TESTING ORAL ENGLISH IN TEACHER TRAINING COLLEGES: A CASE STUDY OF 1984/85 FORM FIVE STUDENTS OF JESUS COLLEGE, OTUKPO BENUE STATE

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DEDICATION

I dedicate this study to all members of Awodi family.

DECLARATION

I hereby declare that this study has been conducted by me. Its topic has not been presented in any previous application for higher degree. All quotations are indicated by quotation marks and sources of information are duly acknowledged by means of references.

AWODI, SAMUEL ODE

June, 1900.

CERTIFICATION

This project reports entitled Testing Oral English in Teacher Training Colleges: A case study of 1984/85 Form Five Students of Jesus College, Otukpo, Benue State - by Awodi, Samuel Ode - meets regulations governing the award of the degree of Master of Education (TESL) of Ahmadu Bello University, and approved for its contribution to knowledge and litrary presentation.

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ABSTRACT

This study dealt with tasting .Oral English in T^achar Training Ci lieges uith a particular case study of the 1984/85 fnrm five students of Jesus College, Otukpa in Benue State.

The Study focused specifically on the problems of testing Oral English at the productive and at the reccaptive levels. It further examinod the problams of administering Oral English tests at those two levels. The second group of problems uere discussed in two parts. One of those discussed the problems which the researcher encountered uhile the other discussed those encountered by the students.

The study also examined the effects of those problems on the students' performance in the tests.

The tests were sub-divided into eight sub-tests namely:-

(i) Listening comprehension

(ii) Minimally contrasting items

(iii) Vowel and consonant sounds

(iv) Consonant clusters

(v) Word and sentence stress

(vi) Emphatic stress

(vii) Intonation

(viii) Oral rending (passages)

In order te make the tests valid and reliable, Ingram's

(Davies '86) Item Analysis and the Split-half technique were used. And in order to validate the subjectivity in Oral reading (passages) scoring, two independent raters uure employed to score the students along with the reasercher.

Fifty respondents uere sampled for both the pilot and the main tests.

The respondents' performances were computerised and analysed at A.B.U Computer Centre and the reports uere recorded in chapter four of the study.

During the course of the Study, it was observed that the students were not adequately and properly taught Oral reading (passages) and emphatic stress. It was also noticed that the receptive level was neglected by the Oral English teachers. As a result, the students performed relatively poorly in those areas.

The problems which both the researcher and the students (respondents) encountered during the course of the test administration were listed in chapter four of the study while the recommendations for further solutian were given in chapter five.

Tha study showed that the problems discussed had negative effects on the performnnce of the respondents.

In conclusion, the researcher recommended those two areas for further research:

(i) The area of what should be tested in Oral English needs further studios.

(ii) The codification of Nigerian spoken English needs immediate attention of linguists.

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ABBREVIATIONS

1. A.B.U. - Ahmadu Bello University.
2. Coef. of var. - coefficient of variation.
3. Cons. clust. - Consonant cluster.
4. E.g. - for example.
5. Emph. stress - emphatic stress.
6. etc. - (et cetera) - and so on
7. Inton. - Intonation.
8. List. Comp. - Listening comprehension
9. Min. contr. - Minimally contrasting items.
10. NEPA - National Electric Power Authority.
11. N.T.I. - National Teacher Institute.
12. Prob. of sign. - Probability of significance.
13. rs - correlation
14. S.D. - Standard Deviation.
15. Viz - namely.
16. V.C. sounds - Vowel, consonant sounds.
17. W.S. stress - Word and Sentence stress.
18. T.C. II - Teachers'(College) Grade Two Certificate.
19. et. al. - (Latin - et alia) and others.
20. Max. - Maximum.
21. F.V. - Facility value.
22. Diff. - Difference
23. E 1 - 3 - Discrimination index.
24. S/No. - Serial number.

Chapter 1

INTRODUCTION

Oral English tests are being administered both at secondary school and teacher grade two levels. At the secondary school level, performance in the oral English tests is being assessed separately from those in the written papers and a poor performance in the oral tests does not affect the candidate's results in English language as a subject. Furthermore, performance in the tests will not be taken into account at the final certificate award though the results can be recorded on the certificate. Here, oral English tests are optional.

On the contrary, at the Teacher grade two level, oral English tests are compulsory, and are being assessed as an integral part of English language. This in effect means that a failure in oral English tests is capable of denying a candidate of his grade two certificate as it could make one fail English language as a whole. This attests to the necessity for a closer look at testing of oral English at this particular level.

In this research, therefore, the researcher attempts to identify problems one passes through during the administration of Oral English Test. The researcher will try to identify the problems at the Receptive and Productive levels. He will further attempt to narrow down the problems

to those posed by the school, the teachers, the students, test timing, and test materials.

The researcher will also try to assess whether both the school authority and the teachers of Oral English attach adequate importance to the teaching and practice of Oral English in the school. This assessment will embrace the interest and competence of the teacher, the interest and seriousness of the students in learning and practice of Oral English, whether the teachers have given the students adequate preparation for the test.

Observation will be made on the present Teacher grade two Oral English question papers, the competence and temperament of the examiners and the Oral English examination syllabus as a whole.

For an effective teaching, learning and testing of Oral English to take place, there is need for a model to imitate. Almost all Nigerian teachers of Oral English have their peculiar language interference problems which are largely determined by their first language. Therefore, who will be a suitable model, a native speaker or a near-native speaker? If a native speaker is the suitable model, which accent will be suitable, British or American?

The researcher will discuss these problems and provide recommendations where necessary.

1.1 Rationale for the Study

Some studies have been done on this topic before. These include, Bakrin, N, et al. Testing Oral English in Teacher Training Colleges: (A Case Study of Form Five Students of the Universal Primary Education Teachers' College, Zaria (1981/82), and Ahmed, M.S. et al. Testing Oral English in Nigerian Post Primary Schools: Case Study of Demonstration Secondary School, A.B.U., Samaru, Zaria, 1984.

These studies were both conducted by undergraduates at Zaria area of Kaduna State. No study of this kind has been done in any secondary school or teacher Training College in Otukpo Local Government area of Benue State before. This was why this study was conducted in a teacher Training College in Otukpo.

Furthermore, students in the Teacher Training Colleges are being trained to go and teach in the primary schools. They will serve there as models for the pupils who are beginners of English as a second language. In our primary schools especially at the senior section (Classes 4 - 6) English is the medium of instruction. In order to use the language fluently and with adequate competence in the class, the students must be properly groomed in Oral English through practical training and testing. It must be added here that such training and testing must be goal oriented.

In this country today, English is not only a medium of instruction in the senior primary schools, post primary and institutions of higher learning, but it is also the lingua franca - the official language.

Consequently, it is the main language of the legislature and judiciary, it is the most popular language of the press and Mass-Media; Commerce, Politics, Government and Communication with the outside world. It is the dominant language of education, science and technology.

Apart from the foregoing roles of English, it serves as a means of socialization. As a result of the diverse nature of our ethnic groups and languages, English has been a bridge through which social interaction and national integration are made possible. As R.B. Le Page (1964:14) aptly pointed out, 'It is true that a community is unlikely to feel the closest possible sense of identify unless it possesses a common language'. Nigeria as a nation has no common language. English, though a 'foreign' language serves that purpose. It is a common medium through which we understand our fellow Nigerians, identify with them, and learn to live with them harmoniously. English, therefore, enhances unity in this country of multilingual and diverse ethnic groups.

Thus the teaching and testing of Oral English in our Teacher Training Colleges (Grade Two Level) cannot be over-emphasized.

1.2 Area of Testing as Stipulated in Teacher Grade Two Oral English Examination Syllabus

A: The language skills that are expected to be developed in the students are:

1. Listening
2. Speaking
3. Reading
4. Writing

B: Three of these four language skills concern audio-Oral skills. These are the skills to be tested by Oral examination. The skills are listening, speaking and reading.

C: For listening and speaking skills, the candidates are expected:

1. To be competent in speaking English for easy and intelligible communication.

2. To understand and produce English sound system and to discriminate between vowels, diphthongs, voice and voiceless consonant clusters.

The Sound System:

a. Making essential distinctions between consonants, especially where the inability of making such distinctions leads to un-intelligibility and

break-down in communication. Problems peculiar to speakers of different Nigerian languages will be tested and candidates will be required to correctly articulate and to distinguish between certain English consonants. Example of consonants normally incorrectly articulated are:-

/θ/ as in 'thin' (not 'tin')

/tʃ/ as in 'church', (not 'chursh')

/ð/ as in 'there' (not 'dere')

/V/ as in 'Van, very' (not 'fan, fery')

b. Consonant clusters:

Some Nigerian languages do not permit consonant clusters - as a result learners of English with such native language structures insert vowel sounds in between the clusters to separate them, thus increasing the number of syllables and distorting the stress pattern e.g.

'School' mispronounced 'sukul'

'driver' mispronounced 'direver'

'doctor' mispronounced 'dokitor'

Candidates are expected to articulate correctly English consonent clusters in words in which they occur.

c. Vowels:

(i) The English pure vowels

/æ / as in c<u>a</u>t

/e / as in b<u>e</u>d

/i:/ as in s<u>ee</u>t

/ɔ/ as in C<u>o</u>t

and /U:/ as in m<u>oo</u>n.

Most Nigerian learners of English have problems articulating and distinguishing between English vowels. These problems are more peculiar to certain Nigerian linguistic groups than others. Vowel such as:

/ʌ/ as in C<u>u</u>t

/ə:/ as in b<u>ir</u>d

are difficult for the Igbo speakers to articulate. Teachers are, therefore, expected to focus on problem areas peculiar to speakers of various Nigerian languages as candidates will be tested on those problem areas.

d. Central diphthongs:

These present difficulties for many Nigerian learners of English. It is essential for the teachers to lay emphasis on these difficulties by helping the candidates to know the distinction between the words which contain them e.g.

cheer /iə/ and chair /ɛə/

poor /ʊə/ and pore /ɔ:/

Suggested reference book:

Dunstan, Elizabeth (ed): Twelve Nigerian languages. A Handbook on their sound systems for teachers of English. Longmans, Green and Co. 1969.

3. Stress and Intonation:

Candidates are expected to understand and produce correct stress and intonation patterns. They should know that stress, intonation and rhythm are interwoven - stress and intonation give rise to rhythm. Students in Teacher Grade Two Colleges should be made to:

A (i) Understand what stress and intonation means i.e.

(a) Stress - the art of given prominence to a syllable.

(b) Intonation - rising and falling of tone in pronouncing words.

(ii) Difference between English and most African languages with reference to stress/intonation. English language is stress-timed, while Nigerian languages are tonal.

(iii) Application of stress:

This depends upon the part of a word one want to

emphasise.

(iv) Position of stress:

Words are made up of syllables. Some have their stress at the first syllables while others at the second etc.

e.g. 1st syllable	2nd syllable
'teacher	a 'go
'policy	Without
'famous	be'lieve

(v) Effect of stress:

Position of stress could change the class of a word e.g. verb to noun and vice versa.

Verb	Noun
im'port	'import
Con'duct	'conduct
ex'port	'export
Pre'sent	'present

(vi) Setence stress:

Sentence stress that indicates

emphasis,

doubt,

exasperation (annoy, angry).

politeness

D. Intonation

Students should be taught:

1. Recognition of intonation

   a. What intonation is in English - variations in pitch.

   b. Normal intonation pattern for:

      Statement

      Command

      Yes/No question

2. Types of Intonation:

   a. i. Tune 1 - Simple statement e.g. He is here.

      ii. Questions beginning with interrogative 'Wh - words e.g.

      which is yours?

      Where are you?

   b. Tune II - Questions not beginning with 'Wh' question word: "Yes" or "No" questions e.g. Is he coming?

      Do you like it?, can you climb a tree?

      Requests e.g. Pass the salt, please.

   (iii) Intonation Patterns:

      To reflect variations for contrast, emphasis, surprise, doubt and list of items:

e.g. I gave him a red pen (simple information)
I gave 'him a red pen (not someone else).
The school library is burning: (surprise).
Bring a pen, a book, a ruler and a piece of chalk (list).

(iv) Use of Intonation in English

(a) Placing rising, fall-rise pitch in the correct place.
(b) Rules governing the pitch of any syllabus following a falling and rising pitch.
(c) Appropriate use of information.
(d) Final pronouns are not stressed and do not bear a failing or missing pitch unless a contrast is implied.
(e) Produces a gradual downward area of pitch.

C. Rhythm:

Stress and intonation combine to give constant flow effect of variations in pitch at the clause and sentence level in English. This constant flow is known as rhythm.

. Oral reading skill:

The candidates should show competence in reading a given passage at a reasonable speed. However, it should be noted that the speed of reading will be determined

by the type of writing. The reading passages should reflect the following reading skills:

1. Reading for exact surface meaning.
2. Reading for implied meaning.
3. Reading for relationship of thoughts, paragraphs and ideas.
4. Reading for gist (summary).
5. Reading for required information.

E. In order to test these skills validly and reliably, there shall be two papers, Below is the description of each of the two papers:

Paper I

Title: Listening comprehension

Parts: A and B

Objectives for Part 'A'

Part 'A' shall test the drawing out of information which the speaker intends to communicate in appropriate contexts.

Nature of Part 'A'

A selected passage from a piece of writing within possibly an African background the length of which shall be between 100 and 150 words. The passage shall have a logical beginning and end. This is to be played out of a cassette recorder to the examinees two times while they listen. The second reading shall be followed with a 10 - 20 item objective questions to test the comprehension of the passage.

Time for Part 'A'

Total reading time - 15 minutes. Item answering 10 - 20 minutes depending on the number of items, part 'A' may be 30 minutes.

Part 'B'

Objective to be tested:

Sound discrimination of vowels and diphthongs, voiced and voiceless consonants and consonant clusters.

