research questions and four research null hypotheses. This research work is inspired by the framework of Oxford (1990; Dornyei & Noels, 2001, Nakatani, 2005, 2006, Sadighi*et al.*, 2011, Ali & Kumar 2014). The study was limited to zone 'B' in Niger State. Participants were SS II students in the selected schools. Two hundred and sixteen (216) students were randomly selected out of a population of Twenty-one thousand, four hundred and ninety-two (21,492) SS II students in the Six (6) chosen schools filled in the affective strategies questionnaire (needs analysis). The students in the three (3) experimental schools were taught in line with the selected strategies for the whole academic term, while the control group continued with their teachers. The data collected at the end of treatment was analysed using the Statistical Package for the Social Science (SPSS), IBA version 20. Statistical procedures adopted in the data analysis included frequencies, percentages, means, standard deviation and test of correlation between variables. Hypotheses were tested with one way analysis of variance (ANOVA) at 0.05 probability level of significance. The findings from the experimental data showed that, the increased use of interest enhancing affective domain strategies had positive and significant effects on the Students Oral Performance. It also showed that students who were exposed to the affective domain strategies of positive attitude towards Oral English improved in their oral expressions. Accidental finding showed that a number of shy and truant students participated actively in oral class activities.Truancy decreased greatly in school attendance, as more students attended classes and remained till the close of school. Treatment with affective domain strategies enhanced the learners self-confidence, thereby encouraging them to speak more and for longer period.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

It is estimated that 1.5 billion people speak English worldwide (Crystal, 2000, Tapia, 2010) as a first, second or foreign language – one of four of the world's population. This explosion in the use of the English language has consequently given rise to the various varieties of English, hence the need for the Nigerian English language learners to learn English (oral) in order to be able to communicate well.The ability to communicate with other people within an intelligible level outside one's linguistic environment in all and different spheres of life will depend largely on the individual's ability to speak English.

The importance of the English Language is clear from the fact that many countries of the world, including Nigeria, have made English their official language. If this be the case, Nigerian English learners must not be left behind, because they need to interact with other individuals from different socio-linguistic, economic and business environments.Hence, the importance and place of oral performance.

Communication is key to everyday livingin the English medium.The ultimate goal of language teaching is to improve communicative competence of learners. English as a world language is playingan important role in the Nigerian communication space than before.

Encouraging and motivating students' engagement in English the Target Language (TL), is challenging on multiple levels of overcoming the perception of irrelevance in real world applications, especially for such learners who do not see the need to speak English. Additionally, learning language especially speaking is becoming increasingly more difficult because research suggests that language teachers tend not to use the TL exclusively in the classroom (Olaofe, 1997; 2013; Kraemer, 2006),thus discounting the

notion of Comprehension Input hypothesis (Krashen, 1981).According to this theory, learners improve and progress along a natural order when they receive consistent second language (L2) input that is one step beyond their current stage of linguistic competence. Therefore, to advance L2 competence and oral English performance in students, language teachers need to maximise teacher use of the TL in the classroom and provide ample opportunities for students to speak and listen to others exclusively in the TL. By this, the learners are exposed to learning to speak by speaking with peers, teachers and others. This way they socialize by means of the language.

Guo and Wang (2013) define the affective domain as the emotional side of human behaviour that may be juxtaposed to the cognitive side.It refers to two related aspects:one which is the individual factors of learners including motivation, anxiety, self esteem, emotion, attitudeand so on. The other is the relational factors among learners and between the learner and the teacher, including teaching method, learningenvironment, interactionand so on. Theodore Roosevelt once said "To educate a person in mind and not in morals is to educate a menace to the society" (Morris, 2009:195). Essentially, Roosevelt was emphasizing the importance of the affective domain in learning. The term "affect" refers to the emotion or feelings, the aspects of our emotional being.

As humanistic psychology recommends, learners should be treated as "whole persons" with both intellectual and emotional needs. That way, affective development keeps pace with intelligent development. In order to keep pace with the current (L2) teaching and learning trends and beef up students' oral performance, affective strategies as used and popularized in Asia-Pacific nations like Malasia, China, Japan, Indonesia and the middle-east nations like Iraq, Iran and India need to be brought to fore and sustained in Nigeria.Thus, affective strategies refer to the steps learners take to develop their self-confidence and perseverance needed to involve themselves actively in oral language

learning.Good language learners are often the ones who know how to control their emotions and attitudes towards learning. Furthermore, affect refers to feelings and attitudes that individual learners bring to the learning experience and the role these play in motivation (Dornyei, 2001; Hurd, 2008). Affect can be regulated through the use of affective strategies (White, 2008, Oxford, 1990) such as reducing anxiety, encouraging oneself and monitoring one's emotion (Oxford, 1990). Taking the definitions together therefore, thisstudy sees the affective domain as that domain of teaching and learning that takes into cognizance, the whole human person.

Affective barriers to oral language production such as public performance. Students'inability to speak in public, engage in face-to-face performance,being anxious, fearful, and unable to engage in authentic self-representation which tend to complicate the language learning process. In this era of hi-technology, and globalisation, English is playing an increasingly important role as the medium of communication among people from different non-English speaking countries. Nigeria and Niger State in particularare no exceptions. English is no longer a mere subject to be learnt in the classroom but also a medium for social and practical use (Foley, 2005). English language learners still encounter problems or difficulties in their face-to-face oral communication. This may be partly due to a lack of confidence in expressing themselves in the language. Additionally, communication suffers a considerable breakdown in the absence of correct use of grammar. To deal with communication problems, the language learners tend to rely on some sort of strategies to help themconvey a message to the interlocutor or understand the message successfully. These strategies are expected to enhance language learners' confidence, flexibility and effectiveness in oral communication.

But disappointedly, though, we find that the oral English learners in Nigeria remain far less desirable as quite a number of them still cannot communicate effectively.

Therefore, it is necessary to know how to help them develop their spoken English ability by assessing the effectiveness or otherwise of the use of affective variables interest, motivation, attitude and self-confidence onoral English performanceof some SS II students in Niger State. This is the bane of this study.

1.2 Inspiration for the Study

Learners' poor performance in oral English, which may arise from the lack of interest, motivation, negative attitude towards the oral use of English.The prominence given to the cognitive domain at the expense of the affective domain as a less researched area in comparison to the cognitive domain is another inspiration for this study.

Teacher's poor knowledge of the affective variables and how to use them to enhance oral performance. It is believed that if and when teachers are properly taught the value of the use of the affective strategies in teaching oral skills, oral English will be more interesting and rewarding as the learners will be more proficient and this will boost their confidence.

A further inspiration for this study is the international concern for affective domain in relation to teaching especially oral English which teachers neglect. This is an inspiration because when students receive treatment, their oral English skills will improve. When their learning progresses along this line, they may become proficient to the level of interacting with people from other climes.

Three phase structure of the study is a unique trend. Phase 1 – perceived affective domain needs of students, phase 2 – treatment using oral English teaching materials designed on the basis of the perceived affective variable needs of the students, phase 3 - measuring the effect of the affective variables on the development of oral English proficiency of the students.

Introducing affective variables in actual classroom situations. Most of the pronouncements on affective domain are measurements using standardized tests and questionnaires. This study combines instruments to elicit perceived affective strategies with actual experimental study of treating students using the affective strategies elicited from the students.

The seventh inspiration is tied to learners' motivation. Research on what motivates students to learn provides insight into why certain pedagogical practices are effective for capturing students' attention and changing attitude. For example, students who perceive oral English course content as having less value may show lower levels of motivation to learn it than those who show high levels of motivation. Affective domain and measurement of performance in oral English is an innovation to be injected into language teaching – a grossly neglected area.

Negative comments, like ridicule made by teachers about learners' learning outcomes may totally or partially 'kill' the students' interest in that particular subject. Negative words do not only affect an individual in the present but may also have far reaching effects even into the future. "Positive words of encouragement are mental vitamins. They are positive thoughts needed to balance the attack of trials and negative events as we all go through from time to time" says Kwakpovwe (2015: 75).

Finally, since this researcher is a teacher trainer, it is believed that incorporating the gains of affective strategies variables into the teaching of oral English will help train better oral English language teachers. This will in turn help the teachers become effective oral English teachers.

1.3 Statement of the Problem

English performance in and outside the school has been a matter of public outcry and debate.Low performancein oral English has been considerednot to be the only major

cause of the decline in academic achievement, but also the reason for the general falling of the standards of education. Performance in Oral English is an important factor in education performance, cutting across all disciplines. This is because proficiency in English, particularly oral English, will help students express themselves well even in other disciplines. English,being the language of instruction in Nigeria (LOI) (Olatunji, 2013).

Why is it that after twelve – fourteen years of English language learning, a learner is still foundto be so deficient in oral English? Could this be attributable to a number of factors such as not being well groomed in oral English, poorly trained oral English teachers, textbook writers, curriculum planners, learners' lack of knowledge of the importance of the use of affective strategies, such as: learners' lack of interest, motivation, and poor attitude towards oral English. The teachers' lack of in-depth knowledge about the place of and the use of affective strategies can be a problem in the present day teaching and learning of oral English. It is assumed that most oral English teachers did not receive training in the use of affective strategies. For example most oral English teachers just teach without finding out from the learners what really interests them, or what is their need for oral English learning.

In addition to the aforementioned problems is the teacher's inability to improve the necessary enrichment materials that can stimulate the desired intellectual development and communicative competence in the English speech medium. Part of the reason for this may be traced to a sharp reduction in the number of first language speakers of English as teachers at the early stage of our education system (Olaofe, 2013).

The phenomenon of classroom population explosion in our secondary schools, especially in oral speaking classes is a huge problem to contendwith. There are some large classes that have as many as 150 students. Definitely, the teacher cannot attend to the students' individual oral needs in such a situation. Unless the affective domain is well

developed this may bring about poor oral performance, consequently giving rise to a poor or low self esteem and confidence. This, of course,can be counterproductive to oral performance.

The neglect of learners' affective domain at the expense of mere cognitive development needs to be seriously and urgently looked into. As educators strive to improve the learners' cognitive and psychomotor domains, the affective domain in relation to oral proficiency must not be ignored.

Students who are trained in areas of affective variables, such as getting along with others, being responsible for themselves, obeying the rules of the classroom and perceiving oral English as a viable medium to express themselves are those individuals who will be confident to express themselves verbally.These are the types of individuals the society will need tomorrow. The absence of these attributes mentioned above may constitute problem(s) to the learners and even the larger society. This is not what we want for our learners.

1.4 Objectives of the Study

The major objective of this study is to assess the effectiveness of the affective strategies on the students' Oral English Performance in Selected Senior Secondary Schools in Niger State. Specifically the study sought to:

1. determine the effect of interest enhancing strategies on students' oral performance;
2. find out the effect of motivation enhancing affective strategies on students' oral performance;
3. find out the effect of students' attitude component of affective domain on oral performance; and
4. find out the effect of self-confidence boosting affective strategies on students' oral performance.

1.5 Research Questions

The study found answers to the following questions:

1. what is the effect of the interest enhancing affective domain strategies on the SS II students' Oral English Performance in Niger State?
2. what is the effect of the motivation enhancing affective domain strategies on SS II students' Oral English Performance in selected schools in Niger State?
3. what is the effect of the positive attitude enhancing affective strategies on SS II students' Oral English Performance in selected secondary schools in Niger State?
4. what is the effect of the self-confidence boosting affective strategies on SS II students' Oral English Performance in Niger State?

1.6 Null Hypotheses

The following null hypotheses were postulated for this study on the basis of the research questions:

$H0_1$: Interest enhancing affective strategies have no significant effect on the SS II students' Oral performance.

$H0_2$: Motivational enhancing affective strategies have no significant effect on SS II students' Oral English Performance in selected schools in Niger State.

$H0_3$: Positive attitudinal enhancing affective strategies have no significant effect on SS II students' Oral English Performance in selected secondary schools in Niger State.

$H0_4$: Self-confidence boosting affective strategies have no significant effect on SSII students' Oral English Performance in Niger State.

1.7 Basic Assumptions for the Study

The study had the following basic assumptions:

1. Affective domain variables were measured through perceived affective domain instrument.
2. Students opened up to express their candid opinions about the content, their fears and frustrations of learning oral English in terms of their parents not being able to provide basic school materials.
3. Materials have been packaged based on perceived affective domain strategies– a manual for teaching oral English in SS II.

1.8 Significance of the Study

This study is expected to significantly benefit the immediate Secondary Schools, Students and Teachers.At the end of this study, the learners' interest in Oral English will be enhanced as the study is expected to bring out areas that interest the students. The expected result is that of improved oral performance among students.

The study is expected to encourage the students to be self-confident in their spoken English. This is by exposing them to a lot of self confident boosting oral exercises both in and outside the school. When students become self confident in the use of oral English, it encourages them to speak more, even outside the school environment.

The teachers are also expected to gain from this study because, the visible importance of the affective domain and the strategies needed to enhance this domain was brought to the fore. This was done by training the teachers in the use of affective strategies variables of teaching and learning. Teachers were expected to adopt the affective strategies brought out during the training that were found to be effective, especially those teachers of the selected classes who worked together with the researcher.

This research fosters closer relationship between the teachers and students during oral English teaching and learning activities. Teachers were exposed to strategies that are used to encourage and motivate the learners to learn Oral English. This boosted the learners' interest positively and enhanced their self-confidence. When these components of the affective domain are enhanced, it is believed that orally proficient learners will be produced in Niger State and by extension in the 21st century Nigeria.Senior secondary school teachers are expected to gain from this study, because they can be exposed to the benefits of the use of affective strategies through refresher courses, in-service training workshops and seminars

Textbook writers can also gain from this study by incorporating its use into textbook items. So also are curriculum planners. They can inject the strategies into the curriculum, from which teachers can break them into manageable units for classroom work.

Researchers may also gain from this work, because the work is expected to bring to fore the importance of the use of affective strategies. Thereby closing the gap created by the prominence accorded the cognitive domain.

1.9 Scope and Delimitation of the Study

This study covered only the following areas; Affective strategies variables of interest, motivation, positive attitude towards the acquisition of oral proficiency, and self confidence and their effects on learners' oral performance. This is because of the general lack of research impetus and interest in this area. The only work known to this researcher conducted in Nigeria that is related to this study is that of Ajibade and Ndububa (2008).Their emphasis was on motivation which is a sub-set of the affective strategies. Hence, one of the reasons of interest is to close the gap in this area.

The Senior Secondary (SS II) class has been selected for the study because this cadre of students are more stable as they have left the SS I which is the first transiting class

from the Junior Secondary School (JSS). The SS II is also selected because it is not yet in the SS III class which is the final examination or exit class. This class was selected because twelve weeks of class work required. This study spanned a total of sixteen weeks. Two weeks were used for conducting the perceived affective domain test and analysis, another two weeks to complete data gathering demand. The experimental teaching took twelve weeks which gave ample opportunity to work with the subjects. This period of timewas needed in achieving an in-depth research work.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In order to determine the effect of Affective Strategies on SS II students' Oral English performance in Niger State, this chapter reviewed literature related to affective strategies and oral performance. It coveredLearning Strategies, Definitions, Issues and Notions; Affective StrategiesDomain - Types, Components and Characteristics,Motivation, Anxiety, Self-efficacy, Self-esteem/Confidence. . The chapter also covered Oral English, Teaching of Oral English, Performance in oral English, Motivation as affective Strategies for developing oral Englishand Attitude. The chapter ends with Gains from the Review of Literature.

2.1 Learning Strategies - Definitions, Issues and Notions

Learning strategies are steps taken by students to enhance their own learning. Strategies are important for language learning because they are tools for active, self-directed involvement, which are essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence throughout history (Oxford, 1990)

The term 'affect' refers to emotion or feeling, the aspect of our emotional beings. According to Guo and Wang (2013: 57), "Affective factors inforeignsecond language teaching and learning refers to two related aspects; one is the individual factors of learners, including motivation, anxiety, self- esteem and so on, the other is the relational factors among learners and between the learner and the teacher, including teaching method, learning environment interaction, and so on.

Oxford (1990) posits that affective strategies develop the self- confidence and perseverance needed for learners to involve themselves actively in language learning, a requirement for attaining communicationcompetence. Rodriguez *et. al.* (1996, 297) on their

own side explain that “Affect is, by definition, an intrinsic motivator. Positive affect sustains involvement and deepens interest in the subject matter”. It can lead to more effective learning and, in fact, may be essential for learning to occur.

Second language learning has been of a great concern for many people due to various reasons. Normally, being able to use and communicate in a L2 has been considered as an advantage by most people. In this regard, many theories, have beenpostulated all trying to make the process of Second Language Acquisition (SLA) as easy as possible. However, given the complexity of language, different learning environments, as well as the diversity of language learners regarding their different individual factorsshow that this process is not an easy task and requires great efforts and attention. Furthermore, Olaofe (2013:92) emphasises that “the teaching of spoken English is perhaps the most problematic area of the language skills at all educational levels especially in Nigeria”. This assertion may not be unconnectedwith the dearth of teaching materials, infrastructural deficiency and decay, and the lack of well-trained oral English teachers.

Up to the 17th century, language teaching and teacher - centered methodologies were dominant inthe field. The teacher was seen as the key element in the process and less attention was paid to the learners and language learning. However, later on, due to the emergence of the interactionist theories and emphasis on learners' cognitive processes, a shift of focusoccurred in educational programmes, and learning.Learners received more attention and priority over the previous teachercentered methodologies. As a result, an explosion of research appeared aimed at investigation learners' behaviour which has enjoyed notable attention in the learning strategies employed by learners in the process of acquiring a second language.

Oxford (2001:166) defines learning strategies as specificactions taken by the learner tomake learning easier, faster, more enjoyable, more self - directed, more efficient andmore

transferable to new situation. Cook (2001) defines learning strategy as "a choice that learners make while learning or using the second language that affectslearning".Guo (2003) posits- that language learning strategies (LLS) are "a series of actions learners take to facilitate completion of a learning task", while Griffiths (2007:91) defines LLS as "activities consciously chosen by learners for the purpose ofregulating their own language learning". One of the most accepted and frequentlyused definitions of LLS is that of Rigney (1978 in Oxford & Crookall, 1989) in Sarem and Toughry (nd). According to Sarem and Toughry (nd), "learning strategiesare steps taken by the learners to aid the acquisition, storage, and retrieval of information prefers the use of "language learning strategies" which according to her, allows learners to become more self - directed,expand the role of language teachers, problem-oriented, can be taught, flexible, influenced by a variety of factors and involve many aspects not just thecognitive. Taking all of these definitions together, therefore, Oxford (1990) seem to be more comprehensive and detailed because, her definition covers the learners being self-directed, the role of the teacher in terms of expansion is touched. LLS can be taught to the learners - because learners need autonomy since the teachers will not always be around e.g Littlewood (1999:73) comments:

> *if we define autonomy in educational terms as involving students' capacity to use their learning independently of teachers, then autonomy would appears to be an incontrovertible goal for learners everywhere. .Since it is obvious that no student, anywhere, will have their teachers to accompany them throughout life.*

If we take this quotation for a truism then it means that learners need to apply individual strategies to their learning situations. Therefore the use of LLS is mandatory as they are important.

Oxford (1990) identified two main strategy types: that is, the direct strategies and theindirect strategies. The direct strategies are those that directly involve the

targetlanguage. All direct strategies require mental processing of the language, and they aremade up of three groups and their sub sets. These direct strategies are memory,cognitive and compensation, while the indirect strategies are: metacognitive, affective and social strategies. These strategies are calledindirect because they support and manage language learning without directly involving the target language.

However, language learning strategies are connected to the affective strategies in a number of ways which include it being specific, actions taken by learners in making learning easier, faster, more enjoyable, more self directed and so on. They are a series of actions that learners take to facilitate learning. Also, LLS are activities consciously chosen by learners for the sole purpose of regulating their own learning. They are also strategies that learners employ to solve their personal language learning problems. Therefore, they are related to affective strategies in that they have to do with emotions, feelings, attitude of the learner, which are some of the affective strategies components. When a learner engages the LLS, and gets results definitely the emotions, feelings, attitudes and so on towards the learning task is enhanced.

2.2 Affective Strategies: Definitions, Issues and Nature

Affect refers to the emotions, feelings, and attitudes that individuals bring to the learning experience and the role they play in motivation (Dornyei, 2001; Hurd, 2008). Hurd (2008) points out that findings in neuroscience indicate that both affect and cognition are fundamental and interdependent aspects of human brain functioning. The role of affective factors in learning has been outlined by Schunk, Pintrich and Meece (2008). Affect has bearing in the way information is encoded in the brain and subsequently recalled the kinds of cognitive strategies that will be used; attention and working memory; and motivation.

Affect can be regulated through the use of affective strategies (White, 2008), such as reducing anxiety, encouraging oneself and monitoring one’s emotions (Oxford, 1990).

Successfully using such affective strategies can yield cognitive benefits in terms of greater control over learning outcomes (Benson, 2001 in McLoughlin *et al*, 2011). Hurd (2008) concludes that affective strategies are crucial as cognitive and metacognitive strategies for successful language learning.

An approach to understanding a 'strategy' is to regard it as 'problem-solving' but not in the usual way of producing solution. A strategy is a possible means of problem-solving that the learners select because it works effectively, and they are most comfortable with it (Swan, 2008).

Birbeck and Andre (2009) cited in Olatunji (2013) point out that the affective domain is a vague concept that could relate to at least three different aspects of teaching and learning. According to them, the affective domain firstly could be about the teacher's approach to teaching in terms of philosophy and what this communicates to the student. In this case, the affective domain relates to the way in which the teacher interacts with students to establish a relationship. Secondly, the affective domain could be about stirring up the affective attributes of students as a deliberate form of engagement. The essence of such a method could be to show disapproval or annoyance at an act of injustice and by so doing, some students may be encouraged to take a greater level of participation. With the first and second perspectives of affective domain, the onus is on the teacher to establish the learning environment. It is expected that students will respond positively or otherwise. However, they do not initiate or influence the learning environment as this is solely the teachers' responsibility. Thirdly, the affective domain could be about learners being engaged the development and understanding of their own motivations, attitudes, values and feelings with respect to behaviour as a citizen and a professional. The discussion in this study is based on the third perspective which is the learners' engagement with their own

English language development by being personally interested, motivated and showing positive attitude towards learning the language.

Affective domainis measured in terms of feelings, attitudes, emotions and values. Fehr and Russell (1984) in Kristina, Ore and Emilia (2011:11) noted that "everyone knows what an emotion is until asked to give a definition". Such is the case with the affective domain. According to Bloom, Krathwohl and Masia (1973) in Kristina*et al.*(2011:11), affective domain is the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. Some researchers such as Dettmer (2006), Hansen(2009) and Myunghee *et al*(2010:12) have developed the terms used by Bloom and others to include expressions such as "the ability to deal with things emotionally". Dettmer (2006), Hansen (2009) and Myunghee *et al* (2010) include proper attitudes, self perceptions, values, ethics, listening, and communication skills, inter-personal skills, intra-personal skills, conflict resolution, accountability, and willingness to help others into what is termed as affective domain.

Oxford (1990) suggests that through affective strategies, language learners can gain control over factors such as negative feelings, attitude, emotions, values, ethics and their communication skills, thereby helping them be proficient in oral English. Research has demonstrated, for example, that a slight positive mood does not just make you feel a little better, but also induces a different kind of thinking, characterized by a tendency toward greater creativity and flexibility in problem solving, as well as more efficiency, thoroughness in decision making by extension, oral proficiency,depending on the prevailing circumstance.

Hence, affective strategies can be seen as those learning aids learners and language teachers use in teaching students, students learning how to access information from memory, how they are helped to make connections between what they know and what they

are learning. How teachers assist them in problem solving and how they themselves assist themselves, and how teachers and learners promote retention of newly learned information. It should be borne in mind that the strategies enumerated above are all geared towards the (ESL) learners'oral English performance.

Affective strategies may, therefore, be summarized as; "the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information" in oral English (O'Malley & Chamot, 1990inGriffith and Nguyen, 2006) point out,"what good is the acquisition of a vast range of academic skills if we are unable to integrate them to real life situations". They observe that students need to be able to communicate value, organize, and characterize same to effectively utilize and make sense of what they have learnt. This being the case, it is extremely difficult, if not totally impossible, to attain maximally in the cognitive domain unless the complementary skills in the affective domain are taught well and carefully developed.

The idea that affect can influence emotions, feelings and attitude that individual learners bring into the oral English class is a notion that can be useful for this study. So also, are the affective strategies postulated by Oxford (1990) and White (2008).Such strategies as reducing anxiety, encouraging oneself and monitoring one's emotions. The strategies can be integrated into the teaching of oral English to students during the course of this research work,if they are selected by the students. For instance, teaching learners to affirm positive outcomes when faced with difficult Oral English exercises can be rewarding. Nigerians ESL students and indeed ESL learners in NigerState,need training on how to manage their emotions when faced with difficulties in oral English classes. This can be achieved by teaching and encouraging them to discuss with their peers. Talking about their fears, anxieties, oral English frustrations and even their failures, without inhibitions, can help learners in becoming better oral English learners. More inhibited students should

be encouraged to express themselves freely. Conversely, this research is not in agreement with the neuroscience claim as posited by Hurd (2008). This is because the Nigerian and Niger State societies have not advanced to that level of research as pertaining ESL learners. So also, Nigerian Oral English teachers have not taken time to study their learners' individual attitude, self perceptions, values, ethics, listening and communication skills in respect of oral performance as postulated by Detter (2006), Hensen (2009) and Myurghee *et al.* (2010).

2.3 Affective Strategies - Types/Components and Characteristics

There are different types of strategies used by learners that contribute directly or indirectly to language learning (Hismanoglu, 2000). Theycan be classified into three generic categories of metacognitive strategies, cognitive strategies and social-affective strategies according to Chang (2009). The language learning strategies which directly involve the target language (TL) are termed direct strategies; the strategies include memory, cognitive and compensation strategies. Direct strategies all involve mental processing of language.Conversely, the indirect strategies include metacognitive, affective, and social strategies and they provide indirect support for language (oral) learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation, empathy, and other means (Oxford, 1990). Oxford represents these strategies in the taxonomy of learning strategiesin Figure 2.1.

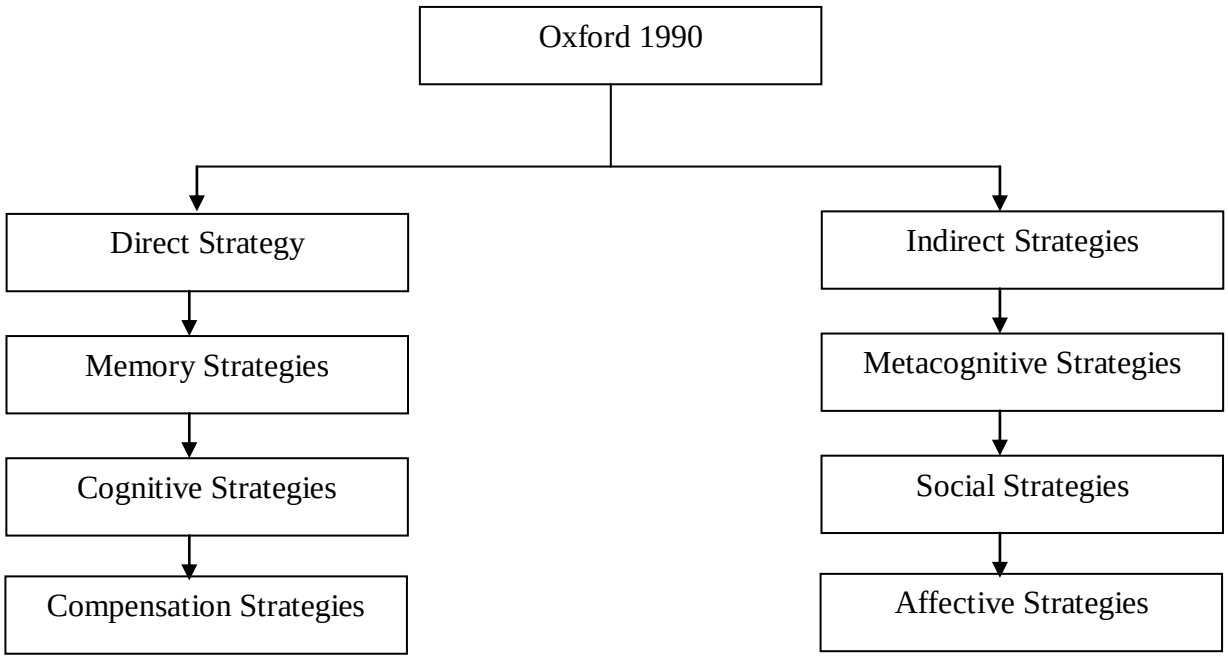


Figure 2.1: Taxonomy of Learning Strategies
Source: Oxford (1990)

Oxford (1990) gives an example of affective strategy as "I encourage myself to speak English even when I am afraid of making mistakes"(Oxford, 1990:296). The subset of the affective strategy include: lowering one's anxiety, encouraging oneself, and taking one's emotional temperature. In order to make ESL learners orally proficient, they need to be encouraged along the lines of the strategies enumerated above, and the teachers also need to motivate them to make copious use of oral language.

Oxford (1990:163) delineated three types of affective strategies that can be used to regulate learners' attitudes, motivation and emotions. They include: strategies for anxiety reduction – that is by using progressive relaxation and deep breathing exercises like music and laughter (humour). For self-encouragement –by the learners making positive statements in the face of discouraging situations.Taking risks and administering self rewards – like buying a bottle of drink or any type of reward as may be right for the moment. The third affective strategy is monitoring emotions –by the learner listening to his/her body language in terms of dealing with stressful situations.For example, taking a

short break, completing a checklist to reduce stress, writing a language learning diary as a memory enhancer and discussing feelings with peers.When these strategies are properly taught and learnt, they may help the learners in letting off some built-up stressful conditions.

The three subsets of strategies enumerated above all fall on a continuum from more teacher-controlled to more student-controlled, teaching/learning situation, although all can be taught and encouraged by the teacher.The teacher has more control over some than others. For example, the use of humour, music, visualization, and relaxation in the classroom would likely be initiated by the teacher, whereas self-talk, risk taking, and monitoring one's emotion are more student-regulated strategies.

The affective strategy components refer to two related aspects: one is the learners' individual factors– which include motivation, interest, attitude, anxiety, self-esteem, self-confidence, self-efficacy, and the other is, the relational factor among learners, between the learner and teacher, including teaching method, learning environment, interaction, and so on.Some of the learner's individual factors of motivation, anxiety, self-esteem/confidence are discussed briefly below.

Motivation is an inner drive, impulsive emotion or desire that moves one to a particular action (Brown, 1980:112) in Guos and Wang (2010). It is assumed that proper motivation will draw learners' attention and arouse their interest to learn. High motivation and positive attitudes might encourage L2 learners to participate more in class activities and oral practices.This in turn results in greater success in their language proficiency and competence in language speaking skills.

Motivation is important in language (oral proficiency) learning.Teachers need to pay more attention to making activities and materials exciting, stimulating, and interesting to learners in order to enhance their motivation. Well motivated students are more likely to

be active oral participants thus encouraging them to speak more which in turn will enhance their self-confidence/self-esteem.

Anxiety,on the other hand is an uncanny emotional condition in which one feels danger, loses power, experiences tension.Exposing students to an expected danger (Ellis, 1997)in Yusimah and Amjah (2014) is also an aspect of anxiety. It is generally categorized into three types:trait, state and situation – specific anxiety. Trait anxiety refers to an aspect of personality. State anxiety deals with an uncomfortable emotional state that is experienced as a response to a definite situation, for example, when it relates to a life threatening health condition. Finally, situation-specific anxiety is concerned with apprehension resulting from specific situations and events. Vanin (2008) describes anxiety as when a student experiences extreme and uncontrollable worry about future and past happenings, concerned about performing pertinently and significantly self-consciousness. Learners with anxiety often have negative attitudes about their own ability to get along with stressful academic situations viz-a-viz speech acts. Such students believe that they do not have the skills that are useful to adjust with a particular threat (Yusimah, 2014). Students who suffer from anxiety often misunderstand or boost the importance of the situations. This may ultimately negatively affect oral performance. Students who find themselves in such situations need to be helped by the teacher by talking them out of the corner they have boxed themselves into. This may be achieved by encouraging them that they have the innate ability to overcome their state of anxiety.

Language anxiety, according to Guo and Wang (2013), is fear or apprehension occurring when a learner is expected to perform in the second language. It is regarded as the biggest affective factor that obstructs the learning (oral English) process. It has been acknowledged that moderate anxiety can cause language learners' concentrated attention on oral English learning, whereas, too much anxiety can affect oral performance and

contribute to poor oral performance through worry and self-doubt. Anxiety is also an important element that directly reduces students' desire of participation, causing declined motivation, negative attitudes and oral English performance difficulties.

Some students do exhibit negative anxiety when they are required to answer questions or take part in some language activities like oral presentations, discussions, or role plays. Usually, students who do not enjoy interacting with others, who dislike performing (speaking) in front of others tend to be anxious when speaking.

For the purpose of this study, not all traces of anxiety in our learners can be traceable to trait and state anxiety. What most of our students experience from observation often is the situation anxiety.This has to do with either their being asked to speak publicly or in face-to-face oral examinations. So, such sufferers need to be coached and encouraged by the teacher and even less anxious peers to calm down and face their fears head long.

Research has shown that oral performance can be facilitated by the enhancement of self-efficacy, that is, "people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986:391 in Magno (2011). Perception of self-efficacy influences motivation; they determine the goals individuals set, the effort they expend to achieve those goals and their willingness to persist in the face of failure (Bandura, 1986in Magno (2011). ESL learners need self-efficacy to be able to perform well in any given oral exercise. These, in turn, influence achievement (Locke, 1996; Pintrich &Groot, 1990; Schunk, 1984, 1991; Schunk & Gunn, 1985 in Magno, 2011).

Self-efficacy is a requisite for successful language ability (oral proficiency). However, self-efficacy and self-confidence are not synonymous as Dornyei (2001:56) explains.Self-efficacy is always specific to a concrete (specific) task whereas self-confidence is usually used to refer to a generalized perception of one's coping potentials,

relevant to a range of tasks and subject domain. So, then, ESL learners need to be trained in the art of self-efficacy by the teacher emphasizing that they can do well in oral exercises if only they give their heart to it by involving in oral exercises at all times. When exposed to a lot of oral exercises like open-ended discussions, dialogues, conversations, learners will do well and this in turn will help boost their sense of capability which is good to oral performance.

Self esteem is defined as "a self judgment of worth or value based on feelings of efficacy – a sense of interacting effectively with one's own environment" (White, 1959 in Guo and Wang, 2013:58)". Brown claimed that no successful cognitive or affective activity canbe carried out without some degree of self-esteem.Self-confidence, knowledge of yourself, and belief in your own capabilities for that activity (Brown, 2002). A positive self-esteem, self-confidence, and belief in one's self are the factors the learners need to be able to do well in oral English.

Self esteem represents the degree of one's confidence and belief in oneself. From the observation of classroom learning, we find that learners with high self-esteem manifest more confidence and give more positive evaluation on themselves which promotes oral performance. Some students fail in oral English learning or feel less willing and confident in speaking English in class because they have a low self-esteem (Guo & Wang, 2013). They always keep silent or indifferent in oral English class. Most of their problems are related to low self-esteem. They usually feel unwanted, frustrated, and confused because they lack confidence and make more negative statements about themselves. Such negative statements may have dire consequences on their spoken English. Such learners who exhibit low-esteem often keep silent or indifferent in oral English class.

The role of self-esteem in learning a L2 is one of the major important factor for oral proficiency. It is very vital because a learner's success or failure depends mostly on the

degree of their self-esteem. Brenden (2001) mentioned that self-esteem has two aspects; self-confidence which is the sense of efficacy and self respectthat is the sense of worth.So, it behooves both the ESL learner and the class teacher to work together in boosting the learner's self-esteem by encouraging them to always take oral risks wisely by actively participating in oral English classes – mistakes and all. This is because mistakes are also part of the learning process. A learner with positive self-esteem and self confidence is likely to engage one in oral exercises in and outside the classroom. The affective domain reviewed is presented in Table 2.1.

Table 2.1 - Affective Domain Review and Authors

Affective Domain Review and Authors	Affective Strategies for Oral English	Affective Strategies Borrowed from the Review
Interest - Harackiewicz & Hulleman (2010) - Harackiewicz *et al*. (2000, 2010) - Hidi & Renninger (2006) - Hussin *et al*. (2000, 2002) - Kraft *et al*. (2011). - Wilmolras (2013)	- Creative positive, fun and happy classroom environment - Making oral English lessons entertaining - Giving meaningful tasks - Encouraging cooperative learning - Relevant content - Lots of out-of –class oral English activities e.g. discussions on their way back from school - Use of English language competitions e.g. debates, oral reading of poetry, storytelling and son on	- Creating, humorous classroom environment - Making oral English lesson entertaining .e.g converting some poems into songs. Use of tongue twisters - Cooperative learning activities .e.g dialogues, role-play and so on - Out-of-class oral activities - Oral poetry and storytelling, songs, riddles, tongue twisters - Relevant content
Motivation - Cokely, *et al*. (2001) in Kitjoroonchai, (2013). - Dornyei & Clement (2000) - Dhanasobhon (2007) in Nakhon (2013) - Liudiene & Metianine (2006) - Lomb (2008) - Pintrich & Schunck (1996) - Ryan and Deci (2000, 2008) - Wang (2008) - Wigfield & Eccles (2002) - White (2006) - Oxford (1990) - Kitjoronchai (2013) - Guang *et al*. (2003)	- Regular feedback - Stimulating learners' ideas through critical thinking - Involving students more in oral activities - Use of game-like competitions - Selecting specific, realistic short-term goals - Learners must realize the benefits of being proficient in oral English e.g. getting a better job, pursuing further studies (they must be futuristic) - Self encouragement - Teacher's good rapport with learners - Students need be encouraged the talk about their academic fears and frustrations - Constant use of praise when efforts are noticed - They must be taught how to reduce stress-use of check-list - Use of language learning diary as memory enhancers - Use of music where/when possible as a means of relaxation - Visualization - Use of humour to arouse their innate abilities to speak English	- Creating, humorous classroom environment - Making oral English lesson entertaining .e.g converting some poems into songs - Cooperative learning activities .e.g dialogues, role-play and so on - Out-of-class oral activities - Oral poetry and storytelling, songs, riddles - Stimulating critical thinking through academically relevant questions. - Teacher/learners rapport - Benefits of roal proficiency - Setting specific/realistic goals.

Affective Domain Review and Authors	Affective Strategies for Oral English	Affective Strategies Borrowed from the Review
Attitude - Alhmali (2007) - Abidim *et al.* (2012) - Al-Nofaie (2010) - Elyidirim & Aston (2006) - Fakeye(2010) - Feng & Cheng (2009) - Gardner *et al.* (1985) - Kara (2009) - Padwick (2010) - Popham (2011) in Olatunji (2013) - Reid (2003) - Robin *et al*. (2001) - Montaro & Kasprzyk (2006) - Sadighi & Zaradshan (2006)	- Teacher needs to help students see the benefit of learning oral English - Teacher needs to be less critical of every single mistake made by learners - Creating harmonious atmosphere in class - Asking questions that will generate critical thinking e.g. the use of poems - Use of rewards e.g. stars - Ensuring that students' grades improve through the use of constant practice and evaluation - Enthusiastic teacher attitude towards oral English lesson - Copious use of different learning aids – pictures, sketches, cartoons, drawings and so on - Learners must be helped to see the value in learning oral English in relation to their entire academic pursuit	- Creating, humorous classroom environment - Making oral English lesson entertaining .e.g converting some poems into songs - Cooperative learning activities .e.g dialogues, role-play and so on - Out-of-class oral activities - Oral poetry and storytelling, songs, riddles - Use of constant practice and evaluation - Use of rewards - Praise - Copious use of different learning aids e.g. sketches, drawings. - The value of being proficient in oral English. - Use rewards constantly – they may be 'mere words' or materials - Learners need to see the benefit of learning oral English - Teachers should be less critical of all learners of mistakes. - Ensure improvement in students' grades through constant use of practical and evaluation.
Self Confidence - Brown (2000) - Coopersmith (1967) in Hyesook (n.d) - Dornyei (2001) - Guo & Wang (2013) - Hoffman (1999) - MacLntyre *et al.* (1998) in Hyesook (n.d) - Palmer (2010) - Yates and Chisari (2013).	- Learners need to take more responsibility for their own learning - Being able to communicate by always practicing - The need to be helped to develop their self confidence - Reasonable mistakes should be accommodated - Self-confidence enhancing statement by the teacher should be generous - Unrealistic speech models e.g. speaking like native speakers should be played down - Enemies of self-confidence e.g. labeling, name calling, criticism, sarcasm must be discarded	- Creating, humorous classroom environment - Making oral English lesson entertaining .e.g converting some poems into songs - Cooperative learning activities .e.g dialogues, role-play and so on - Out-of-class oral activities - Oral poetry and storytelling, songs, riddles - Teacher's use of praise - No use of let-down words or statements e.g. negative comments, sarcasm, ridicule - Accommodate reasonable mistakes. - Generous use of self-confidence statement by the teacher e.g. "you have the capacity to make novel and correct sentences - Learners need to take more responsibilities for their own learning - Encourage learners to communicate in English language by always practicing - Reasonable mistakes should be accommodated.

2.4 Oral English - Concept, Nature and Coverage

Today, it is believed that the English language is spoken by over 1.5 billion persons worldwide (Crystal, 2000; Tapia, 2010; Ronnerdahl & Johansson, 2005). Its importance is inevitable. English language is a subject. It is also a kind of tool and means. Only human beings communicate with each other by way of languages, jointly contributing to the formation of the global village (Liu & Zhong, 2012). Spoken language is an important form and means to realizing the value of languages. Correspondingly, oral English teaching is one of the most important component of English teaching. So, oral English is spoken English for sole purpose of oral communication.

Humans utilize language to express a number of things like their emotions, feelings, fears and aspirations. Only humans have the capacity to express themselves verbally and in other non-verbal ways like facial expressions, body movement,gestures and even in keeping silent. Human language is learned based on the four basic language skills of listening, speaking, reading and writing. We must bear in mind that all human languages follow the same basic plan, no matter how strange or different they may seem. All humans are the same. Some appreciation for the abstract nature and structure of human language may not be out of place. As humans (learners), human beings, we share a great and unique gift, and we cannot appreciate how difficult it is to actually use language until we examine it in a dispassionate and analytical way.

So, whatever else people do when they come together – whether they play, fight, or make automobiles – they talk. We live in a world of languages. Tapia (2010) opines that nearly a billion people around the world speak English, which means that more people speak English as a second language than there are native speakers. In Asia for example, Tapia asserts that the number of English-users have surpassed 350 million, equal to the number of people who live in countries where English is the dominant language:the United

States, Britain and Canada. “there has never been a language that is spoken by more people as a second language than a first” says David crystal, whose numerous books include English as a Global Language (Tapia, 2010).

As human beings, the quality of our conversation and discussion are more or less dependent on our identities as a person and, therefore, it can be difficult to start discussion in classes with many shy students (Samuelsson & Nordgren, 2008). Students need to show their capacity and skills of the oral language isto be able to be assessed.It is the teachers’ job to find a way to make students feel confident enough to participate. Samuelsson & Nordgren (2008: 182) say that it is important that the speaking exercises should not be too artificial, as they then become difficult to assess. Therefore, teachers need to try to create exercises that are close to real life situations. Using speeches is a common way to work with oral proficiency and this type of assignment can also cover “the ability to formulate and communicate in English with spoken language”, and “the ability to adjust its language to different purposes, receivers and situations (Skolvertket, 2011). In order to achieve these, the teacher needs to introduce individual assignments in oral classes,and create a good classroom climate to avoid speech anxiety. Palmer (2010:95) suggests that teachers should give students easier tasks to start with and then advance to more difficult tasks.For example, introducing shorter speeches to begin with and follow this with longer and more difficult oral work. Students should also be givena lot of the positive feedback where the concrete elements of the performance are highlighted (Palmer, 2010).Feedback can support and strengthen the students’ development and learning process, but it is dependent on the quality of feedback. According to Jonsson (2010:81) it should give the students the answer to the questions, “where am I headed?” “where am I in relation to the goals?” and “how can I reach the goals?” Feedback can work in two ways, one positive and the other negative. According to Shute (2008) in Jonsson (2010:77), there are studies that show that feedback

should be portioned out, and preferably not contain excessive information. This is because with excessive information students may not be able to handle the amount of information in the feedback, thus making it negative. If the teacher gives students the right type of positive feedback, it will develop their oral English skills (William, 2010).

