THE LEVEL OF ORAL ENGLISH PERFORMANCE OF PUPILS IN SELECTED PRIMARY SIX CLASSES IN ZARIA

BY

DEBORAH JOLADE OGUNROMBI

SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY

TEACHING ENGLISH AS A SECOND LANGUAGE
(T E S L)

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

1986.

D E C L A R A T I O N

I hereby certify that this thesis has been written by me and that it is a record of my own research work. It has not been presented in any previous application for a higher degree. All quotations are indicated by quotation marks or indentation and the sources of information are specifically acknowledged by means of references.

Deborah Jolade Ogunrombi.

C E R T I F I C A T I O N

This Thesis entitled The Level of Oral English Performance of Pupils in Selected Primary Six Classes in Zaria by Jolade Ogunrombi, meets the regulations governing the award of the degree of Doctor of Philosophy of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

Dr. David Williams
Chairman, Supervisory Committee

23/12/86
Date

Dr. M.J. Shuaibu
Co-Supervisor

29/12/86
Date

Dr. R. Omojuwa
Member, Internal Defence Committee

2-1-87
Date

Dr. A.A. Sambo
Head, Department of Education

2/1/87
Date

Prof. G.E. Osuide
Dean, Post-Graduate School.

Date

D E D I C A T I O N

This piece of work is dedicated:

1. To my Late Parents: AJAO & ADEPEJU OJELEYE, who were the initial forces behind my understanding and appreciation of spoken language;

2. To my Late Father-In-Law: DAVID ISHOLA OGUNROMBI, who demonstrated his reverence for the spoken word by insisting that I teach his grand-children how to properly talk in the language he loved

and

3. To my Unique and Beloved Husband, PROF. JOSEPH AKINTOLA AJANI *OGUNROMBI*, *who is the Genesis, the Psalms and the Revelations* of this Project.

A C K N O W L E D G E M E N T S

That this work is done at last calls for thanksgiving and because the road that led me thus far has been unusually LONG, my gratitude should be comparably WIDE.

After some years of seemingly unfruitful search and toils I stumbled on that genial and scholarly man of University of Ibadan, Prof. PAI Obanya at the 1982 Curriculum Conference in Jos. He linked me with a very pleasant and hard working disciple of his, Dr. S.O. Ayodele of the same University and discussions with both of them set me on a definite course of action with regards to this study. Their scholarly materials proved useful and their god-sent, spontaneous and sincere help has left only one prayer on my lips: May their numbers increase!

Dr. (Mrs) Veridiano initially was in the team of those to supervise this project, but she soon left the University services. I hereby acknowledge her kindness and concern for my progress.

Dr. David Williams and Dr. M.J. Shuaibu of the Department of Education willingly accepted to supervise my work and I gratefully acknowledge their sacrifices of time and efforts in and out of season. They both allowed me to benefit from their scholarly, and relevant materials and wealth of experience in this type of work. Specifically I acknowledge their searching questions that made me take a second or a third look at issues, the result of which had improved the quality of this work. May they be richly blessed.

Dr. R. Omojuwa of the Institute of Education, A.B.U. and Dr. T.C. Mani of the Department of Education were also members of the Internal defence committee. I am grateful for their useful contributions.

My gratitude goes also to the Head of Department of Education, Dr. A.A. Sambo, who kindly gave me letters of recommendation to all the schools studied and to other departments of A.B.U. which I had to work with during the course of this study. I acknowledge also his recommendation and approval that yielded some financial assistance for the completion of this project.

Next I register my sincere thanks to the many senior staff members who as friends and colleagues in the University and who in spite of their other professional engagements graciously accepted to be assessors of the oral production performances of the subjects of this study. The same gratitude goes to my B.Ed. Language Arts Students (1983-84) and the non-Language Arts Students who were friends of my two daughters in the Faculties of Pharmacy and Medicine. All these undergraduates participated as assessors of the subjects' oral performances and I am grateful to them.