Nature of Part 'B'

Selection of constrasting pairs of words for purposes of discrimination - seat/sit, tie/die, etc.

Time for Part 'B'

To depend on the number of items on each test. Preferably 60 items so that Paper I can be taken in 1½ hours.

Paper II:

Title of Paper: Reading and conversation

Abilities to be tested:

(i) Competence in spoken English for easy and intelligible communication.

(ii) Production of intelligible sound systems, stresses and intonation during conversation.

(iii) Competence in reading aloud expressively and

comprehending what the candidate has read for conversation.

Nature of Paper II

A: Several passages of 100-120 words to be read are to be prepared and each passage has a number. There should be prepared for each passage: a set of questions which the examiner shall use as a guide during conversation. A candidate picks a number before meeting the examiner. This number is given to the examiner and he brings out a passage having the serial number. The candidate reads it, while the examiner listens for correct intonation, stresses and fluency, etc.

Time for Paper II

30 minutes shared as follows:

- reading 10 minutes
- discussion 10 minutes
- conversation 10 minutes

A. Expression

Each candidate will be asked to speak on a familiar topic for about three minutes, e.g.
My experience in the last Teaching Practice.
As he talks, the candidate will be assessed on fluency, articulation, enunciation, correct grammatical patterns, and use of idioms.

1.3 Scope and Limitation of the Study

This study is confined to Testing Oral English in Jesus College (a Teacher Training College), Otukpo in Benue State. This involves a case study and testing of and fifty students selected from the 1984/85 form five. The study covers a period of one school term (second term - January to April, 1985).

1.4 Specific Research Problems

1. Identification of problems of testing Oral English - generally.
2. Identification of problems with specific reference to administration of Oral English tests in Teacher Training Colleges with particular reference to Jesus College, Otukpo - Benue State.
3. The effect of the problems upon the students' performance in the Oral Englich tests.

Chapter 2.

LITERATURE REVIEW

2.1 Problems of Testing Oral English

In any test of oral English, two aspects of abilities have to be considered. There are the receptive ability of the student and his productive ability. In other words, emphasis should not only be placed on whether the student can produce internationally inteligible form of English, but also whether he can hear and understand different forms of internationally intelligible English.

Elizabeth Dunstan (Tiffen, 1969) supports this when she says:

> There is probably a fairly high correlation between the ability to produce certain contrasts and the ability to hear those contrasts, but any test of Oral English has to be concerned with both aspects, even though they may not necessarily be evenly weightd as regards marking.

Harris (1969) looks at language as speech and not writing. From this principles, he adds that it naturally follows that in tests of general language, proficiency, measuring the aural/oral skills is fully as important as measuring the ability to read and write. He further explains that in the case of tests designed for beginning and low intermediate students the measurement of auditory comprehension and oral production ability become the prime factor. All these views point to the importance of

listening and speaking in Oral English testing.

During test design, one is usually faced with the problem of choosing the areas to be tested. Lado (1961) expresses that 'What the student has to learn constitutes the corpus of what we have to test.' He further stresses that in testing of language, we should attempt to test the learning problems because according to him, knowing the problems is knowing the language and testing the problems is testing the language. Lado (1961) is of the opinion that those areas of language which are already known from previous language training in mastering the native language should be eliminated from the corpus of what we have to test.

This opinion is in line with the stipulation on page 62 of the Teachers College, grade two Oral English Examination syllabus which says: 'Problems peculiar to speakers of different Nigerian languages will be tested...' Grieve (1962) agrees with the same view when he expresses that in testing a second language student, the test must in particular concentrate on those areas which are crucial to the learner's understanding and ready use or normal construction.

Wilkins (1975) also attested to the same opinion and says:

> The best measure of the student's progress in second language is the extent of his success in mastering those areas or elements of the second language which are difficult for him because of the influence of his mother tongue or other extraneous factors.

In case we find it difficult to identify the problem areas of the students we teach and test, Lado (1961) suggests the following course of action:

i. Prepare a linguistic analysis of the sound system of the language to be learned and a similar description of the language of the learner. But it should be borne in mind that this is not easy, since such description cannot be found in an ordinary text book. And even when found in scientific data, the description may not be complete or accurately stated. A helpful description of such language must give all the segmental phonemes of the two languages, their significant phonetic features and their distribution.

ii. Compare the sound system of the learners' mother tongue and the second language phoneme in order to locate and describe the exact point of difficulty. This enables the tester to find out whether the phonemes of the two languages are similar or parallel.

iii. Prepare the problems to be tested and catigorise them. They could be listening or speaking problems.

iv. List the recognisable problems to indicate the

phonemes that are difficult to produce or hear for speakers of particular mother tongues. The problems could involve segmental or supra-segmental phonemes. This is necessary since some of Nigerian languages may have no parallel phonemes with those of the English Language.

One other major problem of testing oral English is that of the choice of a model we shall use for testing oral English. The learner of English as a second language in Nigeria at the Teachers' College and Secondary School levels is often exposed to various varieties of English as he passes through his school years. Among the Nigerians who teach him are to be found several varieties of spoken English which reflect the language backgrounds of such teachers. Ndahi (1982) identifies these as 'Igbo-based, Hausa-based, Yoruba-based varieties'. All these put together she refers to as Mother tongue-based varieties'.

Since there are numerous Nigerian languages, there could be a host of such 'Mother tongue-based varieties'. Apart from the varieties, there are other varieties represented by the expatriate teachers in our schools. These expatriates include British, Americans, Canadian, Indian, Pakistani, East Africans, South Africans and Philopino. Which one of these shall we choose for a model in the oral English test? Grieve (1962) agrees with the existence of variant forms of English in West Africa, but

does not recognise anyone of them as the model. Below is his comment:

> - the existence of variant forms is a normal linguistic phenomenon, which must be recognised in language examination. Unfortunately, there has so far been no systematic study of them in any West African country, and so, it is difficult to determine which may be regarded as acceptable and which not.

Dunstan (1969) has a suggestion and a more straightforward view on this problem when she says:

> It should be the object of any Oral English test to set some kind of standard which will aim at testing the intelligibility of the English used by the candidates. Ideally, this standard should be internationally intelligible West African English. But since no one has so far described such a form of English, the present and future tests have to be based on one of the first language forms of English - R.P/British, American, Australians, etc.

Ndahi (1982) supports the views of Dunstan (1969) when she emphasises the need for the student to be able to speak a form of English which is internationally intelligible. According to her, some of the accents to which the student is exposed to, cannot be said to be internationally intelligible. In fact, many students have difficulty in understanding the speech of their teacher, Ndahi (1982) stresses that:

> There is need, therefore, to select and teach a model which is intelligible to all the groups represented in the school and on programmes the student listens to or watches.

Broughton (1978) also expresses the need for a model for the students of English as a second language and, therefore, stresses that it is clearly impossible to expect a student to produce a sound which does not exist in his mother tongue or a natural sentence using the stress, rhythm and intonation of a native speaker of a foreign language without first of all providing him with a model of the form he is to produce.

It has been observed that Nigerian English is very low on the intelligibility scale. This could be attributed to the problem of lack of acceptable model. Gimson (1981) accepts the observation and points out that, in Africa, the efficiency of spoken English as an international means of communication appears to decline. In a similar vein, Tomori (1981) observes that most Nigerian High School students cannot be easily understood by native speakers of English. It is, therefore, crystal clear that the comments of these people suggest a native-speaker (R.P.- Received pronunciation) model.

However, there are others who observe that Nigerian spoken English is not as low and **unintelligible** as has been portrayed by some critics. Such people argue that, although it has not been fully codified, a Nigerian Spoken English (NSE) does exist. Ndahi (1982) discloses that some studies have found Nigerian models of spoken English acceptable to native-speakers of the language. For instance,

Ekong (1980) found Nigerian Spoken English to be at least 60% intelligible; Ayodele (1981) 57% and Tiffen (1964) 51% intelligible to an international audience. This model is, of course, more neutral than the mother tongue-based varieties and also more intelligible internationally than those other varieties already discussed. As a result of the useful information which emanated from the findings, some people have recommended that such Nigerian Model should be accepted for use.

In spite of these findings, Ndahi (1982) is reluctant to accept the Nigerian Spoken English (NSE) as a model. She based her reluctance on the fact that:

> --Since such a model is not fully codified and described to be used as a pedagogical model, we must choose a model for which there are descriptions. And among the native speaker models for which are descriptions the British-based R.P. seems the most likely choice for use in this country (at least for the present). Because of our history, we are more familiar with it than other models. It is to be used as the target.

Bright, et al. (1970) vehemently disagrees with this opinion when he says:

> We need no longer cherish quaint superstitions about one variety being 'better' than another. As for the model we present to the pupils, we have no choice, we must use our own, though we need not insist on too precise imitation and we may do something about exposure to other models.

Bright, et. al. (1970) however advises that we need to equip ourselves with some background knowledge of

phonology in order to become conscious of the complex system of signals we use with such impressive unconscious skill; not because the knowledge will be imparted to our classes directly.

From the on-going discussion, the majority of linguists and contributors agree that the learner of English as a second language needs a model and that model must be the native speaker preferably the British-based. But as Ndahi (1982) puts it, '...the choice of a pedagogical model (whatever it is) cannot be made by isolated individual teachers'. As Adeyanju (1981) suggests, it must be seen as 'an overall package of an ongoing process of language policy formulation for the whole country'.

Ideally, the needed model for the learner of English as a second language should indisputably be a native speaker. But how many native-speaker of English are available for use in our numerous post-primary schools in this country today? Since the available native-speakers in Nigeria today are grossly inadequate, the problem of models still remain unsolved. Therefore, for an internationally intelligible performance in spoken English a codification of the Nigerian spoken English becomes a task that calls for immediate attention.

Language interference is another problem of Oral

English testing. Interference takes place when the second language **learner**, transfers the habits and system of his mother tongue to the second language learning so that this interfers with his second language learning and performance. When this happens, the learner produces the sounds, the sentence pattern and the entire structure of his mother-tongue in the second language, except those few units and elements he is able to keep under conscious control. Tiffen (1969) defines language interference as "...a technical term used to describe the effect of transferring the habits associated with one's own mother-tongue to the language being learnt".

Interference works both ways. Tiffen (1969) explains this view this way: "An Englishman learning Hausa is likely to 'carry over' the features - phonetic, lexical and gramatical - of his own language when he speaks Housa, in the same way that a Hausaman does when he speaks English". Tiffen (1969) further enumerates other types of interference as, those which come from sub-standard forms of English, from pidgin English, and from faulty language habits acquired in the primary school.

Interference inhibits the performance and competence of the learner of a second language. It, therefore constitutes a learning problem to the learner and testing problem for oral test administrators.

Validity and Reliability

In testing Oral English, the tests themselves must be valid and reliable. The construction of tests which are valid and reliable often create a problem for both test constructors, and test administrators. According to Broughton (1978) validity and reliability are very difficult to achieve.

Vality:- Abbott, et. al. (1981) say "The essence of validity is that the test measures what it claims to measure". According to them, "A test cannot be a good one unless it is valid". Lado (1961) talks about validity through this question:

> Does the test measure what it is intended to measure? If it does, it is a valid test, and if it does not, it is not valid.

He adds that validity is specific not general. For instance, if a test of listening measure listening and nothing else, it is said to be a valid test of listening. But this may not be valid test for writing, reading or pronunciation. Elizabeth Ingram in Davies (1968) explains that:

> All tests are for a purpose. A test that is not made up with a clear idea of what it is for, is no good. Tests are only worth having if they measure what you want than to measure.

She believes that "The tests themselves are tested to discover how **clearly they achieve their purpose - how** reliable and valid they are.

Reliability:- Abbot, et al. (1981) describes reliability as "..consistency of measurement". He says that if a test is at all important, ways must be found of estimating its reliability and of ensuring that it is reasonably high. To Lado (1961), when a test score is dependable to the extent that it does not fluctuate very much when it is given to the same student again, it is reliable. Reliability is not specific, it is general.

Reliability is necessary for validity, because a test score which fluctuate very much does not measure anything. Thus reliability is measured by correlation between the score of the same set of student on two consecutive administration of the test.

Allen and Davies (1977) look at reliability as the consistency and accuracy with which an instrument measures what it is meant to measure.

Furthermore, Broughton et al. (1978) see reliability from this practical and pedagogical point of view:

> A metre stick measures the distance each time because it is rigid and accurately standardised against a given norm. A piece of elastic with a metre marked on it is very unlikely to measure the same every time. In this case the metre stick can be said to be a reliable measure.

In concluding the discussion on test validity and reliability, therefore, the teacher must be as explicit as possible about the kind of behaviour he is trying to test. Tests should measure what has actually been learned in relation to what is supposed to have been learned. The relevance of such test for conditions outside the school situation depends entirely on the relevance of the course to anything outside the school situation.

Further discussion on the problems of Oral English testing will be done under the Receptive (listening) and the productive (speaking) levels.

2.1.1 The Receptive (Listening) Level

When we talk about a person 'knowing English' or 'being good at English', we usually think only of three of the four areas of language skills, namely - speaking, reading and writing. We expect that a person who is competent in English will be able to speak it well, to understand what he reads, and write it well. But behind all these and certainly behind the ability to speak a language, is the necessary ability to listen and to understand what we hear. To Williams (1973), listening to a language and hearing it constantly is in itself one road to learning that language, though it happens rather slowly and un-methodically. This is true. Many people have learned a second language by simply hearing it often

enough in the appropriate situation. It is, therefore, surprising to observe that this important skill is being looked down upon in favour of its other more obvious skills which include speaking, reading and writing. This should not be so, since listening (hearing) is as important in language learning as those other skills.

Thus, one of the problems of testing listening skills, is that, most teachers of English in Nigeria have neglected it - and as a result, the students are not adequately prepared for the test. Since they are not properly groomed in it, most of our students do not know how to listen properly. Students, therefore, need conscious and deliberate training in listening to enable them perform well in the receptive tests.