It is true that the English Language is the most widely spoken language in the world and that makes its importance inevitable. Accepted that the use of solely textbooks or other typical classroom materials may not enhance learners' oral skills. The focus on learners language development viz-a-viz oral communication is also genuine. The creating and using of exercises that are close to real life situations to stimulate oral participation is equally important. But the idea of introducing individual assignments in oral classes as suggested by Skolvertket (2011) may be a tall dream in our schools, bearing in mind the dearth of oral English materials, large class sizes, and more importantly acute shortage of well trained English language teachers – especially those who have passion for teaching oral English.

2.5 Oral English Performance

Many Nigerian English as a second language students particularly in secondary schools are still finding it difficult to effectively communicate using English as a viable medium. The necessary knowledge in Oral English appears lacking due to the absence of sound oral drilling in English (Opoola & Fatiloro, 2014). Oral English performance is the speaker's ability to understand and use utterances appropriate to different contexts. It means fluency in oral English language usage. Oral English performance is the actual use of language in concrete situation. For students to attain academic peak, mastery of English language knowledge is important. Everyday interactions demand the demonstration of the mastery of the linguistic knowledge.

According to Agbatogun (2014), acquiring oral skills in an L2 context is no mean task. There are several reasons for this; ranging from problems with the phonology of the L2, the phenomenon generally referred to as mother tongue interference, to cultural differences between the different languages or peoples (Okoh, 2002).

Second language (L2) learning requires that learners take ownership of learning activities through interaction, active participation and the use of the target language in a more authentic context (Lantlolf, 1994; Tabber & deKoeijer, 2010). Despite English being the medium of instruction in Nigerian schools, many students are academic underachievers because of their low level of communicative skills in English caused by teachers' reliance on the lecture method (Adesemowo, 2005; Oluwole, 2008). The traditional "chalk and talk" method which involves the teacher talking to students and writing notes on the chalkboard which results in rote learning, learners' low level of retention, and passive learning. Onukaogu (2011) remarked that the traditional method of Teaching provided learners fewer opportunities to participate actively in class; hence, learners are less confident to express themselves.

Interaction is a key element to successful instructional process. According to Singh and Mohammed (2012), knowledge is best constructed when learners involve in negotiation of meaning.In recent times, most educational theories emphasize social learning and learner-centered learning in knowledge construction. Studies have shown that classroom interaction promotes improved learning outcomes, and critical thinking (Chou, 2003; Kay & LeSage, 2009), and captures students' attention and interest (Sims, 2003). Individual learning styles influences interaction and participation in the classroom (DeBourgh, 2008). There are active learners (learn by doing), sensing learners (learn by discussing possibilities and relationships), visual learners (learn when they see things), and the sequential learners who gain understanding in linear steps (Felder & Spurlin, 2005).

The multimedia learning principle of Mayer (2001) proposes that auditory information is less contributory to effective learning than when text is combined with visual images. English as a language in school up to the university must be congruent with the function of language itself that whatever language, a language is a means of communication that is not only used in written form only, but also oral performance communicatively and contextually (Astuti,n.d). Oral English performance can be realized by the students' meaningful engagement in classroom activities, assignment and speech tasks as the implementation and application of language competence (knowledge) they have as a result of learning the language grammatical rule, structure and vocabulary.

Oral English performance denotes the production of actual utterances as a result of certain psychological processes (Vaclav, 2009). A very important thing in teaching oral English is that of understanding well what actually the function of a language is and what a language is in order to balance the students' competence and performance of that language. Language is a means of communication, language is a system for the expression of meaning, and language is viewed as a vehicle for communicating meaning and messages (Richards and Rodgers, 1992).

This theory underlies that language is not limited in knowing the language itself, but also that, it is an ability needed to make use of language communicatively and meaningfully. Language performance can be realised by the students' meaningful engagement in classroom activities, assignments, and speech tasks.

2.6 Affective Strategies and Teaching of Oral English

Affective strategies refer to learners' emotional attitude, motivation,values, interest, self-efficacy and so on as earlier enumerated. The language teacher whoaims at training learners to be proficient in oral English needs to work on these factors, by observing what language learning strategies students already appear to be using, andalsotheir behaviour in

class. The teacher can prepare a short questionnaire for students to fill in at the beginning of a course to describe themselves and their language learning. According to J vander,Kraft, Srogi, Husman, Semken & Furhrman(2011:71):

> *How many geoscience instructors have walked into their introductory class on the first day and asked the students something along the lines of: "what is your interest in the geoscience?"only to be met with a deafening silence?. How are we to interpret this silence? Is it students' lack of experience with geoscience prior to college (Ricky, 2002; Willyard, 2008), lack of interest in science in general, a fear of standing out, or is it that most students enroll in the introductory classes only out of necessity, in order to fulfil a science requirement.*

Since knowledge is a continuum and can cut across different learning strata, the quotation cited above can also be extended to the teaching and learning of oral English. The place of literature cannot be glossed over because working with literature – all the genres – poetry, drama and prose at the learners level is a good way for the students'oral discussions. Listening to English in their spare-time-by watching TV or listening to radiocannot be overstressed. Listening to music and trying to remember the lyrics is also good for relaxation. Of course, such music must be written and sung in good, intelligible English, not in slang expression or colloquial English.

Students should be encouraged to talk about their interests, do mini-presentations, have group discussions that revolve around what they find interesting so that they can speak about it feely and spontaneously, like in real-life situations (Kristina *et al.*, 2011). The oral presentations will help the learners share ideas, their fears thereby helping them know that whatever problems they have are common to their oral English learning. In order to be understood, students have to have the basics down, so the grammar is extremely important no matter whatthey do, write or speak. They also have basic vocabulary in order to be understood.

This researcher is of the opinion that learners need to be motivated to speak, and one way to do so is for the teacher to work with what interests them. This can be achieved by making sure that the class is conducive for oral exercises by the teacher making it lively and fun (Ali & Kumar, 2014).By creating a good atmosphere in the classroom such as introducing topics that are interesting and adding some amount of humour; to create a place where the students feel like they can speak without getting judged. Learners need to be relaxed, by having it behind their minds that they can make mistakes. This researcher opines that ESL oral English learners should understand that it is fun to learn English (Kristina *et al.*, 2011).

One of the ways for learners to acquire oral proficiency is to work with it a lot of language use and often. This is in agreement with Krashen's (1981) theory of comprehensible input hypothesis. According to this theory, learners improve and progress along a natural order when they receive consistent L2 input that is one step beyond their current stage of oral competent. When students work a lot and often, they get used to speaking in front of others in difficult situations and with differentpeople. Students will build up confidence and they will be, therefore, more likely to be more competent speakers of English.

Taking all that has been saidtogether, therefore, activities and strategies that are commonly employed in the classroom e.g. fun videos, entertaining teaching activities that can promote oral performance can be incorporated into the teaching/learning situation (Kristina, *et al.* 2011, Ali & Kumar, 2014). In order to sustain interest, students must be engaged in meaningful tasks, learning content that they find relevant, in which they are actively engaged (Harackiewicz *et al*, 2000, Renninger and Hidi, 2002). Cooperative learning strategies provide opportunities for active oral engagement because as they work together, they are bound to ask and answer questions from each other and one another and

students who are in the first phase of interest development will especially benefit from self-reflective support and cooperative learning they get from speaking (Renninger, 2009). Table 2.2 shows affective strategies domain for teaching oral English.

Table 2.2: Affective Strategies Domain for Teaching Oral English

Affective Strategies for teaching Oral English Reviewed	Major Points Reviewed	Aspects Borrowed for the Study
- Quantum exposure to oral exercises that are close to real life situation, - Familiar oral activities, - Good classroom climate to avoid speech anxiety - Positive feedback - Oral tasks should progress from simple to complex - Listening to radio/television broadcasts, - Listening to music – especially in English language - Students need to be encouraged to talk about their interest - Get involved in group/class discussions - Get activity involved in mini-oral presentations - Share ideas - Relevant content	- The importance of learners' interest in the oral English class - The place of motivation - The positive effect of engaging the learners in a lot of in-and-out of class oral activities - Teacher's enthusiasm - Relevance of content to the learners' life goal - The importance of humour in dissipating speech anxiety	- Learners' interest - Motivation - Positive feedback - Enthusiasm - Use of humour - Use of songs – especially in teaching poetry. - Storytelling activities - Engaging students in lots of speech activities e.g. debates - Good classroom atmosphere - Quantum exposure to oral activities that are close to real life situations e.g. 'the most interesting day of my life' - Encouraging them to talk about what interests them – any event of interest

2.6.1 Affective Strategies and Performance in Oral English

According to Magno & Lafom (2011), exposure to the English language is a major environmental factor that can affect an individual's proficiency in the language. Much as this researcher agrees with Magno and Lafom that ESL learners need to discuss with friends, family members, classmates and peers in order to bring about proficiency, the situation here in Nigeria, viz-a-viz Niger State is not ripe for such activities. Not to talk about the learners reading books,, magazines, newspapers and other wholesome print materials. The situation looks bleak, but we can hope for brighter days where our learners will be so motivated that they would encourage their parents/guardians to buy their school books.

Previous investigations on levels of language exposure show that there has been no clear definition as to what exposure is, whether it is a matter of time, frequency, type of materials, or amount of materials read (Jia, 2003; Ji, Zhang, & Nisbett, 2004; Kim & Margolis, 2000) in Magno (2011). Given these critical attributes of exposure to a second language, it is necessary for a second language learner to have sufficient amount of time to acquire a new language. Lessaux and Siegel (2003 in Magno, 2011) demonstrate this in a study in which non-English speaking participants acquired adequate proficiency after two years of exposure to reading, spelling, phonological processes, and memory of the English language. This shows that an individual needs time to monitor and evaluate his own progress in learning a new language (Victori & Lockhart, 1995 in Magno, 2011).

Magno, de Carvalho, Lajom, Regodon, and Hunagan (2009) in Magno *et al*. (2011) defined exposure as the total amount of time by which an individual has contact with a second language, whether it be verbal or written, formal or informal or active or passive communication. Adopting this definition, exposure to a second language occurs whenever individuals engage in conversations with family members, friends, classmates, and

colleagues using the second language. Other instances include reading (books, magazines, newspapers, etc.), encountering information being disseminated in different multimedia sources, or even passively listening in any situation in which the second language is being spoken. The study provides evidence that exposure is a matter of context. It was found that Taiwanese students in the Philippines significantly have higher English exposure than Taiwanese students in Taiwan. Thus, exposure is defined in the present study as contact with a second language, where exposure levels vary depending on the level of second language use in a particular context.

Several studies (Holmes & Brown, 1977; Kim & Margolis, 2000) in Magno *et al*. (2011) claim that in second language learning, the level of exposure that an individual has to the second language is one of the factors that is directly related to proficiency in that language. Results from previous studies on exposure and language proficiency are mixed. Some studies found that Chinese people who immigrated to English-speaking countries and have been exposed to English, were still found to commit grammatical errors (Flege, MacKay, & Meador, 1999) in Magno (2011). Although a high degree of exposureto a second language offers invaluable opportunities that may help them in acquiring not only the linguistic rules of the language and its functional and discourse competences but also the sociolinguistic competence (i.e., skills at using a language in social context) required for more effective communication (Jia, 2003; Jia, Aaronson, & Wu, 2002; Flege, Yeni-Komshian & Liu, 1999) in Magno (2011). Despite the inconsistent results, the majority of studies still credit exposure as the primary factor affecting English language proficiency and attributes variation in proficiency to individual differences (Cazden, 1968; Jia, 2003; Mervis & Johnson, 1991 in Magno, 2011).

Another way in which exposure to the second language can have an effect on language acquisition is by affecting students' motivation to learn the second language. Kim

and Margolis (2000) assessed different kinds of language exposure (exposure via instruction vs. via multimedia vs. via travel to English speaking countries) and correlated them with students' levels of motivation to learn English as a second language. Their results presented a positive correlation between motivation to learn English and learning the English language from native English-speaking instructors. Moreover, students who watched a greater amount of English material on televisionwere found to be highly motivated. More specifically, high exposure to a second language may provide opportunities and context that can help individuals enhance the ways in which they acquire that language. Given that English language learners become more proficient through the amount of time in contact with the language and the socialization process where English is used, it is hypothesized in the study that exposure in the English language helps to acquire the necessary linguistic competencies to effectively communicate in a second language.

In the present study, it is also being hypothesized that individuals with higher metacognitive knowledge will consequently have better oral proficiency. This can motivate the learners to speak more, thereby boosting self-confidence.

Affective strategies in Oxford's (1990) classification, as earlier mentioned, have been categorized as indirect strategies. For instance,this researcher opines that a little word of encouragement from the teacher or peers can help a learner continue to speak thereby building self-confidence, while a negative comment has the 'power' to make the learner"recoil into his shell". Affective strategies such as identifying one's mood and anxiety level, talking about feelings, rewarding one's self for good performance, and using deep breathing or positive self talkhave been shown in different studies to be related with and have an important effect on second language proficiency and particularly oral English (Oxford, 1990; 1995; 2003). In studies conducted by Dreyer and Oxford (1996, cited in Oxford, 2003) among South African EFL learners and by Oxford and Ehrman (1995, cited

in Oxford 2003 in Saeid Najafi Sarem) among native English speakers learning foreign languages, it was concluded that affective strategies are significantly related to L2 proficiency. Furthermore, Nakatami (2005) hypothesizes that raising learners' awareness of strategies that they might use to solve potential communication problems could develop their oral proficiency.

Peer interaction is seen as very important in the development of affective factor (Oxford, 1990; Krsitina *et al.*, 2011). Learners feel more comfortable to talk about their feelings and emotions with their classmates compared to talking with their teachers and this in turn, has a positive effect on the whole language learning and more importantly, oral English performance. This, in turn has a positive effect on the whole process of language learning (oral English). Vygotsky (1978, cited in Brown, 2000) maintained that social interaction is fundamental in cognitive development. This researcher agrees with Vygotsky that social interaction is fundamental, necessary, and of great value for oral English proficiency. Learners' emotional states and their feelings were shown to have a significant effect on the ease and speed of second language learning by a study carried out using an Iranian Advanced EFL learner at Sharif English Language Institute in Asadabad, Hamedan (Sarem, n.d).

In the study cited above, the first and most important finding is the significant role that affective strategy played in L2 learning. The strategies this learner used included: active participation in class discussions and exercises. He always volunteered in doing the exercises and kick started speaking activities in classroom. This subject according to the researchers was also very good in listening comprehension and always wrote down listening transcripts before going to the class. The study also showed that the subject was a highly motivated learner. His attitude towards learning the English language was positive. It was also reported that he was the only student who always did his homework completely

and accurately. The subject reported that he usually tried to relax whenever he felt afraid of using English, and that he always gave himself a reward or a treat when he did well in English.

It was found out that the learner's emotional state and feeling played a significant role with the ease in which this 18 year old Iranian learned English. Generally, the study concluded that having positive emotions, and feelings, being away from high anxiety, having the power of (Oral) risk taking, and expressing freely one's feelings through social interaction with peers were among the factors that led to efficient language learning.

2.7 Interest as Affective Strategy for Developing Oral English

It is important for a language teacher to facilitate students' interest towards learning and perfecting oral English language (Hussin et al, 2000). Due to difficulties in learning English language in Nigeria, students can lose interest easily. Interest is one of the strongest motivating factors for learning English (Wimolmas, 2013). Therefore, it is important to find out the underlying possible factors which affect students' interest in learning English (Wimolmas, 2013).

Interest comprises affective response and focuses attention to content over a sustained period of time and may result in a desire to re-engage with the content based on predispositions (Hidi and Renninger, 2006). Hidi and Renninger (2006) in Kraft (2011) defined four phases of interest, starting with "triggered situational interest" and ending with well-developed "individual interest". Triggered situational interest requires an external agent (e.g. a teacher) to excite the language learner about a topic.In order for interest to be sustained and become self-driven it must become internalized with individual interest. Although students may come into the language class with few opportunities for the development of interest which may be due to their lack of prior exposure to the rudiments of oral English, the teacher can provide opportunities to trigger "situational interest" by

bringing interesting novels and captivating materials to class.For example, pictures, drawings cartoons and so on. Learners can also be encouraged to bring up the areas of their oral English interest and the teacher working together with them can create maintained situational interest".This can lead to an enduring personal oral proficiency development. Moving students from "triggered" to maintained situational interest requires exposure to content and specific supportive feedback that allows ESL learners to experience success and relate the content to their own experience (Hidi and Renninger, 2006). The movement from triggered situational interest to "emerging individual interest may be gradual, requires multiple triggers such as creating a positive, fun and happy, less stressful classroom environment and may regress (Renninger, 2009). Enjoyment is distinct from interest being more dependent in the individual students' predispositions, whereas interest is more dependent on the environment and culture of the classroom (Harackiewicz *et al*, 2000 in Kraft, 2011).

Research on the development of interest also underscores the importance of creating a positive learning environment.Students who have positive associations with the content may begin to develop individual interest, which is the greatest predictor of choosing to register for another geoscience course (Harackiewicz *et al*., 2005 in Kraft 2011). Since learning/knowledge may be said to be a parallel or a continuum, this assertion can also be applied to oral English learning by the teacher teaching the learners to say what interests them most in the oral English class.

In order to arouse or trigger situational interest in ESL learners therefore, teachers have to find the right strategies for example, asking them questions about themselves, their interest, fears and frustrations. This will open up conversation/learning channels for the learners to maintain interest in their oral English language lessons. Hence, through

meaningful and interesting activities and the support of the choice of appropriate teaching materials, teachers will be able to attract students' interest in learning Oral English.

A persistent problem faced by many English language teachers, especially the non-specialists, is the attempt to sustain genuine interest in continuing to learn oral/spoken English. Teachers have to create a healthy balance between preparing students for a standardized examination and for life-long language skills (Hussin *et al*., 2002). Based on general observation of language teaching in schools, at least in Niger State, more teachers tend to ignore the important factors such as positive self-concept, high self-esteem, positive attitude, clear understanding of the goals for learning.Continuous active participation in the language learning process and the relevance of a conducive environment that could contribute to the success of language learning are also glossed over. In most cases, teachers are encumbered with how to drill the students to obtain high scores in the oral English paper at the National Examination level. The problem, therefore, for many English language teachers, especially the non-specialists, is *how* to encourage genuine interest among learners to continue to learn and use spoken English language once the examinations are over (Hussin *et al*, 2002).

Young language teachers require a break away from the traditional method of teaching oral English by monitoring of examination-format exercises through short, fun-filled activities which at the same time will help reinforce items learnt in the drill practice sessions and make them score well in the exam. The in-class and out-class activities should be related and continuous. For instance, in participating in role plays, language learners can be further encouraged to use the language learned in a drama as part of the school's teachers' day celebration or any other celebration. So also, poems created in class activities could be read at the school's general assembly (Hussin *et al,* 2002).

There are also other activities and strategies that are commonly employed in the classroom,(for example, fun videos, entertaining lectures, songs, play-lets, word games-tongue twisters).These may arouse, but may not maintain interest. In order to sustain interest, students must be engaged in meaningful tasks, learning content that they find relevant, in which they are actively engaged (Harackieancz *et al*, 2000, Renninger and Hidi, 2002) in Kraft (2011). Cooperative learning strategies provide opportunities for active oral engagement, and students who are engaged in such learning environments are very likely to be interested in learning as they journey through the "maze of knowledge" (Kraft, 2011).

Learning often involves discomfort, confusion, and frustration which may have negative consequences if not properly handled.Both instructors and peers can help foster positive emotions to counter those that may lead students to disengage and truncate the journey(Boekaerts and Minnaert. 2006 in Kraft, 2011). Flannery (1992:911 in Kraft, 2011) makes the point that in order to transform feelings of frustration, helplessness, confusion and intimidation into feelings of competence and joy, "for affective change to occur, feelings must be allowed to surface in the classroom.The objective must be joined to the subjective, the rational to the intuitive and aesthetic". This is by encouraging and teaching them to see and discuss the beauty in the use of language, the beauty in their environment and the noble character of people around them. The whole human must be nurtured and allowed to blossom in the oral English class. Having students work together in a carefully structured environment of cooperation and support (Johnson *et al*, 1991 in Kristina, 2011) can allow feelings of oral proficiency and performance to emerge and both cognitive and affective change to begin.

Therefore, one major solution to trigger and sustain ESL learners' oral proficiency is to develop a continuous programme which includes an integrated in-class and out-of-

class language activities that can help nurture students language skills. Students themselves must help themselves by sticking to the oral use of English whether the teacher is there or not, whether they are in school or at home. The teacher can stimulate this by giving them oral exercises that they can practice like oral description of places, objects or narrating an interesting event peculiar to their environment and as they go home from school. By so doing their oral proficiency level will rise and this will keep the interest temperature on and high.

Due to the difficulties in learning oral English students may lose their interest easily. Interest is one of the strongest motivations for learning. Therefore, it is important to find out the underlying possible factors that may trigger interest. Teachers may also use printed materials such as books, cartoons, pictures and so on to arouse the learner's verbal interest to speak.

Furthermore, learners need to be encouraged along the lines of positive self-concept, continuous active participation in oral language process. The use of story-telling corner, read-to-me corner, essay and drama competition, poetry reading, conversation partners and so forth (Hussin *et al.,* 2000).

These activities should be supported by classroom or school environments that provide strategies to encourage the use of oral language, such as labels in and around the school, murals, consistent exposure to language competitions,choral speaking, scrabble and English notice board (interactive in that learners can pose question or reply to questions) (Hussin *et al.*, 2000). All these need to be acknowledged and recognized in form of rewards and encouragement. For example, prizes, public mention, star prizes, to sustain interest in the use of language.

Much as this researcher agrees with most of the strategies, there is a reservation to the use of murals on the school walls. This may be difficult to achieve in the government

schools especially in the rural areas. The use of choral speaking may be difficult to introduce here in Nigeria, let alone Niger State. From observation, not many people know or even enjoy choral music, talk more of choral speaking.

The use of scrabble to enhance interest in speaking is another idea that needs to be looked into for now. Even though we do know that there are scrabble champions in Nigeria, the game is yet to gain ground in most of our urban areas, not even mentioning it in the rural schools. Table 2.3 below shows the interest enhancing affective strategies for oral performance.

Table 2.3: Interest Enhancing Affective, Strategies for oral Performance

Affective Strategies to Enhance Interest in Oral English	Characteristics of the Interest Enhancing Strategies	Aspects Borrowed for Interest Enhancing Strategies for this Study
- Exposure to content and specific supportive feedback - Learners' experiential background - Positive, fun happy classroom - Less stressful classroom environment - Entertaining lessons - Meaningful tasks - Relevant content - Cooperative learning activities - Out of class activities - Nurture the students language skills - Use of language competitions - Use of encouragement and rewards	- Students who are interested engage more in oral activities - Happy, goal achieving oral English learners - Self confident students - Enthusiastic learners - Learners who are able to get along with each other/one another through cooperative learning - Well nurtured students in language skills	- Relevant content - Out-of-class oral activities - Cooperative learning - Use of songs-poetry - Positive, fun happy classroom - Less stressful classroom atmosphere - Learners experiential background - Positive feedback

2.8 Motivation as Affective Strategy for Developing Oral English

Research on motivation in L2 learning started with the work of social psychologists Gardner and Lambert (1972) and Gardner (1985). Motivation in L2 acquisition (SLA) refers to the attempt and desire to learn a language and the positive attitudes towards learning it (Dornyei, 1994).

Research on what motivates students to learn provides insight into why certain pedagogical practices are effective for capturing students' attention and changing attitudes. For example, students who perceive course content to have less value show lower levels of motivation to learn (Wigfield and Eccles, 2002). Teachers need to find out from oral English language learners what motivates them in order to design effective learning opportunities.

Motivation serves as the initial engine to generate learning and later functions as an ongoing driving force that helps to sustain the long and usually labourious journey of acquiring an L2. Indeed, it is fair to say that without sufficient motivation, even the brightest learners are unlikely to persist long enough to attain any really useful oral English proficiency. Most learners with strong motivation can achieve a working knowledge at the L2, regardless of their language aptitude or any undesirable learning conditions.

Motivation is an important area of research on students' learning. For instance, self-determination theory (SDT), aspect of motivation theory, is a useful starting point that describes students' willingness to engage based on fulfilling three fundamental psychological needs:Autonomy, Competence and Relatedness (Ryan and Deci, 2000). These needs influence students' responses in the form of goals and self-regulation. Students who are able to have some control over their learning experiences (autonomy), who feel capable of succeeding in a task (competence) and who feel part of a classroom community (relatedness) are more likely to be intrinsically motivated. Students who are

intrinsically motivated have a positive affect toward learning oral English.They are active learners and are more likely to manage their own learning (Deci and Ryan, 2008 in Kraft *et. al,* 2011).

Gardner (1985:10) in Toomnan (2015) stated that motivation is "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in the activity." According to Gardner, in order to understand why language learners are motivated, it is essential to understand the learners' ultimate goal or purpose for learning the language. He referred to this as learner's orientation. His theory of second language learning motivation is identified in two distinct orientations; namely, integrative orientation and instrumental orientation, both of which affect foreign or L2 language learners in one way or another.

In integrative orientation, learners acquire a foreign or second language to become familiar with members of the language community or to learn about their culture or values.Motivation to learn a second language stems from positive feelings toward the group that speaks that language (Gardner, cited in Dornyei, 2001:50). This type of motivation is defined by Deci and Ryan (2008) as intrinsic motivation in which learners find enjoyment and interest in learning a language with a positive attitude. Integrative orientated learners may even have a desire to increase their affiliation with the target community (Liuoliene & Metiuniene, 2006).They may also have a strong desire to learn the language and have optimistic view towards the learning situation, and are more, likely to expend more effort and efficiency in learning the language. Likewise, Clement, Dornyei, and Noels (1994), found that learners with high integrative motivation tend to work harder and learn faster than those who have low integrative motivation.Language learners reflect their willingness and interest in social interaction with members of other groups (Gardner & MacIntyre, 1993, 159 in Cheng-cheng & I-Cheng-chang, 2013). Dornyei and Clement

(2000) found that integrative motivation is the most powerful general component of language-related affective disposition, determining language choice and level of effort language learners intended to invest in the learning process. Learners with integrative orientation show great interest in English, put more effort into English learning, have a high academic self-concept (Cokley, Barnard, Cunningham, & Motoike, 2001), high self-efficacy (Yi-Guang, Lin et al., 2003). They also tend to persist when facing challenging tasks, recognize the importance of learning the language and internalize learning into their self-value system (Wang, 2008).

Conversely, a student who engages in a task only in order to receive rewards such as grades which is desirable and serves as feedback, rather than for the learning experience itself, is described as being extrinsically motivated (Deci & Ryan (2008) in Kraaft *et al*, 2011). Extrinsically motivated students may remain focused on rewards and outcomes rather than on learning itself. From this researcher's observation, these are the types of L2 learners prevalent in Nigeria schools. Most learners tilt towards passing examinations and not the gains of knowledge for future benefits. Rather than focus on the notions of extrinsic motivation, it may be more appropriate to examine how teachers can make language learners sustain interestand be motivated in the content.

Teachers need to understand that providing students with learning experiences that meet their needs for competence, relatedness, self-esteem, and enjoyment can increase their intrinsic motivation.By giving themchoices, teachers can often enhance their persistence and sense of autonomy (Pintrich & Schunk, 1996 in Valivia, McLauglin & Mynard, 2011). Motivation depends greatly on the context, people involved and specific circumstances (Pintrich & Schunk, 1996). In this wise, teachers can enhance learners' oral English by helping them to use relaxation techniques like positive talk, words of encouragement,humour as they encourage spoken language always. Teachers need to go

the extra mile in making language learning enjoyable and less stressful. As Lomb (2008:46) emphasizes, "success in learning anything is the result of genuine interest and amount of energy dedicated to it".

Dornyei (2005:65) adds that motivation "provides the primary impetus to initiate foreign language (FL) and driving force to sustain oral English. Therefore, motivation is also one of the important affective factors that influence language learning. It is opinedthat language learning (LL) is affected by socio-cultural factors which consist of integrativeness and attitudes towards the learning situation and that they are related to the learner's socio-cultural environment.

That teacher's need to find out from learnerswhat motivates them to learn oral English is a welcome opinion. That the learners' oral needs need to be taken into consideration is also important, and that most of our learners are extrinsically motivated is obvious. This is because we do know that their learning oral English is to pass their examinations and may be proceed to the higher institutions. However, finding out from individual oral English learners about what motivates them is an up-hill task, as this may not be easily achievable bearing in mind the large class sizes we have in our secondary schools. This generates sequential challenges such as lesson planning problems, classroom management, instructional ineffectiveness and noise-disturbance. Learners rarely have the opportunity to develop and improve their language communication skills in large class, and they gradually become passive listeners. Passive listeners will not master oral skills despite hours of learning invested in language classroom. Therefore, to be successful in oral English, learners must keep practicing oral language wherever they have the opportunity since language is considered to be a skill (Dhanasobhon, 2007 cited in Nakhon, 2013). So also is taking their individual oral needs into cognizance. In a society as ours where the emphasis is solely on passing internal, external and other qualifying examinations it may be

difficult to achieve all of these goals as lofty as they may be. All hope is not lost however, as with more determination by qualified oral English teachers, we hope to get there some-day.

2.8.1 Motivational Strategies for Developing Oral English

Motivational strategies refer to those motivational influences that have positive effect. Success in oral English usually depends on the extent to which individual students strive to attain the purpose and their desire to do so. In general, people have come to refer to this psychological factor – the impulse that generates the actions – as motivation. Of note is the fact that proficiency in oral English for some individuals is dominated by the drive to succeed, to be high achievers in it, whereas for others, it really does not seem to matter whether they do well or not.This second category of learners are, indeed, the concern of this study in this 21st century. Also worthy of note is that a student might be inclined to avoid engaging in oral English practice because of fear of failure.

Behavioural psychologists were the first to recognize the power of feedback as a motivating influence, though the latter was largely considered in terms of external forces that iswhich specific conditions give rise to what kind of behaviour and how the consequences of that behaviour affect learner. Several other motivational strategies used by teachers all over the world have their roots in the principles of behaviourism.Feedback can support and strengthen the students' development and learning process, depends on the quality of the feedback. According to Jonsson (2010:81 in Kristina *et al.,* 2011), give students the answer to the questions: "where am I heading?", where am I in relation to the goals?", and "how can I reach the goal (n.h). Feedback can work in two ways: one positive and another negative. According to Shute (2008) in Jonsson (2010:??), "there are studies that showed that feedback should be portioned out, and preferably not contain excessive information" (n.h). With excessive information, there is a risk that students cannot handle

the amount of information and then they do not know how to handle the feedback. But if the teacher gives the students the right type of feedback, it will develop their language skills (William, 2010).

The importance of stimuli survives in the form of giving learners meaningful, relevant and interesting oral tasks to do.So also, the importance of oral response, precise and oral encouragement for the learners' positive efforts cannot be contested anymore by anyone as these will serve as impetus to them to keep up with their oral skills. The natural order hypothesis which encourages copious use of oral exercises and the theory of the affective filter have come to emphasize that learners make sense of various external oral influences in ways that are personal to them.So, according to their internal disposition, they will allow or prevent the external input to be received; hence, the importance of creating a relaxed atmosphere in the language classroom and of adopting a positive attitude towards the learner where they can be encouraged to speak. Certain language points may take learners sometime to absorb so praise and encouragement from the teacher and peers will keep motivation up. L2 teachers must be conscious that individual students have preferred modalities of learning, that what is good for one learner may not always be good for everybody. So, teachers must be encouraged to adopt a more flexible outlook upon the process of oral English language teaching, adapt their programmes to the needs of the learners and the area where they are teaching. Where the teacher recognizes different personality variables in the language class, such teacher needs to adopt strategies that will help such students.For example, the teacher needs to work to help learners who lack self-confidence, are shy, afraid to express their opinions, and are nervous by taking personal interest in them within the acceptable norm. Such students can be paired with the more expressive ones to help nurture them. It is also important that the language teacher notes that a friendly/supportive class/school environment may be decisive in such situation.

The ESL learners' individuality is an important component influencing motivation to learn which cannot be overlooked because that forms his/her individual feeling of competence and self-efficacy. Displaying no signs of inhibition, such oral learners are usually eager to take language risks, are not afraid of making oral English mistakes and are ready to adopt some of the identified characteristics ofanother cultural group. Their affective filter is low and they can grasp much of the comprehensive input they are faced with. Such learners,one often referred to as mastery oriented, they tend to understand failure in terms of lack of effort and seek to improve their subsequent oral performance. Krashen (1981) drawn attention to the fact that variables in L2 acquisition derive both from the amount of comprehensible input the acquirer receives and understands and from the strength of the affective filter.

The role of the teacher needs be recognised as being highly significant in all the stages of the motivational process. In as much as motivation is no longer thought of only as integrative or instrumental,it has to be considered as key to learning something in many cases created, fostered, and maintained by an enthusiastic and well-prepared classroom teacher. Language teachers' enthusiasm, acknowledgement, and stimulation of students' ideas, and enjoyable atmosphere in the classroom, the presentation of activities in a clear, interesting and motivating way, the encouragement of learners with difficulties, helping them to increase their expectations of themselves are all keys to developing oral English (Olaofe, 2013).

In a word, motivation is the thing that can keep learners going. The famous Chinese educationist, Confucious, said "Tell me and I forget, Teach me and I remember, Involve me and I learn". This is to say the more involved a learner is the more he/she remembers. So, the motivational strategies carried out by Dornyei and Csizer (1998) in Hungary and a

modified version used by Hsing-Fu Chen and Zoltan Dornyei (2007) will be adopted for this study and such strategies include:

1. The use of humour and laughter;
2. Respect, accept and care about each oral English learner; by not being over critical of their mistakes;
3. Use of group work, game-like competition;
4. Monitoring students' accomplishment, and taking time to celebrate success or victory;
5. Regularly reminding students that successful mastery of oral English is beneficial to their future (e.g. getting better jobs or pursuing further studies either abroad or in Nigeria);
6. Encourage students to select specific, realistic and short-term oral learning goals for themselves (e.g. 5 or more short sentences everyday);
7. Teach the students self-motivating strategies (e.g. self encouragement) so as to keep them motivated when they encounter oral exercise distractions;
8. Make sure grades reflect not only the students' achievements but also the effort they have put into the oral tasks;
9. Show enthusiasm for teaching oral English by being committed and motivated yourself;
10. Invite some English speaking foreigners as guest speakers to the class (This may not be easily achievable in present day Nigeria, because, most of the English expatriates are no longer around);
11. Help the students develop realistic beliefs about their learning (e.g. explain to them realistically the amount of time needed for making real progress in oral English);
12. Establish a good relationship with the students;

13. Use short and interesting opening activities to start each class (e.g. fun games);
14. Adopt the role of a facilitator (i.e. the teacher's role would be to help and lead the students to think and learn in their own way, instead of solely giving knowledge to them;
15. Show students that their oral effects and achievement are being recognized.

Note that there are forty-eight (48) items under these strategies but only 15 modified items are listed in the study. Table 2.4 shows the motivation strategies reviewed.

Table 2.4: Motivation Enhancing Strategies Reviewed

Motivation Enhancing Strategies Reviewed and the Author	Characteristics of Motivation Strategies	Aspects Borrowed for the Study
- The drive to succeed in tasks – Deci & Ryan (2008) in Kraft *et al.* (2011). - Competence, relatedness, self-esteem and enjoyment (Sarem & Toughing n.d). - Teachers need to motivate the learners through praise instead of sarcasm (Oxford, 1990). - Feedback - Stimuli (Kraft *et al.*, 2011) - Encouraging learners with difficulties helping them to increase their expectation of themselves (Olaofe, 2013) - Use of humour (Ali & Kumar, 2014) - Use of game-like activities (Competition)	- Oral English improved in that learners are able to communicate better - They became more confident to exercise their oral ability - They became more competent - Increase in their expectation of themselves - They were more relaxed and happy in the oral English classes	- Use of feedback - Encouraging those with difficulties to practice more through oral exercises and laughter - Use of humour - Use of game-like activities e.g. songs, tongue twisters - Increase in the use of poems and short stories - Oral competitions, e.g. debates, group discussion, dialogue. - Conversations, describing objects, places and events of interest - Respect for learner's feelings, and recognizing individuality - Encouraging learners to select specific, realistic and short term oral activities for themselves .e.g using 5 or more sentences every day. - Teach students self-motivating strategies e.g. encouragement, reinforcement e.g. giving self a bat-on-the back - Giving grades that reflect efforts made by learners in oral achievement and not on examination grades only.

2.9 Attitude as Affective Strategy for Developing Oral English

A major area of L2 learning research area in recent years is the affective variables – attitude. A learner's attitude is influential to learning it especially if the attitude is positive. Sarnoff (1970:27) in Sadighi and Zaradhan, 2006) defines attitude as "a disposition to react favourably or unfavourably to a class of objects". By implication, positive attitude in oral English will enhance oral performance and proficiency.

Popham (2011) cited inOlatunji (2013) opines that the reason for the importance of affective variables such as students' attitudes, interest, and values are because they typically influence future behaviour. Olatunji (2013) went further to state that it is necessary to promote positive attitudes towards language learning today as inclination to pursue oral language learning in the future. In order to make oral English learning worthwhile, we need to be sure of students' attitude towards English language, whether they like the language or not, and why they like it.

According to Gardner, Lanlone, and Moorcroft (1985), in Toomnam et al. (2015), attitude is a factor that has an impact on FL learning since how much effort learners put on (oral) language learning relies partly on attitude.Furthermore, Elyidirim and Aston (2006) discovered that negative attitude towards a FLL/L2 can obstruct learning. On the other hand, learners who have positive attitude towards oral language learning are likely to use learning strategies more frequently than those learners with negative attitudes (Sadighi and Zaradshan, 2006). In essence, a positive and negative attitude to speaking English one of the factors that may be associated with learners' speaking activities. This is consistent with the findings of Abidin et al (2012) that most Libyan secondary school students had a negative attitude towards speaking English which is also in line with that of Al-Nofaie's (2010) that examined the attitudes of Saudi teachers and students toward the use of Arabic

as a facilitating tool in English classes. The study revealed that the teachers and students showed generally positive attitudes about using Arabic rather than English language.

Only those learners with positive attitude will make efforts to find and use a variety of oral English learning strategies such as dialogues, discussions, debates, poetry, drama, self encouragement, reward and so on. In addition, the teacher needs to be very sensitive to attitudes students bring to language learning, helping to reverse any negative attitudes and inculcate positive attitudes towards the target culture, the language and the language learning process (Robin, *et al.,* 2001, 52 in Guo & Wang, 2013).

Teachers can foster the desired positive change in learners' dispositions, attitudes, and values by obtaining necessary information through diligent and consistent assessment of the affective domain (Olatunji, 2013). The essence of assessing dispositions is to ensure that oral English learners have positive productive attitudes so that the teachers can capitalize on these works on them to bring about increased attainment on the part of the learners. Where the assessment reveals negative outcomes, the onus is on the teacher to labour for necessary oral English experiences that will bring about the anticipated positive outcomes.

Students who are negatively inclined towards the learning of English language will need to be helped. Such negatively inclined students need be exposed to the immense benefits they stand to gain, that through the channel of the English language (Guo & Wang, 2013),they can be exposed to a vast range of opportunities.That English is not only used by native speakers, but it is extensively used among L2 and FL speakers as communicative tool. In order to improve such situations, therefore, it is necessary to offer the students a less painful environment for learning oral English, where teachers and students share a place to use English for communication (Kristina *et al*., 2011). At the same time, it is expedient to ease students' mind from making mistakes by raising their awareness that

English is widely spoken in Asia, Europe, or Africa and other parts of the world.Therefore, they need to be active, proficient members of the global village by being intelligible, comprehensible speakers of the language.

Research shows that students, extroverted or introverted, think that they will speak English if they are relaxed and in a harmonious atmosphere in the classroom. So, in the class, a teacher's primary duty is to prompt students to think, participate, practice, in order to gain knowledge. Creating a relaxed and harmonious atmosphere is where the teacher is less critical of the learners oral performance but encourages efforts. A relaxed atmosphere can also be achieved through the use of songs – say in poetrytherefore, very important for the Nigerian learners to learn English well.

Furthermore, the teacher can stimulate students through encouragement of class activities such as in-and-out collaborative learning, including role play, group problem-solving activities and so on. This can produce more fun and interesting lessons for students to learn (Forcheri & Mofline, 2000). This will not only contribute to improving students' oral proficiency, but will also help them keep strong motivation and reduce anxiety associated with learning oral English which consequently will boost their interest in spoken English.

2.10 Self-Confidence as Affective Strategy for Developing Oral English

Confidence is not an easy concept to define. Generally, it describes a mental attitude that focuses on trust and reliance on oneself and often includes notions of self assurance, boldness and fearlessness. For the ESL, confidence is defined as a form of self reliance and is often linked to self-esteem and motivation. It is viewed as a social aspect of language teaching and part of the personal attributes of the language learner (Yates & Chisari, 2013).

In this study, self-confidence and self-esteem are used interchangeably.Dornyei (2001:56) explained that"self-confidence is usually used to refer to a generalized perception of one's coping potentials, relevant to a range of tasks and subject domains".

Self-confidence involves judgments and evaluations about one's own value and worth. Self-confidence can be negatively influenced when the language learner thinks of himself as deficient and limited in the target language. On the other hand, high self-confidence is positively correlated with oral performance (Heysook *et al*, n.d).

Self-esteem is one of the emotional variables accounted for by many researchers. Alexander (2001), the founder of self-esteem network in Britain, believes that self-esteem is a syndrome, as a set of indicators for mental wellbeing. The cure of self-esteem is an unconditional appreciation of oneself, meaning an appreciation of both our negative and positive potentials in its fullest sense. An acceptance of this helps us to take responsibility for ourselves and become accountable for our actions.

James (2002) in Kamal and Naseri (2011) opines that high self-esteem is not only usually considered good for individuals who have made it but it is good for societies as a whole. The belief is that high self-esteem can inoculate people, especially young people against vulnerability to a wide range of social ills. Therefore, self-esteem, self-confidence, knowledge of oneself and the belief about one's own capabilities are all examples of effective factors that are very important in accomplishing any activity viz-a-viz oral proficiency.

Being a confident learner of English means being able to use English in different social and transactional contexts and with people from different cultural backgrounds. Confident oral English learners will feel happy and comfortable with the progress they are making and this will give them confidence to keep learning and this can have a significant impact on their lives both inside and outside the classroom. Learners who are more

confident are more likely to participate easily in class activities, find a job in future, talk with their friends / peers and subsequently play key roles in their communities (Yakes & Chisari, 2013).

According to Coopersmith (1967:198) cited in Hyesook (n.d) "self esteem is a personal judgement of witness that is expressed in attitudes that, individuals hold towards themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behaviours".

Self confidence can prevent speech anxiety. Palmer (2010) suggests that teachers work in small groups and with smaller assignment to prevent speech anxiety. Learners who exhibit speech anxiety feel insecure about speaking with others and therefore stay silent a lot. This is not good for enhancing self-confidence. This also applies to the class where the insecure learners in their oral proficiency tend to not speak as much as others. When learners perform their speeches, the teachers must be observant of their skills and their knowledge of a good spoken language as the content of speech is not the only part that is important for the assessment. The belief that one understands and can effectively apply a strategy that aids learning leads to a greater sense of control over learning outcomes, which promotes self-efficacy, self-confidence to apply the strategy learnt.L2 learners need to be continuously encouraged and inspired with renewed confidence and insights on how to excel in learning oral English through encouraging autonomy. Since it is generally recognized that the amount of language proficiency that can be achieved in a classroom is limited, language teachers must encourage their students to take more responsibility for their own learning.That is, to become more autonomous (Oxford, 1990, Sarem & Toughry, n.h). The development of autonomy in and of itself may be a source of self-esteem for many learners.

Hyesookand Adam (n.d) went further to highlight four components of self-confidence exhibited by Korean learners of English as; situational confidence, communication confidence, language potential confidence, and ability confidence. Situational confidence has to do with learner's self-confidence in English educational situations e.g. 'I'm a good student', "I don't feel shy speaking English to my classmates" has to do with communication confidence, because the learner is confident that he/she is capable.While language potential confidence is manifested when a learner says something like "I think that I will speak perfect English someday", here, the learner is sure of his potentials of being able to speak well in future.Lastly language ability confident learner is expected to make a statement like "I can learn to speak English". Nigerian ESL learners need to be encouraged along these lines, so they can build up their self confidence. Teachers need to let the learners know that they possess some extent of self-confidence, self-esteem and believe in their ability in carrying out oral tasks successfully.