Without the co-operation and kind assistance of the headmasters/headmistresses and all their assistants in all the primary schools contacted and especially those in the four selected schools of this study, I probably would have nothing to write about. They not only gave me audience, as often as I called on them, but they made several adjustments to accommodate the periods of the tests and charged their teachers and pupils to give me their co-operation. I acknowledge with sincere thanks this singular opportunity and privilege.

The then Director of the Centre for Adult Education and Extension Services, Alhaji Gidado Bello, kindly made available for my use the recording studio, the large classrooms, the centre's large bus and all extra conveniences that the pupils from the four selected schools needed whenever I brought them to the University Main Campus.

I am grateful to him and Mr. Salawu who was then in charge of the recording studio as well as his assistant. They were always available and very helpful. Mrs. C.A. Ajibade formerly of the Centre for Technology ABU, also co-operated by assigning her assistants and the equipments needed for each recording session. Wherever these are, may they also be richly blessed.

The Director of the Computer Centre in A.B.U., Mrs. Braide promptly responded to a note from my supervisor, Dr. Williams, and she attached me to her staff. I want to thank her, Mr. Odetayo and Dr. Oladipo of the Computer Centre for their assistance even when NEPA caused a lot of 'go-slow' and the Computer broke down. At the re-awakening of the computer, Dr. Ben Oyejola of the Data Processing Unit in the Institute for Agricultural Research (I.A.R.) in ABU came to my rescue and dismissed all my statistical analysis problems with, as it were, a magic wand. I acknowledge with gratitude that man's respectful patience and tolerance during the frequent and time consuming sessions of tutoring he gave me. I thank God for his brilliant mind.

I am equally appreciative of the prayer support of the various members of Calvary Baptist Church, Samaru, Zaria. In particular I thank the church pastor, the Revd. T.O.P. Anyanhun for his prayers and encouragement. Also I am grateful for the prayers of members of the Board of Deacons of the same church past and present; Dr. A.H. Dyson now of Sierra Leone; Dr. & Mrs. Duro Olarewaju of I.A.R.; Mr. & Mrs. James Imoni of Faculty of Pharmacy; Dr. & Mrs. Ralph Adewoye of Leather Research Institute, Zaria; Mrs. C. Adegbite of Institute of Education, Mrs. Funso Alaiyemola of the A.B.U. Demonstration Secondary School, Miss Theresa Anjorin of College of Agriculture, and Mr. Sam.Bello of Calvary Baptist Church.

In the same way I gratefully acknowledge the prayers and moral support of all my relations. For particular mention are Mrs. Comfort Adedigba Ajiboye, my only surviving sister, Mr. & Mrs. John Gbadero Ajetunmobi, my worthy and understanding cousin and his wife; all the Akinbiyis of Ibadan; all the Ajetunmobis of Ibadan and Ogbomoso; the Babalolas of Fapote, Ogbomoso; the Babalolas of Nasarawa, Jos; the Ogunrombis in Grenya and Kaduna and the Adeniyis in Kaduna and Warri. 'Ire O'.

There are also relations and friends who stick closer than brothers. They remained loyal, steadfast, thoughtful and very supportive in very many ways. They are the families of Dr. & Mrs. A.L. Bello of School of Basic Studies, A.B.U., Mr. & Mrs. O. Olugbodi of Nigerian Railways Corporation, Zaria, Mr. & Mrs. J. Adeyemi of the Nigerian Civil Aviation and Training Centre, Zaria; plus our childhood friends Chief Abiodun and Chief (Mrs) Oluremi Oduyemi of Lagos. "Jebu weh weso o, 'Mo lare". I acknowledge the collective and individual encouragement, prayers and moral support from all these for me and the entire Ogunrombi family even when things were dark and very rough. May they all never lack any good thing!

The rough manuscripts of this project went through beautiful transformation in the hands of Mr. Isaac U. Nnachi and Miss Elizabeth Obioha. These two diligent and prompt workers deserve more thanks than I can express.