Oderinde in Ubahakwe (1979) has a similar view when he says:

> The child has been brought up to hear and produce his native sounds which invariably are different in many respects - notably in description and point of articulation from those of English. In learning English, he has to be consciously taught to perceive the various sounds of the second language correctly to be able to understand a native speaker or be understood by one when he speaks.

In agreement with this view, Williams (1973) re-iterates that before a student learns to say a word, he should hear it several times first. Consequently, under normal circumstances, the teaching of listening should come before

the other language skills like speaking, reading and writing. Many teachers of English have over-looked this and have gone ahead to focus more attention on the other three skills to the detriment of the listening skills. This situation has adversely affected the students' proper grasp of listening skills.

Similarly, Broughton, et al. (1978) point out that 'listening should precede speaking'. He contended that, it is not possible to produce satisfactorily what one has not heard. The logical first step, therefore, in attempting to achieve oral fluency or accuracy is to consider the learner's ability to listen. Broughton et al. (1978) add that the receptive capacity for decoding the language and content of the message is a skill which can be trained and developed through teaching no less than the productive skills of speaking. Broughton, et al. (1978) are of the view that both extensive and intensive listening practice should be part of the armoury of a language teacher. He stresses that 'listening should lead naturally on to speaking'.

Wilkins (1975) contributes that in language acquisition, the child's (listening) comprehension precedes his productive capacity so that it is significantly easier to learn to understand than to produce.

According to Nida (1963), the average person simply does not know where to begin listening. Everything floods in upon him in such a confusion that he has no idea of exactly what he hears, and he is at a loss to be able to make any sense of the jumble of sounds. Thus a language learner who has not known how to listen properly gets frustrated with the jumble of sounds. This situation can make the learner give up the attempt to educate his ears. Nida (1963) gives a reason for our shunning the auditory approach to learning language as our prejudice built up largely by our own idea about education, namely - that the 'eye gate' is really much more effective as a means of learning. There is no denying the importance of visual symbolism, but Nida (1963) emphasises that language is essentially a motor-auditory phenomennon, and our auditory sensitiveness and assimilative capacity must be developed. This can be developed without much trouble if only we go about the task in a proper way. But the learner cannot know the proper way of listening unless he is guided through a systematic, purposeful teaching, practice, and testing.

As Wilkins (1975) puts if, 'one may thus conclude that receptive learning activities are more beneficial than is commonly allowed'.

2.1.2 The Productive (speaking) Level

The aim of speech is communication. 'The objective

of the teacher, therefore, is to produce students who are able to speak a form of English which is internationally intelligible - Ndahi (1982). But as long as the Nigerian Spoken English (NSE) remains uncodified, and as long as we are unable to produce teachers who can produce internationally intelligible sounds of English, the problem of testing Oral English at the productive (speaking) level will remain unresolved for a long time to come.

Many Nigerian teachers of English (as a second language) do not let their students know the importance of stress, rhythm and intonation in English language. Such teachers rarely drill their students in them likely, because they lack productive competence in English speech or that they just do not do so out of negligence. There, may be other reasons. Tiffen (1969) says 'The probable reason for this is that it is comparably easy to understand pronunciation, and there is a limited number of sounds that are made in any language, even English, whereas, stress, rhythm and intonation seem at first sight vague and irregular and, therefore, forbidden.

But it is a fact that stress, shythm and intonation are more important than pronunciation of individual sounds. It has been observed that a person whose pronunciation is correct, but whose stress and intonation are faulty, is more unintelligible than a person whose pronunciation is bad, but who speak with more or less the correct intonation

and stress.

Another problem of testing Oral English is caused by the stress system of our Nigerian languages. Concerning this, Tiffen (1969) has this to say: 'Every language uses stress in some way or other, but, broadly speaking, there is a very great difference between the stress system of English, and the stress system of African languages'. English, according to him, has a very clear system of stressed and unstressed syllables, both in words and in sentences, whereas in most west African languages each syllable receives more or less the same amount of stress. In other words, each syllable takes approximately the same amount of time to say. Therefore, they are called syllable - timed languages. This is not so with English. In a given utterance in English, each group of syllable is made up of a stressed syllable and the unstressed syllable that follows it takes up the same time, however, many unstressed syllables there are. This is why English is said to be a stress - timed language.

This rhythmic difference between the English and West African languages according to Tiffen (1969) "...is likely to prove one of the most difficult aspects of spoken English to master". This variant stress system is likely to cause a learning problem to the learner of English as a second language. It is, therefore, another problem of testing Oral English.

Williams (1973) and Tiffen (1969) refer to most West African languages as 'tonal'. This means that, in these languages, individual word has relatively fix tone pattern which if altered changes the meaning of the word. E.g. in Yoruba 'ilu' (drum), ìlú (town). Similarly in Idoma, ɛ̀nɛ́ (four) ɛ́nɛ́ (mother), and ɛ́nɛ̄ (yesterday), Igala - ò̀wù (broom), ó́wó (hand), ò̀wó́ (crowd). These words are identical in sounds, but differ in tone only. We can, therefore, say that for most West African languages, tone is associated with words. Therefore, as both William (1973) and Tiffen (1969) put it, 'a particular word has its own tone pattern, no matter where it may appear in a sentence'.

On the contrary, English is not tonal, as a result, its intonation patterns are generally focused on the sentence and not on the words. This follows then, that different intonation patterns cannot, generally speaking, change the meaning of a word in English. A West African language speaker who carried his total habits into the learning of English would, therefore, sound un-intelligible and will also not be understood.

This variant intonation system can cause a serious problem for testing Oral English.

Most Nigerian students of English have difficulty in pronouncing some English consonant sounds correctly. Williams (1981), Williams (1973) and Tiffen (1969) identity

such sounds as / ð / as in this, / θ / as in thing, / l / and / r / as in lorry, / P / as in people.

For the Hausa speaker, / ð / becomes / Z /, / θ / becomes / S /. Thus / ðæt / becomes / Zæt /, / θin / becomes / Sin /. While for the Yoruba, Igbo, Idoma and Igala they become /d/ and /t/ - /ðæ t/ becomes /dæ t/ and / θin / becomes / tin /. The Tiv speaker cannot make any distinction between / l / and / r / and so / lori / becomes / loli /. Other noticeable problems are, Hausa speaker / p / becomes / f / - / pi:pl / becomes / fi:fl /, Yoruba / v / becomes / f / i.e. / veri / becomes / feri /.

For some Idoma and Igala speakers / Z / becomes / dʒ / - Zaria / becomes / dʒaaria / and / v / become / b / - Vote / vout / becomes / bout /.

For Igala / ʃ / becomes / s / - /ʃa:t / becomes / sɑ:t /. The distinction between long/short vowel contrast as in Sheep/ship' - / i: / - / i / as in / ʃi:p / and / ʃip /, / ə / as an ago /- g·u / and / ɜ: / as in bird / bɜ:d / are difficult for most Nigerians learners of English. All these constitute problems for testing Oral English.

The other problem area identified by both Williams (1981) and Tiffen (1969) is the area of consonant clusters. According to Williams (1981) and Tiffen (1969), most African language have simple syllable structure for example CV, CVC, or VCV (C - consonant, V - Vowel). They

both express that when two or three English consonants are clustered together, many speakers tend to insert a vowel between them, thereby following more closely the syllabic structure of their own language. As Tiffen (1969) says: 'This is often in loan words in African language. For example:

Swahili	-	'taipureita' for 'typewriter'
Hausa	-	Sukuddireba for screwdriver
Yoruba	-	tabili for table
Idoma	-	dokita for doctor
Idoma	-	bokiti for bucket
Idoma	-	Baibulu for Bible

This problem of consonant clusters is also one of the problems affecting the Oral English testing.

> The general technique is simply to give the students sufficient clues to produce certain utterances that contains the problems we wish to test.

Williams (1981) is of the opinion that:

> The second language teacher is expected to be familiar with procedures derived from constrastive analysis making use of minimal pairs. He can make use of various types of demonstrations based on articulatory phonetics. Pattern practice of the segmental and suprasegmental aspect of speech is an accepted technique for given non-native speakers control of the sound system of the target language.

We may conclude the discussion on this issue with the

words of Tiffen and B.J. Williams (Tiffen 1969) which say that many teachers fight shy of teaching pronunciation. Yet, if the language is to be taught effectively, we cannot avoid the problems of the pronunciation of English, which involves individual sounds, stress rhythm and intonation. This means that the teacher himself must have a basic understanding of how the sound system of English works. It will help him improve his own performance in spoken English; it should also help him to deal with the pronunciation problems of his pupils more effectively.

2.2 Problems of Administering Oral English Test

One of the major problems of administering Oral English tests is that of the choice of a model which will be used to assess candidates' performence in the tests. Which model then will be acceptable? Is it the British (R.P. - Received pronunciation) America, Australian or the Nigerian Spoken English (NSE) variety? Though this problem has been discussed in the literature review, it may surfice to stress here that what ever choice we make be that which is internationally intelligible - since the essence of speech is communication - Ndahi (1982).

The National Teachers Institute (N.T.I.) seems to favour the Nigerian Spoken English (NSE) as an acceptable model. This is because most examiners of Oral English in Teacher Colleges in Nigeria are Nigerians.

Finance is one other problem of administering Oral English. The examiners engaged have to be paid allowances and mileage for all journeys made. Money has to be spent on the purchase of testing equipments such as cassettes, records and batteries.

But faulty equipment can constitute a problem to test administration too. For instance, both the cassette and tape recorder can be faulty.

The unreliability of National Electric Power Authority (NEPA), can adversely effect a succesful test administration. The incessant power-cut is a nuisance.

According to Davies (1968), the time spent on testing individual candidates is cumbersome. This is because the number of candidates to be tested is too large for easy testing. This can make the tester bored and fatigued. A situation like this can adversely affect test scoring. The situation is compounded as testing Oral English has been made compulsory in all the Teacher Training Colleges in Nigeria.

There are hardly any professional phoneticians to administer the tests. To aggravate the situation, those employed to do the job are not well trained to administer the tests properly. The N.T.I's two to three weeks orientation course is not enough for effective administration of the tests.

As Ndahi (1982) rightly observed, Oral English is not taught in many of the Teachers' Colleges even though it has since been made compulsory at the teacher-grade two level. One cannot hope to achieve much by mere tests if this aspect of English is not taught. And if they are not taught, is there any justification for testing them?

May of the teachers of Oral English are not qualified to handle the subject. Their method and attitude to teaching the subject make their students dread Oral English.

Contrary to the laid down rules guiding the welfare of the Oral English examiners, many schools have persistently failed to provide them with confortable accommodation. An examiner who is poorly accommodated cannot give his best in Oral English testing.

However, it must be added here that some of the examiners are not dedicated to their job. Examiners of this type, take the job just to make money. Such examiners, usually frown at candidates, abuse them, frighten them and discourage them during testing. This behaviour of bad examiners can affect candidates adversely.

The Day-School system which exists in some states of the federation is telling very much against the success of administering Oral English tests.

Some of such Day Schools do not provide feeding for the day students, therefore, they have to feed from their homes.

And moreover a good number of them have to trock a long distance to come to school. In many cases, Oral English tests run through the day into the night. A situation like this can earn the affected candidates poor performance unless the examiner decides to test the Day-students earlier than the boarders.

Summary

The literature reviewed in this chapter focused on problems of testing oral English generally with specific reference to test administration at the receptive and the productive levels. It stressed the importance of giving equal attention to the teaching and testing at both the receptive and productive levels in oral English.

The review also focused on the choice of a model. The review suggested a native-speaker as a model, but in the absence of this, any internationally intelligible model would be acceptable.

This review recognised language interference as one of the main problems of testing oral English. It also looked at the construction of valid and reliable oral English tests as a problem in testing oral English.

In this chapter, it is the opinion of the researcher that listening (receptive) level which precedes speaking was usually neglected by teachers of English in Nigeria and, therefore,

constituted a problem in testing oral English. Similarly, the neglection of stress, rhythm and intonation by some teachers of English posed problems for Oral English testing.

The chapter also identified various problems of administering oral English tests. These include:

(i) finance for payment of allowances to the examiners and for the purchase of equipments,

(ii) lack of suitable and adequate equiments for the testing,

(iii) availability of (accidental) faulty equipments such as, the cassette, tape recorder and some needed electrical appliances,

(iv) lack of well equiped language laboratory,

(v) unreliability of the National Electric Power Authority (NEPA),

(vi) boredom and fatigue of examiner when candidates to be tested are numerous,

(vii) lack of professional phoneticians for the test administration,

(viii) inadequate training of 'hired' examiners,

(ix) non-teaching of the Oral English as a subject in the Teachers' Colleges, and

(x) the introduction of day schools in many states of the country.

All these posed problems for the administration of Oral English tests.

Chapter 3

MATERIALS AND METHODS

3.1 Research Methodology

Almost all the tests in this study are constructed by the researcher. However, some passages are taken from textbooks for the Oral reading and listening comprehension.

3.1.1 Test construction and description

Part I: Listening Comprehension

This part consists of four different passages which are taken from different subject areas in the Teachers College namely, Literature, Agriculture, Bible Knowledge and English Language. The students were divided into five groups of ten students each for the administration of the test.

Part II: Minimally Contrasting Items

In this part, the researcher constructed sixty minimally contrasting items. The items are categorised into six groups:

Group I: ten groups of words, each consisting of three alternatives.

Group II: ten sets of words each containing three choices.

Group III: ten sets of words each consisting of three alternatives.

Group IV: ten groups with three alternatives each.

Group V: ten groups of words each containing three choices.

Group VI: ten sets each consisting of three alternatives.

Part III:

Section A: Vowel and Consonant Sounds

This part consists of a list of twenty words. The words contain six vowel and fourteen consonant sounds which the students are expected to produce. The problem sounds are carefully underlined for the scorer's use. However, the vowels and consonants in the students' lists are not underlined.