Research on self-esteem and second language acquisition (Hyesook, n.d) has shown that it is an important affective variable in successful second language acquisition. Three levels of self-esteem have been mentioned in the literature. Global, situational task, self-esteem (Brown, 2000:145 in Heysook, (n.d). Global self-esteem is the general assessment one makes of one's own worth or value over time and across different situations. Thus, it is, in a sense an overall self-appraisal. Situational self-esteem involves one's self-appraisal in specific traits such as intelligence and athletic ability, or particular situations such as education in work, and home. Task self-esteem refers to one's own assessment in a particular task of particular situations. For instance, within L2 acquisition domain, task self-esteem might relate to particular language skills such as listening, speaking, reading and writing.

Heyde (1979) in Hyesook and Adam (n.d) examined the effects of self-esteem on oral performance of American College students learning French as a foreign language (FL) and showed that it correlated positively with the students' scores in oral performance measurements. Maclntyre, Dornyei, Clements and Noels (1998) in Hyesook *et al.* (n.d) suggested that self-confidence significantly contributes to the learners' willingness to communicate in the FL. According to their findings, affective factors such as motivation, personality, intergroup climate, and self-esteem underlie willingness to communicate.The factor of self-esteem including overall self-esteem, in L2 and situational confidence in communication play on important role in determining the learner's willingness to communicate.

The finding further posits that for more effective improvement of L2 learners' oral performance, the teacher should pay more attention to learners' affective domains, in particular, their self-confidence and anxiety level, and that he/she should try to remove a significant amount of students' anxiety and begin to built their confidence as they communicate more often in English.

In order to help the ESL learners to developself-confidence during oral English class, teachers need to make students aware that making mistakes is part of the learning process. Errors should be allowed in the whole process of learning oral English in order to help students elevate their self-esteem and relieve their anxiety. This can be achieved by the teacher making self-confidence encouraging statements, like "you can do it" "you have the capacity to make novel and correct sentences" and so on (Hyesook, n.d). Correcting students' mistakes immediately and directly often makes them feel embarrassed or lose face in front of the whole class and may do harm to their self confidence. This researcher opines that letting learners down in class is not what we want to see, but encouraging them to be actively involved in oral work.

Encouraging comments such as highlighted above can help students achieve a sense of fulfillment and improvement and to learn from their own errors. Learners must be given proper feedback about the mistakes they make and provide suggestions. The friendly effective exchange between teachers, and learners and among learners can be further developed.

It is important that teachers encourage the learners to engage in lots of out-of -class oral activities (Hussin, 2000). For instance, English corner where they can have access to different types of materials in English – they can be books, cartoons, English speech contest, poetry reading, and recitation, playlets written in acceptable and comprehensible English, story-telling, songs and so on (Hussin, 2000). Engaging learners in a lot of oral activities such as debates, discussions, drama and so on will boost their self-confidence. When this happens they will build their self-confidence to engage on speech acts. So, teachers should spare no effort to enhance students' self-esteem in spoken English practice. Teachers must bear in mind that every learner needs to be respected, valued and appreciated in order to boost learners need to be respected as humans who are capable of making novel utterances (Guo & Wang, 2013). Their efforts also need to be valued and appreciated by the teacher's encouraging disposition towards their oral English achievements. Teachers will be helpful in the formation of students' self-esteem/confidence by convincing the students that they are capable, significant, can achieve success and are worthy. That is the first step to create an environment of mutual trust and support (Guo *et al*, 2013). More importantly, teachers should not put overt emphasis on language mistakes and errors that students make. This researcher opines that few inspiring words or even a smile may be more helpful for them to overcome low-self esteem.

Speaking a L2/FL involves taking risks. Since learners know that when they speak in the L2 they cannot express themselves fluently, they see themselves as a limited version of their real selves. If the classroom atmosphere is not supportive, it will be that much more difficult for students to take the necessary risks involved in attempting to communicate.

As teachers, we often underestimate the discomfort students experience when required to display their ability to speak in the language in front of their peers and teacher(s) (Guo & Wang, 2013). Insistence by the teacher on unrealistic models ofperfection will only increase their feelings of self-consciousness and inadequacy. In no way is this to say that the teacher should not demand the best of their students, but the best cannot be got from the learners if there is affective interference in their cognitive processing. There are many enemies of self-esteem in the classroom, such as labeling, criticism, sarcasm, put downs, comparisons, evaluating the person rather than the behaviour (Hoffman, 1999 in Richards, 2008). If these are avoided, learners' self-concept will be protected in the classroom.

Since confidence comes from competence, teachers must strive to boost the learners' confidence in the oral English classes, by setting attainable, realistic goals (Oxford, 1990). Learners must both be competent and feel competent. Table 2.5 shows the Self-Confidence Enchanting Affective Strategies.

Table 2.5: Self Confidence Enhancing Affective Strategies

Self-Confidence Enhancing Affective Strategies	**Characteristics**	**Aspects Borrowed for the Study**
- Overcoming speech anxiety - Judging and evaluation of one's value and worth - Taking oral risks wisely - Belief of being capable to carry out speech acts successful	- Speech anxiety over-comer - Positive self image - Ability to take oral risks - Reliance on one's self - Being able to take	- Constant use of encouraging statements - Involving learners in more class activities e.g. debates - Helping them realize their value and self

- Reliance on one's self - Taking responsibility for their own learning - Making mistakes are part of the learning process - Errors are allowed - Learners need to be respected, valued and appreciated - Enmities of self-esteem / confidence should be eliminated e.g. labeling, negative criticism, comparison - Setting attainable and realistic goals	responsibility to his / her learning - Respect for self and from others - Ability to set realistic and attainable goals - Minimal oral errors and mistakes - Self confidence is boosted	worth - Giving more room for expression - Showing respect - Making learners feel that they are capable of making mistakes or errors free sentences - Positive comments - Learners are perceived as learners and not a perfect speakers of English - The need to see them as potential fluent English language speakers

Appreciation of the Nigeria value of hard work can also be emphasized and encouraged by the teacher. This can be achieved by telling them that putting extra effort in oral English exercises will help them perform better orally.

The researcher also observes that most ESL learners just learn the language for the purpose of passing their examinations. This should not be so. Oral English performance should be seen as a lifelong skill.

Prejudice toward the use of English as shown in the study carried out by Abidin *et al*. (2012) should be discouraged. Because, if allowed to fester, such negative inclinations may not encourage the L2 to see English as an international language that needs be learnt.

2.11 Previous Studies in Affective Strategies Oral English Students' Performance

The study titled "Developing an Oral Communication Strategy Inventory" (OCSI) by Nakatani (2006), consisted of 3 stages: an open-ended questionnaire to identify learners' general perceptions of strategies for oral interaction (N=80), a pilot factor analysis for selecting test items (N=400) and a final factor analysis to obtain a stable self-reported

instrument (N=400). The resulting OCSI included of categories of strategies for coping with speaking problems and 7 categories for coping with listening problems during communication. Nakatani reports that both speaking and listening skills for interactions are essential for oral communication.

The OCSI was reported to have been developed over a period of 4 months at three universities in Japan. An open-ended questionnaire was administered during the first stage of the study to a total of 80 students in their first semester. Students were asked to complete statements such as 'when I am speaking English, I pay attention to…'. The answers were written in Japanese in that the study was for English as Foreign Language (EFL) students.

The summary of the responses to the open-ended questionnaire served as the basis for 70 test items for the second phase of the pilot study.This consisted of 40 items for strategies for coping with speaking problems and 30 items for coping with listening problems during communicative tasks. Of note is that all items in the questionnaire were written in Japanese. These items were developed into a Likert type questionnaire that asked the respondents to report the frequency with which they used certain strategies in oral communication. Participants were expected to respond on the 5-point Likert scale ranging from 1never or almost never true to me to 5 always or almost always true to me.

The second stage of the pilot study, using 70 items, was conducted with 400 university students different from the 80 students in first part. On the basis of reliability analyses, some items were removed. As a result, eight items from the speaking part and four items from the literature part were omitted. Consequently, the final version of the questionnaire for the study consistent of 32 items for coping with speaking problems and 26 items for coping with listening problems during communicative tasks.

A total of 400 Japanese university students (45% men and 55% women) participated in the study. The questionnaire was administered during the last 2 weeks of the first semester at one national university and two private universities. Students completed the questionnaire in Japanese during set lecture periods, within 15 minutes. All questionnaire were administered and collected by the instructor responsible for the course. The questions were answered anonymously because it was felt that their responses might be affected if they were asked to write their names.

Findings using Pearson Correlation Statistics, participants reports on the OCSI were compared with their reports on the strategy inventory for language learning (SILL), and the total use of strategies for coping with speaking problems (r=-0.62) and listening problems (r=0.57) on the OCSI. Students who reported frequent use of the SILL items also tended to report frequent use of OCSI items. Therefore, the concurrent validity of the OCSI was generally recognized because SILL has been regarded as an established scale for strategy use. When combined with the oral test scores, it was revealed that students with high oral proficiency tended to use specific strategies such as social affective strategies, fluency-oriented strategies and negotiation of measuring.

Nakatani's study is related to the present study in regards to oral performance that this present study intends to achieve. It is also related in that some of the questionnaire items particularly in eliciting responses concerning speaking problems have been adopted in the current study e.g. Factor 1: Social Affective Strategies 28, 27, 25, 29, 26 and 23 in the questionnaire.

The study on OCSI is different from the current study in the following ways:

- It involved Japanese University Students while the current study is concerned with Senior Secondary Two Students.

- The language of the questionnaire was Japanese, but the current study will use the English language directly.
- The difference is also in the area of usage while Makatani's study was concerned with English as a foreign language (EFL), the current study is concerned with English as a second language (ESL).

This study has adopted and modified the affective strategy items in Nakatani's study. The current study is a true experimental research while Nakatani's was a survey. This is the point of divergence. A survey work as reported is like taking a panoramic view of the OCSI, while the current study will have needs analysis, questionnaire, treatment and evaluation at each stage and pre – and post tests. This is what makes the current research a true experimental study.

Nakatani (2005) in the work titled Effects of Awareness-Raising Training on Oral Communication Strategy Use (OCS) examined patterns of OCS. That is to what extent strategies can be explicitly taught and the extent to which strategy use can lead to improvement in oral communication.

The study was a 12 week English as a foreign language (EFL) course based on a communicative approach. 62 female learners were divided into 2 groups of the strategy training group (N=28) who received metacognitive training focusing on OCS use, while the control group (N=34), received only the normal communicative course, with no explicit focus on OCS.

The study concerned itself with how students with low speaking ability changed their use of OCS after undergoing strategy training. These changes were then related to the students' gains in oral communication ability after the course. As mentioned earlier, the participants consisted 62 female students enrolled in mixed-level 12 weeks EFL classes of 90 minutes per week, at a private college in Japan. This age ranged from 18-19 years.

Each student had completed 6 years of English study prior to entering the college. The students were not randomly grouped.

The researcher reported that though the participants were not randomly assigned to groups, there was no significant difference between the two groups in the results of the oral communication pretest (C=0.497, P=0.614). Therefore, it can be said that the participants were evenly distributed between both groups according to the result of the pre-test.

The strategy training group was encouraged to use OCSs intentionally during the tasks, while the control group took part in communication tasks based on materials similar to those used for the strategy training group but without any specific strategy focus. They were exposed to a conversation-training supplement that was similar in length to the strategy supplement of the strategy training group using 15-20 minutes. They engaged in communication activities like pair work, and group work for a longer period than the students in the strategy training group.

All participants were asked to complete a simulated authentic conversation tasks on both a pretest and posttest to determine whether they were able to improve their speaking ability over 12 weeks. At the end of the study, the findings revealed that participants in the strategy training group significantly improved in their oral proficiency test scores, whereas improvements in the control group were not significant.

The study is related in a way to this present study in the area of strategy training e.g. which this research intends to incorporate into the current study. The study is different from the current one in some ways:

- The participants were all female. Given that female only participants group were chosen, the result of the study might not related to population that do not share similar characteristics (Makatani, 2005). The opinion expressed above is a welcome idea, as the population for the current study is mixed – No one left behind.

- The participating school was a private school, whereas the present researcher is using government secondary schools.
- The participants had studied English language for 6 years prior to their engagement in the study. In the researcher's opinion they have more advanced English language learners.
- It is a metacognitive based study, while the current study is affective domain oriented.

The present study is interested in the strategy training for oral communication proficiency which is the point of convergence with the present study.

Guo and Wang (2013) in their journal article "Affective Factors in Oral English Teaching and Learning" emphasized that in oral English teaching, subjective variables of learners weigh more than the objective ones. They reported that some students may bring less visible things to class.Affective needs and personality variables; and that whether learners are interested in the learning materials and teaching approach will impede or enhance the realization of the aim of oral English teaching.

They went further to discuss the importance of motivation and attitude in relation to oral performance. Going further, they said that proper motivation will draw learners' attention and arouse interest to learn. According to them only those learners with positive attitude will make efforts to find and use a variety of learning strategies. High motivation and positive attitudes might encourage learners to participate more in class activities and oral practices, which in turn will result in greater success in their language proficiency and competence in language speaking skills.

Another affective factor they touched on is personality that learners come to school with different personality traits. This is true,but that teachers should pay attention to their personality types is a herculean task in the Nigerian school system. Consideration for

both the introverted and extroverted learners in design class activities is also a welcome idea. This can be achieved via the proper use of small group discussions, role-play, oral debate and English speech competition.

Looking at self-esteem and anxiety, Guo and Wang opined that learners with high self-esteem manifest more confidence and give more positive evaluation of themselves which in turn promote their language learning. They also asserted that some students fail in oral English learning or feel less willing and confident in speaking English in class because they have low self-esteem.

A way out of this quagmire is to show learners that they are respected, valued and appreciated. This will help them in the formulation of their self-esteem because they will see themselves as being capable, significant, successful and worthy.

The feeling of anxiety they say bring about the feelings of uneasiness, frustration, self-doubt, apprehension, or worry. These of course are not what we expect to observe in our learners. These feelings may be exhibited when some students are required to answer questions orally or take part in some langue activities e.g. discussions or role-playings. So teachers must strive to build relaxing learning environment to ease their anxiety by treating each one of them equally, by not putting overt emphasis on language mistakes and by using a few inspiring words or even a smile. This may go a long way in helping them overcome low self-esteem and negative anxiety.

In highlighting cross-cultural awarenessthey opined that learners must learn a second culture along with a second language. Acculturation is not feasible in the Nigerian environment because English for us is an L2 and not FL.

Some external affective factors like the learning environment was brought to the fore. For example, that the need for fresh air and pleasant temperature in the classroom can

make the students clear-headed and then participate in a happy state of mind. Therefore, better learning environment can improve teaching and learning results. This is very true!

Class-scale is another important environment factor. Teachers and students are usually happier and more active in a small scale class as small scale classes could meet students' different needs. This is also true! So, in order to achieve a more affective oral English learning, class scale should not be too large. This recommendation is true also.

Some proposals were advanced for Oral English language teachers. They include:

- The imperative of teachers creating harmonious class atmosphere in the oral English classroom.
- Teachers should achieve order and harmony by gathering and maintaining students cooperation in class activities.
- Some interesting and dynamic English games, role-plays, small talks, free discussions and drama activities not only make the students have the chance to communicate in English, but they also enhance their confidence in oral communication skills.

This researcher is not in agreement with the use of English poetrythat is poetry written for the English audience, English salon.For now the concept is still alien to us.

2.11.1 EFL Students' Attitudes towards Learning English Language

The Case of Libyan Secondary School Students, is the title of the research work done by Abidin, Majid, and Alzwari (2012). In this study, the researchers investigated Libyan secondary school students' attitudes towards learning English in terms of behavioural, cognitive and emotional aspects. A total of 180 participants in three study years from three specializations of basic sciences, life sciences and social sciences filled in the questionnaire.The 180 students were 94(52.2%) males and 86(47.8%) females,

randomly chosen from different secondary schools in the division of Al Mergeb, Zliten in the west of Libya, according to the report.

The research design was qualitative in nature i.e. the descriptive and inferential as well. The instrument was an attitude questionnaire which focused on the students attitudes towards learning English. There were some items based on the researchers' experiences in teaching English (as referenced in their Appendix A). There were 45 items on the whole in the administered questionnaire. A pilot study was conducted to measure the reliability level. 30 randomly selected students were used from the target population.

The researchers reported that the data collected for the real study was analyzed using the SPSS. To answer the first research question, descriptive statistics was conducted to determine the frequency, the mean, the variance and the standard deviation of the gathered data. T-test was also conducted to answer the second research question. Furthermore, they employed the one-way ANOVA analysis test as the other type of statistical analysis to examine the third and fourth research questions.

Their findings in regards to the three aspects of attitudes i.e. cognitive, behavioural, emotional, the participants showed negative attitudes towards learning English. The respondents' obvious negative attitudes towards English may lead to conclude that they are not well aware of the importance of English and learn it as a compulsory subject.

The study is relevant to this researcher's work in that both are interested in the secondary schools. The study is different in that it was conducted in an environment where English is a foreign language as against here in Nigerian where it is a second language.

This researcher agrees with Abidin *et al.*'s assertion that a positive attitude should be the umbrella in language learning, and that EFL teachers should respect and think about students' feelings, beliefs and behaviours before the cognitive abilities. Also noteworthy is their conclusion that the English curriculum and classroom activities should involve

affective aims according to the students' needs and their individual differences to build up positive attitudes towards English. It is important to study learners' personalities they opined.

Much as this researcher agrees with the concluding part of their findings, we differ in the areas of individual differences and the learner's personalities. This is because the situation prevalent in Nigeria –large class size may make it a herculean task for the oral English teacher to reach out to the learners individually in terms of their needs, differences and personalities. The Nigerian English language teacher can still continue to strive to reach such goals as it is believed that someday we will get there.

In another study conducted by Omar and Al-Noursi (2013) titled "Attitudes towards Learning English: The Case of the Technological High School in the United Arab Emirates (UAE) showed the following:

The study was conducted at the Applied Technological High School in the UAE.The school had a mixture of native and non-native English language teachers including the researcher who worked there. The participants were students in the 2010/2011 academic year. 196 students who participated were in their second year (grade 10) at the school. A close-ended questionnaire with specific statements to rate in a Likert scale was administered. The questionnaire was piloted on 16 students. The questionnaire contained 40 items.

The participating students responded to the items in the questionnaire at the end of term 2 of the academic year 2010/2011. The researcher himself reported that he collected the data. Students took about 40 minutes to complete the questionnaire. Statistical analyses were performed using SPSS.

Descriptive statistics including mean scores and standard deviation were used to measure the attitudes of the respondents. Inferential statistical such as (t-test) for two

dependent samples were used according to the researcher. Frequencies and percentages were reported to have been calculated for each question using the Likert scale formats. The significance level was set at 0.05, and t-test for two independent groups determined how much of the variations within the means could be attributed to different variations.

Findings showed that the majority of the subjects had positive attitudes towards learning the English language and that the type and the degree of attitude are not affected by the teachers' nativity.That is, whether the teacher is a native English speaker, or a teacher who is an English as a second language teacher,but by the teaching methods and the learning atmosphere that the teacher creates for his/her students.

The researchers concluded that attitudes can be modified by experience, and effective language teaching strategies can encourage students to be more positive towards the language they are learning.The study is related to the present study because attitude is one of the major affective variables to be researched in this study. Al-Noursi's (2013) study is also related to this current one in that the students are high school students which is the equivalent of secondary schools in Nigeria.

The study was carried out in UAE where English is a foreign language as against Nigeria where it is an L2, this is the difference. Another major difference is the absence of native speakers of English in our secondary schools in Nigeria as against both the native and non-native speakers in the UAE.

The fact that English learning process extends through primary school, secondary schools and the university, covering a total span of 17-19 years of learning English is the same here in Nigeria.This researcher tends to agree with Al-Noursi's opinion that the types of students' attitudes towards the target language and the teacher are vital criteria in determining students' success and / or failure in learning language.

This research report is a survey while the current study is a true experimental research. This is a major area of divergence. This is because to this researcher a survey is representative of a bird's eye view of the problem.

Hyesook & Adam (2010) in their research work titled "L2 Learners' Anxiety, Self-Confidence and Oral Performance worked with 132 Korean college students who enrolled in English conversation classes in 2004. The participants were of mixed majors and the age range was from 20 to 27. They have learned English from middle school like ordinary Korean students of the same age. The English conversation courses they enrolled in at the time was substantially their first class they were taught English through in medium of English language by a native English teacher.

The questionnaire on confidence and anxiety about oral English performance were administered in class during the spring semester of 2004 according to the researchers.The questionnaire consisted of 30 items about anxiety and confidence related to English oral performance. Some 11 items of self-confidence related to English education were developed on the basis of the previous literature and 19 items of anxiety were adapted from Aida (1994) and Horwitz *et al.* (1986). Students' oral performance was assessed in terms of International Association of Teachers of English as a Foreign Language (IATEFL) criteria: Range, Ease of Speech, Attitude, Delivery and Interaction. The report states that Range involved vocabulary and grammer, while ease of speech indicated the learner's fluency in using the TL. Attitude is related to self-confidence, motivation, reduced anxiety/nervousness. Delivery involves volume, pronunciation, intonation, word-stress, speech-rhythm, while interaction had to do with body language communication strategies, and social conversation skills.

Factor analysis indicated that communication anxiety, criticism anxiety, examination anxiety were main components of anxiety.Situationalconfidence,

communication confidence, language potential confidence, and language ability confidence were the components of self-confidence for Korean learners of English.

The results of the analysis indicated that there were significant effects of anxiety and self-confidence on L2 learners' oral performance. The result showed that the higher the anxiety level exhibited by the learners about speaking English, the lower the scores they gained on their oral performance. The higher their confidence level, produced higher anxiety/confidence and the elements of oral performance showed that confidence was more closely correlated with the L2 learners attitude.

Hyesook and Adam's study is related to the current one in that both are interested in the effect of self-confidence, and the consequences of anxiety on oral performance. It is also related in the areas of learners' attitude.

The present study differs from Hyesook and Adam's study in the following ways:

- Differences in the learning environment, whilst their study was conducted in Korea, this study isconducted in Nigeria.
- The subject were college students equivalent to the university level here in Nigeria – This study intend to involve Senior Secondary School Students
- Age range is another area of difference. This study involved senior secondary schools students of age range 14 – 19 years, while their participants' ages ranged from 20 – 27. Their own participants were more matured.
- The participants had the privilege of being taught by an English native speaker. The subjects for this study have not enjoyed such privilege.

This researcher has noted that high levels of anxiety hampered self-confidence and may eventually negatively affect oral performance.So teacher must help learners to bring down their anxiety level by being less critical of their oral production.

Also, this researcher noted the questionnaire on self-confidence and anxiety in relation to oral performance and have modified some items for the current study. The current study has gone steps further by adding interest, motivation and attitude. This, it is hoped will highlight a more robust finding on enhancing oral performance.

"The Relationship between Instructor Humour Orientation and Students' report on Second Language Learning" is the title of a study carried out by Ali and Kumar (2014).In this study, the researchers asserted that in language learning environments, the use of humour can not only serve as a means of arousement.It can also serve as a matter of rehearsal which entails not necessarily fun but a means of developing linguistic skills. In language learning contexts, it is also suggested that not only does humour facilitate the language learning process, it also provides a means to comprehend the socio-cultural context of language (Mugun &Lu, 2006). It is evidenced that using humour can improve learning. As Bryant and Zillmann (1989:74) summarized, effective use of instructional humour "depends on employing the right type of humour, under the proper conditions, at the right time, and with proper motivated and receptive students".

Participants in this study consisted of 195 university students who enrolled in ESL courses in a university in Malaysia. The study was made up of 45 males and 147 females of which 142 were undergraduates and 52 were postgraduate students. The population composition was multinational students.

The study was a part of a major project that investigated functions of instructor humour and students' perception as well as the instructors on the uses and effects of instructor humour in academic ESL classrooms. The data consisted of classroom observations, interview and survey questionnaire. This study focused only on students input elicited through the questionnaire.

Instructor's humour orientation was measured by Humour Orientation (HO) scale developed by Booth-Butterfield andBooth-Butherfield (1991) in Ali and Kumar (2014). The scale measure individual differences in the ability to encode humour and has been utilized in many educational research studies (e.g., Aylor & Opplinger, 2003).

Students' learning perceptions were assessed by the learning indicators' scale designed by Wanzer and Frymier (1999) to assess students' perception of their own learning. Students' perception of the importance of humour were assessed by importance of Humour (IH) scale.It comprised 8 statements listed on 5-point Likert scale using a strongly disagree – strongly agree continuum developed for the purpose of the present study from a large pool of items that were the result of extensive literature review.

At the end of the research, it was found that high levels of instructor humour orientation associated significantly with students' L2 learning perceptions perceived as humorous. Humour-learning relationship becomes more apparent when the majority of students (71.5%) either agreed or strongly disagreed with the statements indicating significant rate of humour in L2 instruction. This finding is consistent with previous research (Turok *et al.*, 2004; Garner, 2006; Wanzer *et al.*, 2010), which provided support for the use of instructor humour in the language classroom as an additional strategy to create a more conducive learning environment.

Furthermore, the finding highlights the fact that positive humour-learning relationship could encourage L2 instructors and material developers to develop instruction plans with more humour oriented teaching materials. Additionally, students' strong tendency towards humour enactment in the classroom and support for the importance and effectiveness of instructor humour in their L2 learning, can raise consciousness among language instructors of the opportunities that can be created by verbal humour to foster L2 acquisition/learning.

Ali and Kumar's (2014) study is related to this study in the way of injecting teacher humour into the current study thereby bringing about oral proficiency, relaxation and the difference is in the area of the absence of treatment.Actual L2 learning could not be measured because the participants could not be manipulated while this present study intends to inject treatment into the experimental group.

The area of no treatment is the point of divergence. We need to see the treatment using humour and how it jacked the class back to life. Basically, Ali and Kumar's study is a survey hence the difference.

2.12 Previous Studies on Affective Strategies, Oral English Teaching and Performance

Nakatani (2002, 2005, 2006, 2010) in the model tagged Oral Communication Strategy Inventory (OCSI) used the inventory to elicit participants' communication strategy use for self-report questionnaire procedure. Part 1 of the study comprising six (6) items were in the affective strategies employed by the participants. Nakatani reports that the findings confirmed that strategies for maintaining discourse could enhance learners' communicative ability.

Nakatani (2005) in the work titled the Effects of Awareness-Raising Training on Oral communication strategy use – administered pre-test and post-test. The findings revealed that participants in the strategy training group significantly improved in their oral proficiency test scores, whereas improvements in the control group were not significant.

Sarem and Toughiry (n.h) in their work captured "Good language learner and the use of affective strategies: a case study of an Iranian advanced EFL learners", used three instruments unveiling Oxfords (1990) SILL an informal interview, as well as observations to gather data for analysis. The data was collected from an 18 year-old advanced EFL learner. Analyzing the results which were obtained through the three instruments of

observation, questionnaire and oral interview, it was revealed that the participant in this case study had an acceptable command over the use of affective strategies. Sarem and Toughiry suggest that since their study can have important implications for language learners and language teachers, language learners should try to practice such strategies and include them in their usual language learning practices in order to reach higher (oral) proficiency. Also, by identifying the strategies used by good language learners, the teachers can plan to teach these strategies to the poor language learners.

From the findings, it is pertinent that for ESL learners to be more effective in their oral performances, all hands must be on deck. That is, the learners themselves being more enthusiastic about their learning of oral English, teachers must show interest and utmost dedication to teaching oral English. Parents have their role to play by encouraging their words in providing learning materials – books and so on, and by encouraging them to speak English at all times.

The pride of place that the affective domain needs to occupy in teaching and learning is an all-important area that needs to be incorporated into teaching and learning activities. Thiscan be achieved by reorientating ourselves. Bringing this domain to the front burner, as the cognitive and psychomotor domains have enjoyed. Teacher activities should be re-engineered to accommodate the affective domain by incorporating affective strategies into teaching English language generally, and oral English particularly. By so doing it is believed that we shall produce well grounded ESL learners, who will be able to hold their own in the society and contribute their quota meaningfully in any oral discourse.

The idea of teaching individuals oral skills in the present circumstance of schools not being equipped with language laboratories and other needed instructional media is a tall order in present day Niger state and Nigeria. This gloomy picture notwithstanding, it is this researcher’s candid believe that we do our best in the circumstance and strive to attain an

acceptable level of oral performance even as we hope for a better tomorrow. In another study using Oral Communications Strategies (OCS), Nakatani 2005 also concludes that there was significant improvement on the participants oral proficiency test scores.

Taking all of these findings together therefore, this researcher intends to use both Oxford (1990) and Nakatani's 2002, 2005, 2006 and 2010) framework for this present study, hoping to bring out similarities and maybe differences, strength and weaknesses. Table 2.6 shows the previous studies reviewed in affective domain with authors

Table 2.6: Previous Studies Reviewed in Affective Domain with Authors

Previous Studies Reviewed in Affective Domain Strategies with Authors	Major Points Reviewed	Aspects Borrowed for use in the Study
- Ali& Kumar (2014).The Relationship between Instructor Humour Orientation and Students' Report on Second Language Learning. - Guo,& Wang (2013). Affective Factors in Oral English Teaching and Learning - Omar, (2013).Attitude towards Learning English: The case of the UAE Technological High School.	- The importance of instructor humour in L2 learning and retention - Affective factors e.g. motivation and attitudes, personally - Self-esteem and anxiety cross cultural awareness, some external affective factors e.g. clean environment class-scale - Importance and benefits of positive attitude	- Funny games, stories, jokes, puzzles, pictures, sketches, dialogues and so on - Clean classroom environment - Motivation, attitude personality, self-esteem, anxiety, class-scale - Importance of positive attitude.
- Abidin, Majid& Hanan (2012). EFL Students' Attitude towards Learning English Language: The Case of Libyan Secondary School Students	- Positive and negative attitudes towards English language	- The place of positive attitude toward learning English language – Both teachers and learners must exhibit positive attitude
- Nakatani (2005) "Effect of AwarenessRaisingTraining On Oral Communication Use"	- Strategy training and its positive impact on oral communication - Feelings of anxiety - The need for teacher to help their students minimize or even overcome negative feelings of anxiety, fear, frustration, uneasiness, etc.	- Oral communication strategy training help learners overcome their oral English inadequacies, by being considerate to their learning shortcomings.
- Nakatani (2006) "Developing an Oral Communication Strategy Inventory (OCSI)"	- Orally proficient learners tended to the specific strategies e.g. social affective strategies, cooperative learning, negotiation of meaning	- Inculcating the training in the use of communication strategies with the treatment group during this study.
- Hyesook & Adam (n.d) "L2 Learners' Anxiety, Self-confidence and oral performance"	- The connection between anxiety and self confidence - The less anxious a learner is, the more his/her self confidence	- Help learners become less anxious thereby helping them build their self-confidence
- Sarem& Toughiry (n.d)."Good Language Learner and the use of Affective Strategies: A Case Study of an Iranian Advanced EFL Language".	- The learner was highly motivated - Strategies use, active participation in class activities, talented clever, a creative student - Participates in discussions - The subject was a good listener	- To teach affective strategies e.g. cooperative learning, participation in oral class activities e.g. debates, dialogues and discussions.

2.13 Theoretical Framework for theStudy

The framework for this study is inspired by Oxford's (1990) theory called Affective Strategies whichfocusses on how learners can help themselves by their own individual efforts, through their emotions, positive attitude, motivation in gaining control of

seemingly difficult oral activities. Studies have also shown that the proper use of affective factors have positive influence on oral proficiency (Oxford, 1990;Cohen,Weaver & Li, 1996; Clement,Dornyei & Noels, 2001; Nakatani, 2005, 2006, Sadighi *et al.*, 2011 and Saeidi *et al.*, 2013.Most studies cited earlier in this work agree with Oxford's assertion in regards to affective factors of motivation, attitude, anxiety, emotions and so on. For instance, the sense of efficacy that underlies self-esteem is reflected in attitudes mental dispositions, beliefs, or opinion, which influence the learner's motivation to keep on trying to learn. Attitudes are strong predictors of motivation in any area of life and especially in oral language learner. Justas attitudes affect motivation, attitudes and motivation work together to influence language learning performance.In addition, research findings suggest that the combination of attitude/motivation factors strongly influence whether the learner loses or maintains language skills after language training in over (Oxford, 1990).

A certain amount of anxiety sometimes helps learners to reach their peak performance levels, but too much anxiety blocks oral language learning. Harmful anxiety presents itself in many guises; worry, self-doubt, frustration, helplessness, insecurity, fear and physical symptoms. Anxiety-reducing strategies like language and deep breathing are therefore necessary. Ali and Kumar (2014) in support of the use of humour in the oral language class opine that in language learning environment, use of humour can not only serve asa means of amusement, but a matter of rehearsal which entails not necessarily fun but a means of developing linguistic (oral) skills. These can be achieved through funny games, stories, jokes, puzzles, pictures, dialogues, tongue twisters, and so on.

When learners are relaxed and happy, chances are that they will not always stumble over their words.Successful oral language learning necessitates overcoming inhibitions and learning to take reasonable risks, as in guessing meaning or speaking up despite the possibility of making mistakes.

The study carried out by Nakatani (2002, 2005, 2005, and 2010) all worked with affective strategies in conjunction with oral proficiency employing the Oral Communication Strategy Inventory (OCSI). The affective strategies as postulated by Oxford (1989 and 1990), Nakatani, 2005, 2006) conclude that the use of affective strategies could enhance learners oral communicative ability. Figure 2.2 is the flowchart showing summary of the theoretical framework

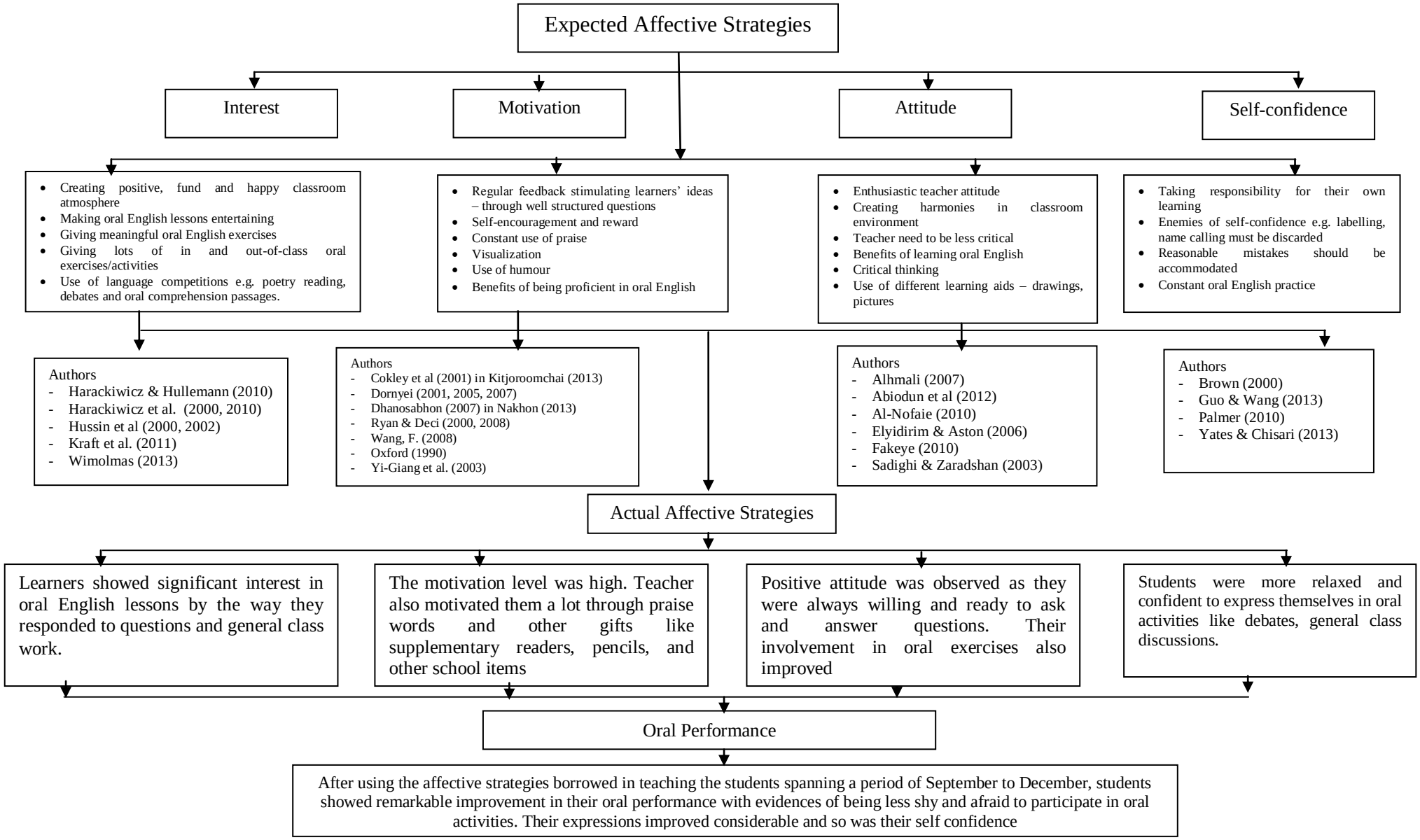


Figure 2.2: Summary of the Theoretical Framework

According to Figure 2.2, when the experimental group was exposed to treatment, their oral English improved. Studies have shown that the proper implementation of the affection strategies will enhance oral English performance (Oxford, 1990, Nakatani, 2002, 2005, 2006, and 2006, Oxford, 2003 in Saeid, Majif, Sarem, h.d).

Interest, motivation, positive attitudes, and self-confidence strategies all can be used to help develop oral English performance in the class. The researcher in this study first of all found out what motivates and interests the learners using needs analysis questionnaire. The researcher then developed materials along the suggestions to teach oral English to the students. The study then saw whether the actual affective,domain enhancing strategies emanating from the students boosted their interest, motivation, changed their attitude and self-confidence of the students. It was observed that when the self-confidence was enhanced, the learners value towards the use of English language also changed asthey saw themselves ashaving thecapacity and capability to speak English without ridicule from teacher and peers.

When a learner perceives and is affirmed by the teacher that he can learn, his attitude will become positive. A positive learner will want to learn morein this case speak more. This may even lead to learner autonomy which is what every teacher should strive at. That is, teaching learners who will be able to express his/herself to a degree of acceptability without being lost in the conversation. As Lomb (2008:46) says, “Success in learning anything is a result of genuine interest and amount of energy dedicated to it”. The ultimate goal is better performance in oral English. This is what this all about or sought to achieve.

2.14 Gains from the Review of Literature

As an ESL teacher, one can help the learner recognize the power of consciously using learningstrategies especially the affective strategies to make teaching, learning quicker, easier,

more effective and be more fun.Learners can also be assisted in identifying their own personal learning strategiesby the means of encouraging them to keep diaries, journals and using other learning strategies like reading educational cartoons and so on.

The literature also brought to the fore the idea that learning strategies can be woven into the regular classroom activities in a natural but highly explicit way.This will provideample opportunity for practising effective strategies and transferring them to new tasks. This can be done by tailoring strategies training to the real communication needs of the learners in a given situation.

Affective strategies training can also equip L2 learners to gain from emotional and interpersonal support to learners whether in or outside the class setting.If properly harnessed, as this will help in grooming learners who are equipped to cooperate with others.

Teachers' awareness of individual differences in the learners is worthy of note. So we need to know that ESL learners' emotion, interest and self - confidence are essential components of quick oral performance helping to eliminate learners' anxiety about communication, criticism, and even oral examination. The place of self -confidence, L2 learners' situation confidence, communication confidence, language potentials confidence and language ability confidence as components of self confidenceis crucial in producing oral performance. This is because lack of confidence of any kind can breed low - self esteem/ confidence and vice - versa. Learners need to be communicating orally. Similarly, we cannot lead students to expect the roadtoward oral communicationlearning to be free of obstacles. Obstacles exist and they must know that such obstacles can helpthem to develop their oral performance.

Since ESL learners come from different backgrounds:linguistic, social interest in learning the English language need be aroused and sustained by the teacher.So also is their motivation –these two go hand in glove.These can be achieved by the use of poems that might be converted into songs, e.g. 'My Mother' by Ann Taylor.

From observation over the years and the literature, one finds' out that while other non-native English speaking nations like the Asia -Pacific are making great in-roads and gains in the use of the English language the reverse seems to be the case in Nigeria. So there is the need to re-orientate our learners to realize the value of being proficient in oral English, as they will be faced with the task of interacting with individuals, either English native speakersor other persons from other linguistic backgrounds.

Furthermore, the work of Kraft et al (2011) is an eye opener. Even though the work is on the Geosciences discipline, they borrowed from educational psychology the affective domain, placing their emphasis on motivation, emotion and connecting both theories with what they tagged "Connections with Earth" in their model.They emphasized that motivation and emotion apply to any learning situation.

2.15 Summary

The literature review surveyed the theory of Affective Strategies as expounded by Oxford (1990).The journal articles of Nakatani (2002, 2005 & 2006) were also looked into and their value in enhancing oral communication performance are invaluable. It shouldbe noted that the teacher needs to help ESL learner lessen their level of anxiety. Literature and observation show that too much anxiety is bad for oral performance.

The literature also emphasises that learners should be treated as "whole persons" with both intellectual and emotional needs.So, it is necessary to create an ideal, humorous,

friendly,and relaxed learning environment for oral English teaching, and learning, as attention to affective factors have proven from several studies to be beneficial to oral performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research methodology for determining the Effect of Affective Strategies on Oral English Performance of SS II Students in Niger State. The procedure included the research design, the population of the study, sample size and procedure, sampling technique, instrument for data collection, validity and reliability of instrument, procedure for data collection and statistical data analysis.

3.1 Research Design

The study employed the Quasi-Experimental Research Design. This design has been chosen because it is a design that attempts to objectively guide the researcher in detecting and influencing a particular variable, and when properly applied, it is the best type for testing hypotheses about cause-and-effect relationship (Fraenket & Wallen, 2000). It is also an experimental design because the subjectswere randomly assigned to groups based on their Need Analysis Test Performance where the affective strategies they ticked in the questionnaire were used to develop teaching materials for the experimentation. Subjects were also pretested, tested at the end of teaching, using each of the four (4) affective variables and were alsopost-tested.

Notation

G1 → R→Z_1→ Q_1→ $X_{(Ta^1-Ta^5)}$ →Z_2Q2

G2 → R →Z_3 → Nil → Z_4→ Q_4

G1 = Experimental group

G2 = Control group

X = Treatment

R = Random Sampling

Z^1-Z^2 = Needs analysis – questionnaire where the students ticked the affective strategies they wanted to be used for treatment before the pre-test

Q^1-Q^2 = Pre-Test

$X_{(Ta^1-Ta^5)}$= Treatment with interval assessment

$X_{Ta}{}^1$ = Treatment for perceived interest strategy with assessment

$X_{Ta}{}^2$ = Treatment for perceived motivational strategy with assessment

$X_{Ta}{}^3$ = Treatment for perceived attitudinal strategy with assessment

$X_{Ta}{}^4$ = Treatment for self-confidence boosting strategy with assessment

Z^3-Z^4 = Need analysis after the treatment-use of questionnaire

Q^3-Q^4 = Post-Test

3.2 Population for the Study

The population for the study comprised thirty-eight thousand,six hundred and forty (38,640) Senior Secondary II Students. This number/figurespread across two hundred and sixty three (263) Government Senior Secondary Schools in Niger State, Nigeria.

Table 3.1 Population of Approved Schools in Niger State

S /no	Educational Zones	Number of Senior Secondary Schools	Number of Students
1	A (Bida & Kutigi)	100	10,101
2	B (Minna & Suleja)	107	21,492
3	C (Borgu, Kontagora & Rijau)	56	7,047
	Total	**263**	**38,640**

Source: Niger State Ministry of Education Planning and Statistics Department, Minna (2016)

3.3 Sample and Sampling Procedure

For this study, proportional stratified random sampling technique was used to select one hundred and sixty-eight (168) students. The stratified random sampling technique, is a method where samples are selected based on sub-group within a given population such as sex, age, and size (Bello and Ajayi, 2000). This technique is also a generally effective method used in experimental research design that investigates cause and effect of the dependent and independent variables and the relationship between them. The table below by Curry (2007) was used to derivethe population sample size of Senior Secondary Students for Zone B.

Table 3.2: Sample Size of Senior Secondary Students for Zone "B"

Population	% Proportional sample
1-100	100.0%
101-1,000	10.0%
1,001-5,000	5.0%
5,001-10,000	3.0%
10,001 and above	1.0%

The Table 3.3 shows the detailed information of the entire student sampled population sizes for schools in Zone B which has a total population of 21,492in SS II in Niger State. The proportional sample size for the zone is approximately 215. The sample size is further divided by the six (6) randomly selected schools from the zone. Therefore, each school would have approximately thirty-six (36) students as shown in Table 3.3.