Then I want to acknowledge the singular and constant prayer support, encouragement and patient understanding of my husband, all our children and two grandchildren. They all accepted my absences without complaining and each of them contributed in no small way to keeping the home front going and in bringing this study to a successful end.

Finally, I humbly acknowledge the abundant grace and infinite love of God that I enjoyed and which kept me healthy throughout this long and arduous journey.

TO GOD BE THE GLORY!

A B S T R A C T

For the Nigerian child, the knowledge and skills he has to master by the end of primary education are given through the medium of English language. English is therefore an important tool and a mastery of its skills should enhance the child's educational and career progress. This study is interested in finding out the level of oral English performance of primary pupils in their final year.

Some 120 primary-six pupils from four schools represented four geographical locations within Zaria township and three approaches to the learning of English as a medium of Education in Nigeria. The four schools showed effects of some identified extra-language variables on their performances. The variables are: language facilities, language environment at home and school, the parents' level of education and the ages of the pupils.

The tools of the study included three tests, namely: the listening comprehension, the oral reading and the free response tests as well as the school observation reports.

The study's findings are:-

(1) That most of the subjects scored passing grades in the listening comprehension tests due to a familiarity with similar exercises in their previous school experiences.

(2) That conversely, most of the subjects scored poorly in both the oral reading and the free response tests due to an inadequate and irregular exposure to the learning and use of English language.

(3) That of all the variables, the availability of language facilities or otherwise language environment of the school and the age at which the subjects got exposed to the learning and use of English had more siginficant effects on their performance.

(4) That the age variable was positive when subjects got exposed to learning English early, and negative when the exposure was irregular and late. This is a singular and established finding of this study.

The study recommends:-

(1) That testing oral English at the primary school level, which is at present rather neglected and new, should be encouraged for its beneficial wash-back effects on language teaching at all school levels.

(2) That the methods used by those primary schools who got their pupils exposed early to the learning and use of English language with such significantly beneficial results be recommended for all primary schools based on the outcomes of this study.

TABLE OF CONTENTS

Chapter		Page
	Title Page	i
	Declaration	ii
	Certification	iii
	Dedication	iv
	Acknowledgements	v
	Abstract	x
	Table of Contents	xii
	List of Tables	xvi
	List of Figures	xviii
	List of Appendices	xix
	Abbreviations and Definitions	xx
1.0	INTRODUCTION	1
1.1	Preamble	1
1.2	Language and Education	3
1.3	English as a Second Language in Nigerian Education	4
1.4	Research Questions	8
1.5	The Null Hypotheses	10
1.6	Significance of the Study	11
1.7	Scope and Delimitation of the Study	12
1.7.1	What Language Skills	12
1.7.2	What Population	13
1.7.3	What Location	14

		Page
2.0	REVIEW OF RELATED LITERATURE	16
2.1	Introduction	16
2.2	Teaching and Learning of English as a Second Language ..	16
2.3	The Teaching of Oral English	19
2.3.1	Introduction	19
2.3.2	Problems of Teaching Oracy	23
2.4	Testing Oracy in English	31
2.4.1	Introduction	31
2.4.2	Oral English Tests: Definition and Purpose	32
2.4.3	Types of Oral English Tests	34
2.4.4	Problems of Testing Oracy	40
2.5	Extra-Language Factors that Affect Oral English Performance	50
2.5.1	Language Facilities	50
2.5.2	Language Environment: Home and School	51
2.5.3	Parents' Level of Educational Attainment.....	55
2.5.4	Pupils' Age	56
2.6	Comparable Studies in Oral English Performance.....	58
2.6.1	The Appropriate Time to start speaking in English...	58
2.6.2	Studies on Standard Variety of Spoken English	61
2.6.3	Intelligibility Studies	64
2.6.4	Summary of the Literature Review	66
3.0	RESEARCH DESIGN AND PROCEDURES	68
3.1	Introduction	68
3.2	Research Sample	68
3.3	Research Instruments	71
3.3.1	Oral Interview	72