Section B: Consonant Clusters

This part contains a list of twenty words too. Each one of the words contains a consonant cluster. The clusters to be tested are clearly underlined for the scorer's use. Like section A, the students' lists are not underlined.

Section C (i) - Stress

This part consists of ten words and ten sentences. The scorer's copy is marked for easy scoring.

Section C (ii) - Emphatic Stress

This part contains three questions and three answers in sentence form. Here, the scorer's copy is also marked to facilitate accurate scoring.

Section D: Intonation

This part contains ten short sentences. Five of the sentences are in question form; one exclamation and four straight forward statements.

Part IV: Oral Reading Passages

The part consists of five short passages. The passages contain between forty-five and one hundred words each.

3.2.1 Rationale for Selection of Listening Comprehension Passages

The rationale for the selection of the Listening Comprehension Passages includes:

(a) Simplicity of language:-

The language used in the passages is simple, clear and within the the academic level of the students.

(b) Familiarity of topics:-

The topic discussed in the passages are familiar ones which were taken from Literature in English

Geography or Agricultural science, English Language, History and Religious Knowledge textbooks.

(c) Most of the passages have African (Nigerian and West African) background.

(d) The passages are short, specific and interesting.

(e) The accompanying comprehension questions are clearly stated, straightforward, short and simple.

3.2.2 Rationale for the Selection of the Listening Items

Minimally contrasting items

The rationale for the selection of minimally contrasting items include, simplicity and familiarity of the words. Suitability of the words for testing the students' auditory discrimination.

3.3 Rationale for the Selection of Production Passages

3.3.1 Vowels and consonant sounds

The selection of the items in this part is based on the problem areas of the students tested. In other words, the items selected are those items the students find difficult to produce.

Their selection is, therefore, based on their relevance to the production test.

The items are familiar, but often mispronounced.

3.3.2 Consonant clusters

The rationale for the selection of the consonant clusters (production items) includes:

(i) Their relevance to the production test.

(ii) They represent a problem area of the students English pronunciation.

(iii) The items are familiar even though they are often wrongly produced.

(iv) The problem of producing the items cut across the three major ethnic groups in the state; namely, Idoma, Igala and Tiv.

3.3.3 Stress

The rationale for selecting the items:

(i) The items are simple and straightforward.

(ii) They are short and interesting.

(iii) They are familiar items which the students use in their day to day speech.

(iv) They reflect the major problem areas in stress, for example, there are items on the first syllable, second syllable, sentence and emphatic stress.

3.3.4 Intonation

The rationale for selecting the items:

(i) The items represent the two main types of intonation, namely, the falling and the rising tone.

The falling tone is used for:

(a) Simple straightforward statement, e.g.

Musa and Sule have come home.

(b) WH - questions (who, what, when, where).

e.g. What are you doing?

(c) Command e.g.

Come here!

The rising tone is used for:

(a) Yes/No question e.g.

Can she dance well?

(b) Questions other than Yes/No and WH e.g.

Did you steal the money?

They kill the cat?

(c) When we use question tags, not knowing whether the person spoken to will agree or not - e.g.

You won't go home today, will you?

The items are short, simple and familiar.

(iii) They are suitable for testing intonation.

3.3.5 Oral reading (passages)

Rationale for selecting the passages:

The passages are short and simple. Passages two and three are familiar. Passage two is taken from the students' History textbook, while passage three is from Cyprian Ekwensi's African Night Entertainment. They both have familiar background. Passages one, four and five are particularly designed to give the students practice in particularvowel sounds which they may found difficult to produce.

Passage one tests the production of /æ/ sound as in '/mæn/, '/bæd/, 'sæd/, /kæt/ etc.

Passage four tests the /i:/ sound as in /ti:tʃ/, '/pi:pl/, /'fri:/, /ni:d/, /i:tʃ/, '/ti:zin/ etc, while passage five tests the (ʒ) sound as in /seiʒə/, /kən'fju:ʒə/, /viʒən/, /di'siʒən/ etc.

The three passages are taken from a popular pronunciation practice book - Modern English Pronunciation Practice by M.D. Murro Mackenzie.

3.4 Test Procedure

3.4.1 Listening comprehension

Before the listening comprehension passages which are on tape are played to the candidates, the following instructions were given to them: There are four listening comprehension passages on the tape. One will be played to you twice. Listen carefully to the reading and answer the

ten questions which follow when you are asked to do so. Your answers should be as brief as possible. You DO NOT have to answer in complete sentence; a word or two would do or a phrase would do. The tape would however be played to you the third time to enable you correct your mistakes.

Example:

(i) The Governor of Benue State is Brigadier John Atom Kpera.

Question: Who is the governor of Benue State?

Answer: John Atom Kpera.

(ii) Benue State was created in 1976.

Question: When was Benue State created?

Answer: 1976.

The tape was played to the examinees thrice. After the second reading, they were asked to answer the ten questions which follow the passage. The tape was played the third time for the examinees to listen very carefully to and correct their answers.

After the first reading, the examinees were allowed five minutes to make notes. At the end of the second reading, they were asked to answer the ten questions on the sheet of paper placed in front of them. The answers were written below the provided questions. Twenty minutes were allotted to this. After the third reading, the

examinees were given three minutes so as to correct mistakes in their recorded answers. The examinees took this test in groups, each containing ten examinees.

Part II:

3.4.2 Minimally contrasting items

This part contains sixty minimally contrasting items. These are divided into six groups of ten.

Before the examinees took the tests, the following instructions were given to them:

"Please listen very carefully. The answer sheets in front of you contain lists of words arranged three on each line. The words are lettered A, B, and C. I am going to read one word from each line. Circle the letter of the one you heard me read.

Examples:

(i) A. beat (B) bet C. bit

The word I read was /bet/.

Therefore, the correct answer for example 1 is B. As a result, I would record my answer by circling letter B.

(ii) A. team B. team (C) theme

The word I read was /θi:m/ - the-m-e.

(ii) is C. I would, therefore, record my answer by circling letter C.

"Now, be ready to record your answer by circling the letter of the word you will hear me read as I have done in the examples above". The examiner reads the pre-selected words, one from each line beginning from word group I through word group VI, while the examinees recorded their answers as directed.

Part III:

3.4.3 Speaking (productive) items and oral Reading Passages

Section A: Vowel and Consonant Sounds.

This part contains a mixture of vowel and consonant sounds. These are twenty in number. In the examiner's list of words, the vowel and the consonant sounds tested were marked for easy scoring. Before the candidates took the productive tests, they were given this instruction.

"Please read the words listed below very carefully and as clearly as possible".

The candidates read the twenty items one after the other, while the examiner scored them.

Section B: Consonant Clusters.

This other part consists of twenty words, each of which contains a consonant cluster. The clusters are clearly

marked in the examiner's list to facilitate objective scoring. This instruction was given to the candidates before they took the consonant cluster productive test.

"Please read the following words as clearly as possible".

The candidates were made to read the items one by one while the examiner listened carefully and scored them.

Section C (i): Words and Sentence Stress.

This first part of the stress tests consists of twenty items. Ten of these are word stress while the other ten are sentence stress.

The stressed syllables are marked out in the examiners copy for an objective scoring.

The candidates were given this instruction before the commencement of the test.

"Please look at the items numbered 1 - 20 very carefully and read them aloud one after the other".

The candidates were scored as they read the items individually.

Section C (ii) Emphatic Stress

This second part of the stress test consists of three questions and three answers. Here, the examiner read the questions

while the candidate read the suitable answers, putting the stress at appropriate words. The stressed words on the questions and the ones stressed on the answers are clearly marked out to enable the scorer score the candidates objectively.

Before the candidates took the test this instruction was given to them:

> "Please look at the questions below this section. Listen carefully as I read them and answer by reading the accompanying answers, putting stresses at the appropriate words".

The candidates read the answers to the questions read by the examiner individually. The examiner scored the candidates accordingly.

Section D: Intonation

There are ten items in this part. The items consist of simple straightforward statements, WH questions, a command, yes/no questions, questions other than both WH and Yes/No and a contrast statement.

The examiner's copy of the tests contains tone patterns for the items to make the scoring of candidates simple. This instruction was given to the candidates before they were tested:

> "Please read the following items as clearly as you can".

The examiner used the already prepared patterns to the items to score the candidates as they read the items individually.

Part IV: Oral Reading Passages

There are five reading passages in this part. The length of the passages range from about forty to about one hundred words.

Testable areas for the reading include:

(i)	fluency	-	3 marks
(ii)	Intonation	-	3 "
(iii)	Pronunciation	-	4 "
	Total	-	10 marks.

As can be seen, the maximum score for the oral reading is ten (10) marks.

Each candidate was given a maximum of three minutes within which to choose and prepare one out of the five passages which he read aloud to the examiner.

Each candidate was given the following instruction before the test was taken:

"Below are five Oral Reading passages. Choose any ONE of them and read it aloud as clearly and as fluently as possible. You are given a maximum of three minutes to choose and prepare for the reading".

The examiner listened attentively to the individual reader and score him according to the scoring guideline listed above.

3.4.4 The sample (students population)

(i) One hundred candidates were tested in MINIMALLY CONTRASTING ITEMS only.

(ii) Fifty randomly selected candidates took all the tests.

The tests include:

(i) Listening comprehension.

(ii) Minimally contrasting items.

(iii) Vowel and consonant sounds.

(iv) Consonant clusters.

(v) Words and sentence stress.

(vi) Emphatic stress.

(vii) Intonation

(viii) Oral reading (Passages)

3.4.5 Model (listening comprehension and Minimally Contrasting items)

(i) Listening Comprehension (On tape)

Passage I was read by the Researcher.

Passage II was read by a teacher of English in the College.

Passage III and IV were read by the head of English language teaching in the College.

The two teachers were examiners of Oral English with the National Teachers Institute (NTI). Both of them are highly experienced in Oral language testing in Teachers Training Colleges.

(ii) Minimally Contrasting Items.

These were read Orally by the Researcher.

3.4.6 Item analysis

Lifted from the researcher's item analysis bank.

DRAFT 1. N:50 $\frac{N}{3}$: 17:16:17

S/NO	1 ITEM	2 UPPER	3 MIDDLE	4 LOWER	5 TOTAL	6 %	7 DIFFERENCE	E1-3
	MAX SCORE	17	16	17	50	100	-	-
1	7	11	7	6	24	48	5	.29
2	8	12	7	6	25	50	6	.35
3	9	14	12	14	40	80	0	0
4	10	16	15	17	48	96	-1	-.6
5	21	15	16	17	47	94	-2	-.12
6	29	8	9	1	16	32	7	.41
7	30	16	15	4	35	70	12	.71
8	57	11	4	7	22	44	4	.24
9	134	9	9	0	18	36	9	.53
10	139	16	12	6	34	68	10	.59
11	142	17	14	6	37	74	11	.65

Key:

N = total number of subjects/respondents (50).

n = total number of subjects in each group (17:16:17).

Total (Column 5) = total number of correct answers in the three groups.

- Facility Value - % (Column 6) = percentage scores.

That is, the percentage of total number of correct answers. This is done by dividing the total number of correct answers by the total number of subjects and multiply by one hundred. E.g. See item number 7, serial number 1 - $\frac{24}{50} \times \frac{100}{1}$ = 48%.

Diff. (Difference) = total number of correct answers in the upper third minus those in the lower third. Upper third = 11, lower third = 6. Difference = 11 - 6 = 5.

E 1 - 3 - Discrimination Index (Column 8) = Difference (in Column 7) divided by the number in a group, e.g. item (S/No) 1, difference = 5, n = 17 ∴ E 1 - 3 = $\frac{5}{17}$ = .29.

In order to know the individual's scores in the tests, '1' (one) was given for any correct answer and '0' (zero) for incorrect one. The total number of correct answers gives the final scores of an individual subject. The correct (1) and incorrect (0) answers are recorded horizontally on a sheet of paper. The researcher used the Iya Abubakar Computer Centre, A.B.U. (Zaria) Data coding sheets which are already ruled.

On the other hand, in order to know how well the subjects have performed in each one of the items, the same method of scoring of '1' to correct answer and '0' for incorrect one was used. However, the recording was done this time vertically. This shows how many subjects answer an item correctly and incorrectly.

The correct answers for each item are recorded for each third as in the chart labelled table 9 above.

Ingram (Davies '86), explained that professional test constructors tend to reject any item with an E 1 - 3 of less than + .40, but one have to contend with lower figures initially, particularly when testing phonology. In line with this specification, items serial numbers 6, 7, 9, 10 and 11 in table 9 have acceptable E 1 - 3 and were selected. In practice, according to Ingram an item which has an E 1 - 3 of .35 would also be acceptable. Therefore, all items with E 1 - 3 of .35 were sellected (See item S/No. 8).

Items (S/No) 1 and 8 have low values. They have E 1 - 3 of .29 and .24, respectively. Items with these type of E 1 - 3 were also selected because they are acceptable.

Item (S/No) 3 does not discriminate because both the upper and lower thirds score the same number of correct answers - 14:14. It, therefore, has an E 1 - 3 of 0.

Items of this type are usually thrown out because they show that they are too easy for the groups. But a few of this type of easy items are deliberately used to give the subjects confident and encouragement.

Negative Discrimination:

Items (S/Nos) 4 and 5 show negative discrimination. There are more correct answers in the lower third than in the upper third. According to Ingram, these type of items are badly written, unclear, ambiguous, may have poor detractors or they may be badly chosen so that the ability to answer it depends on other things other than the knowledge of English. Though the difficulty level is alright, such items are not selected for use in this study.

Since the cardinal aim of item analysis is to judge the suitability of each item for its inclusion in the tests, and it has been strictly used to choose all the test items in this study, the items are deemed valid.