Table 3.3: Sample Size for the Study

S/no	Name/Location of Schools	Location in Zone (B)	Treatment	Number of students	Number of Sample
1.	DSS Maikunkelle	Maikunkelle	Experimental	120	36
1.	Day Sec. School	Pyata	Experimental	87	36
2.	Martin Sanda Govt. Day Sec. School	Paiko	Experimental	54	36
3.	Day Sec. School,	Beji	Control	176	36
4.	UBE DSS	Tudun Fulani	Control	233	36
5.	Abubakar DSS	Paiko	Control	218	36
	Grand total			**550**	**216**

3.4 Instrumentsfor Data Collection

The study had four instruments namely questionnaire, oral English Performance Pre-Test, Instrument for Treatment of Affective Variables and Oral English Performance Test

(i) Questionnaire

A structured close endedquestionnaire was used for needs analysis. This served as the questionnaire for students' perceived affective strategies for both the experimental and control groups. The purpose being to identify students perceived affective strategies needs. Both the control and experimental groups comprised students randomly selected fromthe schools in Zone 'B' used in this study filled in the questionnaire.

(ii) Oral English Performance Pre-Test

The test items administered to the participants were culled from the speech work segments of New Oxford Secondary English course for Senior Secondary 2 by Banjo et al (2011) and Benson et al (2011) Intensive English for Senior Secondary Schools 2.

(iii) Instrument for Treatment of Affective Variables

This instrument was Oral English lessons integrated with affective variables of interest, motivation, attitude and self-confidence. Some of the items taught were culled from their SS II English textbooks and other instruction materials from the Youtube. A lot of fun materials like poems, tongue twisters, discussions were woven into the teaching/learning activities.

(iv) Oral English Performance Post-Test

TheOral English performance posttest items were selected from the New Oxford English Course for Senior Secondary Schools 2, and Intensive English for Senior

Secondary Schools 2. See Appendices B and C. Apart from being test items,they also servedas training on Oral English test in other examinations.

3.5 Validity of the Research Instruments

In order to ensure validity of the instrument for this study, the original questionnaire and indices for pre-test and post-test that were drafted by the researcher and reviewed by two Senior lecturers in the Department of Arts and Social Science Education and Psychology.Their expert feedback and suggestionshelpedin the face and content validity of the instrument. They reviewed the sections of the instrument and made suggestions concerning clarity, relevance, and readability of items, for example the questionnaire initially contained forty items 10 per section which was increased to sixty 60 items in all. After the restructuring, corrections were made based on their recommendations, the instruments were put to test through a pilot study to ascertain the reliability of the instruments.

3.6 Pilot Study

To determine the reliability of the Oral Performance Needs Analysis Questionnaire instrument in line with the Affective Strategies designed for this research, the instrumentwas pilot tested in a randomly selected secondary school in Zone (A) i.e. Day Secondary School Kataeregi by using out-of-the hat technique of selection.Besides, the schools selected for this study. The selected school for the pilot test was not included in the main research.This is to avoid exogenous influence on the study. The pilot study was conducted in order to determine the ease with which students were to be able to respond to items on the instrument. More so, pilot study testing enhanced the consistency of items on the instrument and affect positively the reliability of the instrument.

3.7 Reliability of the Instruments

Data collected with the instrument in the pilot study were then coded and submitted for reliability and internal consistency test. The Statistical Package for the Social Sciences (SPSS) IBM Version 20 was used for the determination of the reliability and item consistency index. The Cronbach was the option selected for the determination because of the interval scaling (Nworgu, 1991). The reliability coefficient of between 0.5 and 1 obtained for the instrument implied that it was reliable and internally consistent for the study in line with Natasha (2014). From the test conducted, (the result is attached as Appendix N) a reliability index of 0.936 was obtained for the instrument while its internal consistency coefficient was established at 0.936. These observed coefficients are all higher than the lowest (0.6) acceptable limit for a survey instrument and could be approximated to be 1 which is a clear indication that it could be considered reliable for the study and studies of similar nature (Chaturvedi, 2015).

3.8 Procedure for Data Collection

A letter of introduction was obtained from the office of the Head of Department of Arts and Social Science Education, Faculty of Education, Ahmadu Bello University, Zaria seeking approval from heads of schools involved in this study. The researcher and two other trained research assistants and the teachers worked togetherin the selected schools and administered the needs analysis questionnaire to allow enough time for completion and retrieval of the instrument.The following steps were taken in the collation of the data for this study:

Step I: The researcher, the research assistants, and the class teachers administered copies of the questionnaire,that is, the Needs Analysis Questionnaire to identify the learners' areas of need.

Step II: Copies of the Needs Analysis questionnaire administered were analysed to determine the affective (interest, motivation, attitude and self-confidence) strategies the students claim will best suit their oral performance.These Needs Analysis Questionnaire was administered to both the Control and Experimental groups.

Step III: A pre-test of oral English performance was conducted. The pre-test was to determine the compatibility of the control and experimental groups. It was also to reveal the SS II Oral English performance level of the students before the treatment.Then is the treatment stage in which the researchertaught for double periods per week per experimental school of about 80 minutesoncea week using the strategy the students picked to teach vowel sounds, poems, tongue twisters and songs.By using the interest enhancing strategy,a test each of the three experimental schools was conducted after the vowel + interest strategy treatment to find out if the strategy had an impact on their oral English performance.

Step IV: The researcher taught for two periods per week of 40 minutes each, for one week making a total of 80 minutes. At this stage the learners were taught the consonant sounds and using the motivation enhancing strategy. The teaching of vowels using motivation variable took 2 weeks at the end at which an interval test was administered and recorded.

Step V: Using the attitudinalstrategy, for example, tongue twistersand humour, the consonant sounds were taught for another 2 weeks. At the end of the 2 weeks

period they were tested. Learners were able to recite a number of tongue twisters and they were able to identify and say the consonant sounds.

Step VI: Rhymes were taught for a period of 2 weeks by the use of poems, more tongue twisters. They were taught the poem "My Mother" by Ann Taylor using affective strategy of positive attitude. At the end of two weeks, they were able to recite the poem, identify where there were rhymes at the beginning, middle or end part of the poem. They were also able to sing the poem, and play with tongue twisters. The learners were also tested at the end of this segment also.

Step VII: Stress/intonation was taught for a period of two weeks in conjunction with self-confidence enhancing strategy. Simulation of Oral interview sessions were used, storytelling activities and questions and answer sessions were also utilized.

Step VIII: Revision of each of the Oral English affective domain enhancing was done. Learners worked in groups and as individuals in all of the oral activities.

Step IX: An Oral English performance posttest was administered at the end of the teaching exercise. The teaching period spanned the whole of the school term from September 19thto December, 1st2016). The instructional manual used for the study is in Appendix I.

In all, the students were exposed to all the strategies – that is affective variables in this study:Interest, motivation, attitude and self-confidence. The control group were not left idle as they were taught by their regular teachers, using their own (conventional) methods, approaches or models.

3.9 Procedure for Data Analysis

Data collected were subjected to statistical analysis using the Statistical Package for the Social Sciences (SPSS) IBM version 20. Two sample t-test, correlation and one way Analysis of Variance were used to analyse the data. The result of the experiment were presented on a comparative basis using, frequencies and percentages on the categorized scores for the affective strategies, two sample t-test and correlation procedures. Research questionswere answered using descriptive statistics in form of frequencies and percentages.The hypotheses were tested with the one way analysis of variance to establish the effect of the different affective strategies levels on the performances of the students in the subject. All the tests were conducted at 0.5 level of significant.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The results of statistical analysis of data from the experiment on the Effects of Affective Strategies variables on Oral English Performance of both the experimental and control groups of SS II Students in Niger State, Nigeria are presented in this chapter. The presentation of the results revolved round the specific objectives and research questions of the study. Two groups of students were involved in the study. One group was not treated (Control) while the other group was treated with Affective Domain Strategies variables of interest, motivation, attitude and self-confidence (Experimental). Strategies used in the treatment for the experimental group were interest enhancing, motivational enhancing, positive attitudinal enhancing and self-confidence boosting affective strategies.Oral English performance was assessed before and after the experiment for the two groups. The instrument (See Appendix B) on the affective strategieswas administered to the two groups before the experiment. Their scores on the instrument were categorized into the five point scale and were used as the independent variable in the tests (Appendices B-D). Data on performances were collected before and after the experiment. For the treated group, within treatment tests were also conducted four times but were not replicated in the control group. Findings from the analyzed data and tests of the study's hypothesesare discussed at the end of the chapter.

4.2 Presentation of Results from the Experiment

The major objective of the study was to assess the Effectiveness or otherwise of the Affective Strategies variables on the Oral English performance of SS II students in selected Senior Secondary Schools in Niger State. The scores on the affective strategies by the two

(Control and Experimental) groups of students involved in the study before the treatment administration were classified in ranges and presented as levels.These served as the independent variables for establishing their effects on the performances. The percentage classifications of the scores are shown in tables below.

Table 4.1: Classification of Students by their Levels of Interest Enhancing Affective Domain Strategies

Interest Enhancing Affective Domain Strategies	Levels	Experimental		Control	
		Frequency	Percent	Frequency	Percent
0.0 - 1.4	1	3	2.8	5	4.6
1.5 - 2.4	2	2	1.9	5	4.6
2.5 - 3.4	3	13	12.0	5	4.6
3.5 - 4.4	4	51	47.2	18	16.7
4.5 - 5.0	5	39	36.1	75	69.4
Total		108	100.0	108	100.0

Table 4.1 shows that most (75 or 69.4%) students in the control group have between 4.5 and 5.0 mean scores on the interest enhancing affective domain strategies. Among students in the experimental group, the number was 39(36.1%) and were in level 5. Those who scored between 3.5 and 4.4 were 51(47.2%) and 18(16.7%) for experimental and control group respectively and were in level 4. For students who scored between 2.5 and 3.4 and were in level 3 were 13(12.0%) and 5(4.6%) for the experimental and control group respectively. Only few of the students were with low scores on the interest enhancing affective domain strategies were in levels 1 and 2 as indicated in the table for the two groups.Table 4.2 shows the mean classifications of the two groups of students on the motivational enhancing affective domain strategies:

Table 4.2: Classification of Students by their Levels of Motivational Enhancing Affective Domain Strategies

Motivational Enhancing Affective Domain strategies	Levels	Experimental		Control	
		Frequency	Percent	Frequency	Percent
0.0 - 1.4	1	3	2.8	5	4.6
1.5 - 2.4	2	2	1.9	5	4.6
2.5 - 3.4	3	17	15.7	6	5.6
3.5 - 4.4	4	41	38.0	22	20.4
4.5 - 5.0	5	45	41.7	70	64.8
Total		108	100.0	108	100.0

The classifications in the table revealed that most students were of higher levels of motivational enhancing affective domain strategies before the treatment. For example, 70(64.8%) and 45(41.7%) of the control and experimental group scored between 4.5 and 5.0 respectively and were in level 5 of the classifications. 41(38.0%) and 22(20.4%) of the students in experimental and control group scored between 3.5 and 4.4 on the motivational enhancing affective domain strategies. Only 17(15.7%) and 6(5.6%) of the students in the experimental and control groups were in the third level with scores of between 1.5 and 2.4. Those on lower scores with levels of 1 and 2 were relatively few in both groups. The mean classification of the groups on the positive attitudinal enhancing affective strategies is shown in Table 4.3:

Table 4.3: Classification of the Students by their Levels of Positive Attitudinal Enhancing Affective Strategies

Positive Attitudinal Enhancing Affective Strategies	Levels	Experimental		Control	
		Frequency	Percent	Frequency	Percent
0.0 - 1.4	1	3	2.8	5	4.6
1.5 - 2.4	2	1	0.9	4	3.7
2.5 - 3.4	3	20	18.5	5	4.6
3.5 - 4.4	4	34	31.5	24	22.2
4.5 - 5.0	5	50	46.3	70	64.8
Total		108	100.0	108	100.0

Students with higher mean scores on the positive attitudinal enhancing affective strategies in both groups were relatively high as the control group had 70(64.8%) and the experimental 50(46.3%) in the mean score range of 4.5 and 5.0. Those with the range of 3.5 and 4.4 were 34(31.5%) for the experimental and 24(22.2%) for the control group. For those in the third level with mean scores of between 2.5 and 3.4, 20(18.5%) were in the experimental group while the control group had 5(4.6%). The students with scores of between 0.0 and 1.4 were 3(2.8%) and 4(3.7%) for the experimental and control group respectively while 1(0.9%) and 5(4.6%) were with scores of between 1.5 and 2.4 for experimental and control group respectively. The classification of the mean scores on the self-confidence boosting affective strategies for the two groups is presented in Table 4.4:

Table 4.4: Classification of the Students by their Levels of self-confidence boosting Affective strategies

Self-Confidence Boosting Affective Strategies	Levels	Experimental		Control	
		Frequency	Percent	Frequency	Percent
0.0 - 1.4	1	3	2.8	5	4.6
1.5 - 2.4	2	3	2.8	10	9.3
2.5 - 3.4	3	22	20.4	8	7.4
3.5 - 4.4	4	31	28.7	29	26.9
4.5 - 5.0	5	49	45.4	56	51.9
Total		108	100.0	108	100.0

Students who did not score high on the self-confidence boosting affective strategies were relatively few in both groups (Control and Experimental). Only 3(2.8%) and 5(4.6%) of the students scored between 0 and 1.4 in the experimental and control groups while 3(2.8%) and 10(9.3%) scored between 1.5 and 2.4 on the variable. Those with scores of between 2.5 and 3.4 were 22(20.4%) for experimental and 8(7.4%) for the control group. For scores of between 3.5 and 4.4, the number was 31(28.7%) among students in experimental group and 29(26.9%) of those in the control group. Students who scored between 4.5 and 5.0 were 49(45.4%) of those in the experimental group and 56(51.9%0 of the control group. These groupings were used as levels to determine the effects of the variable on the students' performances in the Oral English language. To ensure that the experiment was conducted with no existing bias, the variables were correlated with the performances of the students in the test conducted before the commencement of the treatment for the experimental group. The relationship between the variables is summarizedin a correlation matrix in Table 4.5. The table consists of all the students in the control and experimental group.

Table 4.5: Relationship between Affective Strategies and SS II Students' Performance in Oral English Language before the Experiment

Affective Strategies	Interest	Motivation	Attitude	Self-Confidence	Pre-Test
Interest	1	.792(**)	.805(**)	.677(**)	.101
Motivation	.792(**)	1	.769(**)	.745(**)	.087
Attitude	.805(**)	.769(**)	1	.754(**)	.102
Self-confidence	.677(**)	.745(**)	.754(**)	1	.046
Pre-test score	.101	.087	.102	.046	1
N	216	216	216	216	216

** Correlation is significant at the 0.01 level (2-tailed).

The result revealed that the affective strategies were not significantly correlated with the performance of the students in Oral English language before the treatment. The affective strategies were all highly correlated. Table 4.6 shows a comparison in mean scores of the two groups before (Pre – Test and after (Post – Test) the treatment of the experimental group with the affective strategies.

Table 4.6: Mean Performances in Oral English of the Groups

Variables	Status	N	Mean	Std. Deviation	Std. Error	t-Value	Difference	P-Value
Pre-test	Experimental	108	10.68	3.314	.319	0.511	-0.16	.610
	Control	108	10.93	3.601	.346			
Post-test	Experimental	108	15.00	4.600	.443	6.827	3.93	.000
	Control	108	11.07	3.815	.367			

The result in the table showed that students in the experimental group and those in the control group did not differ very much in their performances in the Oral English test before the experiment. The mean difference in their performances was -0.16 in favour of those in experimental group who had the higher scores. After the experiment in which the experimental group was exposed to the treatment with affective strategies, the performances of the experimental group increased from 10.69 to 15.00, while that of the control group who were not treated only increased from 10.85 to 11.07 with a mean difference of 3.93 in favour of the experimental group. The result showed positive effects of the affective strategies on the students' oral English performance. The observed t-value (0.511) obtained at 214 degree of freedom and the alpha level (0.610) was not significant (P > 0.05) between the control and experimental group before the treatment. After the treatment, significant difference in the mean scores between the two groups was observed. The observed t-value obtained at the same degree of freedom (214) rose from 0.511 to 6.827 with an observed probability of 0.000 (P < 0.05). This was further confirmed from the relationship between the affective strategies and the performances of the students in the Oral English before (Pre-Test) and after (Post-Test) in a correlation matrix where all the variables were correlated Table 4.6. Only variables of students in the experimental group were correlated in the table to ensure that the observed effect could be attributable to the treatment obtained in the experiment.

Table 4.7: Relationship between Affective Strategies on Oral English Performanceof SS II Students (Experimental Group)

Variables	Affective	Motivation	Attitude	Self-Confidence	Pre-Test	Post-Test
Affective	1	.835(**)	.774(**)	.774(**)	.120	.484(**)
Motivation	.835(**)	1	.762(**)	.781(**)	.122	.399(**)
Attitude	.774(**)	.762(**)	1	.834(**)	.136	.357(**)
Self-confidence	.774(**)	.781(**)	.834(**)	1	.095	.351(**)

Pre – test	.120	.122	.136	.095	1	.007
Post – test	.484(**)	.399(**)	.357(**)	.351(**)	.007	1
N	108	108	108	108	108	108

** Correlation is significant at the 0.01 level (2-tailed).

The table shows that after the experiment in which the students were treated with the affective strategies, the affective variables were found to be significantly correlated with the performances of the students at the post-test level. A positive relationship existed between the affective strategies and the students' performances in the subject. But the relationship between the observed affective strategies were not found to be statistically significant with the pre-test scores of the students. The correlation between the affective strategies and the performances of the students in the control group are presented in Table 4.8:

Table 4.8: Relationship between Affective Strategies on Oral English Performance of SS II Student (Control Group)

Affective Strategies	Interests	Motivation	Attitude	Self-Confidence	Post-Test
Interest	1	.756(**)	.826(**)	.620(**)	.179
Motivation	.756(**)	1	.770(**)	.726(**)	.118
Attitude	.826(**)	.770(**)	1	.700(**)	.120
Self-confidence	.620(**)	.726(**)	.700(**)	1	.128
Post - test	.179	.118	.120	.128	1
	108	108	108	108	108

** Correlation is significant at the 0.01 level (2- tailed) at df = 107.

The result in the table shows that the affective strategies were not significantly correlated with the post-test performance of the students in the control group who were not treated with the affective strategies. This was another indication of the positive effect of the affective strategies on the performances of the students in the subject.

To establish the effectiveness of the different affective strategies, the major objective was devolved into specific objectives and investigated with research questions. The categorization of the variables (affective strategies) in Tables 4.1 to 4.4were used for computing the mean performances to enable the observation of the effects at each level.

Research Question One: What is the effect of the interest enhancing affective domain strategies on the SS II students' Oral English performance? To determine the effect of interest enhancing strategies on students' Oral English language performance, the mean scores of the two groups before and after the experiment were computed and compared. The comparison was based on the interest enhancing affectivelevels of the two groups. Their performances in the oral English test by the interest enhancing affectivelevels were computed and compared to determine the effects. Table 4.9 and Figure 4.1 shows the mean scores on performances of the two groups along the interest enhancing affectivelevels of the students.

Table 4.9: Mean scores in Oral English Performance by Students of Different Interest Enhancing Affective Levels before and after the Experiment

Interest Enhancing	Pre-test				Post-Test			
	Control		Experimental		Control		Experimental	
Levels	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
1	8.20	1.095	7.33	5.69	6.20	4.438	7.00	7.00
2	10.20	2.168	5.50	6.36	10.00	2.550	8.50	2.12
3	12.60	4.037	11.54	3.38	15.60	4.219	13.62	3.75
4	11.50	3.434	10.90	3.07	9.17	4.004	14.18	3.70
5	10.80	3.687	10.64	3.08	11.63	3.275	17.49	4.38
Total	10.85	3.559	10.69	3.31	11.07	3.815	15.00	4.60

Furthermore, Table 4.9 can be graphically illustrated as presented in Figure 4.1.

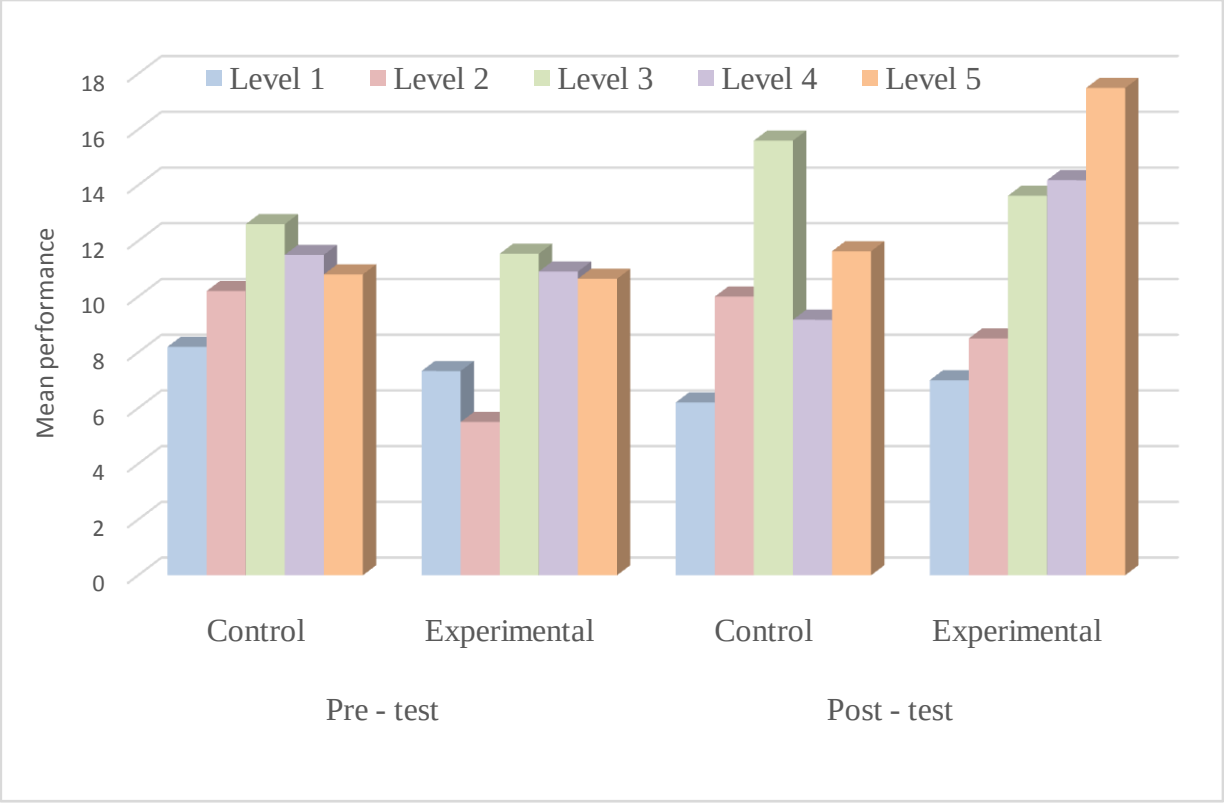


Figure4.1: Effects of the Interest Enhancing Affective Domain Strategies on the Students' OralEnglish Performance

As indicated in the table and the chart, there was no much difference in the scores of the students with different interest enhancing affectivelevels in the performances. Though students with low interest enhancing affectivelevels generally had lower performances, this was more or less a random occurrence as in the scores for the control and experimental groups. For example, students with level 3 in interest enhancing affectivedomain have the highest mean score of 12.60 compared with those of level 5 interest enhancing affectivedomain with 10.80. For the experimental group, this chance occurrence is visible in the chart and the table with those in level 3 of the interest enhancing affectivedomain having 11.54 while those in level 5 have 10.64. These are clear indications that there was no effect of the interest enhancing affectivedomain on the performances of the two groups before the commencement of the experiment.

After the experiment in which the interest enhancing affectivedomain was administered to the experimental group, there was a progressive increase in their performances in the Oral English test. This was clearly indicated in the table and the chart where mean scores rose steadily across the different interest enhancing affectivelevels with the highest score of 17.49 for those with the highest level of 5. But for students in the control group, the improvement observed in their score was random which clearly shows that it cannot be attributable to the effects of the treatment. Even at that, the overall average score was 11.07 with a standard deviation of 3.815 compared to that of the experimental group with mean score of 15.00 and a standard deviation of 4.60. The observations here imply that theinterest enhancing affective domaintreatmenthave positive effects on theSS II students' Oral English performances.

For example, most high performers indicated that they would be interested in oral English if their teachers added humour and fun as oral English language is taught. This group could pronounce vowels and identify sounds than those in the control group after the treatment. Most students in the control group whose interest in oral English language was low could not identify the vowel in '*c<u>ou</u>rage'* from the options or match it with that in 'bl<u>u</u>ff Consonant sounds like in '*<u>B</u>alm'* /b/ with '*Tom<u>b</u>*'.At the pretest, the low performers did not do well generally, especially with the vowel sounds - Appendix K2. There wasa marginal improvement after the treatment – Appendix K3. Stressing the correct syllable in word like '*indefensible*' was difficult for the low group subjects. For example the stress is expected to be on in-*de-FEN-si-ble'*. Students in the medium and high performance groups ticked that they would be interested in speaking oral English language if the teacher gave more out-of-class oral activities. They were likely to be more interested in oral English language if the

teacherincludes word games and tongue twisters in the lesson and if scores were found to vary by level of performance.

Item 1: I would like my teachers to add humour and fun as oral English language is taught.

Item 5: I would be interested in speaking Oral English if my teacher gives us more out-of-class oral activities.

Item 14: I would be interested in Oral English if my teacher includes word games and tongues twisters in the lesson A(Appendix K1).

Research Question Two: What is the effect of the motivational enhancing affective domain strategies on SS II students' Oral English performance in selected schools in Niger State? To establish the effects of motivation enhancing affective strategies on the students' Oral English performance, the scores of the students of different motivational enhancing affective levels were computed and compared. Table 4.10 and Figure 4.2 show the mean scores of the students in the tests before and after the treatment.

Performances of the control and experimental groups were generally low before the exposition to the treatment. But after the treatment, students whose motivation levels were high by their scores or rating in the experimental group were found to increase in matching vowels, consonants and identifying phonetic symbols like /s /, /ɔ/ and / æ / in words. Those in the control did not increase in their performances generally. For example most high performing students said they would be motivated to learn oral English language "if the teacher encouraged them to speak English always by making it more interactive. They also rated very high item 16, 23 and 30, as compared to the low performances rated relatively low (See Appendix K2).

Item 16: I would be motivated to learn oral English if my teacher encourages me to speak English always by making it more interactive.

Item 23: I would be motivated if my teacher gives me positive feedback.

Item 30: I would be more motivated in oral English if my teacher stimulates my ideas through questions and discussions..

Table 4.10: Mean Scores in Oral English Performance by Students of DifferentMotivational Enhancing Affective Levels before and after the Experiment

Motivational enhancing levels	Pre-test				Post-test			
	Control		Experimental		Control		Experimental	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
1	8.20	1.095	7.33	5.686	6.20	4.438	7.00	7.000
2	10.80	2.588	5.50	6.364	9.40	2.074	8.50	2.121
3	11.83	4.997	11.41	3.163	13.33	5.854	14.12	3.257
4	11.73	2.694	10.83	3.412	10.55	3.764	14.51	4.348
5	10.69	3.782	10.73	2.807	11.51	3.425	16.60	4.319
Total	10.85	3.559	10.69	3.314	11.07	3.815	15.00	4.600

Figure 4.2 presents the graphical illustration of Table 4.10

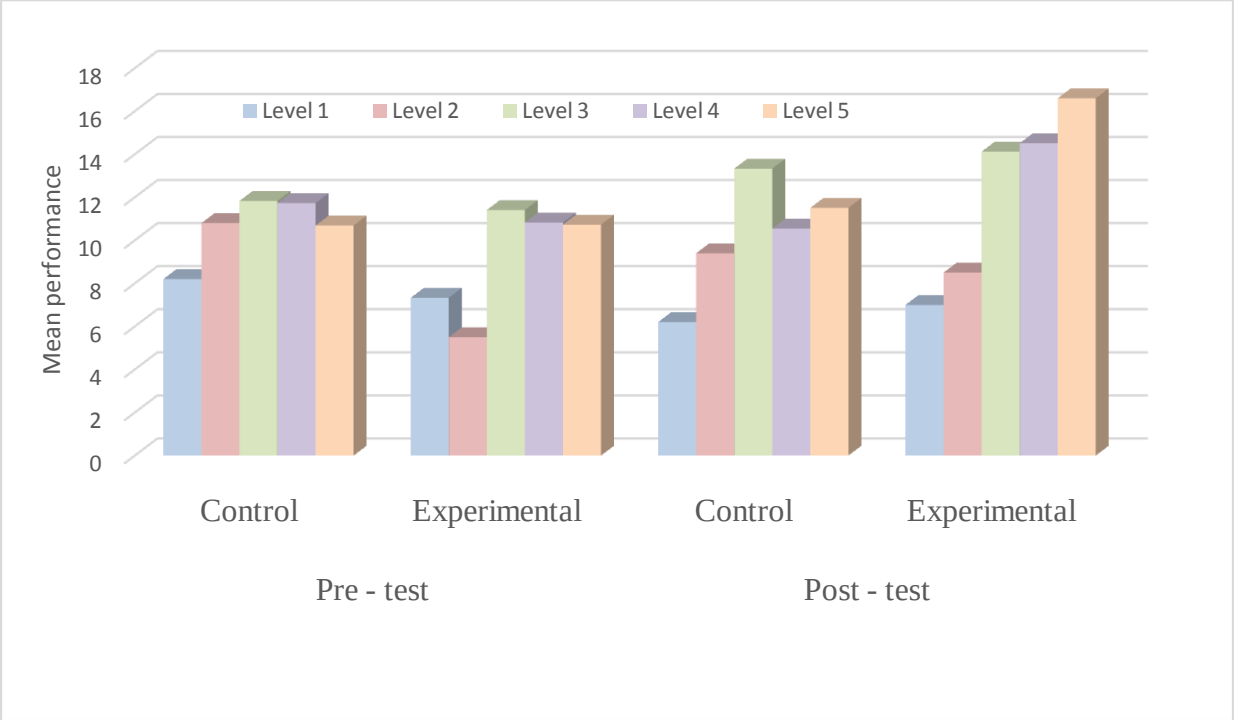


Figure4.2: Mean Motivational Enhancing Affective Domain Strategies on Students' Oral English Performance

The scores of the students for the different motivational levels shows no major direction as to the effect of the affective strategies in the pre-test scores for those in the control and the experimental groups. Performances of the students at very low motivational enhancing affective domain strategies was relatively low which clearly implied that the strategies have effects on the performances of the students. The scores for students in the experimental group rose dramatically after their exposure to the treatment with the motivational enhancing affective domain strategies. Students with motivational levels of 5 have the highest score while those with the least motivational level have the least score. The mean scores in the table and the chart shows that as the motivational enhancing affective domain strategies increases, the performances of the students increase. With motivational level of 1 the performance was only 7.00 with a standard deviation of 7.000 but with the highest motivational level of 5, the highest

score obtained was 16.60 with a standard deviation of 4.319 which clearly indicated that more students became more attuned to the subject as motivation increases.

For students in the control group who were not exposed to the treatment, the observed increase was minimal and was not progressive as obtained in the experimental group. The highest performances were not associated with the highest motivational level. This was a clear indication that any observed increase in the performances of the students could be attributable to a random occurrence. The observations means that the application of the motivational enhancingaffective domain strategies have a positive effects on the SS II students' Oral English performance.

Research Question Three: What is the effect of the positive attitudinal enhancing affective strategies on SS II Oral English performance in selected schools in Niger State? The determination of the effects of the attitudinal enhancing affective strategies on the SS II students' Oral English performance carried out by computing the scores of the students' attitudinal levels on the pretest and post test scores of the control and experimental groups,the mean scoresare presented in Table 4.11.and graphically illustrated in Figure 4.3.

Table 4.11: Mean Scores in Oral English Performance by Students of Different Attitudinal Enhancing Affective Levels before and after the Experiment

Attitudinal	Pre-test	Post-test

enhancing affective levels	Control		Experimental		Control		Experimental	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
1	8.20	1.095	7.33	5.686	6.20	4.438	7.00	7.000
2	9.75	2.217	1.00	0.00.	9.00	1.414	7.50	0.707
3	10.60	4.336	10.70	3.181	11.00	4.062	13.93	4.365
4	10.67	3.679	11.35	3.064	12.17	4.517	15.00	3.267
5	11.19	3.613	10.62	3.083	11.17	3.345	16.60	4.518
Total	10.85	3.559	10.69	3.314	11.07	3.815	15.00	4.600

Students' attitudinal levels on the pretest and post test scores of the control and experimental groups, the mean scores are graphically illustrated in Figure 4.3.

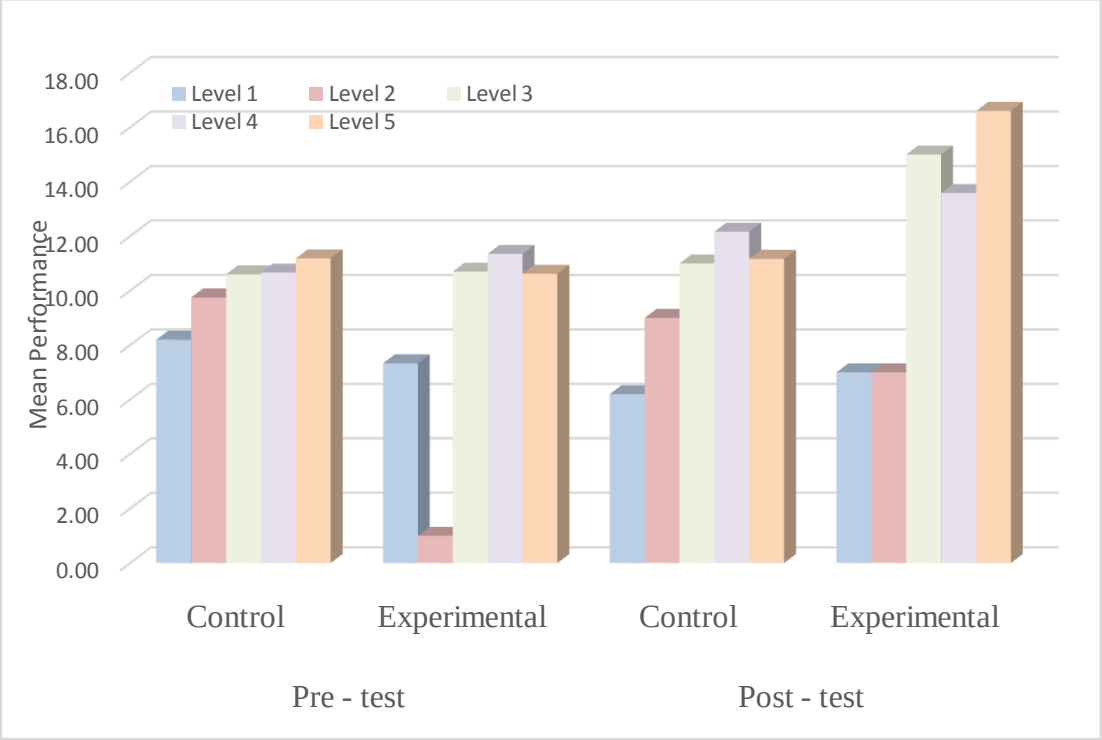


Figure4.3: Mean Effect of the Positive Attitudinal Enhancing Affective Strategies on Oral English Performance

A near linear trend was observed in the pre-test scores of the different attitudinal levels of the students in the control group. But for those in the experimental group, the scores were relatively random before the treatment. After the treatment, the post test scores of students in the control group was relatively linear in trend but there was not corresponding increase in the

performances as observed in the experimental group who were exposed to the treatment with the attitudinal enhancing affective strategies. For the first two levels of the attitudinal enhancing affective strategies, performances of the students was the same. But in the last three levels, performances was observed to increase progressively as the attitudinal level increases. The highest score of 16.60 was obtained by students at the highest level of 5 compared to the control group with 11.17 at the same attitudinal level. These are clear indications that exposure of the students to the treatment has a positive effect on their oral English performances.

Attitude was found to influence performances of both groups in the identification of vowel sounds and in words and phonetic symbols. Students in the control group could express the stress in words and pronounce phonetic symbols like / əʊ, / ʌ / and / s /. For students in the experimental group, students' high positive attitude was observed to increasingly influence performances in such vowels, consonants and phonetic symbols. Attitudinal score on item items 32, 35 and 44 (See Appendix K3) were found to be highly rated by those group compared to those in the low performing group who did not expressed such level of positive attitude.

Item 32: my attitude towards oral English would be changed if my teacher is less critical of my verbal mistakes.

Item 35: My attitude towards oral English would change if I am asked questions that would make me think.

Item 44: My attitude would improve if my teacher ensures that my grades improve by the use of constant practice and evaluation.

Research Question Four: What is the effect of the self-confidence boosting affective strategies on oral English performance of SS II students in Niger State?To determine the effect

of self-confidence boosting affective strategies on the students' Oral English language performance, their computed self-confidence boosting affective strategies levels for the students in the control and experimental groups were used to compute their mean performances in the two test (Pre-test and Post-test) and then compared. The mean scores obtained for the two groups in the test are presented in Table 4.12.

Table 4.12: Mean Scores in Oral English Performance by Students of Different Self-Confidence Boosting Affective Levels before and after the Experiment

Self-Confidence Boosting Affective Levels	Pre-test				Post-Test			
	Control		Experimental		Control		Experimental	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
1	8.20	1.095	7.33	5.686	6.20	4.438	7.00	7.000
2	12.00	3.232	9.00	6.928	9.10	2.331	8.00	1.732
3	11.38	5.397	10.95	3.539	14.00	6.437	14.45	3.946
4	11.10	3.384	11.00	2.933	11.31	3.597	15.05	3.404
5	10.68	3.512	10.67	3.051	11.32	3.151	16.24	4.702
Total	10.85	3.559	10.69	3.314	11.07	3.815	15.00	4.600

The mean scores obtained for the two groups in the test are graphically illustrated in Figure 4.4.

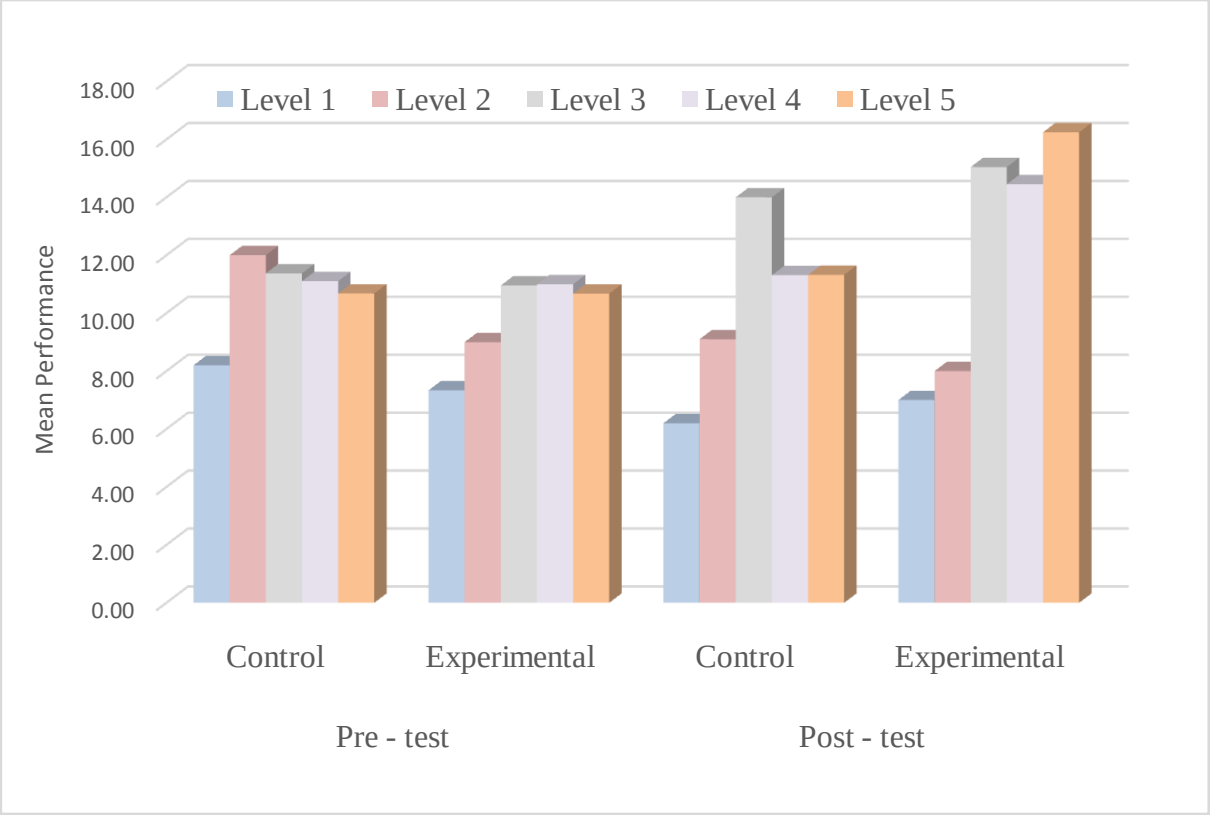


Fig. 4.4: Effect of the Self-Confidence Boosting Affective Strategies on SS II Students' Oral English Performance

The table shows that students with the different self-confidence boosting affective strategies levels differed in their performances in the two test. For the control group, increased levels could not really be said to be associated with increased performance at the pre-test. This scenario was observed in the case of the students in the experimental group before the treatment. After the treatment in which students in the experimental group were exposed to the treatment with the self-confidence boosting affective strategies, increase in performances progressively followed increase in the self-confidence boosting affective strategies levels. But for students in control group, the observed increase was the same pattern experienced in the pre-test scores. This meant that the treatment of the students in the experimental group with the self-confidence boosting affective strategies positively enhanced their performance in the

oral English since such increase was not observed among students in the control group after the experiment.

For students in the control group, the self-confidence rating was generally low. The performance was relatively correlated with the expressed confidence as most students could not rate item 47, 51 and 58 (See Appendix K4) high as was obtained for those in the experimental group where such rating was very high. The students in the experimental group were found to have better match consonant sounds like section 2 of the questionnaire and better scores in identifying word that rhymes with others.

Item 47: My self-confidence could be enhanced by being actively involved in more Oral communications with my peers.

Item 51: My teacher can help boost my self-confidence by making me feel that I am capable, and can achieve success in Oral English.

Item 58: My teacher can help boost my self confidence by being less critical of me or labelling me.

4.3 Test of Hypotheses

The null hypotheses formulated to test the effectiveness of the affective strategies on the senior secondary school students' oral English performance are conducted in this section. The hypotheses were formulated along the specific objectives and research questions of the study. The tests were carried outat 0.05 probability level of significance as follows:

Hypothesis I: Interest enhancing affective strategies have no significant effecton Oral English performance of SS II Students in Niger State.

This hypothesis was tested with the data collected at the post-test level of the experiment from students in the experimental group to test for the effect of the interest enhancing affective

strategies levels on their performances after the treatment. The one way analysis of variance procedure was used for the test because of the multiple levels of the independent variable (interest enhancing affective strategies levels) involved in the test. The one way analysis of variance will help to establish the treatment effects of the different levels on the students' performances in the subject. The summary of the analysis of variance model is presented in Table 4.13.

Table 4.13: One Way Analysis of Variance on Oral English Performance by Student of Different Interest Enhancing Affective Strategies Levels

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	577.268	4	144.317	8.813	.000
Within Groups	1686.732	103	16.376		
Total	2264.000	107			

(F-critical at 4, 103 DF = 2.47 at P=0.05)

The result in the table revealed that the students of different interest enhancing affective strategies levels differed significantly in their performances in the oral English language test. This is indicated with an observed F-value of 8.813 obtained at 4,103 degree of freedom and 0.000 probability level of significance ($P < 0.05$). This observations provide sufficient evidence to reject the null hypothesis that interest enhancing affective strategies have no significant effecton Oral English performance of SS II student in Niger State. The mean scores for the post-test were shown in Table 4.7 with relative variability for the students of different interest enhancing affective strategies levels in the experimental group. To determine thelevels that were significantly different from the others on the Oral English language performances, a post-hoc test was performed on the mean scores using the Scheffe procedure. The result of the test is summarized in Table 4.14.