		Page
3.3.2	Receptive Tests	75
3.3.3	Production Tests.....	76
3.3.4	Observation of Primary Schools	81
3.4	Procedures of Administering the Instruments	83
3.4.1	Oral Interview	83
3.4.2	Receptive and Production Tests	83
3.4.3	Standardization of the Instruments	86
3.4.4	Observation of Schools	89
3.5	Scoring Procedures	89
3.5.1	Scoring the Oral Interview	90
3.5.2	Scoring the Production Tests	91
3.5.3	Scoring the Receptive Tests	95
3.5.4	Scoring Observation Reports	95
4.0	ANALYSIS OF DATA AND FINDINGS.....	96
4.1	Introduction	96
4.2	Subjects' Performance in Receptive Tests	98
4.3	Subjects' Performance in the Oral Reading Tests.....	100
4.4	Subjects' Performance in Free Response Situation	104
4.5	Differences in Subjects' Performance Within Schools in the Receptive Tests	106
4.6	Differences in Subjects' Performance Within Schools in the Oral Reading Tests	110
4.7	Differences in Subjects' Performance Within Schools in Free Response Test	112
4.8	Differences Between Means of Schools in all Tests....	114
4.9	Comparison of Subjects' Performance between Schools..	116
4.10	Relationship Between Subjects' Performance in all Tests	120
4.11	Independent Variables and the Subjects' Level of Performance in all Tests	122

		Page
4.12	Comparison of Ratings by Five Categories of Assessors	137
5.0	CONCLUSIONS AND RECOMMENDATIONS	144
5.1	Introduction	144
5.2	Performance in the Receptive and Production Tests....	144
5.2.1	Receptive Performance	144
5.2.2	Production Performance	146
5.3	Relationships and Differences in Skills of Oracy.....	148
5.3.1	Relationships	148
5.3.2	Differences	150
5.4	School Types and other Variables in Second Language Learning	151
5.5	The National Policy and Language of Education in Nigeria	155
5.6	Limitations of the Study	156
5.7	Summary of Receommendations	158
5.8	Areas for Further Research	159
5.9	A Last Word	161
	REFERENCES	163
	APPENDICES	170

LIST OF TABLES

Tables		Page
3.1	Primary Schools and Subjects Involved in the Study...	71
3.2	Different Language Groups among Subjects of the Study..	79
3.3	Participation in National Common Entrance Examination by Schools.....	87
3.4	Rank Correlation Coefficients of Subjects' Performance in NCEE and SLCE versus Test of the Study	88
3.5	Inter-Team of Raters Reliability Coefficients in Reading for all Schools	93
3.6	Inter-Team of Raters Reliability Coefficients in Free Response for all Schools	94
4.1	Subjects' Scores per Test per School in Listening Comprehension	98
4.2	Means, Standard Deviations and Range of Performance in the Listening Comprehension Tests	99
4.3	Means, Standard Deviations and Range of Performance in the Oral Reading Tests	102
4.4	Means, Standard Deviations and Range of Performance in the Free Response Test	105
4.5	Frequency Distribution of Grades in the Listening Comprehension Tests in All Schools	108
4.6	Frequency Distribution of Grades in the Reading Tests in All Schools	111
4.7	Frequency Distribution of Grades in the Free Response Test in all Schools	113
4.8	Levels of Differences between School Means in all the Tests	114
4.9	Differences in the Listening Comprehension Performance between Schools	116
4.10	Differences in the Oral Reading Performance between Schools	117
4.11	Differences in the Free Response Performance between Schools.....	118