3.4.7 Split-half

In order to determine the reliability of the test items, the split-half technique was used. Since the test items were not constructed from the onset as a combination of equivalent halves, they were simply split into two halves with the odd - numbered items in one half and the even - numbered ones in the other. The scores in each item of the two halves are later correlated (See Lewis, 1975, pp. 70-79).

The Spearman's rank Correlation Coefficient formula was used to compute the correlation.

$$rs = 1 - \frac{6(x-y)^2}{n(n^2-1)}$$

$$rs = 1 - \frac{6(x-y)^2}{n(n^2-1)}$$

rs = rank correlation coefficient

n = number of items = 132

x = odd numbered items = 66

y = even numbered items = 66

$$rs \quad 1 \quad \frac{-6(11452)}{132(17424-1)} = 1 - \frac{68712}{2299836}$$

$$= 1 - .03$$

$$rs = 0.97$$

This very high correlation shows that the items are reliable.

Chapter four, following, presents the analysis and interpretation of the data collected from the tests administered in the study.

Chapter 4

4.1 DATA ANALYSIS

In analysing the data in this study, it will be necessary to explain that the data was collected from eight tests, namely:

(i) Listening Comprehension

(ii) Minimally contrasting items

(iii) Vowel and consonant sounds

(iv) Consonant clusters

(v) Word and sentence stress

(vi) Emphatic stress

(vii) Intonation

(viii) Oral reading (Passages).

These tests are further categorized into three levels, viz, Oral reading (passages), Receptive and Productive. In the Oral reading level, the researcher and two independent raters were employed to score the students' performance. This is done so as to validate the subjective scores of the raters. Oral reading passages are used in this study to refer to the oral reading of the passages in test eight (viii) - Oral reading level.

The data analysis, therefore, involves the comparison of the mean scores of the students' performance in each one of the eight tests, the three levels and those of the raters.

In addition, their correlation coefficients and their corresponding probability of significance are given to show how the scores at the levels and at the individual test relate to each other.

The level of significance has been set at the 0.05 level. That is, $\alpha = 0.05$.

The analysis is summarized in eight tables.

4.1.1 Descriptive statistics

Table 1: Mean scores for the tests

S/No	Variable	Mean	S.D.	Coef of Var.
1	Listening Comprehension	52,800	28.287	53.574
2	Minimally contrasting items	76.784	9,260	12,050
3	Vowel and consonant sounds	63,700	12,487	19.603
4	Consonant clusters	72.500	15.787	21.775
5	Word and sentence stress	76,800	14,595	19.009
6	Emphatic stress	51.964	29.475	56.722
7	Intonation	75.00	10.708	14.126
8	Oral reading (passage)	55.600	12.803	23.026

This table which contains the mean score for the tests shows wide divergence on the students' performance in listening comprehension and emphatic stress. This is clearly shown in their coefficients of variation of 53.574 and 56.722, respectively. In addition, the two tests record the lowest

mean scores. The mean score for the Listening Comprehension is 52.964 while that of the Emphatic stress is 51.964.

The students' performance in Oral reading (passages) is low, but consistent. Its low mean score of 55.600 and its coefficient of variation of 23.026 attest to this. It is noteworthy that though the students' performance in Vowel and Consonant sounds (63.700 mean score) is not low, it is not as high as the rest of the four tests. These are, minimally contrasting items, consonant clusters, word and sentence stress and intonation. The students' performance in these four component tests is high and consistent. The highest performance of 76.000 mean score is recorded in word and sentence stress. This is closely followed by the minimally contrasting items which recorded a mean score of 76.704. Intonation comes third with 75.000 while consonant cluster is fourth with a mean score of 72.500.

The poor performance recorded in the Listening Comprehension and Emphatic stress is probably due to their neglect by the oral English teachers. During the tests, it was observed that many of the students could not produce the following consonant sounds well: / s /, /dʒ /, / z /, / l /, / r /. Similarly, short vowel sounds were used in place of the long ones. These probably affected their performance in vowel and consonant sound tests as well as the oral reading passages.

Table 2 (page 64) shows how the component test scores relate to each other. In the table, the upper diagonal side gives the correlation coefficient, while the lower gives the corresponding probability of significance.

It should be noted here that the low correlations recorded in this table show that they are equally essential, they could stand on their own and could not be substituted for each other. In other words, each one of them shows that it is an important component of the tests as a whole. For instance, listening comprehension and minimally contrasting items have very low correlation. The same applied to Listening Comprehension and Vowel - consonant sounds. Therefore, they cannot be substituted for each other.

On the other hand, those tests which correlate show that they are mutually substitutable and, therefore, one of them could be weeded out. For instance, Vowel and consonant sounds correlates with Consonant clusters with a correlation co-efficient of .50. The same consonant clusters correlate with the word sentence stress and with oral reading (passages) with the correlation coefficient of .61 and .50, respectively. This in effect means that the Consonant clusters component is embedded in all the tests it correlates and, therefore, could be thrown out since it is substituable.

Significantly, the word and sentence stress correlation

4.1.2 Pearson Correlation Matrix for the Component Scores

Table 2.

S/No	Variable	List Comp.	Min. Contr.	V.C. Sounds	Cons. Clust.	W.C. Stress	Emph. Stress	Inton.	Oral Reading
1	List. Comp.	-	.0797	.0770	.2811	.1779	.2542	.2754	.2883
2	Min. Contr.	.291	-	.2149	.1716	.2880	.2340	.3531	.2436
3	V.C. Sounds	.298	.067	-	.5770	.4974	.1873	.4005	.4039
4	Cons. Cluster	.024*	.117	.001**	-	.6089	.2995	.4670	.5048
5	W.S. Stress	.108	.021*	.001**	.001	-	.3708	.3697	.3873
6	Emph. Stress	.037*	.051*	.096	.017*	.014*	-	.3026	.2580
7	Inton.	.026	.006**	.002**	.001**	.001**	.006**	-	.3239
8	Oral Reading	.021*	.044*	.001**	.001**	.003**	.035*	.011*	-

KEY: Level of Significance

* - Significant

** - Highly Significant

*** - Very Highly Significant

with intonation with a fairly high correlation coefficient of .67 (.6697). This implies that each one of them is embedded in the other and as a result are substitutable.

4.1.3 Correlation Matrix for the Levels

Table 3.

Variable	Oral reading	Receptive	Productive
Oral reading	*	0.342	0.487
Receptive	0.000	*	0.302
Productive	0.001	0.003	*

Table three shows the correlation Matrix for the test levels, namely the Oral reading passages, the Receptive and the Productive levels.

In the table, the upper diagonal side gives the correlation co-efficient while the lower gives the corresponding probability of significance.

For all the levels, there is probability of significance on the correlation. Their probability of significant can be described as highly significant as they are all less than 0.01.

The table shows that the probability of significance on the correlation of Oral reading passages and the Receptive is 0.000, that of Oral reading passages and Productive is 0.001, while that of the Productive and

Receptive levels is 0.003.

The table also indicates that the students' ability (performance) in one level is influenced by the ability in the others. For example, the students' performance in Vowel Consonant sounds influences their performence in Consonant clusters, word - sentence stress, intonation and oral reading levels. Their ability in the consonant clusters component influences their performance in intonation and oral reading, and word sentence stress too. Similarly, the students' ability in word and sentence stress affects their performance at the level of intonation and vise versa (see table 2).

4.1.4 Descriptive Statistics for the Levels

Table 4.

Variable	Mean	S.D.	Coefficient of Variation
Oral Reading	55.6	12.8	23.0
Receptive	64.8	15.2	23.5
Productive	60.2	12.2	17.9

Pair-Wise T - Test for the Levels

Table 5

Variable	Oral Reading	Receptive	Productive
Oral reading	-	4.01	7.00
Receptive	0.0001	-	1.54
Productive	0.0001	0.131	-

Table 4 shows a comparable performance of the students in all the three levels. The students' mean scores in the levels clearly show that the highest performance is recorded in the productive level with the mean score of 68.2. The receptive follows with the mean score of 64.0. The oral reading passages have the lowest mean score of 55.6. Though the mean score in oral reading passages is comparably low, its co-efficient of variation indicates that the performance of individual student in the test is similar to that in the receptive. The coefficient of variation of both the oral reading passages and the receptive show a striking similarity. While the oral reading passages have a coefficient of variation of 23.0, the receptive has 23.5. The productive level has a 17.9 coefficient of variation. This shows a variation between it on the one hand and the oral reading passages and the receptive levels on the other. Though it is not easy to eliminate subjectivity completely in scoring oral reading, the obvious major reason for the poor performance in the oral reading passages is the students' poor reading background and preperation for the test. Most of the students tested complained that they were not taught oral reading and, therefore, did not know what to practice or revise in preparation for the test.

4.1.5 Pair-Wise T-Test for the levels

Table 5 (page 66). In this table the upper diagonal side gives the correlation coefficient while the lower part gives the probability of significance.

The probability of significance of the differences between oral reading passages and receptive and that between the productive and oral reading passage levels, are very highly significant. This implies that the difference between the means is significant (see table 4). The mean score for the oral reading passages is 55.6 while those for the receptive and productive are 64.8 and 60.2, respectively. These show that the respondents' scores are better in the receptive then in the oral reading passages, but those in the productive are the best.

4.1.6 Kendall Correlation Matrix for the Raters

Table 6. (Rater Ø refers to the researcher)

Variable	Rater Ø	Rater 1	Rater 2
Rater Ø	*	0.485	0.559
Rater 1	0.001	*	0.579
Rater 2	0.001	0.001	*

In this table, the upper diagonal part shows the correlation co-efficient and the lower gives the corresponding probability of significant.

The probability of significance on the correlation is common to all the raters. Each probability of significant is 0.001. This shows that there is agreement among the three raters. It also indicates that the rating of the students by the three raters is consistent. Thus,

if carefully compared the ranking of the students by the raters will be virtually similar. This goes a long way to imply that the rating is valid and reliable.

4.1.7 Descriptive Statistics for the Raters

Table 7. Raters Mean Scores - Oral Reading (passages)

Variable	Mean	S.D.	Coef. of Var.
Rater Ø	55.6	12.8	0.23
Rater 1	52.8	12.5	0.24
Rater 2	53.8	14.6	0.27

Table 6 provides the raters' mean scores for the oral reading (passages) test. In absolute terms, the researcher's (Rater Ø) mean score of 55.6 shows that he is more liberal in his rating than raters 1 and 2. The mean score of Raters 1 and 2 are more comperable. Rater 1 has the mean score of 52.8 while Rater 2 has 53.8. It could equally be said that Rater 1 is more stringy with his scores than both Raters Ø (researcher) and 1.

Since the difference in the rating is negligible, there is consistency and agreement among the raters. This is a further testimony that the scoring of the students by the raters is valid and reliable.

4.1.0 T - Test for the Oral Reading Passage Raters

Table C.

Variable	Rater Ø	Rater 1	Rater 2
Rater Ø	-	1.85	1.24
Rater 1	0.070	-	0.67
Rater 2	0.220	0.506	-

Like table 5, in this table, the upper diagonal part gives the correlation coefficient, but the lower gives the probability of significance.

All the probability of significance on the correlation in the table are not significant since they are all more than the 0.05 level. The probability of significance are those between rater Ø (researcher) and rater 1 which is 0.070, rater 2 and rater Ø (researcher) of 0.220 and that between raters 1 and 2 which is 0.506.

This means that the difference between scores assigned by each pair of raters is not significant. This in effect means that the degree of strictness of the raters is identical. This further validate the scores of the raters. The scores are also reliable.

4.2 Problems of Administration of the Tests

During the course of the administration of the tests, the researcher was confronted by many problems. The students whom the tests were administered to encountered some problems

too. In this section of the chapter, those problems will be discussed in two parts. In the first part, the problems encountered by the researcher will be discussed while those encountered by the students will be discussed in the second.

4.2.1 Problems encountered by the researcher

The construction of numerous and suitable items for the three levels of the tests (receptive, productive and oral reading passages) was very difficult and time consuming as one had to read intensively and extensively too.

In order to establish the validity and reliability of the tests, the item analysis method and split-half technique had to be employed. These techniques are also difficult and time consuming.

The college has no Language Laboratory, Therefore, the researcher had to provide all the necessary equipments for the tests. Such type of equipment include, cassettes, cassette-tape recorder and some other electrical appliances. The tests had to be administered in the school chapel whose too much echoe disturbed audibility.

Initially, there was the problem of the date to be fixed for tests administration. This was because two thirds of the first term (September to December, 1984) was being used for practical teaching. The second term which covered January to March, 1985 was used by the teachers to

round up teaching and prepare the students for Mock grade two examinations which they wrote in March that year. The third which was the shortest of the three terms was exclusively set aside for final revision and Teacher Grade Two Certificate examinations. As a result of this bottleneck, the tests administration took place during the Easter holiday in April, 1985. This was the only convenient period for the students as all of them had to stay behind in the school for extra teaching and final revision for their May/June, 1985 Teacher Grade Two Certificate examinations.

The students' feeling that the tests would waste their precious examination revision period compounded the problem of date fixture for the test administration. However, this problem was resolved and the date was fixed for 17th and 18th April, 1985.

The majority of those who took the pilot tests did not show up for the main tests.

Many of the students, who were Day students, refused to stay behind after the school hours for their turn in the tests even though they were planned to have their turn first. Most of those who would not wait were those married with children and who left their children at home. Pregnent women who were also living 'off campus' lacked enough stamina to stay on to take the test and, therefore, had to abandone the tests.

To aggravate the situation, the administration of the tests was disrupted several times by the incessant power cuts by the National Electric Power Authority (NEPA).

Testing fifty students one at a time was cumbersome. The researcher was, therefore, bored and fatigued as he had to sit in one place to test all the fifty inpatient candidates from morning till night-fall.

Some of the candidates were nervous. This made them lack the confidence they needed to perform better.