Table 4.14: Result of Scheffe Test on Mean Performances in Oral English Language by Students with Different Interest Enhancing Affective Strategies Levels

Affective levels	N	Subset for alpha = .05	
1	3	7.0	
2	2	8.5	
3	13		13.61538
4	51		14.17647
5	39		17.48718
Sig.		0.09186	0.664344

The result of the mean separation test showed that students with interest enhancing affective strategies levels 1 and 2 were not significantly different in their performances in the Oral English language test. But they were significantly different from students with interest enhancing affective strategies levels 3, 4 and 5. Between the students with the interest enhancing affective strategies levels of 3, 4 and 5, no significant difference was observed in their performances. The implication here is that some levels of interest enhancing affective strategies have to be obtained before the effects can be observed on the students' performances in the subject.

Hypothesis II: Motivational enhancing affective strategies have no significant effect on SS II students' oral English performance in selected schools in Niger State.

The levels of motivational enhancing affective strategies obtained from the students was used as the independent variable here to determine the effects at each of the stages on the students performances in the subject. Only the post-test scores of the experimental group was used for this test since it is the only measurement of the effect.One way analysis of variance was used for the test. The use of the ANOVA was informed by the more than two levels of the

independent variable (Motivational levels) involved in the test. In Table 4.15, a summary of the ANOVA model is presented.

Table 4.15: Analysis of Variance on oral English Performances by Students of Different Motivational Enhancing Affective Strategies

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	414.691	4	103.673	5.774	0.000
Within Groups	1849.309	103	17.954		
Total	2264.000	107			

(F-critical at 4, 103 DF = 2.47 at P=0.05)

The observed F-values (5.774) for the test ishigher than the critical value of 32.47 at the same degree of freedom (4, 103). The observed levels of significance (0.000) for the test is lower than 0.05 ($P < 0.05$). This means that the performances of the students in the subject differed significantly by their levels of motivational enhancing affective strategies.Theseobservations provides sufficient evidence for the rejection of the null hypothesis. The null hypothesis that motivational enhancing affective strategies have no significant effecton oral English performance of SS II students in selected schools in Niger Statewas therefore rejected. The mean performances of the students in experimental group after the treatment were presented along their motivational levels in Table 4.8. To determine the motivational level that have more significant effect on the students' performances than the others, the Scheffe procedure was used to differentiate the mean scores. The result of the Scheffe test is summarized in Table 4.16.

Table 4.16: Result of Scheffe Procedure on the Mean Scores by the Students of Different Motivational Enhancing Affective Strategies Levels

Motivational levels	N	Subset for alpha = .05	
1	3	7.00	
2	2	8.50	8.5
3	17	14.11765	14.11765
4	41	14.5122	14.5122
5	45		16.6
Sig.		0.087111	0.052101

The result revealed that significant effects of the motivational enhancing affective strategies was only achieved at the highest level of 5. In the table, no significant difference was observed in the performances of the students in the oral English test at motivational enhancing affective strategies from 1 to 4. But the effect started manifesting at the second motivational level. This accounted for the no significant difference between the mean performances by students with level 2 and those with the highest (5) motivational enhancing affective strategies level. Performances of the students from level 2 and above were significantly different from that of students with level 1 motivational enhancing affective strategies.

Hypothesis III: Positive attitudinal enhancing affective strategies on oral English performance of SS II students in Niger State.

This hypothesis was tested with the one way analysis of variance because of the multiple levels of the independent variable (attitudinal enhancing affective strategies levels) involved in the test. The performances of the students in the experimental group after the treatment was used as the dependent variable. This was aimed at establishing the effects of the attitudinal levels on the performances in the subject. A summary of the analysis of variance model on the variable is presented in Table 4.17.

Table 4.17: One Way Analysis of Varianceon Oral English Performances by Students of Different Attitudinal Enhancing Affective Strategies Levels

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	483.439	4	120.860	6.991	.000
Within Groups	1780.561	103	17.287		
Total	2264.000	107			

(F-critical at 4, 103 DF = 2.47 at P=0.05)

The result of the test as indicated in the table revealed that the performances of the students who were in the experimental group differed significantly by their levels of attitudinal enhancing affective strategies. This was deduced from the observed F-values of 6.991 obtained at 4, 103 degree of freedom and an observed level of significance (Sig) of 0.000 ($P < 0.05$). By these observations, the null hypothesis that there positive attitudinal enhancing affective strategies have no significant effecton SS II oral English performance in selected secondary schools in Niger Stateis therefore rejected. The mean scores of the students in the experimental group with the different positive attitudinal enhancing affective strategies levels were presented in Table 4.9 in the post-test. To determine the positive attitudinal enhancing affective strategies levels that were significantly different in their effects on the SS II oral English performances, a mean separation test was conducted using the Scheffe procedure. The result of the test is summarized in Table 4.18.

Table 4.18: Result of Scheffe Procedure on the Mean Scores by Students of Different Attitudinal Enhancing Affective Strategies Levels

Attitudinal levels		N	Subset for alpha = .05		
	1	3	7.0		
	2	2	7.5	7.5	
	3	33	13.76	13.76	13.76
	4	20		15.00	15.00
	5	50			16.6
Sig.			0.140	0.077	0.876

The result revealed that the performances of the students with positive attitudinal enhancing affective strategies levels 1, 2 and 3 were not significantly different. But performances of students with level 1 were significantly different from those with levels 4 and 5. Students with positive attitudinal enhancing affective strategies levels 2, 3 and 4 were not significantly different in their performances. Students with level 2 were significantly different in their performances from those with level 5. Between students with level 3, 4 and 5, no significant difference was observed in their performances.

Hypothesis IV: Self-confidence boosting affective strategies have no significant effecton oral English performance of SS II students in Niger State.

The mean scores by the students with different levels of self-confidence boosting affective strategies were compared here with the one way analysis of variables to establish the effects of the variable on the students' performances in the test. The result of the analysis of variance model is summarized in Table 4.19.

Table 4.19: One Way Analysis of Varianceon oral English Performances by Students of Different Self-Confidence Boosting Affective Strategies Levels

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	424.307	4	106.077	5.939	0.000
Within Groups	1839.693	103	17.861		
Total	2264.000	107			

(F-critical at 4, 103 DF = 2.47 at P=0.05)

The result in the table revealed that the performances of the students of the different self-confidence boosting affective strategies differed significantly. The observed F-values (5.9397) obtained in the test is higher than the critical value of 2.47 at the same degree of freedom (4, 103). The observed levels of significance (0.000) for the test is lower than 0.05 ($P < 0.05$). This meansthat there was enough evidence for rejecting the null hypothesis. The null hypothesis that self-confidence boosting affective strategies have no significant effecton SS II

students' oral English performance in Niger Stateis therefore rejected. The mean scores for the different levels of students in the experimental group were presented in Table 4.10. To determine the levels of self-confidence boosting affective strategies differed significantly from the others on the students' performances a post hoc test was conducted on the mean scores using the Scheffe procedure. The summary of the Scheffe test on the mean scores is presented in Table 4.20.

Table 4.20: Result of Scheffe Procedure on the Mean Scores by Students of Different Self-Confidence Boosting Affective Strategies Levels

Self-confidence levels	N	Subset for alpha = .05		
1	3	7.00		
2	3	8.00	8.00	
4	31		14.45	14.45
3	22		15.05	15.045
5	49			16.245
Sig.		0.996	0.067	0.964

The result showed no significant difference in the effects of the self-confidence boosting affective strategies between students with level 1 and 2 in their performances. But students with level 1 of self-confidence boosting affective strategies were significantly different in their performances from those with levels 3, 4 and 5. And those with level 2 were significantly different from those with levels 4 and 5. Between students with levels 3, 4 and 5, no significant difference was observed. This mean that treatment had a progressive improvement on the performances of the students in the experimental group.

4.4 Summary of Findings

The following are itemized from the major findings of this study:

1 The use of interest enhancing affective domain strategies on the SS II students has positive and significant effects in improving their Oral English performances in Niger State. The observed t-value is 6.827. The gained value is 4.07 which was the improvement over the control group.

2 Motivational enhancing affective domain strategies have significant impact on SS II students' Oral English performance in the participants. The r-calculated is 0.399 and was found to be significantly correlated at p = 0.000.

3 The use of positive attitudinal enhancing affective strategies on SS II have significant effects in improving their Oral English performances in Niger State. The r-calculated is 0.484 and was significant at p=0.000.

4 Self-confidence boosting affective strategies have significant effects in improving SS II students' oral English performance in Niger State. The r-calculated is 0.351 and was significant at p=0.000 at df = 107)

4.5 Discussions

This study investigated the Effectsof Affective Strategies variables on Oral English performance of SS II Students in Niger State, Nigeria, through an experimental procedure. Components of the Affective strategies investigated were interest, motivation, positive attitude enhancing and self-confidence boosting affective strategies. Students' performances in the Oral English were observed before and after the experiment.In the analysis of the data, it was found that students who were treated with the affective domain strategies had higher scores in the oral English performance after the experiment when compared with their counterparts who

were not treated. The finding here is in line with Nakatami (2005) who reported that raising learners' awareness of strategies can be used to solve potential communication problems in enhancing their oral performance.The finding also agrees with Kraemer, (2006) and Olaofe, (2013); who respectively reported that learning language especially speaking is becoming increasingly difficult because research suggests that language teachers tend not to use the 'Target Language' exclusively in the classroom.

This study found out that using the affective strategies was of significant encouragement, and motivation to the participants who scored low, middle and high in oral performance. For example, at the onset of this study, the participants' oral performance was very low. But after their being exposed to the treatment, improvement was noticed progressively on a linear trend. This is graphically illustrated in Figure 4.4 of this study.

For the treated group, the affective strategies such as interest, motivation, attitude and self-confidence were found to be significantly correlated with the students' performances after the experiment. This finding agrees with Kim and Margolis (2000) who reported positive correlation between motivation and learning English. The finding also agrees with Guo and Wang (2013) who reported in their journal article "Affective Factors in Oral English Teaching and Learning" emphasized that in oral English teaching, subjective variables of learners weigh more than the objective ones. The report stated that some students may bring less visible things to class: affective needs and personality variables; and that whether learners are interested in the learning materials and teaching approach will impede or enhance the realization of the aim of oral English teaching.

Four null hypotheses were tested in line with the specific objectives and research questions of the study. In the first research question of the study, the performances of students

in the experimental group who were exposed to the use of the interest enhancing affective strategies were compared with those in the control group. The mean scores obtained showed that students in the experimental group have higher mean performances after the treatment than those in the control group where the treatment was not administered. In the test of null hypothesis I, the effects of theinterest enhancing affective strategies on the students' oral English performances after the treatment administration was tested by comparing the performances of students with different interest enhancing affective strategies levels. The result of the test revealed that students with higher interest enhancing affective strategies performed significantly higher than those with lower interest enhancing affective strategies level.The null hypothesis was therefore rejected. The result revealed that the use of interest enhancing affective strategies has significant effects on the students' performances in the oral English test. The finding here is in line with Kristina (2011) who stated that students should be encouraged to talk about their interests, do mini-presentations, have group discussions that revolve around what they find interesting so that they can speak about it feely and spontaneously, like in real-life situations. The finding is consistent with Kwakpovwe (2015) who posited that positive words of encouragement are mental vitamins and that positive thoughts needed to balance the attack of trials and negative events as we all go through from time to time". This study also found out that some shy participants became motivated to speak more openly and frequently as exemplified in pictures in the appendix on pages 204 and 205

In the analysis of data relating to the second research question where the effects of the motivational enhancing affective strategiessuch as frequent feedback, stimulating learners idea through well-structured questions and activities, use of humour constant use of peruse e.t.c self-encouragement compared with students in the control group who were not exposed to the

treatment.It was found that score of students in the experimental group was higher than those in the control group. Null hypothesis II tested the effects of the motivational enhancing affective strategies on the students' performances in the subjects by comparing the scores of the students with different motivational enhancing affective strategies levels after the treatment. The result of the test revealed that students with higher motivational enhancing affective strategies levels performed significantly better than those with low motivational enhancing affective strategies levels. The null hypothesis was therefore rejected. The finding here agrees with Lessaux and Siegel (2003 in Magno et al 2011)who demonstrate in a study in which non-English speaking participants acquired adequate proficiency after two years of exposure to the reading, spelling, phonological processes, and memory of the English language. The observation was that the affective strategies acted as attitude enhancers to the participants. The focus of the research work was not concerned with teaching methods, but the strategies had motivating factors.

Research question three investigated the effects of positive attitudinal enhancing affective strategies on the students' oral English performances by comparing the performances of students with the different attitudinal levels. From the mean scores, it was found that students who were exposed to the use of the positive attitudinal enhancing affective strategies e.g. enthusiastic teaching attitude, less critical teacher, encouraging critical thinking and creating vibrant classroom atmosphere,have higher scores when compared to their counterparts in the control group who did not receive the treatment. Null hypothesis III tested the effects of the positive attitudinal enhancing affective strategies on the students' oral English performance by comparing scores of the students with the different levels. The result of the test revealed that students with higher positive attitudinal enhancing affective strategies have higher scores

significantly different from those with low positive attitudinal enhancing affective strategies. The null hypothesis was therefore rejected. The finding here agree with Olatunji (2013) who opined that the reason for the importance of affective variables such as students' attitudes, interest, and values are because they typically influence future behaviour. The report went further to state that it is necessary to promote positive attitudes towards language learning today as inclination to pursue oral language learning in the future. The finding is in line with Omar and Al-Noursi (2013), from a study titled "Attitudes towards Learning English: The Case of the Technological High School in the United Arab Emirates (UAE)". The findings showed that majority of the subjects had positive attitudes towards learning the English language and that the type and the degree of attitude were not affected by the teachers' nativity, but by the teaching methods and the learning atmosphere that the teacher creates for his/her students. The researcher concluded that attitudes can be modified by experience, and effective language teaching strategies can encourage students to be more positive towards the language they are learning.

In the analysis of research question four, the effects of self-confidence boosting affective strategies on the students' oral English performances was investigated by comparing the experimental group with the control group. In the data analysis, it was found that students who were in the experimental group performed higher than their counterparts in the control group after the experiment. Null hypothesis IV tested for effects of the self-confidence boosting affective strategies on the students' performances by comparing the scores of the students with the different levels. The result of the test revealed that students with highself-confidence boosting affective strategies levels have higher mean performances in the oral English language test and were significantly different from their counterparts who were with

lower levels. The null hypothesis was therefore rejected. This finding agrees with Kim and Margolis (2000) in Magno *et al.* (2011) who reported that English language learners become more proficient through the amount of time in contact with the language and the socialization process where English is used.

The research work shows that the participants with low scores may have been influenced by their mother tongue on pronouncing some vowel sounds e.g. c<u>ou</u>rage because they all did not get the correct answer. The mid-performers also missed this answer. This may not be unconnected with adequate practice indeed the market scripts also shows that the highest scores also got the answer wrong.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the investigation into the Effectsof Affective Strategies Variables on Oral English Performance of SS II students' in Niger State, Nigeria. The chapter is presented under; Summary, Summary of Major Findings and Conclusions. Other subheadings include;Implication of the findings, Recommendations and Suggestions for Further Studies.

5.2 Summary

This study was set against the background that low performance in oral Englishhas been considered as one of the major causes of the decline in academic achievement. Proficiency in English, particularly oral English, will help students express themselves well even in writing and in other subject disciplines as the English language remains the medium of instruction in Nigerian schools. It is of knowledge that most students' remain deficient in oral English even after many years in secondary schools and they carry this problem to the higher institutions. Concerns is the problem attributable to poorly trained oral English teachers, textbook writers, curriculum planners, learners' lack of knowledge of the importance of the use of affective strategies, such as: learners' lack of interest, motivation, and poor attitude towards oral English. Towards improvement in students' performance in oral English, this study investigatedthe Effects of Affective Strategies variables on Oral English Performance of SS II students in Niger State, through an experiment.

Two groups of SS II students were randomly selected from six schools in zone 'B' educational Zone in NigerState for the experiment. Each group was made upof three (3)

schools of 108 students with 36 students each selected through proportional stratified random sampling technique. One group of students was used as control and were not exposed to the treatment with affective strategies. The other group of students wasthe experimental group and they were exposed to treatment using affective strategies. The instrument for affective strategies was administered to the two groups before the commencement of the treatment for the experimental group. A test of achievement in oral English was conducted for the two groups before and after the experiment. The data collected were analyzed with the Statistical Package for the Social Science (SPSS), IBM version 20. Statistical procedures adopted in the analysis of the data included frequencies and percentages, means, standard deviations and test of correlation between the variables. The hypotheses were tested with one way analysis of variance (ANOVA). The null hypotheses were tested at the 0.05 probability level of significance. A summary of the study is as follows:

Chapter One, the background study was highlighted along with statement of the problem, the Purpose of study, research questions and hypotheses. Other aspects of the chapter are significance of the study, scope and basic assumptions. Chapter Two featured a review of related literature that were relevant to the investigation along with empirical studies. In Chapter Three, the methodology employed in the sample selection for the experiment, the process of the experimentation, the instrumentations and method of data collection and analysis were stated. Chapter Four consisted of the statistical analysis of the data from the experiment. Four null hypotheses were tested in line with the research objectives and questions. All the null hypotheses were rejected. The following major findings were obtained from the analysis of the data and the study's hypotheses.

5.3 Summary of Major Findings

The major findings from the study are itemized below:

1. The increased use of interest enhancing affective domain strategies on the SS II students had a positive and significant effect on their Oral Englishperformance. The steady degree of subjects' participation was observed as subjects asked questions and they equally responded to questions from the researcher and their peers. Cooperative learning was also observed as shown in the flow chart on page 84 and Appendix 1.
2. Continuous use of motivational enhancing affective domain strategies on SS II students significantly improved their Oral English performances as they participated meaningfully in the oral exercises.Subjects were able to articulate, package their ideas by adhering to grammatical principles.
3. The use of positive attitudinal enhancing affective strategies like teacher's positive attitude, enthusiasm, use of different learning aids, enabled the subjects to develop more positive attitude towards oral English.Letting them know the benefit of oral English, cheerful teacher dispositionhad a significant effect on their performances in Oral English performances. Their attitude towards oral English was also enhanced in that the subjects' minds were geared towards critical thinking. Flow chart on page 84 exemplifies this.
4. The increase in self-confidence boosting affective strategies on SS II students' significantly increased their performances in oral English,for an example, allowing for reasonable mistakes.Negative labelling were downplayed.

5.4 Conclusions

Based on the findings or the result obtained from the experimental data, the researcher concludes as follows:

1. The use of affective domain strategies on the SS II students have positive effects on their Oral English performances
2. Students who were exposed to the use of affective domain strategies performed better in Oral English language than those who were not exposed to the treatment of affective domain strategies.
3. The use of Affective domain strategies have significant effect on positive attitudinal change among SS II students who were exposed to the treatment than those without treatment.
4. Treatment with affective domain strategies have more positive effect on self-confidence thereby boosting better performances in oral English.

5.5 Implication of Findings or Contribution to Knowledge

The result of this study revealed that students who were treated with affective domain strategies to a higher degree performed significantly better in their Oral English. The finding revealed that the use of the affective domain strategies improved on the positive attitudinal disposition of the students towards the subject as well as boost their self confidence in the learning of the subject. These are major factors towards improvement on students' academic performance not just in Oral English but other subjects at the senior secondary school level and in higher institutions. It is believed that an improvement in their oral English will help in raising the standard of education of the participants. Academically, the finding provides an

area of concentration in the teaching and learning of Oral English at the Junior and Senior Secondary school levels in the country.

5.6 Recommendations

Based on the findings of this study, the following recommendations are made:

1. The School Authority should recommend the use of interest enhancing affective domain strategies for improving students' Oral English performances. Some of these activities can be assessed in Appendix I.
2. The School Authority need to include the use of motivational enhancing affective domain strategies on SS II students' learning activities as a way of improving their Oral English performances. These activities may be picked from Appendix I
3. Teachers should be encouraged through seminars and workshops inthe use of positive attitudinal enhancing affective strategies on students towards improvement in their Oral English performances. Such seminar and workshop materials may be assessed in Appendix I.
4. Teachers should be encouraged through seminars and in-house orientation on the need to use self-confidence boosting affective strategies on students in order to improve on their performances in oral English. Materials for such orientations are in the manual developed for this study in Appendix I.

5.7 Suggestions for Further Studies

This study was an experimental investigation covering only SS II Students in selected schools in Zone 'B' Niger State.

1. The study could be expanded to cover zones A and C, that is the whole of the State.

2. It could also be replicated in other states of Nigeria.
3. Another study can be carried out to find out the Effectiveness or otherwise of Affective Strategies using SS I and SS III.
4. Other affective variables like:Anxiety, Value Orientation, Exposure, can be investigated for further study.
5. The Effect of Mother Tongue on the use of affective strategies for improving oral performance of students in English language, can also be another area of interest.

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APPENDIX A

AFFECTIVE STRATEGIES ORAL PERFORMANCE-ASOP QUESTIONNAIRE – INTRODUCTORY LETTER

Department of Arts and Social Science Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Respondent,

The bearer of this research instrument is a Doctoral Student in the Department of Arts and Social Science Education of the Ahmadu Bello University, Zaria undertaking a research on the topic "Effect of Affective Strategies on SS II Students' Oral Performance in Selected Secondary Schools in Niger State."

Please answer the following questions about yourself and your English class by filling the items with the necessary and corresponding information

You are therefore requested to study this questionnaire and respond as appropriate. Be informed that this research is solely for academic purpose, and that the information provided would be treated with utmost sincerity and confidentiality.

Yours faithfully,

Jiya Rebecca, R. (Mrs.)

APPENDIX B

AFFECTIVE STRATEGIES ORAL ENGLISH PERFORMANCE (ASOP) NEEDS ANALYSIS QUESTIONNAIRE

Socio-demographic Characteristics of Respondents

Name:_____ Class:_____

School:_____ Date:_____

Please tick (✓) as appropriate

Please answer the following questions about yourself specifically based on your: Interest, Motivation, Attitude and Self-confidence in Oral English.

On the scale of 1-5, tick (✓) the appropriate box to indicate your agreement with the following statements

S/n	Statement	Level of Agreement				
		5	4	3	2	1
1.	I would like my teachers to add humour and fun as oral English language is taught					
2.	I would be interested in Oral English if it is relevant to my life goal					
3.	I would be interested in Oral English if it would help me discuss with other people.					
4.	I would be interested in Oral English if my teacher encourages more cooperative learning.					
5.	I would be interested in speaking Oral English if my teacher gives us more out-of-class oral activities.					
6.	I would be interested in Oral English if my teacher introduces cartoons that will lead me to speak more.					
7.	I would be interested in Oral English if my teacher is enthusiastic about the lesson.					
8.	I would be interested in Oral English if my teacher includes songs especially in poetry.					
9.	I would be interested in Oral English if my teacher makes the lesson less stressful by being less critical of my spoken English.					
10.	I would be interested in oral English if my teacher would expose me to more language competitions e.g. debates.					
11	I would be interested in oral English if my teacher gives me specific supportive feedback e.g. telling me when I making progress.					
12	I would be interested in Oral English if my teacher helps me to experience success					
13	I would be interested in Oral English if my teacher creates a positive, fun and happy classroom environment.					
14	I would be interested in Oral English if my teacher includes word games and tongues twisters in the lesson					
15	I would be interested in Oral English if my teacher includes more oral description of objects, places and peoples.					
	Section C- Oral English Motivation Scale					
16	I would be motivated to learn Oral English if my teacher encourages me to speak English always by making it more interactive.					
17.	I would be motivated if my teacher stimulates my ideas by allowing me discuss freely in class by asking relevant questions.					
18.	I would be motivated to speak more if my teacher celebrates my success at speaking English.					

19.	I would be motivated if my teacher establishes a good relationship with me.					
20.	I would be motivated to speak English more if my teacher guides me to be less dependent on him/her.					
21.	I would be motivated in the Oral English class if my teacher helps me to enjoy the lesson by his/her positive comments.					
22.	I would be motivated to speak if my teacher encourages me to be positive and less critical of myself.					
23.	I would be motivated if my teacher gives me positive feedback					
24.	I would be motivate if my teacher encourages me to be more involved in the oral English class					
25.	I would be motivated if the teacher shows enthusiasm for teaching oral English.					
26	I would be motivated to speak more if my teacher makes me feel capable of succeeding in oral task					
27	I would be motivated to speak more English if my teacher makes me feel part of a classroom community (Integrating me).					
28	I would be motivated to be more active in the Oral English class if my teacher teaches me relaxation techniques e.g. Positive self talk					
29	I would be more motivated to speak English if my teacher finds out what motivated me					
30	I would be more motivated in Oral English if my teacher stimulates my ideas – through questions, discussions.					
	Section D- Oral English Attitude Scale					
31.	My attitude towards the use of Oral English would be influenced if my teacher helps me see the benefits of speaking English.					
32.	My attitude towards oral would change if my teacher is less critical to my verbal mistakes					
33.	My attitude towards oral English would change, if my teacher enables me to see the benefits of doing well in spoken English.					
34.	My attitudes towards oral English would improve if my teacher creates a harmonious atmosphere in class by introducing oral games e.g. Tongue twisters.					
35.	My attitude towards oral English would change if I am asked questions that would make me think					
36.	I would need more Oral activities like storytelling, poetry recitations					
37.	My attitude towards Oral English would improve if my scores improves					
38.	My attitude towards Oral English would be influenced by my teacher's own attitude towards the subject					
39.	My attitude towards Oral English would be enhanced by my teacher making the lesson enjoyable – use of reward, e.g. Stars, praise words.					
40.	My attitude towards Oral English would be helped if my teacher would help me see the value of Oral English to my overall course of study.					
41	My attitudes towards Oral English would be enhances if my ease my mind from being too conscious of my oral mistakes					
42	My attitude towards Oral English would improve if my teacher asks questions that will generate critical thinking					
43	My attitude towards Oral English will be enhances if my teacher involves me more in dialogues					
44	My attitude would improve if my teacher ensures that my grades improve by the use of constants practice and evaluation					

45	My attitude towards Oral English would improve if my teacher arouse my innate oral abilities					
	Section E – Oral English Self-Confidence Scales					
46.	My self-confidence would be enhanced by my teacher helping me take on more oral responsibilities allowing me express myself more					
47.	My self-confidence could be enhanced by being actively involved in more Oral communications with my peers					
48.	My teacher can boost my self-confidence by saying encouraging words like "you can make correct sentences".					
49.	My self-confidence could be enhanced by my teacher respecting me. E.g. not being too judgemental or ridiculing.					
50.	My self-confidence could be enhanced by teacher involving me in class debates, discussions and drama.					
51.	My teacher can help boost my self-confidence by making me feel that I am capable, and can achieve success in Oral English.					
52.	My teacher can help me boost my self-confidence by helping me realize my own value and worth – by his/her positive comments.					
53.	My self-confidence can be enhanced by my teacher encouraging me to take Oral English risk wisely.					
54.	My self-confidence can be enhanced if my teacher perceives me as a learners and not a perfect speaker of English language.					
55.	My self-confidence can be enhanced if my teacher sees me as a potential fluent English language speaker.					
56	My self – confidence can be enhanced by my teacher making generous positive statement about me					
57	My teacher can help boost my self – confidence by not expecting me to speak in a native speaker accent.					
58	My teacher can help boost my self confidence by being less critical of me or labelling me					
59	My teacher can boost my self confidence by seeing me as a learner who can improve in Oral activities					
60	My self – confidence can be enhance if my teacher would help me understand that making mistakes is part of the learning process					

APPENDIX C

INDIVIDUALISED AFFECTIVE STRATEGIES ORAL PERFORMANCE TESTS (I–V) (PRE-TEST)

Each question is followed by **five** options letter **A – E**. choose the correct option for each question and shade in pencil on your answer sheet, the answer space that bears the same letter as the option you have chosen. Give only **one** answer to each question and erase completely any answer you wish to change. Do all rough work on this question paper.

An Example is given below:
From the options letter A – E, choose the word that has *the same vowel sound* as the one represented by the letter(s) underlined.

Head
A. heed
B. ingrate
C. job
D. red
E. steal

The Correct answer is **D** because only "red" has the same vowel sound as the one underlined in "head". There, answer space **D** would be shaded

[A] [B] [C] **[D]** [E]

SECTION I
Choose from the options letter **A – E,** the one that has the *same vowel sound* as the one represented by the underlined letter(s) **(Nos. 1-15).**

1. aid
   A. air
   B. capable
   C. capital
   D. dairy
   E. idea

2. push
   A. angle
   B. look
   C. persuade
   D. run
   E. shrug

3. organize
   A. guess
   B. price
   C. seizure
   D. supposed
   E. vista

4. dread
   A. break
   B. knee
   C. level
   D. mean
   E. preach

5. crew
   A. boom
   B. draw
   C. sturdy
   D. town
   E. word

6. purge
   A. dance
   B. purport
   C. reserve
   D. salt
   E. target

7. know
   A. craw
   B. group
   C. sew
   D. voyage
   E. wood

8. h<u>o</u>ney
   A. coat
   B. funnel
   C. honest
   D. modern
   E. tonic
9. p<u>ie</u>ce
   A. create
   B. drink
   C. media
   D. physics
   E. pick

10. sh<u>a</u>rk
    A. arrow
    B. clash
    C. fashion
    D. herd
    E. path

11. sh<u>a</u>bby
    A. plate
    B. reward
    C. salute
    D. tackle
    E. ware

12. tabl<u>et</u>
    A. bed
    B. creation
    C. deviation
    D. north
    E. theatre

13. f<u>a</u>ll
    A. curve
    B. doll
    C. duck
    D. fold
    E. quarter

14. b<u>e</u>side
    A. brain
    B. many
    C. regal
    D. tattered
    E. vehement

15. g<u>ow</u>n
    A. bone
    B. floor
    C. hour
    D. pure
    E. quay

SECTION 2

Choose from the options **A – E,** the one that has *the same consonant sound* as the one represented by the underlined letter(s) (**Nos. 16-30).**

Example: <u>t</u>each
A. bench
B. both
C. deviate
D. listen
E. through

The correct answer is **C** because only "deviate" contains the same consonant sound as the one underlined in "teach".

16. mi<u>ss</u>ion
    A. barrage
    B. decision
    C. leisure
    D. patient
    E. pleasure

17. <u>th</u>eme
    A. author
    B. den
    C. thy
    D. tin
    E. wither

18. ne<u>ph</u>ew
    A. apple
    B. prison
    C. psychic
    D. shepherd
    E. trough

19. ea<u>s</u>y
    A. fence
    B. husband
    C. peace
    D. phonics
    E. sip

20. <u>ch</u>ore
    A. chauvinist
    B. gin
    C. joke
    D. leash
    E. leech

21. <u>c</u>rack
    A. bag
    B. cease
    C. chronic
    D. dance
    E. wince

22. thing
    A. anchor
    B. damn
    C. known
    D. meat
    E. ran

23. latter
    A. anthem
    B. forth
    C. ladder
    D. listen
    E. mixed

24. measure
    A. ensure
    B. judge
    C. motion
    D. special
    E. treasure

25. bomb
    A. bank
    B. barber
    C. man
    D. nanny
    E. rub

26. we
    A. duty
    B. new
    C. once
    D. whole
    E. wrap

27. heave
    A. bishop
    B. chair
    C. height
    D. heir
    E. which

28. save
    A. free
    B. pace
    C. phase
    D. safe
    E. scurvy

29. joy
    A. gem
    B. gun
    C. nature
    D. watch
    E. yes

30. kind
    A. ledger
    B. medal
    C. this
    D. though
    E. worthy

SECTION 3

Choose from the options letter **A – E,** the *one that rhymes* with the word given **(Nos. 31-35)**.

Example: tear (n)
    A. bear
    B. idea
    C. tea
    D. tie
    E. where

The correct answer is **B** because only "idea" rhymes with "tear". Therefore, answer space **B** would be shaded.

31. white
    A. kind
    B. plight
    C. rod
    D. wield
    E. wind

32. bout
    A. coat
    B. goat
    C. hold
    D. route
    E. shout

33. rise
    A. grace
    B. rice
    C. wax
    D. wise
    E. write

34. blade
    A. bid
    B. bride
    C. card
    D. laid
    E. plate

35. pitch
    A. breath
    B. judge
    C. judicious
    D. rich
    E. ridge

SECTION 4

Chose from the options lettered **A – E,** the one that shows the *correct stress* with the word given. In each word, only one syllable has the *main/primary stress* and the syllable is written in capital letters. **(Nos. 36-40).**

Example: Congratulation

A. CON-gra-tu-la-tion
B. con-GRA-tu-la-tion
C. con-gra-TU-la-tion
D. con-gra-tu-LA-tion
E. con-gra-tu-la-TION

The correct answer is the option lettered **D** because the main/primary stress of the word "congratulation" is on the fourth syllable.

36. mathematical
    A. MA-the-ma-ti-cal
    B. ma-THE-ma-ti-cal
    C. ma-the-MA-ti-cal
    D. ma-the-ma-TI-cal
    E. ma-the-ma-ti-CAL

37. comprehensible
    A. COM-pre-hen-si-ble
    B. com-PRE-hen-si-ble
    C. com-pre-HEN-si-ble
    D. com-pre-hen-SI-ble
    E. com-pre-hen-si-BLE

38. confrontational
    A. CON-fron-ta-tion-al
    B. con-FRON-ta-tion-al
    C. con-fron-TA-tion-al
    D. con-fron-ta-TION-al
    E. con-fron-ta-tion-AL

39. popularity
    A. PO-pu-la-ri-ty
    B. po-PU-la-ri-ty
    C. po-pu-LA-ri-ty
    D. po-pu-la-RI-ty
    E. po-pu-la-ri-TY

40. underestimate
    A. UN-der-es-ti-mate
    B. un-DER-es-ti-mate
    C. un-der-ES-ti-mate
    D. un-der-es-TI-mate
    E. un-der-es-ti-MATE

SECTION 5

Chose from the options lettered **A – E,** the one that *has a different stress pattern* from the other four**(Nos. 41-45).**

Example:

A. adopt
B. affirm
C. aghast
D. deploy
E. washer

The words lettered, **A, B, C** and **D** are all stressed on the second syllable while option **E** is the only one stressed on the first syllable. Therefore, the correct answer is **E.**

41.
    A. confident
    B. demonstrate
    C. develop
    D. prominent
    E. satisfy

42.
    A. admire
    B. compare
    C. machine
    D. market
    E. photo

43.
    A. contribute
    B. eminent
    C. examine
    D. official
    E. understand

44.
    A. begin
    B. conscript
    C. exhaust
    D. duvet
    E. insert

45.
    A. leopard
    B. military
    C. police
    D. sector
    E. transient

SECTION 6

Choose from the options lettered **A – E,** the *question that is best answered* by the statement containing the stressed word which is written in CAPITAL letters (**Nos. 46-50**).

Example: He BLAMES my cousin
- A. Did he blame my cousin?
- B. Does he blame my niece?
- C. Does he blame his cousin?
- D. Does she blame your cousin?
- E. Does he praise my cousin?

The correct answer is **E** because "He BLAMES my cousin" answers the question: Does he praise my cousin?

46. The chairman SUSPENDED the members of his cabinet last week.
    - A. Did the chairman appoint the members of his cabinet last week?
    - B. Did the chairman suspend his assistant last week?
    - C. Did the chairman suspend his secretary last week?
    - D. Did the chairman suspend the members of his cabinet?
    - E. Will the chairman suspend his messenger this week?

47. Our farmers CULTIVATE only food crops
    - A. Do our farmers cultivate only cash crops?
    - B. Do our farmers cultivate only cereal crops?
    - C. Do our farmers cultivate only cereal crops?
    - D. Do our farmers cultivate only food crops?

48. My uncle DIVORCED his wife last month
    - A. Did my friend divorce his wife last month?
    - B. Did my neighbour divorce his wife last month?
    - C. Did my uncle divorce his wife last month?
    - D. Did my uncle marry his wife last month?
    - E. Did the woman divorce her husband last month?

49. The STUDENTS are always in the class
    - A. Are the parents always in the class?
    - B. Are the students always at home?
    - C. Are the students always in the class?
    - D. Are the students always in the hall?
    - E. Are the students always on the field?

50. My TEACHER travelled to America for a workshop.
    - A. Did my father travel to America for a workshop?
    - B. Did my teacher travel to America for a workshop?
    - C. Did my teacher travel to Sokoto for a workshop?
    - D. Did your teacher drive to America for a workshop?
    - E. Did your teacher travel from America for a workshop?

SECTION 7

Choose from the options lettered **A – E,** the one *that contains the sound segment* represented by the given phonetic symbol (**Nos. 51-60**).

Example: /θ /
- A. fight
- B. loathe
- C. that
- D. them
- E. thirsty

The correct answer is **E** because only *"thirsty"* contains the sound represented by given symbol.

51. / ɔ: /
    - A. audit
    - B. choice
    - C. cloud
    - D. munch
    - E. smooth

52. / u: /
    - A. board
    - B. cock
    - C. floor
    - D. moan
    - E. pool

53. / ^ /
    - A. blood
    - B. booking
    - C. noise
    - D. snake
    - E. waist

54. / əʊ /
    - A. choke
    - B. eulogy
    - C. organic
    - D. pocket
    - E. reward

55. / æ /
    - A. aid
    - B. angry
    - C. cake
    - D. market

E. particle

56. / ŋ /
A. band
B. monitor
C. monkey
D. nice
E. noise

57. / ʧ /
A. choose
B. chemical
C. chord
D. epoch
E. jack

58. / ʃ /
A. accusing
B. addition
C. cease
D. comparison
E. division

59. / ʤ /
A. breath
B. bridge
C. buzz
D. cheat
E. chief

60. / ʒ /
A. decoration
B. punch
C. pulse
D. revised
E. television

APPENDIX D

INDIVIDUALIZED AFFECTIVE STRATEGIES ORAL ENGLISH PERFORMANCE TESTS (I-V) (POST TEST)AFTER EACH TEACHING STRATEGY
ORAL PERFORMANCE TEST I

Each question is followed by **five** options letter **A – E**. choose the correct option for each question and shade in pencil on your answer sheet, the answer space that bears the same letter as the option you have chosen. Give only **one** answer to each question and erase completely any answer you wish to change. Do all rough work on this question paper.

An Example is given below:
From the options letter A – E, choose the word that has *the same vowel sound* as the one represented by the letter(s) underlined.

Head
F. heed
G. ingrate
H. job
I. red
J. steal

The Correct answer is **D** because only "red" has the same vowel sound as the one underlined in "head". There, answer space **D** would be shaded
[A] [B] [C] **~~[D]~~** [E]

SECTION I

Choose from the options letter **A – E,** the one that has the *same vowel sound* as the one represented by the underlined letter(s) (**Nos. 1-15).**

1. aid
   F. air
   G. capable
   H. capital
   I. dairy
   J. idea

2. push
   F. angle
   G. look
   H. persuade
   I. run
   J. shrug

3. organize
   F. guess
   G. price
   H. seizure
   I. supposed
   J. vista

4. dread
   F. break
   G. knee
   H. level
   I. mean
   J. preach

5. crew
   F. boom
   G. draw
   H. sturdy
   I. town
   J. word

6. purge
   F. dance
   G. purport
   H. reserve
   I. salt
   J. target

7. know
   F. craw
   G. group
   H. sew
   I. voyage
   J. wood

8. honey
   F. coat
   G. funnel
   H. honest
   I. modern
   J. tonic

9. piece
   F. create
   G. drink
   H. media
   I. physics
   J. pick

10. shark
    F. arrow
    G. clash
    H. fashion
    I. herd
    J. path

11. shabby
    F. plate
    G. reward
    H. salute
    I. tackle
    J. ware

12. tablet
    F. bed
    G. creation
    H. deviation
    I. north
    J. theatre

13. fall
    F. curve
    G. doll
    H. duck
    I. fold
    J. quarter

14. beside
    F. brain
    G. many
    H. regal
    I. tattered

J. vehement

15. gown
F. bone
G. floor
H. hour
I. pure
J. qua

ORAL PERFORMANCE TEST II

From letters A – D, Choose the answers nearly *Opposite in meaning to the underlined.*

1. He is very<u>flexible</u> in applying the rules.
   A. lenient
   B. earnest
   C. Kind
   D. unbending
2. They may <u>conceal</u> the truth
   A. reveal
   B. hide
   C. tell
   D. gossip about
3. We <u>seldom</u> visit home
   A. rarely
   B. easily
   C. often
   D. continually
4. Look at that <u>stationary</u> car!
   A. fast
   B. speedy
   C. Slow
   D. moving
5. Kunle is <u>incorrigible</u>
   A. easily corrected
   B. corrupt
   C. Not easily deflated
   D. not easily convinced

From Letter A – D, choose the answer*similar in meaning* to the underlined

6. He has just recovered from a <u>debilitating</u> illness
   A. infectious
   B. fatal
   C. weakening
   D. painful
7. They were at <u>loggerheads</u> over the proposal.
   A. quarrelling
   B. noisy
   C. joyous
   D. disturbed
8. Tunde <u>brought up the rear</u>
   A. came first
   B. came last
   C. failed
   D. passed
9. He refused to <u>give in</u> our demands.
   A. answer
   B. yield to
   C. listen to
   D. think about
10. He was <u>fatally</u> wounded at the warfront
    A. mortally
    B. slightly
    C. seriously
    D. badly

From Letter A – D, choose the answer *similar in meaning* to the underlined

11. The students <u>cheered</u> the football team as they scored a goal
    A. booed
    B. applauded
    C. greeted
    D. condoled with
12. The artist <u>brought the house down</u> with his brilliant performance
    A. won great applause
    B. ruined the house
    C. won attention
    D. brought large audience
13. The bully <u>pummelled</u> Bisi's forehead with his fists
    A. checked
    B. opened
    C. repeatedly hit
    D. repeatedly shock
14. Bimbo was forced to <u>eat humble pie.</u>
    A. defend herself
    B. eat unwillingly
    C. apologize
    D. cry bitterly
15. Louisa is vivacious young girl.
    A. quarrelsome
    B. vicious
    C. careless
    D. lively
16. After that misbehaviour, I decided to give <u>Obi a wide berth</u>
    A. keep Obi a distance
    B. give Obi a bath
    C. give Obi advice

D. give Obi a good beating

ORAL PERFORMANCE TEST III

Choose from the options lettered A – E, the one that contains the sound segment represented by the given phonetic symbols.

Example: |Ɵ|

A. fight
B. loathe
C. that
D. them
E. thirsty

The correct answer is **E** because only "thirsty" contains the sound represented by the given symbol.

1. / s /
A. advise
B. fixed
C. goods
D. hosanna
E. lose

2. / **IƏ** /
A. praise
B. sea
C. seer
D. reddish
E. time

3. / **ɒ** /
A. rob
B. robe
C. scald
D. skull
E. unto

4. / **3 :**/
A. derelict
B. ferry
C. haphazard
D. impulse
E. verse

5. / **i :** /
A. fear
B. film
C. fiend
D. going
E. handy

6. / **k /**
A. Archbishop
B. Chair
C. Know
D. Scheme
E. Sceptre

7. / **ɔ :** /
A. bobble
B. bonnet
C. bottle
D. double
E. lawn

8. / ǽ /
A. accredit
B. allow
C. back
D. climate
E. extra

9. / **Λ /**
A. buoy
B. cushion
C. hunt
D. interject
E. lofty

10. / **Əʊ** /
A. code
B. ford
C. gloss
D. noodle
E. posh

ORAL PERFORMANCE TEST IV

From the list lettered A – D, choose the word that is nearly ***Opposite in meaning*** to the underlined word or group of words and that will at the same time, correctly fill the gap in the sentence.