Tables		Page
4.12	ANOVA: Computations for all Tests of the Study	119
4.13	Correlation between Subjects' Mean Performance in Paired Tests	121
4.14	ANOVA: Independent Variables and all the Tests of the Study of all Subjects	123
4.15	Multiple Classification Analysis Using the Independent Variables on all Subjects' Performances	127
4.16	ANOVA: Independent Variables and all Tests in School I	128
4.17	Multiple Classification Analysis Using the Independent Variables on Subjects' Performances in School I	129
4.18	ANOVA: Independent Variables and all Tests in School II	130
4.19	Multiple Classification Analysis Using the Independent Variables on Subjects' Performances in School II	131
4.20	ANOVA: Independent Variables and all Tests in School III	132
4.21	Multiple Classification Analysis Using the Independent Variables on Subjects' Performances in School III	134
4.22	ANOVA: Independent Variables and all Tests in School IV	135
4.23	Age Categories of all Subjects and Transition Pattern to English Language	136
4.24	Multiple Classification Analysis Using the Independent Variables on the Subjects' Performance in School IV ...	137
4.25	Comparison of Scores by Five Categories of Assessors..	140

LIST OF FIGURES

Fig.		Page
2.1	Comparative English Phonetic Charts Versus Three Major Nigerian Languages:-	
	(a) Consonants	24
	(b) Consonants (Cont'd)	25
	(c) Vowels	26
	(d) Vowels (Cont'd)	26
2.2	Language Competence and Language Performance Charts:-	
	(a) Chomsky's Model	53
	(b) Ayodele's Adaptation	53
	(c) Ogunrombi's Extension	54

LIST OF APPENDICES

Appendices		Page
I	Questions for Oral Interview.....	170
II	Proforma Answer Sheet for Oral Interview	172
III	Reading Aloud: Continuous Prose	174
IV	Reading Aloud: Single Sentences	175
V	Segmental Features Marking Guide: Continuous Prose	176
VI	Segmental Features Marking Guide: Single Sentences	177
VII	Supra-Segmental Features Marking Guide: Continuous Prose	178
VIII	Supra-Segmental Features Marking Guide: Single Sentence	180
IX	Free Response	181
X	Booklet of Narrative Pieces (Tape-Recorded).....	182
XI	Answer Booklet	186
XII	Letter of Introduction For School Observation	190
XIII	Proforma Scoring Scheet	191
XIV	Inter-Team of Raters' Reliability Coefficients in Reading	192
XV	Inter-Team of Raters' Reliability Coefficients in Free Response	194
XVI	Number of Subjects Having Language Facilities Available to them	196
XVII	ANOVA: Sums of Squares for all the independent variables for all subjects combined and for subjects school by school	197
XVIII	List of Names of Assessors of the Subjects of the Study	200

ABBREVIATIONS AND DEFINITIONS

In the course of this study, some words have been abbreviated because of their frequent use, and some terms have been used in special ways. The abbreviated words and specially defined terms are listed below.

Abbreviations:-

1. A.B.U. = Ahmadu Bello University in Zaria, Nigeria.

2. L.E.A. = Local Education Authority. This is the Local Government Sector in charge of all primary schools within a given local government area such as Zaria Local Government in Kaduna State.

3. N.C.E.E. = National Common Entrance Examination. A nationwide examination for all primary-six pupils seeking admission into Federal Government Colleges in Nigeria.

4. N.P.E. = National Policy on Education. A Federal Government Publication which contains all the policy statements about education in Nigeria. It was conceived during the 1969 National Curriculum Conference in Nigeria and was carefully put together first in 1977 and revised in 1981.

5. N.S.E. = Nigerian Standard English. In an attempt to qualify, justify and properly describe an acceptable and intelligible form of English to be taught and learnt in a second language situation, the Nigerian Language specialists are searching for a standard. In Nigeria, that standard will be called 'Nigerian Standard English' when it becomes a reality.

6. S.L.C.E. = School Leaving Certificate Examination. In Zaria Local Government Area, each primary school sets final primary-six examinations for its pupils and an aggregate score of each pupil in all papers are compiled and sent to the Zonal Ministry of Education. This is used to issue School Leaving Certificates and to admit the pupils into the State Secondary Schools. The adminstration, scoring and compilation of this examination and its results are not uniformly done.

7. W.A.E.C. = West African Examination Council - It is a body responsible for major examinations at the primary and post primary schools. The nationwide

National Common Entrance Examination (NCEE) for primary-six pupils is one of such examinations.