Others were not audible enough. Even when they were encouraged to speak louder/project. The voice of such candidate are not audible in the recording tape. This made it difficult for the researcher and the raters to score such students well.

There were other groups of students who preferred to mix American accent with the British and, therefore, sounded unintelligible. This mixture made their pronunciation sound awkward and artificial.

In spite of all these problems, the tests were eventually administered successfully to the students.

4.2.2 Problems faced by the Students

The students complained of inadequate Oral English teaching and as a result were not properly groomed for the tests. For example, according to the students,

(a) they had not received enough practice in listening to tapes, Therefore, they found it very difficult to grasp much in the listening comprehension test,

(b) there had never been a deliberate teaching of oral reading of a given passage, and

(c) they did not know about emphatic stress before they took the pilot tests.

Most of the Day students who had no money to buy (some) food were too hungry to take the tests. It must be disclosed here that a good number of the students in this college were Day students.

Some of the female students who were pregnant got tired out very quickly and could not wait for their turn(s) to take the tests even though preference was given to them.

Other Day students who were married with children were restless because of their children who were left behind at home.

Most of the students who underwent the tests had no textbooks for their private practice in Oral English.

Some others confessed that they were not interested in Oral English because it was too difficult for them to learn.

As a result of the varied nationalities of teachers of English (British, American, Asian and Nigerian) who taught the students during their five year course in the school, two

students were influenced by a conglomeration of accents. This situation left the students with a mixture of accents which made them sound incomprehensible.

During the course of the test administration it was observed that the students over-exagerated the long vowel sound such as /i:/, /ɑ:/, /ɔ:/ and /u:/. Similarly, the short vowel sounds /i/, /ɛ/, /ɔ/, /u/ were exagerated so that they sound like the long ones. This type of situation is likely caused by improper teaching or non-teaching of vowel sounds.

Some of the English vowel and consonant sounds which are not available in the local languages of the students are very difficult for them to produce. Such sounds include, /æ/ as in/mæn/, /e/ as in /əgəu/, /θ/ as in /θin/, /ð/ as in /ðæt/, /ʒ/ as in /meʒə/.

English is a stress - timed language. This means that in English the time between the beginning of stressed syllables is always more or less the same in and one utterance, however, many unstressed syllables come in between (Williams D.J. p. 75). On the contrary, most Nigerian languages are syllable - timed; which means that they stress all syllable more or less equally. Thus, students who learn English with their local language stress pattern find the English Language pattern difficult to master.

As earlier stated, most Nigerian languages are tonal. It means that each word has its own pattern which does not

change wherever it may come in a sentence. It further means that the tone pattern of a particular may determine its meaning. However, in English an individual word does not have its own tone pattern - this depends on where the word is in a sentence. This disparity between the tone pattern of English and the students local language makes it difficult to learn properly.

4.2.3 Summary - Data analysis .

During the description of the mean scores for the tests in table one on page 61 , it is reported that the mean score for the test shows wide divergence on the students' performance in listening comprehension and Emphatic stress'. The 'wide divergence' is due to the students comparably poor performance in those two tests. This evidence confirms the students' claim that they were not taught those areas of oral English.

In the discussion on the correlation of the component scores in table two, on page 64 , Intonation and the Word and sentence stress recorded the highest correlation coefficient of .6697 (approximately .67), while the Minimally contrasting items and Listening comprehension recorded the lowest which is .0797. Similarly, while the the probability of significance of Intonation and Word and Sentence stress is highly significant, that of the Minimally contrasting items

and the Listening comprehension are not significant. These two later tests are aspects of listening (receptive) activities which students have earlier asserted that they were not taught.

Table four on page 66 which shows a comparable mean score of the students in the three levels (oral reading, receptive and productive), reveals that the students' performance is lowest in oral reading. Here again, the students claimed that they were not adequately taught this area of Oral English. The comparably poor performance in this level attests to their earlier claim.

From the available evidence above, it could, therefore, be said here that the students' poor performance recorded in some earlier mentioned areas of Oral English in this study is largely caused by the problems of teachers neglection of the receptive (listening) aspect of Oral English and the inadequate teaching of the Oral reading.

In addition, the problem of unavailability of some necessary Oral English facilities such as, a well stocked school library, a well equiped language laboratory, portable cassette tape recorders, cassettes, etc., could have contributed to the poor performance too.

Finally, some valuable recommendations have been made in the concluding chapter to take care of these problems and others highlighted in this study.

Chapter 5

SUMMARY, DISCUSSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Summary

This study deals with testing Oral English in Teacher training colleges with particular reference to Jesus College, Otukpo - in Benue State. However, in specific terms the study investigated the problems of testing Oral English both at the receptive and the productive levels. In addition, it investigates the problems of administering Oral English tests.

It further ferreted out the problems faced by both the researcher and the students during the course of the test administration. And as a bi-product of the investigation, some of the consonant sounds the students from each of the three major tribes of the state namely, Idoma, Igala and Tiv find difficult to produce were noticed.

It was observed that the oral English test which was made compulsory in all Teachers Colleges of the Federation was not given the attention it deserves in the College. The students were not adequqtely taught. Therefore, they were not adequqtely prepared for the on-coming Grade Two Teacher's Certificate examination. But for the students to comprehend

the speech of their teachers and also produce an internationally intelligible speech, they have to be taught Oral English with care and seriousness it deserves.

Since Oral English would continue into the future as a compulsory subject in Teachers Colleges, all noticeable obstacles and areas which make students dread it must have to be removed in order to make them love, enjoy and learn it. Recommendation would be put forward to this effect later in the study.

Fifty respondents were sampled for both the pilot and the true tests. The researcher acknowledges the fact that the respondents sampled, are considerably few. A better result could have emerged with a larger sampling.

The performances of the respondents were collated, analysed and recorded in chapter four of this study.

5.2 Discussion

Some insights were gained from the results of the tests. One of the striking insights gained from the results is that, most of the sub-tests are related and, therefore, ability in the test influences positively some others. For example, the respondents' ability in Vowel and Consonant sound test influences their ability in consonant cluster tests.

Their performance in the consonant cluster component influenced their performance in Word and Sentence stress and Oral reading passage tests. Similarly, their performance in Word and Sentence stress influenced their performance in intonation (See table 2). These show that there are element of each one of the tests in the other tests they influenced. In other words, the performance in such tests correlated (See chapter four table 2).

The results also show the areas the students find more difficult. The students' performance in these areas are conspicuously low. These areas include, listening Comprehension, Emphatic stress and Oral reading (passages). The students found the areas difficult because, according to them, there had been no deliberate teaching and practice in them.

Many of the students find it difficult to say certain consonant sounds. These are / ð /, / θ /, / z /, / r / and / s /. The students, commonly used /d/ in place of /θ/ and /t/ in place of /θ/. Thus 'the' /ðə/ was mispronounced, as /də/ and 'Thank' /θæŋk/ was mispronounced as /tæ nk/.

Another insight gained from the results of the study is the question of subjectivity in scoring Oral reading. The results show that it is extremely difficult to stamp out subjectivity completely from scoring students in Oral reading even though raters were used. However, the use of raters

reduces subjectivity to its barest minimum. Thus it could be said that the use of raters or co-ordinators will validate and enhances the reliability of the scoring.

Generally speaking, the reliability of the scoring of production tests depends on the linguistic competence of the scorer. This is because a scorer who possesses his unique idiosyncracies, goes to the testing room with them. In addition, a test scorer who does not have English as his first language goes to score students with his unresolved language interference problems. All these go a long way to encourage subjectivity in scoring production tests rather than discoureging it.

5.3 Recommendations

On the basis of what have been discussed on the problems of testing Oral English in general, the problems encountered by both the researcher and the students during the course of the test administration, the summary and the general discussion on the study, the researcher would like to advance the following recommendations:

1. Teachers of English Language and language methods in Teachers Colleges should make it a point of duty to give their students Oral (English) drill for at least five minutes in every lesson they hold. And as a matter of principle, have at least one

full Oral English lesson once in a week in order to give the students enough practice in Oral English. This will go a long way to enhance students' competence in the Oral use of English, and in addition prepare them for the Teacher grade two Certificate examinations.

2. Teachers should teach Oral English with the dedication and seriousness it deserves. In addition, they should put what they teach into practice. This would go a long way to motivate the students.

3. An Oral English teacher who does not put what he teaches into practice cannot justify his teaching it.

4. Students should be made to buy books which deal with Oral English for classroom and private practice. For example:

   (a) Hornby, A.S., Oxford Advanced Learner's Dictionary of Current English, Oxford University Press, 1974, Oxford.

   (b) Jones, Daniel; English Pronouncing Dictionary, The English Language Book Society and J.M. Dent and Sons Ltd., 1917 London.

   (c) Jones, Daniels: The Pronunciation of English, Cambridge University Press; 1909, London.

(d) Mackenzie, M.D.M. Modern English Pronunciation Practice; Longman, 1967, London.

(e) Hill, L.A., Drills and Tests in English Sounds; Longman, 1961; London.

(f) Abolade, J.O. et al, Oral English for East Africa; Macmillan Press, 1971, London, etc.

5. Teachers who teach Oral English should be competent, and, in addition, show considerable interest in it. This is necessary because teachers who are not competent and do not have adequate interest in Oral English are likely to kill the growing interest of their students and further stand the chance of miseducating the young innocent students.

6. As much as possible, students should be exposed to listening to the radio, the television and tape recorders, i.e. authentic listening experiences.

7. The students should be given adequate training in recording their voices so as to listen to their own voices for personal assessment.

8. During Oral English practice students should be made to listen to good examples.

9. Preparation for the Teacher grade two Oral English examination should start in form one and not in form four and five as is done in many schools.

10. Oral English should be included in the Mock Teachers Grade Two Examination.

11. Schools and Colleges should purchase enough tape recorders and suitable already taped cassettes for students practice.

12. Since Oral English is a compulsory segment of English Language in the T.C., every T.C. should have as a matter of compulsion a well equiped Language Laboratory. This may seem unattainable at this austere period, but with care and seriousness, it could be built and equiped gradually as a long term measure.

13. Schools should avoid as much as possible assigning Asians to teach Oral English in this country. However, well trained ones could be used.

14. Where British - English is not available, well trained Nigerians could be used as substitutes.

15. The school libraries should be stocked with suitable and adequate books which deal with phonology.

16. Efforts should be made to employ phoneticians to conduct Oral English tests in schools, rather than using every Tom, Dick and Harry as is commonly done today.

17. Expert linguists should strive at upgrading Nigerian English speech to a recognised internationally intelligible version of English language.

18. The N.T.I. should up-grade the quality of the training given to the hired Oral English teachers. Further more, the period of their training should be between four and six weeks. The two to three weeks training is inadequate.

19. Oral English testers should be practising teachers.

20. People with speech defect should not be allowed to teach Oral English. They should not be used as models in Oral English tests either.

21. Principals and teachers of English should find a way of reducing the rampant use of Pidgin English in schools as this affects the students' spoken English adversly.

22. Students should be involved in language activities which encourage the correct and fluent use of spoken English, e.g. debate, drama, chain story and conversation.

23. Students should be encouraged to use the proper pronunciation they learnt in their Oral English lessons in their daily speech as constant meaningful practice gives rise to perfection.

24. The Oral English Teacher should endeavour to identify the peculiear language interference problems of his students and strive at solving them through drills and suitable activities.

25. The Oral English Teacher should organise adequate and suitable listening activities for his students.

5.4 Suggestions for Further Research

1. The area of what should be tested in Oral English needs further studies.

2. The codification of Nigerian spoken English needs the immediate attention of linguists.

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T.C. II ORAL ENGLISH EXAMINATION: SYLLABUS

A. The language skills that are expected to be developed in the students are:

1. Listening
2. Speaking
3. Reading
4. Writing

B. Three of these four language skills concern audio-oral skills which should therefore be tested by the oral examination.

C. For listening and Speaking skills, the candidates are expected:

1. To be competent in speaking English for easy and intelligible communication.

2. To understand and produce English sound system and to discriminate between vowels, diphthongs, voiced and voiceless consonants and consonant clusters.

The Sound System:

a. The consonants in the English sound system as a whole do not present much difficulty to Nigerian speakers of English in the sense that articulation of these consonants can be easily learnt. The problem lies mainly in making essential distinctions between consonants, especially where the inability of making such distinctions leads to unintelligibility and a break-down in communication. Problems peculiar to speakers of different Nigerian languages will be tested and candidates will be required to correctly articulate and to distinguish between certain English consonants. Examples of consonants usually incorrectly articulated are:-

/θ/ as in 'thin' (not 'tin')

/s/ as in 'church, children (not 'church or cildren)

/ð/ as in 'there (not 'dere')

/v/ as in 'von', 'very' (not 'fan' or 'fery')

b. Some Nigerian Languages do not permit consonant clusters, and inevitably learners of English with such native language structures tend to separate such clusters by inserting vowels, thus increasing the number of syllables and distorting the stress pattern. e.g. 'school' mispronounced 'sukul'. Candidates are thererore expected to articulate correctly English consonant clusters in words in which they occur.

c. In the area of vowels, the pure vowels

/æ/ as in cat

/e/ as in bed

/i:/ as in seat

/ɔ/ as in cot

and /u:/ as in moon

.../2

do not appear to present much difficulty. Most Nigerian learners of English have problems articulating and distinguishing between English vowels. Some problems of articulation and distinction are more peculiar to certain Nigerian linguistic groups than others. e.g. the vowels.

/ʌ/ as in cut

/ɜ:/ as in Bird

are difficult for Igbo speakers to articulate, and further, there is difficulty in distinguishing between words such as chat and Chart. Again, it will be necessary for teachers to focus on problem areas peculiar to speakers of the respective Nigerian languages as candidates will be tested on these points.

d. The central diphthongs of English present difficulties for many Nigerian learners of the language. It is therefore essential for teachers to lay emphasis on these problems. Pointing out distinctions between words like:

cheer /ɪə/ and chair /eə/

poor /uə/ and pore /ɔ:/

N.B.