1. The price of vegetable <u>fluctuate</u> according to weather condition
   a. Cheap
   b. Fair
   c. remain steady
   d. Within reach
2. Obi was in <u>ebullient</u> mood this morning
   a. a cheerful
   b. an exciting
   c. unhappy
   d. a high
3. He <u>attracted</u> the attention of a large number of followers
   a. repelled
   b. charmed
   c. collected
   d. fascinated
4. Parents should instill in their children the spirit of <u>humility</u>

a. boldness
b. pride
c. courage
d. determination

5. The student was <u>rude</u> in his speech
   a. polite
   b. cautioned
   c. disrespectful
   d. indiscrete
6. For some years now, our currency has been <u>appreciating</u>
   a. falling
   b. shrinking
   c. depreciating
   d. gaining

From the word or group of words lettered A – D below in each of the following sentence, choose the word or group of words that is ***nearest in meaning*** to the underlined word or group of words as used in the sentence

7. The wardrobe is an <u>unwieldy</u> thing to move
   a. long and wide
   b. large and awkward
   c. unsuitable
   d. difficult

8. He fortified himself against the attack of the armed robbers
    a. Protected
    b. Fought
    c. fashion
    d. dressed
9. She acted on impulse
    a. a brief desire
    b. a calm reason
    c. a great belief
    d. a sudden desire
10. The information turned out to be a hoax
    a. reliable
    b. a truth
    c. a trick
    d. a report
11. She considered the job too menial
    a. Meaningful
    b. tasking
    c. demanding
    d. inferior
12. Our department is now autonomous
    a. automatic
    b. large
    c. interdependent
    d. independent]

APPENDIX E

INDIVIDUALIZED AFFECTIVE STRATEGIES ORAL ENGLISH PERFORMANCE TEST (POSTTEST)

Each question is followed by **Five** options **A – E**. Choose the correct option from each question and shade **in pencil** on your answer sheet, the answer space that bears the same letter as the option wish to change. Do all rough work on this questions papers:
An example is given below:
From the options lettered **A – E**, choose the word that has the *same vowel sound* as the one represented by the letter(s) underlined.
head
A. Heed
B. Ingrate
C. Job
D. Red
E. Steal

The correct answer is **D** because only "red" has the same vowel sound as the one underlined in "head". Therefore, answer space **D** would be shaded
[A] [B] [C] **~~[D]~~** [E]

SECTION 1
Choose from the options lettered **A – E**, the one that has the *same vowel sound* as the one represented by the underlined letter(s)
(Nos. 1-15)

1. c<u>ou</u>rage
   A. announce
   B. bluff
   C. court
   D. down
   E. favour
2. f<u>au</u>lt
   A. aunt
   B. curse
   C. nature
   D. rough
   E. store
3. h<u>ea</u>vy
   A. eager
   B. fame
   C. gear
   D. legume
   E. mechanic
4. Febru<u>a</u>ry
   A. baby
   B. collapse
   C. glass
   D. knack
   E. resent
5. <u>able</u>
   A. avid
   B. brutal
   C. disaster
   D. flea
   E. indication
6. w<u>hy</u>
   A. abide
   B. betray
   C. glaze
   D. monkey
   E. stay
7. b<u>ur</u>p
   A. adult
   B. cure
   C. fury
   D. world
   E. your
8. gl<u>a</u>nd
   A. hear
   B. invade
   C. invaluable
   D. rascal
   E. rate
9. p<u>eo</u>ple
   A. cement
   B. dread
   C. key
   D. pit
   E. remain
10. r<u>i</u>ver
    A. build

B. chief
C. dirt
D. flexible
E. wait

11. h<u>o</u>le
A. confuse
B. devour
C. empower
D. flop
E. follow

12. sph<u>ere</u>
A. bridle
B. meter
C. pear
D. treasure
E. trial

13. f<u>oo</u>d
A. blood
B. court
C. put
D. true
E. woman

14. s<u>ou</u>nd
A. board
B. cough
C. crowed
D. honour
E. want

15. p<u>a</u>ss
A. bounce
B. down
C. laugh
D. launch
E. out

SECTION 2

Choose from the options lettered **A – E,** the one that has *Consonant sound* as the one represented by the underlined letter(s) (**Nos. 16 – 30)**

Example: <u>t</u>each
A. bench
B. both
C. deviate
D. listen
E. through

The correct answer is **C** because only "deviate" contains the same consonant sound as the one underlined in "teach".

16. b<u>a</u>lm
A. crumb
B. debt
C. obey
D. plumber
E. tomb

17. re<u>d</u>uce
A. bathed
B. breathe
C. caped
D. gather
E. worth

18. par<u>k</u>
A. ancient
B. arch
C. chaos
D. entice
E. knit

19. <u>ch</u>ief
A. chauffeur
B. garage
C. match
D. shelter
E. yacht

20. sen<u>t</u>ence
A. brother
B. saturation
C. thali
D. theme
E. wrestle

21. <u>g</u>ame
A. align
B. campaign
C. diaphragm
D. forge
E. league

22. be<u>h</u>old
A. fish
B. heart
C. hier
D. reach
E. sympathy

23. <u>z</u>one
A. accent
B. also
C. bicycle
D. seizure
E. visible

24. <u>j</u>ealous
A. argue
B. grey
C. mug
D. page
E. yes

25. w<u>o</u>nder
    A. author
    B. pawpaw
    C. saw
    D. software
    E. wrist
26. <u>sh</u>eep
    A. mouse
    B. pace
    C. sachet
    D. scion
    E. vision
27. lo<u>ng</u>
    A. common
    B. land
    C. night
    D. silent
    E. thank
28. <u>v</u>ote
    A. allow
    B. laundry
    C. of
    D. often
    E. twice
29. ver<u>s</u>atile
    A. agency
    B. bosom
    C. mission
    D. razor
    E. visual
30. <u>y</u>am
    A. allay
    B. coy
    C. eunuch
    D. exploit
    E. journey

SECTION 3

Choose from the options lettered **A – E,** the one that *rhymes* as the one represented by the underlined letter(s) (**Nos. 31-35)**

Example: tear (n)

A. bear
B. idea
C. tea
D. lie
E. where

The correct answer is **B** because only "idea" rhymes with "tear". Therefore, answer space would be shaded.

31. holly
    A. braille
    B. briefly
    C. calling
    D. curry
    E. honey
32. brazen
    A. cousin
    B. freeze
    C. grimace
    D. phrase
    E. trace
33. hare
    A. chair
    B. deer
    C. mine
    D. steer
    E. wane
34. defence
    A. crevice
    B. distance
    C. hearse
    D. patient
35. greed
    A. bereaved
    B. depressed
    C. great
    D. grieve
    E. seed

SECTION 4

Choose from the options **A – E,** the one that shows the *correct stress* of the word given. In each word, only one syllable has the main/primary stress, and the syllable is written in capital letters (**Nos. 36 – 40**).

Example: congratulation

A. CON-gra-tu-la-tion
B. Con-GRA-tu-la-tion
C. CON-gra-TU-la-tion
D. CON-gra-tu-LA-tion
E. CON-gra-tu-la-TION

The correct answer is option lettered **D** because the main/primary stress of the word "congratulation" is on the fourth syllable.

36. indefensible
    A. IN-de-fen-si-ble
    B. in-DE-fen-si-ble
    C. in-de-FEN-si-ble
    D. in-de-fen-SI-ble
    E. in-de-fen-si-BLE

37. reciprocity
    A. REC-i-proc-i-ty
    B. rec-I-proc-i-ty
    C. rec-i-PROC-i-ty
    D. rec-i-proc-I-ty
    E. rec-i-proc-i-TY

38. sophisticated
    A. SO-phis-ti-ca-ted
    B. so-PHIS-ti-ca-ted
    C. so-phis-TI-ca-ted
    D. so-phis-ti-CA-ted
    E. so-phis-ti-ca-TED

39. participatory
    A. PAR-ti-ci-pa-tory
    B. par-TI-ci-pa-tory
    C. par-ti-CI-pa-tory
    D. par-ti-ci-PA-tory
    E. par-ti-ci-pa-TORY

40. environmental
    a. EN-vi-ron-men-tal
    b. en-VI-ron-men-tal
    c. en-vi-RON-men-tal
    d. en-vi-ron-MEN-tal
    e. en-vi-ron-men-TAL

SECTION 5

Choose from the options lettered **A – E,** the one that has a *different stress pattern* from the other four (**Nos. 41 – 45)**.

Example:

A. adopt
B. affirm
C. aghast
D. deploy
E. washer

The words lettered **A, B, C,** and**D** are all stressed on the second syllable while option **E** is the only one stressed on the first answer is **E.**

41. .
    A. over
    B. creature
    C. decoy
    D. decree
    E. laity

42. .
    A. anchor
    B. credit
    C. echo
    D. famous
    E. intone

43. .
    A. control
    B. decode
    C. eclipse
    D. fancy
    E. intern

44. .
    A. amused
    B. dilate
    C. eatery
    D. fifteen
    E. goodbye

45. .
    A. admire
    B. admit
    C. culture
    D. decay
    E. succeed

SECTION 6

Choose from the options lettered **A – E,** the question that is best *answered* by the statement containing the stressed word which is written in **capital** letters (**No. 46 – 50**).

Example: He BLAMES my cousin

A. Did he blame my cousin?
B. Does he blame my niece?
C. Does he blame his cousin?
D. Does she blame your cousin?
E. Does he praise my cousin?

The correct answer is **E** because "He BLAMES my cousin? Answers the question: Does he praise my cousin?

46. The Dream Team won the trophy LAST summer.
    A. Did the Dream Team win the trophy this summer?
    B. Did the Dream Team win the trophy last summer?
    C. Did the Dream Team win the cup last summer?
    D. Did the Golden Eaglet win the cup last summer?
    E. Did the Golden Eaglet win the trophy last year?
47. It was DIFFICULT for the student to understand the teacher
    A. Was it difficult for the students to understand the prefect?
    B. Was it difficult for the pupils to understand the teacher?
    C. Was it difficult for the students to comprehend the lesson?
    D. Was it difficult for the student to understand the principal?
    E. Was it easy for the student to understand the teacher?
48. HE has gone to the office this morning
    A. Has he gone to that office this afternoon?
    B. Has he gone to that office this morning?
    C. Has he gone to the stadium this morning?
    D. Has she gone to the office this morning?
    E. Where has he gone to this morning?
49. She FORGETS things easily
    A. Does he forget things easily?
    B. Does he forget things often?
    C. Does she forget things always
    D. Does she forget things in a hurry?
    E. Does she remember things easily?
50. There are many TREES in the amusement park.
    A. Are there few trees in the amusement park?
    B. Are there many flowers in the amusement park?
    C. Are there many trees in the national park?
    D. Are there many trees in the forest?
    E. Are there many trees in the game reserve?

SECTION 7

Choose from the options lettered **A – E**, the one that contains the sound segment represented by the given phonetic symbols. (**Nos. 51-60**).

Example: / θ /

A. fight
B. loathe
C. that
D. them
E. thirsty

The correct answer is E because only "thirsty" contains the sound represented by the given symbol.

51. / s /
    A. advise
    B. fixed
    C. goods
    D. hosanna
    E. lose
52. /ɪə /
    A. praise
    B. sea
    C. seer
    D. reddish
    E. time
53. / ɒ /
    A. rob
    B. robe
    C. scald
    D. skull
    E. unto
54. / ɜ :/
    A. derelict
    B. ferry
    C. haphazard
    D. impulse
    E. verse
55. / i : /
    A. fear

B. film
C. friend
D. going
E. handy

56. / k /
A. Archbishop
B. chair
C. know
D. scheme
E. sceptre

57. / ɔ : /
A. bobble
B. bonnet
C. bottle
D. double
E. lawn

58. / æ /
A. accredit
B. allow
C. back
D. climate
E. extra

59. / ʌ /
A. buoy
B. cushion
C. hunt
D. interject
E. lofty

60. / əʊ /
A. code
B. ford
C. gloss
D. noodle
E. posh

APPENDIX F

KREJCIE AND MORGAN (1970) DETERMINATION OF SAMPLE SIZE

Sampling technique where the population is greater than 10,000

Size could be calculated with the following formula $n = \frac{z^2 pq}{d^2}$

Where Z is the standard normal deviation set at 1.96, p = estimated prevalence rate, q = 1-p, d = 0.05

Insert the formular for Krejcie and Morgan here before the table below

Population	Sample	Population	Sample	Population	Sample
10	10	220	140	1200	201
15	14	230	114	1300	207
20	10	240	140	1400	320
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	159	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	340
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	355
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	369
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	330
190	127	950	271	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000 +	384

Source: Krejcie and Morgan (1970:228). "Determining Sample Size for Research and Psychological Measurement" Journal Vol. 30 pg 607-610

APPENDIX G

RELIABILITY OUTPUT

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.936	40

Intraclass Correlation Coefficient

	Intraclass Correlation[b]	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.267[a]	.165	.448	15.604	19	741	.000
Average Measures	.936[c]	.888	.970	15.604	19	741	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. The estimator is the same, whether the interaction effect is present or not.

b. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

a. The items are: I would like my teachers to add humour and fun as oral English is taught, i would be interested in oral English if it is relevant to my life goal, I would be interested in oraL English if it would help me discuss with other people, I Would Be Interested In Oral English If My Teacher Encourage More Cooperative Learning, I Would Be Interested In Oral English if my teacher give us more out of class oral activities, I would be interested in oral English if my teacher introduce cartoons that will lead me to speak more, I would be interested in oral English if my teacher is enthusiastic about the lesson, I would be interested in oral English if my teacher includes songs especially in poetry, I WOULD BE INTERESTED IN ORAL English if my teacher makes the lesson less stressful by being less critical of my spoken English language, I WOULD BE INTERESTED IN ORAL English if my teacher would expose me to more language competitions like debate, I would be motivated to learn oral English language if my teacher encourages me to speak English always by making it more interactive, I would be motivated to learn oral English language if my teacher stimulates my ideas by allowing me discuss freely in class by asking relevant questions, I would be motivated to speak more if my teacher celebrate my success at speaking English language, I would be motivated if my teacher establish a good relationship with me, I would be motivated to speak English language more if my teacher guide me to be less dependent on him/her, I would be motivated in the oral English language class if my teacher helps me to enjoy the lesson by his/her positive comments, I would be motivated to speak if my teacher encourages me to be positive and less critical of myself, I would be motivated if my teacher gives me positive feedback, I would be motivated if my teacher encourages me to be more involve in the oral English language class, I would be motivated if the teacher shows enthusiasm for teaching Oral English language .

b. The items are: My attitude towards the use of Oral English would be influenced if my teacher helps me see the benefits of speaking English language, My attitude towards Oral English would change if my teacher is less critical to my verbal mistakes, My attitude towards the use of Oral English would change, if my teacher enables me to see the benefits of doing well in spoken English, My attitude towards the use of Oral English would improve if my teacher creates a harmonious atmosphere in class by introducing oarl games Eg Tongue Twister, My attitude towards the use of Oral English would change if I am asked questions that would make me think, I would need more Oral activities like story telling, poetry recitations, My attitude towards the use of Oral English would improve if my scores improves, My attitude towards the use of Oral English would be influenced by my teachers' own attitude towards the subject, My attitude towards the use of Oral English would be enhanced by my teacher making the lesson enjoyable - use of reward e.g stars, praise words, My attitude towards the use of Oral English would be help me see the value of oral English to my overall course of study., My self-confidence would be enhanced by my teacher helping me take on more oral responsibilities allowing me express myself more, My self-confidence would be enhanced by being actively involved in more oral communication with my peer, My teacher can boost my self-confidence by saying encouraging words like "You can make correct sentences" , My self-confidence could be enhanced by my teacher respecting me eg not being too judgemental or ridiculing, My self-confidence could be enhanced by my teacher involving me in class debates, discussions and drama, My teacher can help boost my self-confidence by making me feel that I am capable and can achieve success in Oral English language, My teacher can help boost my self-confidence by helping me realize my own value and worth - by his/her positive comments, My self-confidence can be enhanced by my teacher encouraging me to take Oral English risk wisely, My self-confidence would be enhanced if my teacher perceives me as a learner and not a perfect speaker of English language, My self-confidence would be enhanced if my teacher sees me as a potential fluent English language speaker.

a. Listwise deletion based on all variables in the procedure.

Intraclass Correlation Coefficient

	Intraclass Correlation[b]	95% Confidence Interval		F Test with True Value 0		
		Lower Bound	Upper Bound	Value	df1	df2
Single Measures	.267[a]	.165	.448	15.604	19	741
Average Measures	.936[c]	.888	.970	15.604	19	741

APPENDIX H

SECONDARY SCHOOLS AND POPULATION OF STUDENTS IN SENIOR SECONDARY (SS II) IN NIGER STATE

S/NO.	SCHOOLS	No of Students
	Zone 'A' – SS II: Kutigi Zone	
1.	Army Day Secondary School (ADSS) Bida	240
2.	College Of Arts And Islamic Studies (CAIS) Mokwa	32
3.	College Of Arts And Islamic Studies (CAIS) Ndaloke	69
4.	College Of Arts And Islamic Studies (CAIS) Santali	52
5.	College Of Arts And Islamic Studies (CAIS) Shabafu	68
6.	Community Commercial Secondary School (CCSS) Vunchi	99
7.	Day Secondary School (DSS) Batati	116
8.	Day Secondary School (DSS) Busu	129
9.	Day Secondary School (DSS) Dabban	150
10.	Day Secondary School (DSS) Diko Enagi	39
11.	Day Secondary School (DSS) Enagi	137
12.	Day Secondary School (DSS) Etsu Tasha	74
13.	Day Secondary School (DSS) Gaba	104
14.	Day Secondary School (DSS) Gbangban	85
15.	Day Secondary School (DSS) Gbodoti	43
16.	Day Secondary School (DSS) Gonagi	210
17.	Day Secondary School (DSS) Jaagi	42
18.	Day Secondary School (DSS) Jebba North	121
19.	Day Secondary School (DSS) Jima	121
20.	Day Secondary School (DSS) Jipan	95
21.	Day Secondary School (DSS) Katamba Bologi	51
22.	Day Secondary School (DSS) Kpege Mokwa	180
23.	Day Secondary School (DSS) Kudu	133
24.	Day Secondary School (DSS) Kutigi	320
25.	Day Secondary School (DSS) Mambe	48
26.	Day Secondary School (DSS) Muwo	51
27.	Day Secondary School (DSS) Panti	83
28.	Day Secondary School (DSS) Raba	49
29.	Day Secondary School (DSS) Sakpe	122
30.	Day Secondary School (DSS) Sosa	110
31.	Day Secondary School (DSS) Takuma	49
32.	Day Secondary School (DSS) Wuya Kede	78
33.	Government Day Secondary School (GDSS) Edati Bafo	70
34.	Government Girls Day Secondary School (GGDSS) Mokwa	280
35.	Government Science College (GSC) Kutigi	216
36.	Government Secondary School (GSS) Doko	240
37.	Government Secondary School (GSS) Bokani	140
38.	Government Secondary School (GSS) Gbara	85
39.	Government Secondary School (GSS) Kpaki	120

40.	Government Secondary School (GSS) Mokwa	156
41.	Hakimi Aliyu Day Secondary School (HADSS) Mokwa	335
42.	Women Day College (WDC) Kutigi	67
43.	Banma Bida	176
44.	College Of Arts And Islamic Studies (CAIS) Bida	61
45.	College Of Arts And Islamic Studies (CAIS) Katcha	35
46.	College Of Arts And Islamic Studies (CAIS) Lapai	118
47.	College Of Arts And Islamic Studies (CAIS) Ndaloke	58
48.	Day Secondary School (DSS) Badeggi	187
49.	Day Secondary School (DSS) Bakeko	120
50.	Day Secondary School (DSS) Baro	95
51.	Day Secondary School (DSS) Batako	40
52.	Day Secondary School (DSS) Bisanti	20
53.	Day Secondary School (DSS) Cheche	110
54.	Day Secondary School (DSS) Duma	41
55.	Day Secondary School (DSS) Dangana	69
56.	Day Secondary School (DSS) Dzwafu	84
57.	Day Secondary School (DSS) Ebbo	160
58.	Day Secondary School (DSS) Edozhigi	150
59.	Day Secondary School (DSS) Esan Patisan	68
60.	Day Secondary School (DSS) Etsu Agaie	52
61.	Day Secondary School (DSS) Evuti	125
62.	Day Secondary School (DSS) Eyagi-Bida	752
63.	Day Secondary School (DSS) Gbabi Lapai	70
64.	Day Secondary School (DSS) Gbacidan	77
65.	Day Secondary School (DSS) Gbadafu	142
66.	Day Secondary School (DSS) Gulu	252
67.	Day Secondary School (DSS) Gupa	88
68.	Day Secondary School (DSS) Gusadin	75
69.	Day Secondary School (DSS) Kakakpangi	13
70.	Day Secondary School (DSS) Kataeregi	120
71.	Day Secondary School (DSS) Katcha	393
72.	Day Secondary School (DSS) Kutiriko	141
73.	Day Secondary School (DSS) Lapai	122
74.	Day Secondary School (DSS) Lemu	35
75.	Day Secondary School (DSS) Lemu	95
76.	Day Secondary School (DSS) Muye	170
77.	Day Secondary School (DSS) Nami	28
78.	Day Secondary School (DSS) Somanjiko	65
79.	Day Secondary School (DSS) Tagagi	35
80.	Day Secondary School (DSS) Takuti Abuja	35
81.	Day Secondary School (DSS) Takuti Shaba	48
82.	Day Secondary School (DSS) Yelwa	120
83	Day Secondary School (DSS) Yinti	101
84.	Day Secondary School (DSS) Zago	56
85.	Dendo Secondary School (DSS) (Boys) Agaie	425

86.	Girls Day Secondary School (DSS) Batagi	80
87.	Gms Bida	320
88.	Government College (GC) Bida	635
89.	Government Day Secondary School (DSS) Lapai	309
90.	Government Day Secondary School (DSS) Rokoja	51
91.	Government Day Secondary School (DSS) Sidi Saba	40
92.	Government Girls Day Secondary School (GGDSS) Bida	402
93	Government Girls Secondary School (GGSS) Bida	430
94.	Government Girls Secondary School (GGSS) Agaie	165
95.	Government Science Teachers' College (GSTC) Gulu	349
96.	Government Secondary School (BTC) Bida	699
97.	Jamaatu Nasir Islam (JNI) Bida	65
98.	Mamma Baba Secondary School (MBSS) Agaie	473
99.	Mohammed Kobo Secondary School (MKSS) Lapai	358
100.	Ndayako Day Secondary School (DSS) Bida	498
	Zone Total	**10,101**

Zone 'B' SS II

S/No.	School	No of Students
1.	Abubakar Dada Secondary School (ADSS) Paiko	218
2.	Ahmadu Attahiru Secondary School (AASS) Kagara	180
3.	Ahmadu Bahago Secondary School (ABSS) Minna	850
4.	Army Day Secondary School (DSS) Minna	620
5.	Bosso Day Secondary School (DSS) Minna	180
6.	College of Arts And Islamic Studies (CAIS) Tudun Fulani	204
7.	Day Secondary School (DSS) Adunu	224
8.	Day Secondary School (DSS) Baidna	85
9.	Day Secondary School (DSS) Bassa	94
10.	Day Secondary School (DSS) Beji	233
11.	Day Secondary School (DSS) Bodo Kuta	167
12.	Day Secondary School (DSS) Chanchaga 'A'	372
13.	Day Secondary School (DSS) Chanchaga 'B'	231
14.	Day Secondary School (DSS) Chimbi	98
15.	Day Secondary School (DSS) Chiri	50
16.	Day Secondary School (DSS) Dandaudu	58
17.	Day Secondary School (DSS) Daza	87
18.	Day Secondary School (DSS) Erena	280
19.	Day Secondary School (DSS) Farin Doki	45
20.	Day Secondary School (DSS) Fuka	88
21.	Day Secondary School (DSS) Gabadna	70
22.	Day Secondary School (DSS) Garatu	150
23.	Day Secondary School (DSS) Gidan Mangoro	163
24.	Day Secondary School (DSS) Guni	51
25.	Day Secondary School (DSS) Gurmana	80
26.	Day Secondary School (DSS) Gusoro	81
27.	Day Secondary School (DSS) Gwada	335
28.	Day Secondary School (DSS) Gwam	85
29.	Day Secondary School (DSS) Ishau	216
30.	Day Secondary School (DSS) Kafin Koro	220
31.	Day Secondary School (DSS) Kampala	95
32.	Day Secondary School (DSS) Kobwa Kuta	138
33.	Day Secondary School (DSS) Kwakuti	154
34.	Day Secondary School (DSS) Kwana Mariga	60
35.	Day Secondary School (DSS) Limawa Minna	970
36.	Day Secondary School (DSS) Madaka	65
37.	Day Secondary School (DSS) Maikujeri	74
38.	Day Secondary School (DSS) Maikunkele 'A'	99
39.	Day Secondary School (DSS) Maikunkele 'B'	120
40.	Day Secondary School (DSS) Maitumbi	541
41.	Day Secondary School (DSS) Manta	120
42.	Day Secondary School (DSS) Mararaba Tundu Uku	125
43.	Day Secondary School (DSS) Mikuchi	68

44.	Day Secondary School (DSS) Minna	509
45.	Day Secondary School (DSS) Pandogari	416
46.	Day Secondary School (DSS) Pina	79
47.	Day Secondary School (DSS) Pyata	54
48.	Day Secondary School (DSS) Shakwatu	100
49.	Day Secondary School (DSS) Shata	42
50.	Day Secondary School (DSS) Shiroro	268
51.	Day Secondary School (DSS) Tatiko	115
52.	Day Secondary School (DSS) Tunga Mallam	98
53.	Day Secondary School (DSS) Tunga Minna	250
54.	Day Secondary School (DSS) Tungan Bako	44
55.	Day Secondary School (DSS) Yakila	81
56.	Dr. Muazu Babangida Aliyu Secondary School Sarkin Pawa	349
57.	Government Day Secondary School (GDSS) T/Ammale	86
58.	Government Day Secondary School (GDSS) Kuta	105
59.	Government Day Secondary School (GSS) Bosso Road Minna	180
60.	Government Girls Arabic Secondary School (GGASS) Tegina	20
61.	Government Girls Secondary School (GGSS) Kafin Koro	210
62.	Government Girls Secondary School (GGSS) Old Airport Minna	1200
63.	Government Science College (GSC) Kagara	347
64.	Government Secondary School (GSS) Allawa	131
65.	Government Secondary School (GSS) Kuta	183
66.	Government Secondary School (GSS) Minna	587
67.	Government Secondary School (GSS) Tegina	120
68.	Hill Top Model School (HTMS) Minna	450
69.	Mariam Babangida Girls' Science College (MBGSC) Minna	542
70.	Martin Sanda Government Day Secondary School (DSS) Paiko	54
71.	Mohammed Inuwa Day Secondary School (MIDSS) Kusheriki	103
72.	Niger State School For Special Education (NSSE) Minna	29
73.	Salihu Tanko Day Secondary School (STDSS) Kagara	201
74.	Ube Day Secondary School (DSS) Tudun Fulani	176
75.	Women Day College (WDC) Kagara	65
76.	Women Day College (WDC) Kuta	32
77.	Women Day College (WDC) Minna	273
78.	Women Day College (WDC) Paiko	84
79.	Zarumai Model School (ZMS) Minna	428
80.	Css Suleja	463
81.	Day Secondary School (DSS) Baban Tunga	66
82.	Day Secondary School (DSS) Daku	36
83.	Day Secondary School (DSS) Diko	51
84.	Day Secondary School (DSS) G/Babangida	132
85.	Day Secondary School (DSS) Garam	160
86.	Day Secondary School (DSS) Gauraka	252
87.	Day Secondary School (DSS) Ija-Gwari	88
88.	Day Secondary School (DSS) Izom	128
89.	Day Secondary School (DSS) Kabo	88

90.	Day Secondary School (DSS) Kudna	119
91.	Day Secondary School (DSS) Kwamba	398
92.	Day Secondary School (DSS) Lambata	85
93.	Day Secondary School (DSS) Lefu	87
94.	Day Secondary School (DSS) Madalla	230
95.	Day Secondary School (DSS) Maje	181
96.	Day Secondary School (DSS) N/Buwari	96
97.	Day Secondary School (DSS) Sabon Wuse	273
98.	Day Secondary School (DSS) Sarikin Pawa	160
99.	Day Secondary School (DSS) Tufa	111
100.	Day Secondary School (DSS) Tum Tum Kuta	156
101.	Day Secondary School (DSS) Tuna	45
102.	GGSS Sabon Wuse	488
103.	Government Day Secondary School (GDSS) Suleja	441
104.	Government Girls Arabic Senior Secondary School (GGASS) Diko	244
105.	Government Model School (GMS) Suleja	350
106.	Government Secondary School (GSS) Suleja	140
107.	WDC Suleja	150
	Zone Total	**21,673**

S/No	ZONE 'C' SS II School	No. of Student
1.	Comprehensive Secondary School (CSS) Ibeto	200
2.	Day Secondary School (DSS) Bangi	132
3.	Day Secondary School (DSS) Bobi	115
4.	Day Secondary School (DSS) Gulbin Boka	78
5.	Day Secondary School (DSS) Kaboji	66
6.	Day Secondary School (DSS) Kaliko	95
7.	Day Secondary School (DSS) Kampani Bobi	90
8.	Day Secondary School (DSS) Kasuwa Kontagora	169
9.	Day Secondary School (DSS) Kontagora	260
10.	Day Secondary School (DSS) Kotongara	74
11.	Day Secondary School (DSS) Lokogoma	34
12.	Day Secondary School (DSS) Mariga	145
13.	Day Secondary School (DSS) Zungeru	262
14.	Day Secondary School (DSS)	94
15.	Emirate Secondary School (ESS) Mashegu	111
16.	Government Day Secondary School (GDSS) Kontagora	173
17.	Government Girls Secondary School (GGSS) Kontagora	439
18.	Government Model Secondary School (GMS)Kontagora	240
19.	Government Secondary School (GSS) Kontagora	428
20.	Government Secondary School (GSS) Nasko	120
21.	Government Secondary School (GSS) New-Kainji	24
22.	Government Secondary School (GSS) Saho-Rami	52
23.	Government Secondary School (GSS) Wushishi	290
24.	Government Technical College School (GTC) Kontagora	140
25.	Muazu Commercial Secondary School (MCSS) Kontagora	337
26.	Nagwamatse College of Arts and Islamic Studies (NCAIS) Kontagora	142
27.	Universal Basic Education (UBE) Model School Kontagora	199
28.	Women Day College (WDC) Kontagora	27
29.	Army Day Secondary School (ADSS) Wawa	80
30.	College Of Arts And Islamic Studies (CAIS)	32
31.	Day Secondary School (DSS) Babanna	91
32.	Day Secondary School (DSS) Dekara	33
33.	Day Secondary School (DSS) Gallah	91
34.	Day Secondary School (DSS) Kabe	45
35.	Day Secondary School (DSS) Karabonde	250
36.	Day Secondary School (DSS) Lumma-Sanke	53
37.	Day Secondary School (DSS) Mago	17
38.	Day Secondary School (DSS) Nassarawa Gufanti	38
39.	Day Secondary School (DSS) Papiri	16
40.	Day Secondary School (DSS) Pisa	84
41.	Day Secondary School (DSS) Rofia	50
42.	Day Secondary School (DSS) Shagunu	45
43.	Day Secondary School (DSS) Wawa	200

44.	Government Secondary School (GSS) Agwara	70
45.	Government Secondary School (GSS) New Bussa	151
46.	Women Day College (WDC) New Bussa	70
47.	College Of Arts And Islamic Studies (CAIS) Salka	11
48.	Day Secondary School (DSS) Auna	105
49.	Day Secondary School (DSS) Kawon Auna	71
50.	Day Secondary School (DSS) Kura	41
51.	Day Secondary School (DSS) Salka	359
52.	Day Secondary School (DSS) Shagwa	70
53.	Day Secondary School (DSS) Ungwan Nassarawa Kontogora	200
54.	Government Day Secondary School (GDSS) Rafin Mota Rijua	81
55.	Government Secondary School (GSS) Rijua	80
56.	GovernmentGirls' Secondary School (GGSS) Tunga Magajiya	77
	Grand Zone Total	**44,047**

APPENDIX I

MANUAL FOR AFFECTIVE STRATEGIES IN ORAL ENGLISH

Objectives

By the end of using this manual, both teacher and learners should be able to understand what affective strategies are;

i. explain what oral skills are and organs of speech;

ii. work with such affective strategies highlighted; and

iii. the students show evidence of improved oral communication.

Introduction

Affective strategies refer to the steps learners take in order to develop their self-confidence and perseverance needed in continuing oral communication actively. Through affective strategies, language learners can gain control over learning difficulties. Good language learners are often the ones who know how to control their emotions and attitudes towards learning. Affect can be regulated through the use of affective strategies such as reducing anxiety, encouraging oneself, and monitoring emotion.

Today, English language is one if not the most spoken language in the world. It is asserted that an eliminate of 1.5 billion people speak English worldwide, as a first, second, or foreign language – one of four of the world's population, hence, the need for the Nigerian English language learner to learn oral English in order to be able to communicate well. Oral skills have to do with listening and speaking. It must also be borne in mind that every human language was spoken before for many centuries before they were reduced into writing and even reading.

It is believed that when adequate attention is given to the affective strategies/ oral skills, learners will be better communicators.

Objectives

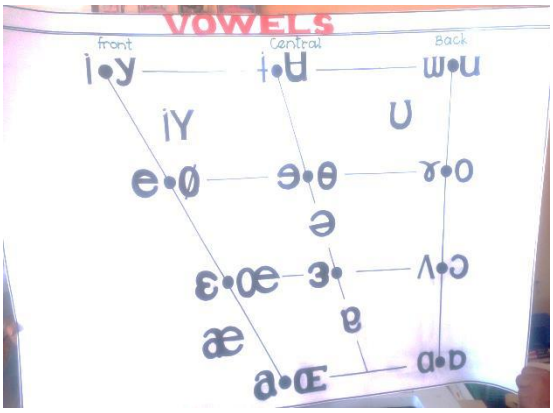
Classroom teachers should be able to achieve the following specific objectives in the course of going through this training manual:

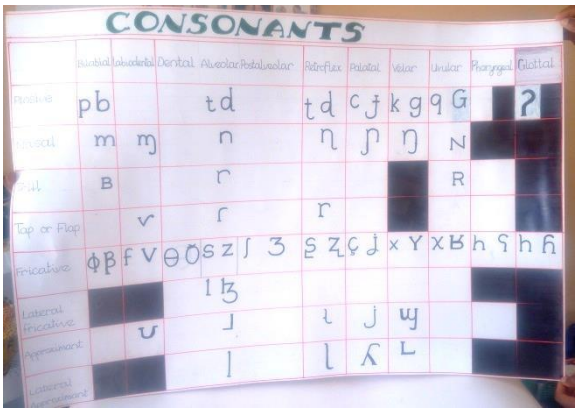
- revise and practise each of the 44 sounds of English;
- practise several statements in which the key sounds feature;
- practise and master the key stress features;
- practise and master the key intonation patterns;

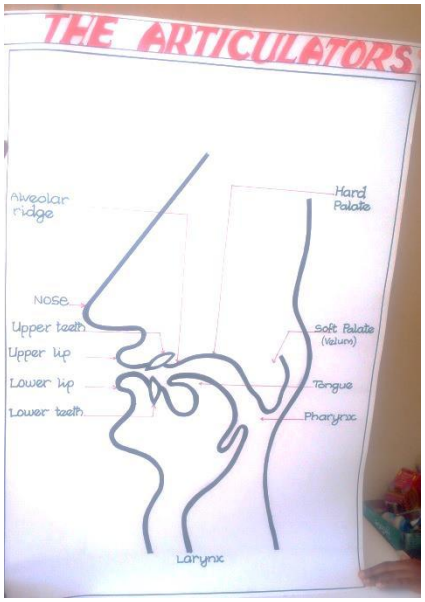
- discuss simple techniques and aids for imparting Oral English skills to learners;
- discuss some techniques of handling Oral lessons in large classes;
- discover and discuss the uses of tape recorder, radio and television media in supplementing Oral English lessons; and
- discuss how poems songs, poetry recitation and drama can be utilized to teach Oral English skills.

a. The organs of speech

These are organs used in any speech act







Learners need to know such organs

b. Sounds of English e.g. “vowels and consonant

The Sounds of English Words

Below is a full list of English sounds in phonetic transcription with examples in normal English writing:

Consonants:		Vowels:	
/p/	as in pen	/iː/	as in sheep, leaf
/b/	as in bag	/ɪ/	as in sit, is, women
/t/	as in table	/e/or /ɛ/	as in dress, head
/d/	as in dog	/æ/	as in hand, carry
/ʃ/	as in sheep	/ɑː/	as in farmer, father
/k/	as in key	/ɒ/	as in dog, long
/ʒ/	as in measure	/ɔː/	as in corn, door
/g/	as in girl	/ʊ/	as in book, look, put
/m/	as in man	/uː/	as in two, too, blue
/j/	as in yes	/ʌ/	as in colour, run, touch
/n/	as in no	/ɜː/or /əː/	as in dirty, girl,shirt
/l/	as in leaf	/ə/	as in across, teacher
/r/	as in red	/eɪ/	as in baby, face, make
/f/	as in floor	/oʊ/ or /əʊ/	as in goat, road
/v/	as in village	/aɪ/	as in fly, knife
/s/	as in sit	/aʊ/	as in about, how, house
/z/	as in zoo	/ɔɪ/	as in boy, point
/h /	as in he	/iə/	as in here
/w/	as in wall	/eə/ or/ɛə/	as in square, there, their
/tʃ/	as in chair	/ʊə/	as in tour, poor, sure, pure
/dʒ/	as in page		
/ŋ/	as in sitting		
/θ/	as in thank		
/ð/	as in the		

In words of more than one syllable, the syllable that follows the sign' is stressed, as in *about* /ə'baʊt / and *teacher* /'tiːtʃə/.

Notice that / is put in front of and after a sound, a word or a group of words in phonetic symbols.

iii. Consonant clusters: e.g. They are two or more consonant sounds which occur together before or after a vowel sound e.g. ci – ack, eck, ick, ock, uck,
ff – aff, eff, iff, off, uff

Strategies for teaching oral English at the SS II level

- **Being Good Role Models**

  Teachers should be good models for the pupils to imitate. They should perfect their own mastery of English sounds and use correct pronunciation always. These they can achieve through listening to news, reading newspapers, novels, magazines, books, etc.

Storytelling and Anecdotes

Telling stories, recalling events and relating personal anecdotes has been how many cultures and societies have preserved and passed on their traditions. We constantly communicate information through stories e.g. "*Wait until I tell you a good one about what happened to me last week*" etc. Storytelling is a vital part of everyday conversations and so should be an important feature in all classrooms. "*Narratives help students to connect what is happening in the classroom with the real world; they provide a way of understanding, organizing and communicating experiences"* (Weing and Simmons, 2004). Teachers can extend storytelling skills into performance opportunities such as a play, recital in drama

Activities for Storytelling and Anecdotes

Model Good Story-telling

Read stories regularly to your students. When reading stories it is important to model best practice: be as dramatic as possible so that the students learn to recognize how tone, volume, and body language creates suspense, interest and enjoyment.

Creating Character Profiles

Allow students to work with a variety of materials to help them generate ideas about characters e.g. masks, hats, pictures, shoes. Afterwards ask them in pairs or small groups to invent a character and to describe the character by including information such as where they live, their age, what sort of family they have, what do they like to do in their spare time.

Circle Stories

The teacher may go first and start a story by describing a setting and introducing a character. A student sitting next to the teacher will continue the story and then pass it on to the next student etc.

That's Good; That's Bad

This is a fun interactive game useful for engaging shy or reluctant speakers. The class sits in a circle. The teacher begins the story and includes fortunate events followed by an unfortunate event. The class respond with "that's good" or "That's bad" e.g.

Teacher: "When I was washing my clothes last Saturday I found ₦200"

Learner: "That's good"

Teacher: "Then I heard a loud bang; somebody had kicked a ball through my kitchen window by mistake. It is a going to cost ₦200 to replace"

Learners: "That's bad

Varied Stories

Model telling the class a wide variety of stories – spooky stories, I remember when stories, dramatic stories, stories from long ago. Allow learners to share such stories.

Readers' Theatre

This involves groups of students assuming characters from a story and reading the script aloud to the class. It allows a book to come alive and encourages pupils to consider volume, pace, pausing, tone, gesture and facial expression when presenting. Readers' Theatre can be easily organized by following these steps:

- Choose a suitable text – many books and websites provide scripts for Readers' Theatre
- Decide which groups will be allocated to which character
- Ask groups to decide where sound effects and props could be used, if possible
- Allow time for groups to practice their lines as a group several times
- Allow time for the whole class recital of the text.

Drama

Through drama, learners are given opportunity to use language to entertain. Teachers may organize drama through improvisational drama or through the use of scripts.

- **Frequent use of English**

Activities for Developing Oral Reports

TV/Radio Reports

Teacher can play segments of a range of TV or radio reports such as news, weather, and documentaries to create awareness amongst learners. This will afford learners the opportunity to listen to and analyze the specific language structures and features that make up this spoken text-type. The learners can record key information under the 5W headings **w**ho, **w**hen, **w**here**,** **w**hat, **w**hy.

My News

This activity provides a framework for learners to give an oral news report based on their own experiences. The 5W framework may be used here.

Today's News Report

Allow the learners to create and present a news report based on something that happened within school e.g. a mouse in the classroom, in the locality, e.g. local team won the school's football final. Using a box as the television screen will act as an aid for the presentation of the report. Recording the report to re-play and self-assess may also be useful.

Projects

Allow time for learners to present project work in the form of an oral report.

Teachers should speak English in and outside the classroom, and so encourage learners to do the same.

- **Use of Tape Recorders and Cassettes**

  Teachers should record or use pre-recorded tapes of good models of English and bring them to the class for the pupils to listen to. For example in teacher minimal pairs, there should be a pause at the end of each pair to enable pupils repeat what they hear, before listening to the next pair. Learner's speech can also be recorded and played back to help them recognize their faults.

- **Use of Drills/Conversations**

Conversations

Classroom conversations are dialogues that occur between students and teachers and between students and students. They are used to create, negotiate or deepen the understanding of a topic

Language Function	Text type	Text structure and Language Features
Heuristic Seeking and testing knowledge	**Conversations**	**Text Structure** • A sustained exchange that extends beyond the IRE (Initiate, Response, Evaluate)
Interactional Getting along with others, establishing relative status		**Language Structure and Features** • Use linking words • Technical language • Manage turn taking • Manage topic changes • Repair communication breakdowns • Sustain conversations through building on others' ideas and asking relevant questions • Use non-verbal listening and speaking behaviours • Specific vocabulary for seeking information • Give or request information • Provide background information if required • Provide appropriate detail
Imaginative Creating new worlds, making up stories and poems		**Knowledge Skills and Understanding** • Can respond to questions and statements • Can identify key information • Can identify different points of view • Can express opinions and substantiate
Representational Communicating information, descriptions, expressing propositions		**Metalinguistic Awareness** • Consider listener's needs • Group processes, how to build on others' ideas, take turns, hold the floor

Activities to Develop Conversations

Discus/reflect on something in terms of what went well and how it could be improved even better if…

Conversations Stations

Conversations are helpful for the development of high quality, consistent conversations in the classroom. In conversation stations, children have the opportunity to talk, get feedback on their language and to have appropriate language modelled to them. In order to create a conversation station consider the following:

- **Designated Space** – Table, display pocket, chart, pictures, props, "Let's talk about…"
- **One to one conversations**: At the beginning, 10min duration, max. two learners
- **Rules**: Establish at outset, talk and thoughtful listening, share purpose with learners
- **Message Board**: "Time to talk", topics that arise can be discussed at later time at conversation station.
- **Shy/Reticent Child**: Teacher initiates conversations, vocabulary theme, props, "phone a friend"
- **Conversation essentials**: Talk: open-ended questions and feedback. This supports the learner's use and comprehension of language.

Strategies for Partners and Small Group Work

Rules of Group Work

Rule are best established as a class for effective group work. Having collectively drawn up the rules, display this as a poster somewhere prominent in the room.

Our Group Work Rules
We don't all talk at the same time We listen to one another We give everybody a chance to say something We help each other out We share ideas We take people's ideas seriously We don't make anyone feel silly We allow others to join in

Cooperative Learning Groups

In cooperative learning, team members are positively interdependent and a strong emphasis is placed on individual and group accountability. It involves group reflection on learning, team recognition and group responsibility for individual learning. Here the teacher puts the learners into groups and sets a task. Each learner is given a particular role to fulfil e.g. manager, reporter, recorder, time-keeper. These roles will need to have been explicitly taught to pupils before they engage in a co-operative learning group.

Think-pair-share/Square

This is a way for learners to pool their thoughts and ideas and to see things from different perspectives. Learners listen to a presentation, story, read a text, see a video and record their ideas individually. As a class they pair up with a partner to share their ideas. A pair can team up with another pair to "square" their ideas.

Partner conversations

After listening to a story, learners in pairs re-tell the story in sequence with as much details as they can remember.

Circle within a Circle

Learners sit in 2 circles, one circle inside the other. Learners in the inside circle discuss what they know and what they have found out about a topic, character etc. Learners on the outside take notes and reflect on what they are hearing and share this with the inside group and may ask questions to clarify thinking.

Listening Triads

Learners work in groups of three, with learners taking the role of speaker, questioner or recorder. The speaker talks on a given topic e.g. gives an opinion on an issue, explains a concept. The questioner asks questions in order to seek clarification. The recorder takes notes in preparation for giving feedback. Now let us look at some tongue twisters and their uses in fostering oral English fluency.