8. WASCE = West African School Certificate Examination. It is the examination that all secondary school final year students take and Oral English is an optional paper in the examination.

9. W.S.E. = World Standard English. It is defined by Walsh (1967)as containing the forms generally adopted by the majority of educated users of English throughout the world.

10. B.Ed. = Bachelor of Education.

Definitions

1. Acceptable Model -

In teaching Oral English, acceptability and intelligibility are essential qualities. The voice of a speaker of English that has these qualities without any undue mother-tongue interference can be used as an acceptable model for teaching.

2. Assessors -

This study made use of English language specialists and non-specialists as well as mother tongue speakers as people to listen to and evaluate the performance of primary-six pupils in oral English. These are the categories of assessors of this study.

3. Auditory Comprehension -

The act of listening to a live speech or recorded prose passage and answering questions on it to reflect some understanding of the issues involved. This is what made up the receptive tests of this study.

4. Auditory Discrimination -

The act of listening to live or recorded sounds of a language and ability to tell them apart in various exercises.

5. Banjo's Classification - (1971) -

The spoken English of Nigerians are classified by Prof. Banjo of University of Ibadan into four variety levels. The classification noted that majority of Nigerians speak English at variety II level of intelligibility which has a marked influence of mother-tongue interference. He recommended variety III which is socially acceptable and internationally intelligible for classroom teaching and learning. Variety I is neither intelligible nor acceptable and Variety IV which is the ideal does not seem to be easily attainable nor is it as highly acceptable socially as Variety III. It is Variety III level of intelligibility that is the goal held up for the primary-six pupils of this study.

6. Desired Level of Oral English Performance -

This study on oral English performance by primary-six pupils uses Chastain's (1976) definition. It demands that a second language learner:

- be able to communicate orally with a native speaker or other speakers of English though not necessarily sounding as a native speaker.
- whose intonation need not be perfect, whose syntactical usage may be at a simple level and there may be many words he may not know, but he is able to make himself understood by other users of English and he too understands what they say.

7. Homogeneous Language Background -

refers to a group of pupils whose mother tongue is the same and they attend the same primary school. The initial language of instruction to such pupils is usually their common mother tongue according to the NPE in Nigeria.

8. Heterogeneous Language Background -

refers to a group of pupils with different mother tongues but who are in the same primary school. The initial language of instruction in such a school is usually the acceptable language of the community in which the school is situated according to the NPE in Nigeria.

9. Intelligibility -

refers to the goal of speaking English at Banjo's Variety III level of accuracy which is based on the Received Pronunciation (RP) standard. It demands a consistent maintenance of a set of segmental and supra-segmental distinctions that only approximates those of native speakers.

10. Medium of Instruction -

is the language through which the process of teaching and learning is carried out at any school level.

11. Mother Tongue -

The very first language that a child is exposed to learning from infancy. For the Nigerian child, this first language may be the home language of both parents or of one of them in a mixed marriage. It may also be the language of the community which has been adopted for use by the parents.

12. Subjects -

Refer to the 120 pupils from the four selected schools. When courses of instruction are referred to by the same word, extra explanation will be made to avoid confusion.

13. Transition Patterns -

In order to implement the language policy for education as stated in the N.P.E., the word 'later' in the statement has taken on different interpretations such as initial, medial, final and irrequlary delayed patterns. Each of these is a transition pattern from mother tongue to English medium of instruction.

Chapter 1

INTRODUCTION

1.1 Preamble

Primary education is described in the National Policy on Education (NPE) for Nigeria as the foundation upon which "the rest of the education system is built" and "the key to the success or failure of the whole system" (p.12). The same document stated earlier that "at any stage of the educational process after primary education, an individual will be able to choose between continuing his full-time studies, combining work with studies or embarking on full-time employment without excluding the prospect of resuming studies later on" (p.9).