As a guideline, teachers are reminded to refer to the following book which spells out in detail the problems peculiar to speakers of particular Nigerian languages.

DUNSTAN, Elizabeth (ed.): Twelve Nigerian Languages. A Handbook on their sound systems for teachers of English. Longmans, Green & Co. 1969.

3 To understand and produce correct stress and intonation patterns. Stress, Intonation and rhythm are closely interwoven i.e. stress and intonation give rise to rhythm. Students in Teacher Grade Two Colleges should be able to:

A. (I) Understand what stress/intonation mean-i.e.

(a) stress - The art of giving prominence to a syllable.

(b) Intonation - rising and falling of tone in pronouncing words.

(II) Difference between English Language and most African languages with refernce to (a) and (b) above.
While English Language is stress timing, Nigerian languages are tonal.

(III) Application of Stress:

This depends upon the part of a word one wants to emphasise.

(IV) Position of Stress:

Words are made up of syllables. Some words receive their stress on the first syllable while some have theirs on the second syllable etc.

e.g.	1st syllable	2nd syllable
	'teacher	a'go
	'policy	without
	'famous	be'lieve

.../3

(v) Effect of Stress:
Position of a stress could change the class of a word i.e. Verb to noun or vice versa.

i.'port - 'import

conduct - 'conduct etc.

(vi) Sentence Stress: Emphasis should be laid on sentence stress that rules following distinctions in meaning i.e. emphasis, doubt, exasperation politeness.

F. Intonation:
Students must be taught the following:

(I) Recognition of Intonation

(a) What intonation is in English-variations in pitch

(b) Normal Intonation patterns for:
Statement
Commands
Yes/No Questions.

(II) Types of Intonation:
(a) (i) Tune I - simple statement e.g. He is here.
(ii) Questions beginning with interrogative "Wh - words e.g. which is yours? Where are you?

(b) Tune II - Questions not beginning with "Wh question words: Questions which can be answered with "yes" or "no" e.g. Is he coming?
Requests e.g. Pass the salt, please.

(III) Intonation Patterns:
To reflect variations for contrast, emphasis, surprise, doubt and list:-
e.g. I gave him a red pen.(simple information)
I gave him a red pen.(not someone else)
The school library is burning! (surprise)
Bring a pen, a book, a ruler and a piece of chalk.

(IV) Use of Intonation in English:
(a) Placing rising, fall-rise pitch in the correct place
(b) rules governing the pitch of any syllables following a falling and rising pitch.
(c) appropriate use of information
(d) final pronouns are not stressed and do not bear a falling or rising pitch unless a contrast is implied.
(e) produces a gradual downward area of pitch

.../4

C. Rhythm:

Stress and intonation combine to give constant flow effect of variations in pitch at the clause and sentence level in English, this constant flow effect is known as rhythm.

4. To use orally, correct grammatical patterns, words idioms etc.

5. To converse freely in English on everyday topics.

D. For oral reading skill, the candidate should show competence in:

1. Reading for exact surface reading: The candidate should be able to understand the simple reading of a given passage without necessarily making deductions that result from a critical appreciation of the passage.

2. Reading for implied meaning: Candidates should be able to bring out the unexpressed or hidden meaning of a given passage by getting the themes that may be embedded in the passage. This involves the ability to examine the words in a given passage critically.

3. Reading for relationship of thoughts, paragraphs and ideas: Candidates should be able to connect related ideas, thoughts and facts wherever they occur in a given passage or piece of writing as if they were all concentrated in one paragraph or sentence.

4. Reading for gist (summary): Candidates should be able to make a brief summary of a given passage, bringing out only the salient points.

5. Reading for required information: Candidates should be able to bring out required information in a given passage i.e. information required by the questions.

NOTES: Candidates should be able to read at a reasonably fast speed. The speed of reading will be determined by the type of writing. It should be noted that equal attention should be paid to all the reading skills stated above since they are inter-related and necessary for a good appreciation of any piece of writing.

E. There shall be two papers in order to test these skills validly and reliably. Each of the proposed papers is described below:

Paper I

Title: Listening comprehension

Parts: A and B

Objective for Part 'A'

Part 'A' shall test the drawing out of information which the speaker intends to communicate in appropriate contexts.

Nature of Part 'A'

A selected passage from a piece of writing with possibly an African background the length of which shall be between 100 and 150 words. The passage shall have a logical beginning and end. This is to be played out from a cassette recorder to the examinees two times while they listen. The second reading shall be followed with a 10 - 20 item objective question to test the comprehension of the passage.

.../5

Time for Part 'A'

Total reading time 15 minutes. Item answering 10 - 20 minutes depending on the number of items, Part 'A' may be 30 minutes.

Part 'B'

Objective to be tested:

Sound discrimination of vowels and diphthongs, voiced and voiceless consonants and consonant clusters.

Nature of Part 'B'

Selection of contrasting pairs of words for purposes of discrimination - bet/bit, tie/die etc.

Time for Part 'B'

To depend on the number of items on each test. Preferably 60 items so that Paper I can be taken in 1½ hours.

Paper II:

Title of Paper: Reading & Conversation

Abilities to be tested:

(i) Competence in spoken English for easy and intelligible communication.

(ii) Production of intelligible English sound systems, stresses and intonation during conversation.

iii) Competence in reading aloud expressively and comprehending what the candidate has read for conversation.

Nature of Paper II

A Several passages of 100 - 120 words to be read are to be prepared and each passage has a header. There should be prepared for each passage a set of questions which the examiner will use as a guide during conversation. A candidate picks a header before meeting the examiner. This header is given to the examiner and he brings out a passage (study the serial header. The Candidate reads it, while the examiner listens for correct intonation, stresses and fluency etc.

Time for Paper II

30 minutes worked as follows:

- reading 10 minutes
- discussion 10 minutes
- conversation 10 minutes

B. Expression

Each candidate will be asked to speak on a familiar topic for about three minutes e.g. My experience in the last Teaching Practice As he talks, the candidate will be assessed on fluency, articulation, enunciation, correct grammatical patterns, and use of idioms.

APPENDIX II

TESTING ORAL ENGLISH IN TEACHER TRAINING COLLEGES
(A CASE STUDY OF FORM FIVE STUDENTS OF JESUS COLLEGE, OTUKPO)

ORAL ENGLISH - PROJECT TESTS

Name ----------Mother Tongue: ----------

College: ----------

There are four listening comprehension passages below. One selected one would be read to you twice, listen carefully to the reading and answer the questions which follow when you are asked to do so.

Your answers should be as BRIEF as possible. You DO NOT have to answer in complete sentence - a word or two would do.

EXAMPLE

(i) The Governor of Benue State is John Atom Kpera.

Question: Who is the governor of Benue State?

Answer: John Atom Kpera

(ii) Benue State was created in 1976.

Question: When was Benue State Created?

Answer: 1976

PART 1 LISTENING COMPREHENSION - PASSAGE I

Zainobe, all fragrant with the perfume, went to her mother as soon as the servant had left. Abu Bakir has sent for me, she lied. 'I must go at once'.

'You know your father does not want you to leave the house in the afternoon. But luckily he is away. Please do not do anything that will hurt the reputation of your family'.

Zainobe ran into the house at once and washed her feet and hands. She dressed herself in her best clothes and ran all the way to the house of Mallam Shehu. There were many people in the rich man's house, and, when he saw her from a distance, he ordered one of the servants to conduct her to the seventh room in his household.

QUESTION TO LISTENING COMPREHENSION PASSAGE I

1. Who did Zainobe go to when the servant left?

_____

2. Was it true that Abu Bakir sent for her?

_____

3. Did Zainobe ask for permission to go to see Abu Bakir from her mother or merely informed her?

_____

4. What did Zainobe do when she ran into the house?

_____

5. Who did Zainobe visit?

_____

LISTENING COMPREHENSION - PASSAGE II

The farmer who wants to plant Cocoa in the forest begins by cutting out small trees and undergrowth, leaving the largest trees for shade. The cleared ground is then prepared for planting. Cocoa is usually raised from seed, and the seed must be fresh. In West Africa, the seeds are usually put straight into lightly hoed ground, where they flourish and grow without transplanting. In plantations, as in the Caribbean

islands, seed beds are used and the seedlings are transplanted when they are about 30cm high. They are set out at intervals each way of two and a half to six metres, the distance apart depending largely on whether shade trees will be planted or whether the interlacing branches of the cocoa trees will provide their own canopy.

QUESTION TO LISTENING COMPREHENSION PASSAGE II

1. Where are cocoa planted?

_____

2. What does a farmer who wants to plant cocoa do first?

_____

3. Why does the farmer leave the largest trees?

_____

4. Apart from West Africa, where else is cocoa grown?

_____

5. Why do farmers in West Africa put cocoa seeds straight into lightly hoed ground instead of specially made beds?

_____

LISTENING COMPREHENSION - PASSAGE III

The Jews say that Abraham, a shepherd chief who lived in the Chaldean city of Ur, began their nation. He left the city of Ur about the year 2000 B.C. and travelled up the valley of the River Euphrates into the land we now know as Palestine. Abraham settled in Palestine and there he had two sons, Jacob and Esau. You have already read about the sons of Jacob, who sold their brother, into slavery in Egypt. There he became a

friend of the Pharaoh and was made governor of the land. Later there was a great famine in Palestine and Joseph's brothers went down to Egypt to buy corn.

QUESTION TO LISTENING COMPREHENSION PASSAGE III

1. What was the occupation of Abraham?

_____

2. Where did Abraham live?

_____

3. Where did Abraham travel to and settle?

_____

4. What did Jacobs sons do to their brother?

_____

5. Who became a governor in Egypt?

_____

LISTENING COMPREHENSION - PASSAGE IV

Record players, like recorders, may either run off batteries or off the mains. All record players have a turntable (the circular revolving plate on to which you place the record to be played) an amplifier and a loud speaker. Sometimes these three parts are all built together as one appliance, but, with more expensive equipments, the turntable will be separte from the amplifier which in turn will be separte from the speaker. Stereo refers to the effect created by having two loudspeakers. A stereo record is one specially constructed so that all the time it is playing some of the sounds it makes will come from

one speaker, and some from the other. The result is to make the recording sound more life-like.

QUESTIONS TO LISTENING COMPREHENSION PASSAGE IV

1. What two powers do record players use?

_____

2. What do all record players have?

_____

3. What is the effect created by having two speakers called?

_____

4. What three parts are built together as one appliance?

_____

5. What is the main function of a stereo as stated in the passage?

PART II - MINIMALLY CONTRASTING

Items Test

INSTRUCTION: Please, listen very carefully. The answer sheet in front of you contains a list of words arranged three on each line. The words are lettered A, B, and C. I am going to read one word from each line. Circle the letter of the one you heard me read.

Example 1

A. best (B) bet C bit

The word I read was bet . The correct answer for example 1

is B. Therefore I would record my answer by circle letter B.

Example 2:

A. teem B. team (C.) theme

The word I read was/θi:m/ th-e-m-e, so the correct answer to example 2 is C. Therefore I would record my answer by circling letter C.

Now be ready to record your answers on your answer sheet as I have done in the examples above.

Word - Group 1

1.	A.	three	B.	tree	C.	drill
2.	A.	shirt	B.	sot	C.	shit
3.	A.	wash	B.	watch	C.	vitch
4.	A.	buzzes	B.	bushes	C.	buses
5.	A.	parcel	B.	patches	C.	partial
6.	A.	reading	B.	ridges	C.	riches
7.	A.	boat	B.	booth	C.	both
8.	A.	there	B.	dare	C.	deer
9.	A.	leap	B.	live	C.	leave
10.	A.	berry	B.	ferry	C.	very

Word - group II

11.	A.	these	B.	this	C.	dish
12.	A.	bean	B.	ben	C.	bin
13.	A.	bet	B.	beat	C.	bit

14.	A.	bit	B.	bed	C.	beed
15.	A.	fid	B.	feed	C.	fed
16.	A.	hut	B.	hot	C.	hat
17.	A.	cat	B.	cut	C.	cart
18.	A.	mad	B.	mud	C.	marred
19.	A.	match	B.	march	C.	much
20.	A.	pot	B.	port	C.	part

Word - group III

21.	A.	said	B.	seed	C.	sid
22.	A.	bathe	B.	bath	C.	birth
23.	A.	list	B.	least	C.	lest
24.	A.	hurt	B.	hut	C.	heart
25.	A.	search	B.	shirt	C.	such
26.	A.	birds	B.	buds	C.	bards
27.	A.	stock	B.	stark	C.	stork
28.	A.	lock	B.	look	C.	luke
29.	A.	bid	B.	bit	C.	bee
30.	A.	bet	B.	pet	C.	bed

Word - group Iv

31.	A.	sail	B.	sell	C.	sill
32.	A.	wet	B.	wait	C.	wit
33.	A.	pen	B.	pin	C.	pain
34.	A.	rid	B.	raid	C.	rod
35.	A.	tail	B.	tell	C.	till
36.	A.	fell	B.	fill	C.	foil

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37.	A.	Nil	B.	nail	C.	hell
38.	A.	late	B.	lot	C.	lit
39.	A.	scents	B.	since	C.	saints
40.	A.	later	B.	letter	C.	litter

Word - group V

41.	A.	coke	B.	cock	C.	cork
42.	A.	roared	B.	road	C.	rod
43.	A.	doss	B.	doors	C.	doze
44.	A.	stoking	B.	stocking	C.	stalking
45.	A.	chalk	B.	chock	C.	choke
46.	A.	rote	B.	rot	C.	wrought
47.	A.	raise	B.	rise	C.	rouse
48.	A.	dine	B.	down	C.	drone
49.	A.	pined	B.	pained	C.	pound
50.	A.	rind	B.	rained	C.	round

Word - group VI

51.	A.	church	B.	such	C.	search
52.	A.	tank	B.	thank	C.	dank
53.	A.	van	B.	fan	C.	farm
54.	A.	ferry	B.	fearing	C.	very
55.	A.	light	B.	right	C.	side
56.	A.	din	B.	thin	C.	tin
57.	A.	blot	B.	plot	C.	glot
58.	A.	dish	B.	this	C.	ditch
59.	A.	rashes	B.	ridges	C.	riches
60.	A.	cold	B.	gold	C.	told

SPEAKING

PART III VOWELS AND CONSONANT SOUNDS: SUBTEST A

INSTRUCTION: Please read the items listed below very carefully and clearly.