Some tongue twisters that can be used in teaching oral English the fun way:

Tongue twisters are a great way to practice and improve pronunciation and fluency as they also add fun to learning. They can also help to improve accents by using alliteration, which is the repetition of one sound. They're not just for young learners, but are also used by actors, politicians, and public speakers who want to sound clear when speaking. Below, you

will find some of the most popular English tongue twisters. Say them as quickly as you can. If you can master them, you will be a much more confident speaker.

Pupils can be drilled in the correct sounds through the use of tongue twisters, poems, and songs containing the sounds being taught as in the following examples.

a. Tongue twisters: A tongue twister should emphasize one or two sounds e.g. /S/ and /ʒ/

"She sells sea shells at the sea shore
The shells she sells are sea shells
If she sells sea shells at the sea shore
I'm sure she sells sea shore shells"

/f/ and /v/ "Father Francis fried five fresh fishes Fathers from France"

/p/ and /l/ Peter Piper picked a peck of pickled pepper.
Did Peter Piper pick a peck of pickled pepper?
If Peter Piper picked a peck of pickled pepper,
Where is the peck of pickled pepper Peter Piper picked?

Tongue Twisters for Vowels

Practice with many vowel sounds /ɛ/, /ɑ/, /ə/, /ɔ/, /I/, /æ/

Betty Botter bought some butter, but she said "This butter's bitter. If I put it in my batter, it will make my batter bitter". So she bought some better butter, better than the bitter butter. When she put it in her batter, the butter made her batter better.

Practice with many vowel sounds /æ/, /ɑ/, /ɑw/, /ɔ/, /ə/, /ɑy/

Gnats are not now gnawing on the nuts at night

Practice with /iy/ and /I/

The sheep on the ship slipped on the sheet of sleet. The keen king kissed the quick queen on her green ring

Practice with diphthongs //, /**/, and /**/**

/**/ Quite nice white mice

/**/ How now brown cow

/**/ The spoiled boy foiled the coy boy's joy by purloining his toy

Practice with /ow/

Joe told a joke he wrote on his own.

I know that's not the note that Noel wrote.

The coat from the coast cost more than most

Practice with /uw/, /ʊ/, and /ə/

Make some fun, funky food and with some luck

You can bake a kooky cookie or stew a stupid duck

You can look it all up in a cool cook book

Or your can find a good excuse why you shouldn't have to cook

Practice with /uw/

There was a rude dude in the mood for food.

Whenever he chewed we all viewed his food.

The better the food, the more he chewed,

So I served crude food to this rude dude.

Practice with /ʊ/

How much wood could a woodchuck could chuck wood? If a woodchuck could chuck wood in a truck, would a woodchuck cluck while the wood was chucked?

Practice with long and short vowels

- Put the bad bat back in the bag
- It didn't faze the thief to thieve in my face.
- He let himself be led to the place for the plays.
- The man in the cap had a hat and a cap.

Tongue Twisters for Consonants

Practice with /θ/, /ð/ (TH)

Thirty thousand thirsty snakes thirstily drank three thousand lakes.

Whether the weather is cold, or whether the weather is hot,

We'll be together whatever the weather, whether we like it or not

Practice with /r/, /l/, /n/

'Round and 'round the rugged rocks the raggedly rascal ran.

Little lucky likes to kick lemon-lime lollypops.

Nice Nancy nibbles nervously on nuts.

Red lorry, yellow lorry

Little Red Riding Hood

Practice with /s/, /z/,/ʃ/ (SH), /tʃ/ (CH), /dʒ/, and /j/ (y)

Suzy sells seashells by the seashore where the sun shines on the shop signs.

Yellow Jell-O, cherry cheesecake, sweet sugar cookies and a chocolate chip shake.

Practice with /p/ and /f/

Note: (Be very careful with this one!!!)

I'm not a pheasant plucker, I'm the pheasant plucker's son,

And I'm only plucking pheasants until the pheasant pluckers come.

Practice with /b/ and /v/

There's a ban on vans at the curb by the curve

I'm very bad at volleyball, but very fine at basketball.

Practice with /p/ and /b/

Peter piper picked a peck of pickled peppers.

Barney Babbitt bagged a bushel of big blue berries.

Practice with /v/ and /w/

We are very weary of wearing white woven wool.

We wish to wear vivid violet velvet vintage vests.

1. Peter Piper picked a peck of pickled peppers A peck of pickled peppers Peter Piper picked if Peter Piper picked a peck of pickled peppers where's the peck of pickled peppers Peter Piper picked?
2. Betty Botter bought some butter But she said the butter's bitter if I put it in my batter, it will make my batter bitter But a bit of better butter will make my batter better So 'twas better Betty Botter bought a bit of better butter.

3. How much wood would a woodchuck chuck if a woodchuck could chuck wood? He would chuck, he would, as much as he could, and chuck as much wood As a woodchuck would if a woodchuck could chuck wood.
4. She sells seashells by the seashore
5. How can a clam cram in a clean cream can?
6. I scream, you scream, we all scream for ice cream.
7. I saw Susie sitting in a shoeshine shop
8. Susie works in a shoeshine shop. Where she shines she sits, and where she sits she shines.
9. Fuzzy Wuzzy was a bear, fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?
10. Can you can a can as a canner can can a can?
11. I have got a date at a quarter to eight; I'll see you at the gate, so don't be late
12. You know New York, you need New York, you know you need unique New York.
13. I saw a kitten eating chicken in the kitchen.
14. If a dog chews shoes, whose shoes does he choose?
15. I thought of thinking of thanking you
16. I wish to wash my Irish wristwatch
17. Near an ear, a nearer ear, a nearly eerie ear
18. Eddie edited it
19. Willie's really weary
20. A big black bear sat on a big black rug
21. Denise sees the fleece, Denise sees the fleas. At least Denise could sneeze and feed and freeze the fleas
22. There was a fisherman named Fisher who fished for some fish in a fissure. Till a fish with a grin, pulled the fisherman in. now they're fishing the fissure for Fisher.
23. Sheila is selling her shop at the seashore For shops at the seashore are so sure to lose And she's not too sure of what she should be selling Should Sheila sell seashells or should she sell shoes

Using the Strategies of Interest, Motivation, Attitude and Self Confidence to Improve Oral Performance

INTEREST

- Teachers must always create harmonious classroom environment by enlivening the class through the use of culturally acceptable humour – riddles and jokes
- Making oral English lessons entertaining e.g. by converting some poems into songs. E.g. "My Mother by Ann Taylor".
- Tongue twisters can also be used e.g. see tongue twisters above
- The place of cooperative learning needs be emphasized e.g. use of dialogues, role-play, discussing playlets, carrying out projects together e.g. painting, drawing, where learners are encouraged to use English language as their medium of discussion. See how to use these above
- Out-of-class oral activities e.g. during games, gardening should be encouraged
- The copius use of oral poetry, story-telling, songs, riddles and wholesome jokes should be used. Learners can be encouraged to formulate their own short stories or re-tell old folks tales in their own words.
- Learners must be encouraged to be interested in oral activities by engaging them in relevant oral activities.
- Oral activities must be relevant to the learners' experiential background
- Feedback must be regular, relevant and progressive
- Teacher must strive to trigger and maintain learners interest by being enthusiastic and being steps ahead of the learners.

MOTIVATION

- Teachers need to pay more attention to making activities and materials exciting, stimulating and interesting. This will enhance learners' motivation to speak English more.
- Teachers must work hard to minimize learner's language anxiety by helping them 'see' themselves are potentially good English language users. This can be achieved by frequent use of positive affirmation.
- Teachers should help learners see themselves as being capable to organize and execute courses of actions required to attain desired types of performances

- Learners need to set little achievable goals for themselves e.g. 5-10 minutes talks, debates, discussion among themselves. This will help over a period of time if practiced consistently, and will consequently motivate them to speak more.
- Teacher and learners working together can stimulate critical thinking through academically relevant questions.
- Teacher/learners rapport must be encouraged and sustained
- Specific/realistic goals must be set and learners need to work towards achieving such set goals
- Regular use of feedback
- Encourage those with difficulties to practice more through oral exercises and laughter
- Use of acceptable humour
- Use of game-like activities e.g. songs, tongue-twisters
- Use of oral competitions e.g. debates, group discussion, dialogues, questions and answers sessions
- Conversations, describing objects, places, events of interest and even people.
- Respect for learner's feelings and recognizing their individual differences
- Teacher learner's self-motivating strategies e.g. encouraging themselves by giving themselves 'treats'
- Awarding grades, that reflect efforts made by learners in oral achievement and not in examination grades only

ATTITUDE

- Both teachers and learners must bring positive attitude to the teaching and learning environment.
- Both teacher and learners must be enthusiastic about teaching and learning the language.
- Teacher must learn to encourage learners when they make efforts at speaking – no matter how "insignificant" such efforts may seem.
- No use of let-down words or statements should be encouraged. Teachers should be less critical, but praise learners efforts at oral activities
- Help learners see the benefit of proficiency in oral English.
- Teachers should be less critical of all the mistakes learners make
- Ensure improvement in students' grades through constant use of practice and evaluation

- Use rewards constantly – they may be 'mere' words or even materials
- Copious and constant use of different learning aids – pictures, cartoons, sketches, drawings, realia and so on.
- Praise their efforts

SELF-CONFIDENCE

- Learners need to take more responsibilities for their own learning – i.e. language autonomy should be encouraged
- Teacher must help learners develop their self-confidence by not always talking them down or ridicule them.
- Reasonable oral mistakes should be accommodated
- Unrealistic speech models e.g. insisting that learners speak like native speakers should be discouraged. What should be encouraged is learners ability to start, sustain and conclude conversation in intelligible English language.
- Enemies of self-confidence e.g. labelling, name calling, criticism, sarcasm and such negative language must be discouraged
- Teacher's constant and generous use of praise is advocated
- Generous use of self-confidence boosting statements by the teacher and even the learners themselves is encouraged e.g. "you are capable of making novel and correct sentence(s) in English language
- Constant use of encouraging statements by the teacher and even the learners themselves.
- Helping learners realise their value and self-worth
- Giving learners more room for self-expression
- Showing learners respect
- Making learners realise that they can make mistakes/error free sentences
- Learners should always be perceived as learners and not perfect speakers of English language.
- There is the need to see learners as potential fluent speakers of the English language.

APPENDIX J

SOME PICTURES TAKEN DURING DATA COLLECTION



Oral Exercise in session



Oral test going on in one of the schools



Oral exercise



Class teacher and the researcher working hand in hand in class



Group discussion taking place with the researcher encouraging the learners



Researcher shedding more light



Researcher autographinga book as motivation



Class discussion



(1)



(2)



(3)

Pictures taken at the very end of the experiment with Students, Teachers, and Principals

APPENDIX K 1

SAMPLE QUESTIONNAIRE LOW LEVEL PERFORMER

LEVEL
LOW PERFORMER.

SECTION A: AFFECTIVE STRATEGIES ORAL ENGLISH PERFORMANCE (ASOP) NEEDS ANALYSIS QUESTIONNAIRE

Socio-demographic Characteristics of Respondents

Name: _____ Class: SS II B

School: BAY SECONDARY SC Hods Date: 14-10-2016

Please tick (✓) as appropriate

Gender: a) Male [ ] b) Female [✓]

Age: a) 11-15years b) 16-20 years c) 21-25 years

Academic class: a) SS II (Arts) [ ] b) SS II (Science) [ ] c) SS II (Accounting) [ ] (d) SS II (Commerce) [✓]

Please answer the following questions about yourself specifically based on your: Interest, Motivation, Attitude and Self-confidence in Oral English.

On the scale of 1-5, tick (✓) the appropriate box to indicate your agreement with the following statements

S/n	Statement	Level of Agreement				
		5	4	3	2	1
1.	I would like my teachers to add humour and fun as oral English language is taught					✓
2.	I would be interested in Oral English if it is relevant to my life goal					
3.	I would be interested in Oral English if it would help me discuss with other people.					✓
4.	I would be interested in Oral English if my teacher encourages more cooperative learning.					
5.	I would be interested in speaking Oral English if my teacher gives us more out-of-class oral activities.					✓
6.	I would be interested in Oral English if my teacher introduces cartoons that will lead me to speak more.					
7.	I would be interested in Oral English if my teacher is enthusiastic about the lesson.					✓
8.	I would be interested in Oral English if my teacher includes songs especially in poetry.					
9.	I would be interested in Oral English if my teacher makes the lesson less stressful by being less critical of my spoken English.					✓
10.	I would be interested in oral English if my teacher would expose me to more language competitions e.g. debates.					
11	I would be interested in oral English if my teacher gives me specific supportive feedback e.g. telling me when I making progress.					✓
12	I would be interested in Oral English if my teacher helps me to experience success					✓
13	I would be interested in Oral English if my teacher creates a positive, fun and happy classroom environment.					✓
14	I would be interested in Oral English if my teacher includes word games and tongues twisters in the lesson					✓
15	I would be interested in Oral English if my teacher includes more oral description of objects, places and peoples.					✓
						✓
16	I would be motivated to learn Oral English if my teacher encourages me to speak English always by making it more interactive.					✓
17.	I would be motivated if my teacher stimulates my ideas by allowing me discuss freely in class by asking relevant questions.					✓
18.	I would be motivated to speak more if my teacher celebrates my success at speaking English.					✓
19.	I would be motivated if my teacher establishes a good relationship with me.					✓
20.	I would be motivated to speak English more if my teacher guides me to be less dependent on him/her.					✓
21.	I would be motivated in the Oral English class if my teacher helps me to enjoy the lesson by his/her positive comments.					✓
22.	I would be motivated to speak if my teacher encourages me to be positive and less critical of myself.					
23.	I would be motivated if my teacher gives me positive feedback					✓
24.	I would be motivate if my teacher encourages me to be more involved in the oral English class					
25.	I would be motivated if the teacher shows enthusiasm for teaching oral English.					✓
26	I would be motivated to speak more if my teacher makes me feel capable of success in oral task					
27	I would be motivated to speak more English if my teacher makes me feel part of a classroom community (Integrating me).					✓
28	I would be motivated to be more active in the Oral English class if my teacher teaches me relaxation techniques e.g. Positive self talk					✓
29	I would be more motivated to speak English if my teacher finds out what motivatess me					✓

30	I would be more motivated in Oral English if my teacher stimulates my ideas – through questions, discussions.	✓				
31.	My attitude towards the use of Oral English would be influenced if my teacher helps me see the benefits of speaking English.	✓				
32.	My attitude towards oral would be changed if my teacher is less critical of my verbal mistakes	✓				
33.	My attitude towards oral English would change, if my teacher enables me to see the benefits of doing well in spoken English.	✓				
34.	My attitudes towards oral English would improve if my teacher creates a harmonious atmosphere in class by introducing oral games e.g. Tongue twisters.	✓				
35.	My attitude towards oral English would change if I am asked questions that would make me think	✓				
36.	I would need more Oral activities like storytelling, poetry recitations	✓				
37.	My attitude towards Oral English would improve if my scores improve	✓				
38.	My attitude towards Oral English would be influenced by my teacher's own attitude towards the subject	✓				
39.	My attitude towards Oral English would be enhanced by my teacher making the lesson enjoyable – use of reward, e.g. Stars, praise words.	✓				
40.	My attitude towards Oral English would be helped if my teacher would help me see the value of Oral English to my overall course of study.	✓				
41	My attitudes towards Oral English would be enhanced if my teacher eases my mind from being too conscious of my oral mistakes	✓				
42	My attitude towards Oral English would improve if my teacher asks questions that will generate critical thinking	✓				
43	My attitude towards Oral English will be enhanced if my teacher involves me more in dialogues	✓				
44	My attitude would improve if my teacher ensures that my grades improve by the use of constants practice and evaluation	✓				
45	My attitude towards Oral English would improve if my teacher arouses my innate oral abilities	✓				
		✓				
46.	My self-confidence would be enhanced by my teacher helping me take on more oral responsibilities allowing me express myself more	✓				
47.	My self-confidence could be enhanced by being actively involved in more Oral communications with my peers	✓				
48.	My teacher can boost my self-confidence by saying encouraging words like "you can make correct sentences".	✓				
49.	My self-confidence could be enhanced by my teacher respecting me. E.g. not being too judgemental or ridicule me.	✓				
50.	My self-confidence could be enhanced by teacher involving me in class debates, discussions and drama.	✓				
51.	My teacher can help boost my self-confidence by making me feel that I am capable, and can achieve success in Oral English.	✓				
52.	My teacher can help me boost my self-confidence by helping me realize my own value and worth – by his/her positive comments.	✓				
53.	My self-confidence can be enhanced by my teacher encouraging me to take Oral English risk wisely.	✓				
54.	My self-confidence can be enhanced if my teacher perceives me as a learner and not a perfect speaker of English language.	✓				
55.	My self-confidence can be enhanced if my teacher sees me as a potential fluent English language speaker.	✓				
56	My self – confidence can be enhanced by my teacher making generous positive statement about me	✓				
57	My teacher can help boost my self – confidence by not expecting me to speak in a native speaker accent.	✓				
58	My teacher can help boost my self confidence by being less critical of me or labelling me	✓				
59	My teacher can boost my self confidence by seeing me as a learner who can improve in Oral activities	✓				
60	My self – confidence can be enhanced if my teacher would help me understand that making mistakes is part of the learning process	✓				

APPENDIX K 1-1

LOW LEVEL PERFORMER MARKED SCRIPT FOR PRE POST TEST

Name: Appendix K 1-1 Model day Secondary Date: 18/10/2
Class = SS2B LOW LEVEL PERFORMER School: Nigerstate mma
0/60

SECTION B: INDIVIDUALISED AFFECTIVE STRATEGIES ORAL PERFORMANCE TEST – PRE-TEST

Each question is followed by five options letter A – E, choose the correct option for each question and shade in pencil on your answer sheet, the answer space that bears the same letter as the option you have chosen. Give only one answer to each question and erase completely any answer you wish to change. Do all rough work on this question paper.

An Example is given below:
From the options letter A – E, choose the word that has *the same vowel sound* as the one represented by the letter(s) underlined.

Head
A. heed
B. ingrate
C. job
D. red
E. steal

The Correct answer is D because only "red" has the same vowel sound as the one underlined in "head". There, answer space D would be shaded

[A] [B] [C] [D] [E]

SECTION I
Choose from the options letter A – E, the one that has the *same vowel sound* as the one represented by the underlined letter(s) **(Nos. 1-15).**

1. aid
   A. air
   B. capable
   C. capital
   D. dairy
   E. idea

2. push
   A. angle
   B. look
   C. persuade
   D. run
   E. shrug

3. organize
   A. guess
   B. price
   C. seizure
   D. supposed
   E. vista

4. dread
   A. break
   B. knee
   C. level
   D. mean
   E. preach

5. crew
   A. boom
   B. draw
   C. sturdy
   D. town
   E. word

6. purge
   A. dance
   B. purport
   C. reserve
   D. salt
   E. target

7. know
   A. craw
   B. group
   C. sew
   D. voyage
   E. wood

8. honey
   A. coat
   B. funnel
   C. honest
   D. modern
   E. tonic

9. piece
   A. create
   B. drink
   C. media
   D. physics
   E. pick

10. shark
   A. arrow
   B. clash
   C. fashion
   D. herd
   E. path

11. shabby
   A. plate
   B. reward
   C. salute
   D. tackle
   E. ware

12. tablet
   A. bed
   B. creation
   C. deviation
   D. north
   E. theatre

13. fall
   A. curve
   B. doll
   C. duck
   D. fold
   E. quarter

14. beside
   A. brain
   B. many
   C. regal
   D. tattered
   E. vehement

15. gown
   A. bone
   B. floor
   C. hour
   D. pure
   E. quay

SECTION 2

Choose from the options A – E, the one that has *the same consonant sound* as the one represented by the underlined letter(s) (Nos. 16-30).

Example: teach
   A. beach
   B. both
   C. deviate
   D. listen
   E. through

The correct answer is C because only "deviate" contains the same consonant sound as the one underlined in "teach".

16. mission
   A. barrage
   B. decision
   C. leisure
   D. patient
   E. pleasure

17. theme
   A. author
   B. den
   C. thy
   D. tin
   E. wither

18. nephew
   A. apple
   B. prison
   C. psychic
   D. shepherd
   E. trough

19. easy
   A. fence
   B. husband
   C. peace
   D. phonics
   E. sip

20. chore
   A. chauvinist
   B. gin
   C. joke
   D. leash
   E. leech

21. crack
   A. bag
   B. cease
   C. chronic
   D. dance
   E. wince

22. thing
    A. anchor
    B. damn
    C. known
    D. meat
    E. ran

23. latter
    A. anthem
    B. forth
    C. ladder
    D. listen
    E. mixed

24. measure
    A. ensure
    B. judge
    C. motion
    D. special
    E. treasure

25. bomb
    A. bank
    B. barber
    C. man
    D. nanny
    E. rub

26. we
    A. duty
    B. new
    C. once
    D. whole
    E. wrap

27. heave
    A. bishop
    B. chair
    C. height
    D. heir
    E. which

28. save
    A. free
    B. pace
    C. phase
    D. safe
    E. scurvy

29. joy
    A. gem
    B. gun
    C. nature
    D. watch
    E. yes

30. kind
    A. ledger
    B. medal
    C. this
    D. though
    E. worthy

SECTION 3

Choose from the options letter **A – E**, the *one that rhymes* with the word given **(Nos. 31-35)**.

Example: tear (n)
    A. bear
    B. idea
    C. tea
    D. tie
    E. where

The correct answer is **B** because only "idea" rhymes with "tear". Therefore, answer space **B** would be shaded.

31. white
    A. kind
    B. plight
    C. rod
    D. wield
    E. wind

32. bout
    A. coat
    B. goat
    C. hold
    D. route
    E. shout

33. rise
    A. grace
    B. rice
    C. wax
    D. wise
    E. write

34. blade
    A. bid
    B. bride
    C. card
    D. laid
    E. plate

35. pitch
    A. breath
    B. judge
    C. judicious
    D. rich
    E. ridge

SECTION 4

Chose from the options lettered **A – E**, the one that shows the *correct stress* with the word given. In each word, only one syllable has the *main/primary stress* and the syllable is written in capital letters. **(Nos. 36-40).**

Example: Congratulation

A. CON-gra-tu-la-tion
B. con-GRA-tu-la-tion
C. con-gra-TU-la-tion
D. con-gra-tu-LA-tion
E. con-gra-tu-la-TION

The correct answer is the option lettered D because the main/primary stress of the word "congratulation" is on the fourth syllable.

36. mathematical
    A. MA-the-ma-ti-cal
    B. ma-THE-ma-ti-cal
    C. ma-the-MA-ti-cal
    D. ma-the-ma-TI-cal
    E. ma-the-ma-ti-CAL

37. comprehensible
    A. COM-pre-hen-si-ble
    B. com-PRE-hen-si-ble
    C. com-pre-HEN-si-ble
    D. com-pre-hen-SI-ble
    E. com-pre-hen-si-BLE

38. confrontational
    A. CON-fron-ta-tion-al
    B. con-FRON-ta-tion-al
    C. con-fron-TA-tion-al
    D. con-fron-ta-TION-al
    E. con-fron-ta-tion-AL

39. popularity
    A. PO-pu-la-ri-ty
    B. po-PU-la-ri-ty
    C. po-pu-LA-ri-ty
    D. po-pu-la-RI-ty
    E. po-pu-la-ri-TY

40. underestimate
    A. UN-der-es-ti-mate
    B. un-DER-es-ti-mate
    C. un-der-ES-ti-mate
    D. un-der-es-TI-mate
    E. un-der-es-ti-MATE

SECTION 5

Chose from the options lettered **A – E**, the one that *has a different stress pattern* from the other four **(Nos. 41-45).**

Example:

A. adopt
B. affirm
C. aghast
D. deploy
E. washer

The words lettered, **A, B, C** and **D** are all stressed on the second syllable while option **E** is the only one stressed on the first syllable. Therefore, the correct answer is **E.**

41.
    A. confident
    B. demonstrate
    C. develop
    D. prominent
    E. satisfy

42.
    A. admire
    B. compare
    C. machine
    D. market
    E. photo

43.
    A. contribute
    B. eminent
    C. examine
    D. official
    E. understand

44.
    A. begin
    B. conscript
    C. exhaust
    D. duvet
    E. insert

45.
    A. leopard
    B. military
    C. police
    D. sector
    E. transient

SECTION 6

Choose from the options lettered **A – E**, the *question that is best answered* by the statement containing the stressed word which is written in CAPITAL letters **(Nos. 46-50)**.

Example: He BLAMES my cousin
- A. Did he blame my cousin?
- B. Does he blame my niece?
- C. Does he blame his cousin?
- D. Does she blame your cousin?
- E. Does he praise my cousin?

The correct answer is **E** because "He BLAMES my cousin" answers the question: Does he praise my cousin?

46. The chairman SUSPENDED the members of his cabinet last week.
- A. Did the chairman appoint the members of his cabinet last week?
- B. Did the chairman suspend his assistant last week?
- C. Did the chairman suspend his secretary last week?
- D. Did the chairman suspend the members of his cabinet?
- E. Will the chairman suspend his messenger this week?

47. Our farmers CULTIVATE only food crops
- A. Do our farmers cultivate only cash crops?
- B. Do our farmers cultivate only cereal crops?
- C. Do our farmers cultivate only cereal crops?
- D. Do our farmers cultivate only food crops?

48. My uncle DIVORCED his wife last month
- A. Did my friend divorce his wife last month?
- B. Did my neighbour divorce his wife last month?
- C. Did my uncle divorce his wife last month?
- D. Did my uncle marry his wife last month?
- E. Did the woman divorce her husband last month?

49. The STUDENTS are always in the class
- A. Are the parents always in the class?
- B. Are the students always at home?
- C. Are the students always in the class?
- D. Are the students always in the hall?
- E. Are the students always on the field?

50. My TEACHER travelled to America for a workshop.
- A. Did my father travel to America for a workshop?
- B. Did my teacher travel to America for a workshop?
- C. Did my teacher travel to Sokoto for a workshop?
- D. Did your teacher drive to America for a workshop?
- E. Did your teacher travel from America for a workshop?

SECTION 7

Choose from the options lettered **A – E**, the one *that contains the sound segment* represented by the given phonetic symbol **(Nos. 51-60)**.

Example: /θ/
- A. fight
- B. loathe
- C. that
- D. them
- E. thirsty

The correct answer is **E** because only *"thirsty"* contains the sound represented by given symbol.

51. /ɔ:/
- A. audit
- B. choice
- C. cloud
- D. munch
- E. smooth

52. /u:/
- A. board
- B. cock
- C. floor
- D. moan
- E. pool

53. /ʌ/
- A. blood
- B. booking
- C. noise
- D. snake
- E. waist

54. /əu/
- A. choke
- B. eulogy
- C. organic
- D. pocket
- E. reward

55. /æ/
A. aid
B. angry
C. cake
D. market
E. particle

56. /ŋ/
A. band
B. monitor
C. monkey
D. nice
E. noise

57. /ʧ/
A. choose
B. chemical
C. chord
D. epoch
E. jack

58. /ʃ/
A. accusing
B. addition
C. cease
D. comparison
E. division

59. /ʤ/
A. breath
B. bridge
C. buzz
D. cheat
E. chief

60. /ʒ/
A. decoration
B. punch
C. pulse
D. revised
E. television

APPENDIX K 1-2

LOW PERFORMER MARKED SCRIPT FOR POST TEST MARKED SCRIPTS

÷ Class: SS2

School: model day secondary school minna Niger state.

INDIVIDUALIZED AFFECTIVE STRATEGIES ORAL ENGLISH PERFORMANCE TEST (POSTTEST)

Each question is followed by **five** options **A – E.** choose the correct option for each question and shade **in pencil** on your answer sheet, the answer space that bears the same letter as the option you have chosen. Give only **one** answer to each question and erase completely any answer you wish to change. Do all rough work on this questions papers:
An example is given below:
From the options lettered **A – E,** choose the word that has the *same vowel sound* as the one represented by the letter(s) underlined.
head

A. Heed
B. Ingrate
C. Job
D. Red
E. Steal

5/60

The correct answer is **D** because only "red" has the same vowel sound as the one underline in "head". Therefore, answer space **D** would be shaded.
[A] [B] [C] ~~[D]~~ [E]

SECTION I

Choose from the options lettered **A – E,** the one that has the *same vowel sound* as he one represented by the underlined letter(s)

(Nos. 1 – 15)

1. Courage
   A. announce
   B. bluff
   C. court
   D. down
   E. favour
2. fault
   A. aunt
   B. curse
   C. nature
   D. rough
   E. store
3. heavy
   A. eager
   B. fame
   C. gear
   D. legume
   E. mechanic
4. February
   A. baby
   B. collapse
   C. glass
   D. knack
   E. resent
5. able
   A. avid
   B. brutal
   C. disaster
   D. flea
   E. indication
6. why
   A. abide
   B. betray
   C. glaze
   D. monkey
   E. stay
7. burp
   A. adult
   B. cure
   C. fury
   D. world
   E. your
8. gland
   A. hear
   B. invade
   C. invaluable
   D. rascal
   E. rate
9. people
   A. cement
   B. dread
   C. key
   D. pit
   E. remain

10. river
A. build
B. chief
C. dirt
D. flexible
E. wait

11. hole
A. confuse
B. devour
C. empower
D. flop
E. follow

12. sphere
A. bridle
B. meter
C. pear
D. treasure
E. trial

13. food
A. blood
B. court
C. put
D. true
E. woman

14. sound
A. board
B. cough
C. crowed
D. honour
E. want

15. pass
A. bounce
B. down
C. laugh
D. launch
E. out

SECTION 2

Choose from the options lettered **A – E,** the one that has *Consonant sound* as he one represented by the underlined letter(s) **(Nos. 16 – 30)**

Example: teach

A. bench
B. both
C. deviate
D. listen
E. through

The correct answer is **C** because only "deviate" contains the same consonant sound as the one underlined in "teach"

16. balm
A. crumb
B. debt
C. obey
D. plumber
E. tomb

17. reduce
A. bathed
B. breathe
C. caped
D. gather
E. worth

18. park
A. ancient
B. arch
C. chaos
D. entice
E. knit

19. chief
A. chauffeur
B. garage
C. match
D. shelter
E. yacht

20. sentence
A. brother
B. saturation
C. thali
D. theme
E. wrestle
F.

21. game
A. align
B. campaign
C. diaphragm
D. forge
E. league

22. behold
A. fish
B. heart
C. hier
D. reach
E. sympathy

23. zone
A. accent
B. also
C. bicycle
D. seizure
E. visible

24. jealous
A. argue
B. grey
C. mug
D. page
E. yes

25. wonder
A. author
B. pawpaw
C. saw
D. software
E. wrist

26. sheep
A. mouse
B. pace
C. sachet
D. scion
E. vision

27. long
A. common
B. land
C. night
D. silent
E. thank

28. vote
A. allow
B. laundry
C. of
D. often
E. twice
F.

29. Versatile
A. Agency
B. Bosom
C. Mission
D. Razor
E. Visual

30. yam
A. allay
B. coy
C. eunuch
D. exploit
E. journey

SECTION 3

Choose from the options lettered **A – E**, the one the *one that rhymes* as he one represented by the underlined letter(s) **(Nos. 31 – 35)**

Example: tear (n)
A. bear
B. idea
C. tea
D. lie
E. where

The correct answer is **B** because only "idea" rhymes with "tear". Therefore, answer space would be shaded.

31. holly
A. braille
B. briefly
C. calling
D. curry
E. honey

32. brazen
A. cousin
B. freeze
C. grimace
D. phrase
E. trace
F.

33. hare
A. chair
B. deer
C. mine
D. steer
E. wane

34. defence
A. crevice
B. distance
C. hearse
D. patient
E. vacant

35. greed
A. bereaved
B. depressed
C. great
D. grieve
E. seed

SECTION 4

Choose from the option lettered A – E, the one that shows the *correct stress* of the word given. In each word, only one syllable has the main/ primary stress, and the syllable is written in capital letters **(Nos. 36 – 40).**

Example: congratulation
A. CON-gra-tu-la-tion
B. con-GRA-tu-la-tion
C. CON-gra-TU-la-tion
D. CON-gra-tu-LA-tion
E. CON-gra-tu-la-TION

The correct answer is option lettered **D** because the main /primary stress of the word "congratulation" is on the fourth syllable.

36. Indefensible
A. IN-de-fen-si-ble
B. In-DE-fen-si-ble
C. In-de-FEN-si-ble
D. In-de-fen-SI-ble
E. In-de-fen-si-BLE

37. reciprocity
A. REC-i-proc-i-ty
B. rec-I-proc-i-ty
C. rec-i-PROC-i-ty
D. rec-i-proc-I-ty
E. rec-i-proc-i-TY

38. sophisticated
A. SO-phis-ti-ca-ted
B. so-PHIS-ti-ca-ted
C. So-phis-TI-ca-ted
D. So-phis-ti-CA-ted
E. So-phis-ti-ca-TED

39. participatory
A. PAR-ti-ci-pa-tory
B. par-TI-ci-pa-tory
C. par-ti-CI-pa-tory
D. par-ti-ci-PA-tory
E. par-ti-ci-pa-TORY

40. environmental
A. EN-vi-ron-men-tal
B. en-VI-ron-men-tal
C. en-vi-RON-men-tal
D. en-vi-ron-MEN-tal
E. en-vi-ron-men-TAL

SECTION 5

Choose from the options lettered **A – E,** the one that has a *different stress pattern* from the other four **(Nos. 41 – 45).**

Example:
A. adopt
B. affirm
C. aghast
D. deploy
E. washer

The words lettered **A, B, C, and D** are all stressed on the second syllable while option **E** is the only one stressed on the first answer is **E.**

41. .
A. cover
B. creature
C. decoy
D. decree
E. laity

42. .
A. anchor
B. credit
C. echo
D. famous
E. intone

43. .
A. control
B. decode
C. eclipse
D. fancy
E. intern

44. .
A. amused
B. dilate
C. eatery
D. fifteen
E. goodbye

45. .
A. admire
B. admit
C. culture
D. decay
E. succeed

SECTION 6

Choose from the option lettered **A – E,** the question that is best *answered* by the statement containing the stressed word which is written in **capital** letters **(Nos. 46 – 50)**

Example: He BLAMES my cousin
A. Did he blame my cousin?
B. Does he blame my niece?
C. Does he blame his cousin?
D. Does she blame your cousin?
E. Does he praise my cousin?

The correct answer is **E** because "He BLAMES my cousin? Answers the question: Does he praise my cousin?

46. The Dream Team won the trophy LAST summer.
A. Did the Dream Team win the trophy this summer
B. Did the Dream Team win the trophy last summer
C. Did the Dream Team win the cup last summer
D. Did the Golden Eaglet win the cup last summer
E. Did the Golden Eagle win the trophy last year

47. It was DIFFICULT for the student to understand the teacher
A. Was it difficult for the student to understand the prefect?
B. Was it difficult for the pupils to understand the teacher?
C. Was it difficult for the student to comprehend the lesson?
D. Was it difficult for the student to understand the principal?
E. Was it easy for the student to understand the teacher?

48. HE has gone to the office this morning
A. Has he gone to that office this afternoon
B. Has he gone to that office this morning?
C. Has he gone to the stadium this morning?
D. Has she gone to the office this morning
E. Where has he gone to this morning

49. She FORGETS things easily.
A. Does he forget things easily?
B. Does he forget things often?
C. Does she forget things always
D. Does she forget things in a hurry?
E. Does she remember things easily?

50. There are many TREES in the amusement park.

A. Are there few trees in the amusement park
B. Are there many flowers in the amusement park?
C. Are there many trees in the national park
D. Are there many trees in the forest?
E. Are there many trees in the game reserve?

SECTION 7

Choose from the options lettered A – E, the one that contains the sound segment represented by the given phonetic symbols.

(Nos. 51 – 60)

Example: |Ɵ|

A. fight
B. loathe
C. that
D. them
E. thirsty

The correct answer is **E** because only "thirsty" contains the sound represented by the given symbol.

51. / s /
A. advise
B. fixed
C. goods
D. hosanna
E. lose

52. / **Iə** /
A. praise
B. sea
C. seer
D. reddish
E. time

53. / **ɒ** /
A. rob
B. robe
C. scald
D. skull
E. unto

54. / **ɜ :**/
A. derelict
B. ferry
C. haphazard
D. impulse
E. verse

55. / **i :** /
A. fear
B. film
C. fiend
D. going
E. handy

56. / **k** /
A. Archbishop
B. Chair
C. Know
D. Scheme
E. Sceptre

57. / **ɔ :** /
A. bobble
B. bonnet
C. bottle
D. double
E. lawn

58. / **æ** /
A. accredit
B. allow
C. back
D. climate
E. extra

59. / **ʌ** /
A. buoy
B. cushion
C. hunt
D. interject
E. lofty

60. / **əʊ** /
A. code
B. ford
C. gloss
D. noodle
E. posh

APPENDIX K 2

SAMPLE QUESTIONNAIRE MID LEVEL PERFORMER

MID LEVEL PERFORMER

SECTION A: AFFECTIVE STRATEGIES ORAL ENGLISH PERFORMANCE (ASOP) NEEDS ANALYSIS QUESTIONNAIRE

Socio-demographic Characteristics of Respondents

Name: [redacted] Class: S. S. II A

School: Day Secondary School Rijau Date: 14/10/2011

Please tick (✓) as appropriate

Gender: a) Male [✓] b) Female [ ]

Age: a) 11-15years b) 16-20 years c) 21-25 years

Academic class: a) SS II (Arts) [ ] b) SS II (Science) [✓] c) SS II (Accounting) [ ] (d) SS II (Commerce) [ ]

Please answer the following questions about yourself specifically based on your: Interest, Motivation, Attitude and Self-confidence in Oral English.

On the scale of 1-5, tick (✓) the appropriate box to indicate your agreement with the following statements

S/n	Statement	Level of Agreement				
		5	4	3	2	1
1.	I would like my teachers to add humour and fun as oral English language is taught	✓				
2.	I would be interested in Oral English if it is relevant to my life goal	✓				
3.	I would be interested in Oral English if it would help me discuss with other people.	✓				
4.	I would be interested in Oral English if my teacher encourages more cooperative learning.	✓				
5.	I would be interested in speaking Oral English if my teacher gives us more out-of-class oral activities.	✓				
6.	I would be interested in Oral English if my teacher introduces cartoons that will lead me to speak more.	✓				
7.	I would be interested in Oral English if my teacher is enthusiastic about the lesson.	✓				
8.	I would be interested in Oral English if my teacher includes songs especially in poetry.			✓		
9.	I would be interested in Oral English if my teacher makes the lesson less stressful by being less critical of my spoken English.			✓		
10.	I would be interested in oral English if my teacher would expose me to more language competitions e.g. debates.	✓				
11	I would be interested in oral English if my teacher gives me specific supportive feedback e.g. telling me when I making progress.	✓				
12	I would be interested in Oral English if my teacher helps me to experience success	✓				
13	I would be interested in Oral English if my teacher creates a positive, fun and happy classroom environment.			✓		
14	I would be interested in Oral English if my teacher includes word games and tongues twisters in the lesson		✓			
15	I would be interested in Oral English if my teacher includes more oral description of objects, places and peoples.		✓			
16	I would be motivated to learn Oral English if my teacher encourages me to speak English always by making it more interactive.	✓				
17.	I would be motivated if my teacher stimulates my ideas by allowing me discuss freely in class by asking relevant questions.	✓				
18.	I would be motivated to speak more if my teacher celebrates my success at speaking English.	✓				
19.	I would be motivated if my teacher establishes a good relationship with me.			✓		
20.	I would be motivated to speak English more if my teacher guides me to be less dependent on him/her.			✓		
21.	I would be motivated in the Oral English class if my teacher helps me to enjoy the lesson by his/her positive comments.			✓		
22.	I would be motivated to speak if my teacher encourages me to be positive and less critical of myself.			✓		
23.	I would be motivated if my teacher gives me positive feedback			✓		
24.	I would be motivate if my teacher encourages me to be more involved in the oral English class	✓				
25.	I would be motivated if the teacher shows enthusiasm for teaching oral English.	✓				
26	I would be motivated to speak more if my teacher makes me feel capable of success in oral task			✓		
27	I would be motivated to speak more English if my teacher makes me feel part of a classroom community (Integrating me).	✓				
28	I would be motivated to be more active in the Oral English class if my teacher teaches me relaxation techniques e.g. Positive self talk	✓				
29	I would be more motivated to speak English if my teacher finds out what motivatess me	✓				

30	I would be more motivated in Oral English if my teacher stimulates my ideas – through questions, discussions.	✓				
31.	My attitude towards the use of Oral English would be influenced if my teacher helps me see the benefits of speaking English.	✓				
32.	My attitude towards oral would be changed if my teacher is less critical of my verbal mistakes	✓				
33.	My attitude towards oral English would change, if my teacher enables me to see the benefits of doing well in spoken English.	✓				
34.	My attitudes towards oral English would improve if my teacher creates a harmonious atmosphere in class by introducing oral games e.g. Tongue twisters.	✓				
35.	My attitude towards oral English would change if I am asked questions that would make me think	✓				
36.	I would need more Oral activities like storytelling, poetry recitations					
37.	My attitude towards Oral English would improve if my scores improve		✓			
38.	My attitude towards Oral English would be influenced by my teacher's own attitude towards the subject	✓				
39.	My attitude towards Oral English would be enhanced by my teacher making the lesson enjoyable – use of reward, e.g. Stars, praise words.		✓			
40.	My attitude towards Oral English would be helped if my teacher would help me see the value of Oral English to my overall course of study.	✓				
41	My attitudes towards Oral English would be enhanced if my teacher eases my mind from being too conscious of my oral mistakes	✓				
42	My attitude towards Oral English would improve if my teacher asks questions that will generate critical thinking		✓			
43	My attitude towards Oral English will be enhanced if my teacher involves me more in dialogues			✓		
44	My attitude would improve if my teacher ensures that my grades improve by the use of constants practice and evaluation			✓		
45	My attitude towards Oral English would improve if my teacher arouses my innate oral abilities					
				✓		
46.	My self-confidence would be enhanced by my teacher helping me take on more oral responsibilities allowing me express myself more	✓				
47.	My self-confidence could be enhanced by being actively involved in more Oral communications with my peers	✓				
48.	My teacher can boost my self-confidence by saying encouraging words like "you can make correct sentences".	✓				
49.	My self-confidence could be enhanced by my teacher respecting me. E.g. not being too judgemental or ridicule me.		✓			
50.	My self-confidence could be enhanced by teacher involving me in class debates, discussions and drama.	✓				
51.	My teacher can help boost my self-confidence by making me feel that I am capable, and can achieve success in Oral English.	✓				
52.	My teacher can help me boost my self-confidence by helping me realize my own value and worth – by his/her positive comments.	✓				
53.	My self-confidence can be enhanced by my teacher encouraging me to take Oral English risk wisely.	✓				
54.	My self-confidence can be enhanced if my teacher perceives me as a learner and not a perfect speaker of English language.	✓				
55.	My self-confidence can be enhanced if my teacher sees me as a potential fluent English language speaker.	✓				
56	My self – confidence can be enhanced by my teacher making generous positive statement about me		✓			
57	My teacher can help boost my self – confidence by not expecting me to speak in a native speaker accent.			✓		
58	My teacher can help boost my self confidence by being less critical of me or labelling me				✓	
59	My teacher can boost my self confidence by seeing me as a learner who can improve in Oral activities	✓				
60	My self – confidence can be enhanced if my teacher would help me understand that making mistakes is part of the learning process	✓				

APPENDIX K 2-1

MID LEVEL PERFORMER MARKED SCRIPT FOR PRE TEST

SECTION B: INDIVIDUALISED AFFECTIVE STRATEGIES ORAL PERFORMANCE TEST – PRE-TEST

Each question is followed by five options letter **A – E**. choose the correct option for each question and shade in pencil on your answer sheet, the answer space that bears the same letter as the option you have chosen. Give only **one** answer to each question and erase completely any answer you wish to change. Do all rough work on this question paper.

An Example is given below:
From the options letter A – E, choose the word that has *the same vowel sound* as the one represented by the letter(s) underlined.