1.	arm	2.	them
3.	girl	4.	shape
5.	church	6.	pop
7.	honest	8.	mayor
9.	pronunciation	10.	vision
11.	through	12.	receipt
13.	lorry	14.	pebble
15.	pointed	16.	court
17.	pot	18.	zero
19.	vote	20.	teacher

CONSONANT CLUSTERS - SPEAKING (READING) SUBTEST B

INSTRUCTION: Please read the following words as clearly as possible

1.	driver	2.	school
3.	doctor	4.	conductor
5.	screw	6.	contractor
7.	draw	8.	speaker
9.	gleam	10.	stress
11.	student	12.	friend
13.	shrub	14.	bread
15.	brush	16.	scrape
17.	spoon	18.	trade
19.	drain	20.	trade

[illegible]

INSTRUCTION: Please look at the items numbered 1-20 very carefully and read them one after the other

One word - 1st syllable

1. pencil
2. kitchen
3. farmer
4. woman
5. jumping

2nd Syllable:

6. rejoice
7. away
8. behind
9. commit
10. detest

Sentence stress and phrasing:

11. Ladi saw a man and a woman fighting
12. Nigeria imports cars
13. Petroleum is the main export of Nigeria
14. Nigeria exports cocoa and ground-nut
15. Moru is an ex-convict
16. The judge will still convict him
17. - it would be difficult to convince the judge
18. - before going to see the examiner.
19. The case comes up on the first day of March
20. - a beautiful old lady

Emphatic Stress: Section C (II)

Please listen to the questions below these answers and read the answers which suitably answer the individual questions.

Now listen to the questions:

Answers:

1. The salesman sold the car
2. The salesman sold the car
3. The salesman sold the car.

Questions:

1. Did the salesman buy the car?
2. Who sold the car?
3. What did the salesman sell?

INTONATION: SECTION D

INSTRUCTION: Read the following items as clearly as possible

1. Musa and Sule have come home
2. What are you doing?
3. Is he going?
4. Come here!
5. Can she dance well?
6. They killed the cat?
7. She bought some eggs, some fruits, a pen, a blouse and a wrist-watch.
8. Did you steal the money?
9. The patient is dead
10. It was a man I saw, not a woman

ORAL READING PASSAGES

INSTRUCTION : Below are five Oral Reading Passages. Choose any ONE of them and read it aloud as clearly as possible. You are given a minute to make your choice.

PART IV ORAL READING - PASSAGE I

A man sat on a black cat and the black cat was squashed flat, for the man was a fat man.

'Oh, that fat man is a bad man', said the black cat, 'he's squashed me flat and that makes me sad'. The black cat had only a thin little voice, of course, for he was a flat cat and you should know that a flat cat's voice is a thin flat voice. But the fat man heard what the sad black cat said, and the man said, 'Oh, flat black cat I am sad! I thought you were a black mat, and that's why I sat where I sat'.

ORAL READING - PASSAGE II

The story of slavery and the slave-trade is as old as history. The Egyptians were the first people to become civilized but they were also the first to carry off subject peoples into slavery. The Pharaohs and the noblemen led a life of great ease but this was made possible only because they had slaves to do all the hard works for them. They were then free to enjoy works of art and to engage in studies or amusements. Certainly, the most remarkable monuments that the Egyptians have left to future generations are the pyramids and the wonderful temples.

ORAL READING - PASSAGE III

There was once a man called Mallam Shehu. He was a rich man, richer than anybody also who lived at the time. Wealth was the gift that Allah had given him; and he had three wives, but of children he had non and was unhappy for that reason. Whenever he said his prayers, he did not ask Allah to give him a son or daughter of any particular talent, but any child, someone he could look upon as his own.

One night when he was asleep he dreamed that he went to market There he saw a man selling a horse. Now Shehu liked the horse and when he heard that someone had already bought it for three pounds, he offered the seller three pounds ten shillings.

ORAL READING - PASSAGE IV

Some teachers' teaching please some people, but other people feel the same teaching isn't please. It isn't easy to please each person but teasing the teacher won't please the teacher and each teacher needs to be free to teach as he pleases.

ORAL READING - PASSAGE V

Seizure and Closure of the Garage

The unusual confusion surrounding the revision of the decision regarding the seisure and closure of the garage is purely due to some measure of collusion. The television workers were not pleased with the closure but are now glad with the revision of the decision. We sometime need a vision in order to take some vital decisions.

GENERAL TEST RESULT

S/No	Last Comp	Man Contr.	V.C. Sounds	Cons. Clust.	W.S. Stress	MPPH Stress	Prof	Oral ø	Reading Water 1	Water 2	Total	Av. %	Pos
01	70	93.3	75	95	90	66.6	90	60	50	60	749.9	74.99	4
02	60	65.0	63	80	85	33.3	90	70	40	40	628.3	62.83	28
03	30	83.3	65	75	75	33.3	80	50	50	60	526.6	52.66	41
04	70	75.0	75	70	85	66.6	90	50	60	50	691.6	69.16	16
05	20	83.3	50	45	80	33.3	70	20	20	00	421.6	42.16	48
06	70	86.6	50	50	80	33.3	80	50	80	60	639.9	63.99	24
07	40	71.3	70	80	70	00.0	50	60	60	30	471.3	47.13	44
08	60	86.6	95	70	85	66.6	90	60	50	50	713.2	71.32	10
09	30	83.3	70	70	90	33.3	70	70	60	70	646.6	64.66	21
10	80	70.0	50	60	80	66.6	90	50	40	40	626.6	62.66	29
11	70	73.3	70	96	80	33.3	80	60	50	70	563.3	56.33	39
12	90	65.0	55	50	60	33.3	60	40	30	30	513.3	51.38	42
13	70	78.3	55	80	40	33.3	70	50	30	60	566.6	56.66	37
14	40	73.3	35	20	20	00.0	50	40	40	40	358.3	35.83	50
15	70	86.6	70	90	80	66.6	80	50	60	40	703.2	70.32	13
16	80	71.3	90	90	85	33.3	80	60	40	40	669.6	66.96	19
17	40	68.8	60	80	65	66.6	80	50	50	50	609.9	80.99	32
18	60	86.6	55	80	90	66.6	90	70	60	70	728.2	72.82	7
19	100	85.0	80	85	95	100.0	90	70	70	60	845.0	84.50	1
20	60	71.3	60	80	75	00.0	80	50	60	60	596.3	59.63	36
21	100	88.3	70	90	90	33.3	80	70	60	60	741.6	74.16	6

1	2	3	4	5	6	7	8	9	10	11	12	13	14
22	00	53.3	40	50	50	33.3	60	40	50	40	416.6	41.66	43
23	00	75.0	75	75	90	00.0	80	50	50	40	465.0	46.50	46
24	00	71.3	60	80	85	66.6	70	60	60	70	622.9	62.99	27
25	50	71.3	60	70	80	33.3	70	70	60	60	624.6	62.46	31
26	20	80.0	60	35	60	00.0	70	40	50	50	465.0	46.50	46
27	60	76.6	60	80	85	33.3	80	60	50	50	634.9	63.49	25
28	00	80.0	75	85	80	100.0	80	50	50	60	660.0	66.00	20
29	30	90.0	75	70	80	100.0	70	60	70	60	705.0	70.50	12
30	30	86.6	45	70	75	33.3	80	60	60	60	599.9	59.99	34
31	10	81.6	65	75	95	100.0	90	70	60	60	706.6	70.66	11
32	60	78.3	85	95	90	66.6	80	90	80	90	814.9	81.49	2
33	30	71.3	60	80	80	33.3	60	20	30	30	494.6	49.46	44
34	60	85.0	65	65	90	66.6	90	50	40	50	596.6	59.66	35
35	70	71.3	65	90	85	33.3	80	50	50	50	644.6	64.46	23
36	20	80.0	60	40	70	33.3	60	50	60	50	633.3	63.33	26
37	60	81.6	80	75	75	66.6	80	70	60	80	728.2	72.82	7
38	50	78.3	75	80	75	66.6	70	70	50	60	674.9	67.49	18
39	50	53.3	60	55	65	33.3	60	60	70	70	576.6	57.66	37
40	80	85.0	50	80	80	66.6	80	70	70	60	721.6	72.16	9
41	60	81.6	65	80	80	33.3	70	60	60	70	515.9	51.59	42
42	80	81.6	80	80	75	100.0	80	60	70	60	766.6	76.66	3
43	70	75.0	60	75	90	66.6	80	60	50	60	746.6	74.66	5
44	90	71.3	50	85	70	100.0	80	50	50	50	696.3	69.63	15
45	50	50.0	70	70	85	66.6	80	40	40	50	601.6	60.16	33

1	2	3	4	5	6	7	8	9	10	11	12	13	14
46	40	78.3	65	85	75	33.3	80	60	50	60	626.6	62.66	29
47	100.	78.3	55	60	85	100.0	80	50	40	50	698.3	69.83	14
48	90	80.0	40	70	75	100.0	60	60	50	50	675.0	67.50	17
49	00	85.3	60	65	75	66.6	70	40	50	50	559.9	55.99	40
50	70	65.0	60	75	70	66.6	60	60	60	60	646.6	64.66	21

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Key:

1. Serial Number
2. Listening Comprehension
3. Minimally Contrasting Items
4. Vowel and Consonant Sounds
5. Consonant Clusters
6. Word and Sentence Stress
7. Emphatic Stress
8. Intonation
9. Oral reading Ø researcher
10. Ordl reading Rater 1
11. Oral Reading Rater 2
12. Total Score
13. Average Percentage Score
14. Position

APPENDIX 4

SAMPLE OF ITEM ANALYSIS

DRAFT N: 30 $\frac{N}{3}$ = 17: 16: 17

1 Item	2 Upper Third	3 Middle Third	4 Lower Third	5 Total	6 P.V.%	7 Diff	8 M-S
	MAX Sc. 17	16	17	50	100		
115	17	14	16	47	94	1	0.06
116	17	15	13	45	90	4	0.24
117	16	15	15	46	92	1	0.06
118	17	16	16	49	98	1	0.06
119	9	12	4	25	50	5	0.29
120	6	6	5	17	34	1	0.06
121	17	15	16	48	96	1	0.06
122	16	16	10	42	84	6	0.35
123	9	5	4	16	32	5	0.29
124	17	10	3	30	60	14	0.82
125	15	12	3	30	60	14	0.82
126	12	10	0	22	40	12	0.71
127	14	9	1	24	48	13	0.76
128	17	11	5	33	66	11	0.65
129	10	10	0	20	40	10	0.59
130	16	13	8	37	74	8	0.47
131	16	12	6	34	68	10	0.59
132	15	10	3	26	52	10	0.59
133	11	9	1	21	42	10	0.59
134	9	9	0	18	36	9	0.53
135	16	14	1	31	62	15	0.88
[illegible]	10	8	10	28	56	0	0
[illegible]	10	10	7	32	64	6	0.47

Appendix 5: SPLIT-HALF (STATISTICS)

S/NO	X	Y	X-Y	$(X-Y)^2$
1	44	38	6	36
2	47	45	2	4
3	40	44	-4	16
4	25	25	0	0
5	40	48	-8	61
6	43	41	2	4
7	38	36	2	4
8	39	41	-2	4
9	42	13	29	841
10	22	11	11	121
11	40	39	1	1
12	42	24	10	324
13	17	49	-32	024
14	47	33	14	196
15	10	45	27	729
16	42	49	-7	49
17	48	45	3	9
18	46	49	-3	9
19	46	49	-3	9
20	38	40	-2	4
21	46	36	10	100
22	41	15	26	676
23	45	33	12	144
24	41	47	-3	9
25	48	35	13	169
26	42	40	2	4
27	44	47	3	9
28	40	47	1	1
29	22	43	-21	441
30	50	50	0	0
31	43	43	0	0
32	31	27	4	8
33	46	26	20	400

$(X-y)^2$ = 5406

S/NO	X	Y	X-Y	$(X-Y)^2$
34	40	20	20	400
35	6	16	10	100
36	37	14	23	529
37	37	29	8	64
38	39	19	20	400
39	48	32	16	256
40	44	37	7	49
41	47	47	0	0
42	19	10	1	1
43	40	19	21	441
44	40	33	6	36
45	25	46	21	441
46	49	47	2	4
47	34	30	4	16
48	42	20	2	4
49	44	36	8	64
50	41	32	9	81
51	40	46	2	4
52	47	4	43	1849
53	47	47	0	0
54	21	39	10	324
55	46	41	5	25
56	42	35	7	49
57	43	30	5	25
58	33	39	6	36
59	41	43	2	4
60	43	34	9	81
61	17	31	14	196
62	29	44	15	225
63	47	45	2	4
64	46	39	7	49
65	25	17	8	64
66	48	33	15	225

$(X-y)^2$ = 6046

n = 132

(i) $(X-y)^2$=5406

(ii) $(X-y)^2$=6046

Total = 11452

Formula:

$$rs = 1 - \frac{6(X-y)^2}{n(n^2-1)}$$

$$rs = 1 - \frac{6(11452)}{132(17424-1)}$$

$$= 1 - \frac{68712}{2299536}$$

rs = 1 - .03

= .97

KASUWA