Head
(A) heed
B. ingrate
C. job
D. red
E. steal

The Correct answer is **D** because only "red" has the same vowel sound as the one underlined in "head". There, answer space **D** would be shaded

[A] [B] [C] [D] [E]

SECTION I
Choose from the options letter **A – E**, the one that has the *same vowel sound* as the one represented by the underlined letter(s) **(Nos. 1-15).**

1. aid
   A. air
   B. capable
   C. capital
   (D) dairy
   E. idea

2. push
   A. angle
   (B) look
   C. persuade
   D. run
   E. shrug

3. organize
   (A) guess
   B. price
   C. seizure
   D. supposed
   E. vista

4. dread
   A. break
   B. knee
   (C) level
   D. mean
   E. preach

5. crew
   A. boom
   B. draw
   (C) sturdy
   D. town
   E. word

6. purge
   A. dance
   (B) purport
   C. reserve
   D. salt
   E. target

7. know
   A. craw
   B. group
   C. sew
   (D) voyage
   E. wood

8. honey
   A. coat
   (B) funnel
   C. honest
   D. modern
   E. tonic

9. piece
   A. create
   B. drink
   C. media
   D. physics
   E. pick

10. shark
   A. arrow
   B. clash
   C. fashion
   D. herd
   E. path

11. shabby
   A. plate
   B. reward
   C. salute
   D. tackle
   E. ware

12. tablet
   A. bed
   B. creation
   C. deviation
   D. north
   E. theatre

13. fall
   A. curve
   B. doll
   C. duck
   D. fold
   E. quarter

14. beside
   A. brain
   B. many
   C. regal
   D. tattered
   E. vehement

15. gown
   A. bone
   B. floor
   C. hour
   D. pure
   E. quay

SECTION 2

Choose from the options A – E, the one that has *the same consonant sound* as the one represented by the underlined letter(s) (Nos. 16-30).

Example: teach
   A. bench
   B. both
   C. deviate
   D. listen
   E. through

The correct answer is C because only "deviate" contains the same consonant sound as the one underlined in "teach".

16. mission
   A. barrage
   B. decision
   C. leisure
   D. patient
   E. pleasure

17. theme
   A. author
   B. den
   C. thy
   D. tin
   E. wither

18. nephew
   A. apple
   B. prison
   C. psychic
   D. shepherd
   E. trough

19. easy
   A. fence
   B. husband
   C. peace
   D. phonics
   E. sip

20. chore
   A. chauvinist
   B. gin
   C. joke
   D. leash
   E. leech

21. crack
   A. bag
   B. cease
   C. chronic
   D. dance
   E. wince

22. thing
A. anchor
B. damn
C. known
D. meat
E. ran

23. latter
A. anthem
B. forth
C. ladder
D. listen
E. mixed

24. measure
A. ensure
B. judge
C. motion
D. special
E. treasure

25. bomb
A. bank
B. barber
C. man
D. nanny
E. rub

26. we
A. duty
B. new
C. once
D. whole
E. wrap

27. heave
A. bishop
B. chair
C. height
D. heir
E. which

28. save
A. free
B. pace
C. phase
D. safe
E. scurvy

29. joy
A. gem
B. gun
C. nature
D. watch
E. yes

30. kind
A. ledger
B. medal
C. this
D. though
E. worthy

SECTION 3

Choose from the options letter **A – E**, the *one that rhymes* with the word given **(Nos. 31-35)**.

Example: tear (n)
A. bear
B. idea
C. tea
D. tie
E. where

The correct answer is **B** because only "idea" rhymes with "tear". Therefore, answer space **B** would be shaded.

31. white
A. kind
B. plight
C. rod
D. wield
E. wind

32. bout
A. coat
B. goat
C. hold
D. route
E. shout

33. rise
A. grace
B. rice
C. wax
D. wise
E. write

34. blade
A. bid
B. bride
C. card
D. laid
E. plate

35. pitch
A. breath
B. judge
C. judicious
D. rich
E. ridge

SECTION 4

Chose from the options lettered A – E, the one that shows the *correct stress* with the word given. In each word, only one syllable has the *main/primary stress* and the syllable is written in capital letters. (Nos. 36-40).

Example: Congratulation
- (A) CON-gra-tu-la-tion
- B. con-GRA-tu-la-tion
- C. con-gra-TU-la-tion
- D. con-gra-tu-LA-tion
- E. con-gra-tu-la-TION

The correct answer is the option lettered **D** because the main/primary stress of the word "congratulation" is on the fourth syllable.

36. mathematical
- (A) MA-the-ma-ti-cal
- B. ma-THE-ma-ti-cal
- C. ma-the-MA-ti-cal
- D. ma-the-ma-TI-cal
- E. ma-the-ma-ti-CAL

37. comprehensible
- A. COM-pre-hen-si-ble
- B. com-PRE-hen-si-ble
- (C) com-pre-HEN-si-ble
- D. com-pre-hen-SI-ble
- E. com-pre-hen-si-BLE

38. confrontational
- (A) CON-fron-ta-tion-al
- B. con-FRON-ta-tion-al
- C. con-fron-TA-tion-al
- D. con-fron-ta-TION-al
- E. con-fron-ta-tion-AL

39. popularity
- (A) PO-pu-la-ri-ty
- B. po-PU-la-ri-ty
- C. po-pu-LA-ri-ty
- D. po-pu-la-RI-ty
- E. po-pu-la-ri-TY

40. underestimate
- A. UN-der-es-ti-mate
- (B) un-DER-es-ti-mate
- C. un-der-ES-ti-mate
- D. un-der-es-Ti-mate
- E. un-der-es-ti-MATE

SECTION 5

Chose from the options lettered A – E, the one that *has a different stress pattern* from the other four (Nos. 41-45).

Example:
- (A) adopt
- B. affirm
- C. aghast
- D. deploy
- E. washer

The words lettered, **A, B, C** and **D** are all stressed on the second syllable while option **E** is the only one stressed on the first syllable. Therefore, the correct answer is **E.**

41.
- A. confident
- (B) demonstrate
- C. develop
- D. prominent
- E. satisfy

42.
- A. admire
- (B) compare
- C. machine
- D. market
- E. photo

43.
- (A) contribute
- B. eminent
- C. examine
- D. official
- E. understand

44.
- A. begin
- B. conscript
- C. exhaust
- (D) duvet
- E. insert

45.
- A. leopard
- B. military
- (C) police
- D. sector
- E. transient

SECTION 6

Choose from the options lettered **A – E**, the *question that is best answered* by the statement containing the stressed word which is written in CAPITAL letters **(Nos. 46-50)**.

Example:
He BLAMES my cousin
(A.) Did he blame my cousin?
B. Does he blame my niece?
C. Does he blame his cousin?
D. Does she blame your cousin?
E. Does he praise my cousin?

The correct answer is **E** because "He BLAMES my cousin" answers the question: Does he praise my cousin?

46. The chairman SUSPENDED the members of his cabinet last week.
(A.) Did the chairman appoint the members of his cabinet last week?
B. Did the chairman suspend his assistant last week?
C. Did the chairman suspend his secretary last week?
D. Did the chairman suspend the members of his cabinet?
E. Will the chairman suspend his messenger this week?

47. Our farmers CULTIVATE only food crops
A. Do our farmers cultivate only cash crops?
B. Do our farmers cultivate only cereal crops?
C. Do our farmers cultivate only cereal crops?
D. Do our farmers cultivate only food crops?

48. My uncle DIVORCED his wife last month
A. Did my friend divorce his wife last month?
B. Did my neighbour divorce his wife last month?
(C.) Did my uncle divorce his wife last month?
D. Did my uncle marry his wife last month?
E. Did the woman divorce her husband last month?

49. The STUDENTS are always in the class
(A.) Are the parents always in the class?
B. Are the students always at home?
C. Are the students always in the class?
D. Are the students always in the hall?
E. Are the students always on the field?

50. My TEACHER travelled to America for a workshop.
A. Did my father travel to America for a workshop?
B. Did my teacher travel to America for a workshop?
(C.) Did my teacher travel to Sokoto for a workshop?
D. Did your teacher drive to America for a workshop?
E. Did your teacher travel from America for a workshop?

SECTION 7

Choose from the options lettered **A – E**, the one *that contains the sound segment* represented by the given phonetic symbol **(Nos. 51-60)**.

Example: / θ /
A. fight
(B.) loathe
C. that
D. them
E. thirsty

The correct answer is **E** because only *"thirsty"* contains the sound represented by given symbol.

51. / ɔ: /
(A.) audit
B. choice
C. cloud
D. munch
E. smooth

52. / u: /
A. board
(B.) cook
C. floor
D. moan
E. pool

53. / ^ /
A. blood
B. booking
(C.) noise
D. snake
E. waist

54. / əʊ /
A. choke
(B.) eulogy
C. organic
D. pocket
E. reward

55. /æ/
A. aid
B. angry
C. cake
D. market
E. particle

56. /ŋ/
A. band
B. monitor
C. monkey
D. nice
E. noise

57. /ʧ/
A. choose
B. chemical
C. chord
D. epoch
E. jack

58. /ʃ/
A. accusing
B. addition
C. cease
D. comparison
E. division

59. /ʤ/
A. breath
B. bridge
C. buzz
D. cheat
E. chief

60. /ʒ/
A. decoration
B. punch
C. pulse
D. revised
E. television

APPENDIX K 2-2

MID LEVEL PERFORMER MARKED SCRIPT FOR POST TEST

INDIVIDUALIZED AFFECTIVE STRATEGIES ORAL ENGLISH PERFORMANCE TEST (POSTTEST)

Each question is followed by **five** options **A – E**. choose the correct option for each question and shade **in pencil** on your answer sheet, the answer space that bears the same letter as the option you have chosen. Give only **one** answer to each question and erase completely any answer you wish to change. Do all rough work on this questions papers:
An example is given below:
From the options lettered **A – E**, choose the word that has **the** *same vowel sound* as the one represented by the letter(s) underlined.
h<u>ea</u>d

A. Heed
B. Ingrate
C. Job
D. Red
E. Steal

The correct answer is **D** because only "red" has the same vowel sound as the one underline in "head". Therefore, answer space **D** would be shaded.
[A] [B] [C] ~~[D]~~ [E]

SECTION 1

Choose from the options lettered **A – E**, the one that has the *same vowel sound* as he one represented by the underlined letter(s)

(Nos. 1 – 15)

1. C<u>ou</u>rage
   A. announce
   B. bluff
   ~~C.~~ court
   D. down
   E. favour
2. f<u>au</u>lt
   ~~A.~~ aunt
   B. curse
   C. nature
   D. rough
   E. store
3. h<u>ea</u>vy
   A. eager
   B. fame
   ~~C.~~ gear
   D. legume
   E. mechanic
4. F<u>e</u>brugry
   ~~A.~~ baby
   B. collapse
   C. glass
   D. knack
   E. resent
5. <u>a</u>ble
   ~~A.~~ avid
   B. brutal
   C. disaster
   D. flea
   E. indication
6. wh<u>y</u>
   A. abide
   ~~B.~~ betray
   C. glaze
   D. monkey
   E. stay
7. b<u>ur</u>p
   A. adult
   B. cure
   ~~C.~~ fury
   D. world
   E. your
8. gl<u>a</u>nd
   ~~A.~~ hear
   B. invade
   C. invaluable
   D. rascal
   E. rate
9. p<u>eo</u>ple
   ~~A.~~ cement
   B. dread
   C. key
   D. pit
   E. remain

10. river
    A. build
    B. chief
    C. dirt
    D. flexible
    E. wait
11. hole
    A. confuse
    B. devour
    C. empower
    D. flop
    E. follow
12. sphere
    A. bridle
    B. meter
    C. pear
    D. treasure
    E. trial
13. food
    A. blood
    B. court
    C. put
    D. true
    E. woman
14. sound
    A. board
    B. cough
    C. crowed
    D. honour
    E. want
15. pass
    A. bounce
    B. down
    C. laugh
    D. launch
    E. out

SECTION 2

Choose from the options lettered **A – E,** the one that has *Consonant sound* as he one represented by the underlined letter(s) **(Nos. 16 – 30)**

Example: teach

A. bench
B. both
C. deviate
D. listen
E. through

The correct answer is **C** because only "deviate" contains the same consonant sound as the one underlined in "teach"

16. balm
    A. crumb
    B. debt
    C. obey
    D. plumber
    E. tomb
17. reduce
    A. bathed
    B. breathe
    C. caped
    D. gather
    E. worth
18. park
    A. ancient
    B. arch
    C. chaos
    D. entice
    E. knit
19. chief
    A. chauffeur
    B. garage
    C. match
    D. shelter
    E. yacht
20. sentence
    A. brother
    B. saturation
    C. thali
    D. theme
    E. wrestle
    F.

21. game
A. align
B. campaign
C. diaphragm
D. forge
E. league

22. behold
A. fish
B. heart
C. hier
D. reach
E. sympathy

23. zone
A. accent
B. also
C. bicycle
D. seizure
E. visible

24. jealous
A. argue
B. grey
C. mug
D. page
E. yes

25. wonder
A. author
B. pawpaw
C. saw
D. software
E. wrist

26. sheep
A. mouse
B. pace
C. sachet
D. scion
E. vision

27. long
A. common
B. land
C. night
D. silent
E. thank

28. vote
A. allow
B. laundry
C. of
D. often
E. twice
F.

29. Versatile
A. Agency
B. Bosom
C. Mission
D. Razor
E. Visual

30. yam
A. allay
B. coy
C. eunuch
D. exploit
E. journey

SECTION 3

Choose from the options lettered **A – E,** the one the *one that rhymes* as he one represented by the underlined letter(s) **(Nos. 31 – 35)**

Example: tear (n)
A. bear
B. idea
C. tea
D. lie
E. where

The correct answer is **B** because only "idea" rhymes with "tear". Therefore, answer space would be shaded.

31. holly
A. braille
B. briefly
C. calling
D. curry
E. honey

32. brazen
A. cousin
B. freeze
C. grimace
D. phrase
E. trace
F.

33. hare
   A. chair
   B. deer
   C. mine
   D. steer
   E. wane
34. defence
   A. crevice
   B. distance
   C. hearse
   D. patient
   E. vacant
35. greed
   A. bereaved
   B. depressed
   C. great
   D. grieve
   E. seed

SECTION 4

Choose from the option lettered A – E, the one that shows the *correct stress* of the word given. In each word, only one syllable has the main/ primary stress, and the syllable is written in capital letters **(Nos. 36 – 40).**

Example: congratulation
   A. CON-gra-tu-la-tion
   B. con-GRA-tu-la-tion
   C. CON-gra-TU-la-tion
   D. CON-gra-tu-LA-tion
   E. CON-gra-tu-la-TION

The correct answer is option lettered **D** because the main /primary stress of the word "congratulation" is on the fourth syllable.

36. Indefensible
   A. IN-de-fen-si-ble
   B. In-DE-fen-si-ble
   C. In-de-FEN-si-ble
   D. In-de-fen-SI-ble
   E. In-de-fen-si-BLE
37. reciprocity
   A. REC-i-proc-i-ty
   B. rec-I-proc-i-ty
   C. rec-i-PROC-i-ty
   D. rec-i-proc-I-ty
   E. rec-i-proc-i-TY
38. sophisticated
   A. SO-phis-ti-ca-ted
   B. so-PHIS-ti-ca-ted
   C. So-phis-TI-ca-ted
   D. So-phis-ti-CA-ted
   E. So-phis-ti-ca-TED
39. participatory
   A. PAR-ti-ci-pa-tory
   B. par-TI-ci-pa-tory
   C. par-ti-CI-pa-tory
   D. par-ti-ci-PA-tory
   E. par-ti-ci-pa-TORY
40. environmental
   A. EN-vi-ron-men-tal
   B. en-VI-ron-men-tal
   C. en-vi-RON-men-tal
   D. en-vi-ron-MEN-tal
   E. en-vi-ron-men-TAL

SECTION 5

Choose from the options lettered **A – E,** the one that has a *different stress pattern* from the other four **(Nos. 41 – 45).**

Example:
   A. adopt
   B. affirm
   C. aghast
   D. deploy
   E. washer

The words lettered **A, B, C, and D** are all stressed on the second syllable while option **E** is the only one stressed on the first answer is **E.**

41. .
A. cover
B. creature
C. decoy
D. decree
E. laity

42. .
A. anchor
B. credit
C. echo
D. famous
E. intone

43. .
A. control
B. decode
C. eclipse
D. fancy
E. intern

44. .
A. amused
B. dilate
C. eatery
D. fifteen
E. goodbye

45. .
A. admire
B. admit
C. culture
D. decay
E. succeed

SECTION 6

Choose from the option lettered **A – E,** the question that is best *answered* by the statement containing the stressed word which is written in **capital** letters **(Nos. 46 – 50)**

Example: He BLAMES my cousin
A. Did he blame my cousin?
B. Does he blame my niece?
C. Does he blame his cousin?
D. Does she blame your cousin?
E. Does he praise my cousin?

The correct answer is E because "He BLAMES my cousin? Answers the question: Does he praise my cousin?

46. The Dream Team won the trophy LAST summer.
A. Did the Dream Team win the trophy this summer
B. Did the Dream Team win the trophy last summer
C. Did the Dream Team win the cup last summer
D. Did the Golden Eaglet win the cup last summer
E. Did the Golden Eagle win the trophy last year

47. It was DIFFICULT for the student to understand the teacher
A. Was it difficult for the student to understand the prefect?
B. Was it difficult for the pupils to understand the teacher?
C. Was it difficult for the student to comprehend the lesson?
D. Was it difficult for the student to understand the principal?
E. Was it easy for the student to understand the teacher?

48. HE has gone to the office this morning
A. Has he gone to that office this afternoon
B. Has he gone to that office this morning?
C. Has he gone to the stadium this morning?
D. Has she gone to the office this morning
E. Where has he gone to this morning

49. She FORGETS things easily.
A. Does he forget things easily?
B. Does he forget things often?
C. Does she forget things always
D. Does she forget things in a hurry?
E. Does she remember things easily?

50. There are many TREES in the amusement park.

A. Are there few trees in the amusement park
B. Are there many flowers in the amusement park?
C. Are there many trees in the national park
D. Are there many trees in the forest?
E. Are there many trees in the game reserve?

SECTION 7

Choose from the options lettered A – E, the one that contains the sound segment represented by the given phonetic symbols.

(Nos. 51 – 60)

Example: |Θ|

A. fight
B. loathe
C. that
D. them
E. thirsty

The correct answer is **E** because only "thirsty" contains the sound represented by the given symbol.

51. / s /
A. advise
B. fixed
C. goods
D. hosanna
E. lose

52. / ɪə /
A. praise
B. sea
C. seer
D. reddish
E. time

53. / ɒ /
A. rob
B. robe
C. scald
D. skull
E. unto

54. / 3 :/
A. derelict
B. ferry
C. haphazard
D. impulse
E. verse

55. / i : /
A. fear
B. film
C. fiend
D. going
E. handy

56. / k /
A. Archbishop
B. Chair
C. Know
D. Scheme
E. Sceptre

57. / ɜ : /
A. bobble
B. bonnet
C. bottle
D. double
E. lawn

58. / æ /
A. accredit
B. allow
C. back
D. climate
E. extra

59. / ʌ /
A. buoy
B. cushion
C. hunt
D. interject
E. lofty

60. / əʊ /
A. code
B. ford
C. gloss
D. noodle
E. posh

APPENDIX K 3

SAMPLE QUESTIONNAIRE HIGH LEVEL PERFORMER

LEVEL
HIGH PERFORMER

SECTION A: AFFECTIVE STRATEGIES ORAL ENGLISH PERFORMANCE (ASOP) NEEDS ANALYSIS QUESTIONNAIRE

Socio-demographic Characteristics of Respondents

Name: _____ Class: SS II A

School: Day Secondary School Date: 4/01/2016

Please tick (✓) as appropriate

Gender: a) Male [ ] b) Female [✓]

Age: a) 11-15years [✓] b) 16-20 years c) 21-25 years

Academic class: a) SS II (Arts) [✓] b) SS II (Science) [ ] c) SS II (Accounting) [ ] (d) SS II (Commerce) [ ]

Please answer the following questions about yourself specifically based on your: Interest, Motivation, Attitude and Self-confidence in Oral English.

On the scale of 1-5, tick (✓) the appropriate box to indicate your agreement with the following statements

S/n	Statement	Level of Agreement				
		5	4	3	2	1
1.	I would like my teachers to add humour and fun as oral English language is taught	✓				
2.	I would be interested in Oral English if it is relevant to my life goal	✓				
3.	I would be interested in Oral English if it would help me discuss with other people.	✓				
4.	I would be interested in Oral English if my teacher encourages more cooperative learning.	✓				
5.	I would be interested in speaking Oral English if my teacher gives us more out-of-class oral activities.	✓				
6.	I would be interested in Oral English if my teacher introduces cartoons that will lead me to speak more.	✓				
7.	I would be interested in Oral English if my teacher is enthusiastic about the lesson.	✓				
8.	I would be interested in Oral English if my teacher includes songs especially in poetry.					
9.	I would be interested in Oral English if my teacher makes the lesson less stressful by being less critical of my spoken English.	✓				
10.	I would be interested in oral English if my teacher would expose me to more language competitions e.g. debates.	✓				
11	I would be interested in oral English if my teacher gives me specific supportive feedback e.g. telling me when I making progress.	✓				
12	I would be interested in Oral English if my teacher helps me to experience success	✓				
13	I would be interested in Oral English if my teacher creates a positive, fun and happy classroom environment.	✓				
14	I would be interested in Oral English if my teacher includes word games and tongues twisters in the lesson	✓				
15	I would be interested in Oral English if my teacher includes more oral description of objects, places and peoples.	✓				
16	I would be motivated to learn Oral English if my teacher encourages me to speak English always by making it more interactive.	✓				
17.	I would be motivated if my teacher stimulates my ideas by allowing me discuss freely in class by asking relevant questions.	✓				
18.	I would be motivated to speak more if my teacher celebrates my success at speaking English.	✓				
19.	I would be motivated if my teacher establishes a good relationship with me.	✓				
20.	I would be motivated to speak English more if my teacher guides me to be less dependent on him/her.	✓				
21.	I would be motivated in the Oral English class if my teacher helps me to enjoy the lesson by his/her positive comments.	✓				
22.	I would be motivated to speak if my teacher encourages me to be positive and less critical of myself.	✓				
23.	I would be motivated if my teacher gives me positive feedback	✓				
24.	I would be motivate if my teacher encourages me to be more involved in the oral English class	✓				
25.	I would be motivated if the teacher shows enthusiasm for teaching oral English.	✓				
26	I would be motivated to speak more if my teacher makes me feel capable of success in oral task	✓				
27	I would be motivated to speak more English if my teacher makes me feel part of a classroom community (Integrating me).	✓				
28	I would be motivated to be more active in the Oral English class if my teacher teaches me relaxation techniques e.g. Positive self talk	✓				
29	I would be more motivated to speak English if my teacher finds out what motivatess me	✓				

30	I would be more motivated in Oral English if my teacher stimulates my ideas – through questions, discussions.					
31.	My attitude towards the use of Oral English would be influenced if my teacher helps me see the benefits of speaking English.					
32.	My attitude towards oral would be changed if my teacher is less critical of my verbal mistakes					
33.	My attitude towards oral English would change, if my teacher enables me to see the benefits of doing well in spoken English.					
34.	My attitudes towards oral English would improve if my teacher creates a harmonious atmosphere in class by introducing oral games e.g. Tongue twisters.					
35.	My attitude towards oral English would change if I am asked questions that would make me think					
36.	I would need more Oral activities like storytelling, poetry recitations					
37.	My attitude towards Oral English would improve if my scores improve					
38.	My attitude towards Oral English would be influenced by my teacher's own attitude towards the subject					
39.	My attitude towards Oral English would be enhanced by my teacher making the lesson enjoyable – use of reward, e.g. Stars, praise words.					
40.	My attitude towards Oral English would be helped if my teacher would help me see the value of Oral English to my overall course of study.					
41	My attitudes towards Oral English would be enhanced if my teacher eases my mind from being too conscious of my oral mistakes					
42	My attitude towards Oral English would improve if my teacher asks questions that will generate critical thinking					
43	My attitude towards Oral English will be enhanced if my teacher involves me more in dialogues					
44	My attitude would improve if my teacher ensures that my grades improve by the use of constants practice and evaluation					
45	My attitude towards Oral English would improve if my teacher arouses my innate oral abilities					
46.	My self-confidence would be enhanced by my teacher helping me take on more oral responsibilities allowing me express myself more					
47.	My self-confidence could be enhanced by being actively involved in more Oral communications with my peers					
48.	My teacher can boost my self-confidence by saying encouraging words like "you can make correct sentences".					
49.	My self-confidence could be enhanced by my teacher respecting me. E.g. not being too judgemental or ridicule me.					
50.	My self-confidence could be enhanced by teacher involving me in class debates, discussions and drama.					
51.	My teacher can help boost my self-confidence by making me feel that I am capable, and can achieve success in Oral English.					
52.	My teacher can help me boost my self-confidence by helping me realize my own value and worth – by his/her positive comments.					
53.	My self-confidence can be enhanced by my teacher encouraging me to take Oral English risk wisely.					
54.	My self-confidence can be enhanced if my teacher perceives me as a learner and not a perfect speaker of English language.					
55.	My self-confidence can be enhanced if my teacher sees me as a potential fluent English language speaker.					
56	My self – confidence can be enhanced by my teacher making generous positive statement about me					
57	My teacher can help boost my self – confidence by not expecting me to speak in a native speaker accent.					
58	My teacher can help boost my self confidence by being less critical of me or labelling me					
59	My teacher can boost my self confidence by seeing me as a learner who can improve in Oral activities					
60	My self – confidence can be enhanced if my teacher would help me understand that making mistakes is part of the learning process					

APPENDIX K 3-1

HIGH LEVEL PERFORMER MARKED SCRIPT FOR PRE TEST

SS II[5]

Model day Secondary School

20/50

SECTION B: INDIVIDUALISED AFFECTIVE STRATEGIES ORAL PERFORMANCE TEST – PRE-TEST

Each question is followed by five options letter A – E. choose the correct option for each question and shade in pencil on your answer sheet, the answer space that bears the same letter as the option you have chosen. Give only one answer to each question and erase completely any answer you wish to change. Do all rough work on this question paper.

An Example is given below:
From the options letter A – E, choose the word that has *the same vowel sound* as the one represented by the letter(s) underlined.

Head
A. heed
B. ingrate
C. job
D. red
E. steal ✓

The Correct answer is D because only "red" has the same vowel sound as the one underlined in "head". There, answer space D would be shaded

[A] [B] [C] [D] [E]

SECTION I
Choose from the options letter A – E, the one that has the *same vowel sound* as the one represented by the underlined letter(s) **(Nos. 1-15).**

1. aid
   A. air
   B. capable
   C. capital
   D. dairy
   E. idea

2. push
   A. angle
   B. look
   C. persuade
   D. run
   E. shrug

3. organize
   A. guess
   B. price
   C. seizure
   D. supposed
   E. vista

4. dread
   A. break
   B. knee
   C. level
   D. mean
   E. preach

5. crew
   A. boom
   B. draw
   C. sturdy
   D. town
   E. word ✓

6. purge
   A. dance
   B. purport
   C. reserve
   D. salt ✓
   E. target

7. know
   A. craw
   B. group
   C. sew
   D. voyage
   E. wood

8. honey
   A. coat
   B. funnel
   C. honest
   D. modern
   E. tonic ✓

9. piece
   A. create
   B. drink
   C. media
   D. physics
   (E) pick

10. shark
   A. arrow
   B. clash
   C. fashion
   (D) herd
   E. path

11. shabby
   A. plate
   B. reward
   C. salute
   D. tackle
   E. ware

12. tablet
   A. bed
   (B) creation
   C. deviation
   D. north
   E. theatre

13. fall
   A. curve
   (B) doll
   C. duck
   D. fold
   E. quarter

14. beside
   A. brain
   B. many
   (C) regal
   D. tattered
   E. vehement

15. gown
   A. bone
   B. floor
   (C) hour
   D. pure
   E. quay

SECTION 2

Choose from the options A – E, the one that has *the same consonant sound* as the one represented by the underlined letter(s) (Nos. 16-30).

Example: teach
   A. bench
   B. both
   (C) deviate
   D. listen
   E. through

The correct answer is C because only "deviate" contains the same consonant sound as the one underlined in "teach".

16. mission
   A. barrage
   B. decision
   (C) leisure
   D. patient
   E. pleasure

17. theme
   (A) author
   B. den
   C. thy
   D. tin
   E. wither

18. nephew
   A. apple
   B. prison
   C. psychic
   D. shepherd
   (E) trough

19. easy
   A. fence
   B. husband
   (C) peace
   D. phonics
   E. sip

20. chore
   A. chauvinist
   B. gin
   C. joke
   D. leash
   (E) leech

21. crack
   A. bag
   B. cease
   C. chronic
   D. dance
   (E) wince

22. thing
A. anchor
B. damn
C. known
D. meat
E. ran

23. latter
A. anthem
B. forth
C. ladder
D. listen
E. mixed

24. measure
A. ensure
B. judge
C. motion
D. special
E. treasure

25. bomb
A. bank
B. barber
C. man
D. nanny
E. rub

26. we
A. duty
B. new
C. once
D. whole
E. wrap

27. heave
A. bishop
B. chair
C. height
D. heir
E. which

28. save
A. free
B. pace
C. phase
D. safe
E. scurvy

29. joy
A. gem
B. gun
C. nature
D. watch
E. yes

30. kind
A. ledger
B. medal
C. this
D. though
E. worthy

SECTION 3

Choose from the options letter **A – E**, the *one that rhymes* with the word given **(Nos. 31-35).**

Example: tear (n)
A. bear
B. idea
C. tea
D. tie
E. where

The correct answer is **B** because only "idea" rhymes with "tear". Therefore, answer space **B** would be shaded.

31. white
A. kind
B. plight
C. rod
D. wield
E. wind

32. bout
A. coat
B. goat
C. hold
D. route
E. shout

33. rise
A. grace
B. rice
C. wax
D. wise
E. write

34. blade
A. bid
B. bride
C. card
D. laid
E. plate

35. pitch
A. breath
B. judge
C. judicious
D. rich
E. ridge

SECTION 4

Chose from the options lettered **A – E**, the one that shows the *correct stress* with the word given. In each word, only one syllable has the *main/primary stress* and the syllable is written in capital letters. **(Nos. 36-40).**

Example: Congratulation

A. CON-gra-tu-la-tion
B. con-GRA-tu-la-tion
C. con-gra-TU-la-tion
D. con-gra-tu-LA-tion
(E) con-gra-tu-la-TION

The correct answer is the option lettered **D** because the main/primary stress of the word "congratulation" is on the fourth syllable.

36. mathematical
(A) MA-the-ma-ti-cal
B. ma-THE-ma-ti-cal
C. ma-the-MA-ti-cal
D. ma-the-ma-TI-cal
E. ma-the-ma-ti-CAL

37. comprehensible
A. COM-pre-hen-si-ble
B. com-PRE-hen-si-ble
(C) com-pre-HEN-si-ble
D. com-pre-hen-SI-ble
E. com-pre-hen-si-BLE

38. confrontational
A. CON-fron-ta-tion-al
(B) con-FRON-ta-tion-al
C. con-fron-TA-tion-al
D. con-fron-ta-TION-al
E. con-fron-ta-tion-AL

39. popularity
A. PO-pu-la-ri-ty
B. po-PU-la-ri-ty
(C) po-pu-LA-ri-ty
D. po-pu-la-RI-ty
E. po-pu-la-ri-TY

40. underestimate
A. UN-der-es-ti-mate
B. un-DER-es-ti-mate
C. un-der-ES-ti-mate
(D) un-der-es-TI-mate
E. un-der-es-ti-MATE

SECTION 5

Chose from the options lettered **A – E**, the one that *has a different stress pattern* from the other four **(Nos. 41-45).**

Example:

A. adopt
B. affirm
C. aghast
(D) deploy
E. washer

The words lettered, **A, B, C** and **D** are all stressed on the second syllable while option **E** is the only one stressed on the first syllable. Therefore, the correct answer is **E.**

41.
A. confident
B. demonstrate
C. develop
D. prominent
(E) satisfy

42.
A. admire
B. compare
C. machine
(D) market
E. photo

43.
A. contribute
B. eminent
C. examine
D. official
E. understand

44.
A. begin
B. conscript
C. exhaust
(D) duvet
E. insert

45.
(A) leopard
B. military
C. police
D. sector
E. transient

SECTION 6

Choose from the options lettered **A – E**, the *question that is best answered* by the statement containing the stressed word which is written in CAPITAL letters **(Nos. 46-50)**.

Example: He BLAMES my cousin
- A. Did he blame my cousin?
- B. Does he blame my niece?
- C. Does he blame his cousin?
- D. Does she blame your cousin?
- E. Does he praise my cousin?

The correct answer is **E** because "He BLAMES my cousin" answers the question: Does he praise my cousin?

46. The chairman SUSPENDED the members of his cabinet last week.
- A. Did the chairman appoint the members of his cabinet last week?
- B. Did the chairman suspend his assistant last week?
- C. Did the chairman suspend his secretary last week?
- D. Did the chairman suspend the members of his cabinet?
- E. Will the chairman suspend his messenger this week?

47. Our farmers CULTIVATE only food crops
- A. Do our farmers cultivate only cash crops?
- B. Do our farmers cultivate only cereal crops?
- C. Do our farmers cultivate only cereal crops?
- D. Do our farmers cultivate only food crops?

48. My uncle DIVORCED his wife last month
- A. Did my friend divorce his wife last month?
- B. Did my neighbour divorce his wife last month?
- C. Did my uncle divorce his wife last month?
- D. Did my uncle marry his wife last month?
- E. Did the woman divorce her husband last month?

49. The STUDENTS are always in the class
- A. Are the parents always in the class?
- B. Are the students always at home?
- C. Are the students always in the class?
- D. Are the students always in the hall?
- E. Are the students always on the field?

50. My TEACHER travelled to America for a workshop.
- A. Did my father travel to America for a workshop?
- B. Did my teacher travel to America for a workshop?
- C. Did my teacher travel to Sokoto for a workshop?
- D. Did your teacher drive to America for a workshop?
- E. Did your teacher travel from America for a workshop?

SECTION 7

Choose from the options lettered **A – E**, the one *that contains the sound segment* represented by the given phonetic symbol **(Nos. 51-60)**.

Example: /θ/
- A. fight
- B. loathe
- C. that
- D. them
- E. thirsty

The correct answer is **E** because only *"thirsty"* contains the sound represented by given symbol.

51. /ɔ:/
- A. audit
- B. choice
- C. cloud
- D. munch
- E. smooth

52. /u:/
- A. board
- B. cock
- C. floor
- D. moan
- E. pool

53. /ʌ/
- A. blood
- B. booking
- C. noise
- D. snake
- E. waist

54. /əʊ/
- A. choke
- B. eulogy
- C. organic
- D. pocket
- E. reward

55. /æ/
(A) aid
B. angry
C. cake
D. market
E. particle

56. /ŋ/
A. band
B. monitor
C. monkey
(D) nice
E. noise

57. /ʧ/
(A) choose
B. chemical
C. chord
D. epoch
E. jack

58. /ʃ/
A. accusing
B. addition
(C) cease
D. comparison
E. division

59. /ʤ/
A. breath
B. bridge
(C) buzz
D. cheat
E. chief

60. /ʒ/
A. decoration
B. punch
C. pulse
D. revised
(E) television

APPENDIX K 3-2

HIGH LEVEL PERFORMER MARKED SCRIPT FOR POST TEST

Model Day Secondary School S.S II A

INDIVIDUALIZED AFFECTIVE STRATEGIES ORAL ENGLISH PERFORMANCE TEST (POSTTEST)

Each question is followed by **five** options **A – E**, choose the correct option for each question and shade **in pencil** on your answer sheet, the answer space that bears the same letter as the option you have chosen. Give only **one** answer to each question and erase completely any answer you wish to change. Do all rough work on this questions papers:

An example is given below:

From the options lettered **A – E**, choose the word that has the *same vowel sound* as the one represented by the letter(s) underlined.

head

A. Heed
B. Ingrate
C. Job
D. Red
E. Steal

24/40

The correct answer is **D** because only "red" has the same vowel sound as the one underline in "head". Therefore, answer space **D** would be shaded.

[A] [B] [C] [D] [E]

SECTION I

Choose from the options lettered **A – E**, the one that has the *same vowel sound* as he one represented by the underlined letter(s)

(Nos. 1 – 15)

1. Courage
   A. announce
   B. bluff
   C. court ✓
   D. down
   E. favour
2. fault
   A. aunt
   B. curse
   C. nature
   D. rough
   E. store ✗
3. heavy
   A. eager
   B. fame
   C. gear
   D. legume ✓
   E. mechanic
4. February
   A. baby ✗
   B. collapse
   C. glass
   D. knack
   E. resent
5. able
   A. avid
   B. brutal
   C. disaster
   D. flea ✗
   E. indication
6. why
   A. abide
   B. betray ✗
   C. glaze
   D. monkey
   E. stay
7. burp
   A. adult
   B. cure
   C. fury
   D. world ✓
   E. your
8. gland
   A. hear
   B. invade
   C. invaluable
   D. rascal
   E. rate ✗
9. people
   A. cement
   B. dread
   C. key ✓
   D. pit
   E. remain

10. river
    A. build
    B. chief
    C. dirt
    D. flexible
    E. wait

11. hole
    A. confuse
    B. devour
    C. empower
    D. flop
    E. follow

12. sphere
    A. bridle
    B. meter
    C. pear
    D. treasure
    E. trial

13. food
    A. blood
    B. court
    C. put
    D. true
    E. woman

14. sound
    A. board
    B. cough
    C. crowed
    D. honour
    E. want

15. pass
    A. bounce
    B. down
    C. laugh
    D. launch
    E. out

SECTION 2

Choose from the options lettered **A – E,** the one that has *Consonant sound* as he one represented by the underlined letter(s) **(Nos. 16 – 30)**

Example: teach

A. bench
B. both
C. deviate
D. listen
E. through

The correct answer is **C** because only "deviate" contains the same consonant sound as the one underlined in "teach"

16. balm
    A. crumb
    B. debt
    C. obey
    D. plumber
    E. tomb

17. reduce
    A. bathed
    B. breathe
    C. caped
    D. gather
    E. worth

18. park
    A. ancient
    B. arch
    C. chaos
    D. entice
    E. knit

19. chief
    A. chauffeur
    B. garage
    C. match
    D. shelter
    E. yacht

20. sentence
    A. brother
    B. saturation
    C. thali
    D. theme
    E. wrestle
    F.

10. river
    A. build
    B. chief
    C. dirt
    D. flexible
    E. wait
11. hole
    A. confuse
    B. devour
    C. empower
    D. flop
    E. follow
12. sphere
    A. bridle
    B. meter
    C. pear
    D. treasure
    E. trial

13. food
    A. blood
    B. court
    C. put
    D. true
    E. woman
14. sound
    A. board
    B. cough
    C. crowed
    D. honour
    E. want
15. pass
    A. bounce
    B. down
    C. laugh
    D. launch
    E. out

SECTION 2

Choose from the options lettered **A – E,** the one that has *Consonant sound* as he one represented by the underlined letter(s) **(Nos. 16 – 30)**

Example: teach

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The correct answer is **C** because only "deviate" contains the same consonant sound as the one underlined in "teach"

16. balm
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    B. debt
    C. obey
    D. plumber
    E. tomb
17. reduce
    A. bathed
    B. breathe
    C. caped
    D. gather
    E. worth
18. park
    A. ancient
    B. arch
    C. chaos
    D. entice
    E. knit
19. chief
    A. chauffeur
    B. garage
    C. match
    D. shelter
    E. yacht
20. sentence
    A. brother
    B. saturation
    C. thali
    D. theme
    E. wrestle
    F.

33. hare
A. chair
B. deer
C. mine
D. steer
E. wane

34. defence
A. crevice
B. distance
C. hearse
D. patient
E. vacant

35. greed
A. bereaved
B. depressed
C. great
D. grieve
E. seed

SECTION 4

Choose from the option lettered A – E, the one that shows the *correct stress* of the word given. In each word, only one syllable has the main/ primary stress, and the syllable is written in capital letters **(Nos. 36 – 40).**

Example: congratulation
A. CON-gra-tu-la-tion
B. con-GRA-tu-la-tion
C. CON-gra-TU-la-tion
D. CON-gra-tu-LA-tion
E. CON-gra-tu-la-TION

The correct answer is option lettered **D** because the main /primary stress of the word "congratulation" is on the fourth syllable.

36. Indefensible
A. IN-de-fen-si-ble
B. In-DE-fen-si-ble
C. In-de-FEN-si-ble
D. In-de-fen-SI-ble
E. In-de-fen-si-BLE

37. reciprocity
A. REC-i-proc-i-ty
B. rec-I-proc-i-ty
C. rec-i-PROC-i-ty
D. rec-i-proc-I-ty
E. rec-i-proc-i-TY

38. sophisticated
A. SO-phis-ti-ca-ted
B. so-PHIS-ti-ca-ted
C. So-phis-TI-ca-ted
D. So-phis-ti-CA-ted
E. So-phis-ti-ca-TED

39. participatory
A. PAR-ti-ci-pa-tory
B. par-TI-ci-pa-tory
C. par-ti-CI-pa-tory
D. par-ti-ci-PA-tory
E. par-ti-ci-pa-TORY

40. environmental
A. EN-vi-ron-men-tal
B. en-VI-ron-men-tal
C. en-vi-RON-men-tal
D. en-vi-ron-MEN-tal
E. en-vi-ron-men-TAL

SECTION 5

Choose from the options lettered **A – E,** the one that has a *different stress pattern* from the other four **(Nos. 41 – 45).**

Example:
A. adopt
B. affirm
C. aghast
D. deploy
E. washer

The words lettered **A, B, C, and D** are all stressed on the second syllable while option **E** is the only one stressed on the first answer is **E.**

41. .
A. cover
B. creature
C. decoy
D. decree
E. laity

42. .
A. anchor
B. credit
C. echo
D. famous
E. intone

43. .
A. control
B. decode
C. eclipse
D. fancy
E. intern

44. .
A. amused
B. dilate
C. catery
D. fifteen
E. goodbye

45. .
A. admire
B. admit
C. culture
D. decay
E. succeed

SECTION 6

Choose from the option lettered **A – E**, the question that is best *answered* by the statement containing the stressed word which is written in **capital** letters **(Nos. 46 – 50)**

Example: He BLAMES my cousin

A. Did he blame my cousin?
B. Does he blame my niece?
C. Does he blame his cousin?
D. Does she blame your cousin?
E. Does he praise my cousin?

The correct answer is **E** because "He BLAMES my cousin? Answers the question: Does he praise my cousin?

46. The Dream Team won the trophy LAST summer.
A. Did the Dream Team win the trophy this summer
B. Did the Dream Team win the trophy last summer
C. Did the Dream Team win the cup last summer
D. Did the Golden Eaglet win the cup last summer
E. Did the Golden Eagle win the trophy last year

47. It was DIFFICULT for the student to understand the teacher
A. Was it difficult for the student to understand the prefect?
B. Was it difficult for the pupils to understand the teacher?
C. Was it difficult for the student to comprehend the lesson?
D. Was it difficult for the student to understand the principal?
E. Was it easy for the student to understand the teacher?

48. HE has gone to the office this morning
A. Has he gone to that office this afternoon
B. Has he gone to that office this morning?
C. Has he gone to the stadium this morning?
D. Has she gone to the office this morning
E. Where has he gone to this morning

49. She FORGETS things easily.
A. Does he forget things easily?
B. Does he forget things often?
C. Does she forget things always
D. Does she forget things in a hurry?
E. Does she remember things easily?

50. There are many TREES in the amusement park.

A. Are there few trees in the amusement park
B. Are there many flowers in the amusement park?
C. Are there many trees in the national park
D. Are there many trees in the forest?
E. Are there many trees in the game reserve?

SECTION 7

Choose from the options lettered A – E, the one that contains the sound segment represented by the given phonetic symbols.

(Nos. 51 – 60)

Example: |ɵ|

A. fight
B. loathe
C. that
D. them
E. thirsty

The correct answer is **E** because only "thirsty" contains the sound represented by the given symbol.

51. / s /
A. advise
B. fixed
C. goods
D. hosanna
E. lose

52. / ɪə /
A. praise
B. sea
C. seer
D. reddish
E. time

53. / ɒ /
A. rob
B. robe
C. scald
D. skull
E. unto

54. / ɜ: /
A. derelict
B. ferry
C. haphazard
D. impulse
E. verse

55. / i: /
A. fear
B. film
C. fiend
D. going
E. handy

56. / k /
A. Archbishop
B. Chair
C. Know
D. Scheme
E. Sceptre

57. / ɔ: /
A. bobble
B. bonnet
C. bottle
D. double
E. lawn

58. / æ /
A. accredit
B. allow
C. back
D. climate
E. extra

59. / ʌ /
A. buoy
B. cushion
C. hunt
D. interject
E. lofty

60. / əʊ /
A. code
B. ford
C. gloss
D. noodle
E. posh