An implication of these statements is that primary education is very important in the life of the Nigerian child. Each pupil, at the end of primary education, should be sufficiently equipped to either participate in the nation's work force or be ready to further his studies in a post-primary institution. A second implication dictated by the first is that the pupil's success or failure is determined by how well he has mastered the knowledge and skills taught at the primary school level.

For the Nigerian child, the knowledge and skills he is supposed to learn in primary school should be given partially through the medium of English language. Thus, English language is an important tool and a complete mastery of all its skills is a requirement that will enhance his educational progress. English is even more than a tool of educational progress in that as a second language, it replaces the native language outside the home for business, for political and social interaction in a multilingual society such as Nigeria. Tiffen (1969) recommended that the aim of teaching English to meet such needs should

be to make the learner an "English-using bilingual".

The primary pupil's language need at the classroom level is partly to communicate with others personally. This involves listening and speaking, to receive information, instruction or messages and to make adequate responses. The speaker who has an unfamiliar accent or who does not use the correct sound patterns of the English language, places a great strain on his hearers. When a listener has to strain his ears continuously in order to catch the speaker's meaning, he will soon stop listening and the intended message or information will fail to get across. The speaking and listening skills are therefore important in the teaching-learning situation. A learner of English as a second language does not need to have a native speaker's accent but he must aim at comprehending what he hears and at being intelligible when he speaks. Bright and McGregor (1970) noted that the proper place for effective work in the improvement of speech skills (and by implication listening skills) is both at the primary school and the teacher training colleges, where primary school teachers can be prepared as adequate models.

The level of performance of primary school pupils in their final year in oral English is the focus of this study. The remaining part of this chapter will elaborate on the issue of English language in Nigerian education by looking into the following details:

(a) Language and education;

(b) English as a second language in Nigerian education;

(c) Some language learning questions that are of interest and which the investigator wants to find answers to;

(d) Why the investigator considers the study important; and

(e) How the investigator intends to limit the scope of the study to a manageable size.

1.2 Language and Education

The importance of language in human life and living is obvious. It is language that sets man apart from animals. Although some animals display thinking and reasoning capability, only human beings put such thinking and reasoning into meaningful words. In his inaugural lecture, Tomori (1973) referred to language as "the vehicle of thought and education as the transmission of cherished thoughts". Thinking, language and education are thus basically related and all categories of learners depend on language resources and skills to understand what goes on in schools and to reach a level of attainment in their school programmes.

It is through language that new knowledge is presented by a teacher and it is through language that a learner re-organises the new knowledge and expresses himself. Language is a tool of communication and it must make sense to the user/speaker and the user/listener. Oral communication becomes defective if the user's sentence formations indicate a meaning other than the one he intended.

An exactness in oral English is necessary for primary pupils in Nigeria because the medium of instruction is English in the upper primary classes. To ensure that this category of learners benefits from the knowledge and skills taught, the English language lessons have the following objectives for the development of speaking and listening skills:

(a) The need to provide a sound foundation for the overall development of the child's accurate speaking skills for effective and confident use at all times at home, in the school, and in all other contexts.

(b) The need to develop in the child ability to listen to and understand the speech of others in order that social and functional activities at home, in the school and in the community at large may be meaningful and rewarding.

(c) The oracy skills at this level should provide a proper foundation for the child to be able to engage in meaningful conversations at every stage of his experiences.

(d) The need to develop in the child a feel for creativity in oral communication in order to express and appreciate this in the language.

(e) The acquisition of adequate and good quality speech skills will enhance the child's personality and make it possible for him to enter into meaningful relationships with others.

(National Curriculum For Primary English, 1983, p.7)

1.3 English as a Second Language in Nigerian Education

Countries that use the same language at home and in school may have minimal language problems when compared with countries that must make a transition from a home language to a school language. The language problem in primary education in Nigeria is that English which succeeds the home language as medium of instruction is a second or third language for the learner. A clearly defined method of transition as well as a uniform time of transition is not specified in the NPE which has the following:

(i) the government considers it to be in the interest of national unity that each child be encouraged to learn one of the three major languages other than his own mother tongue. In this connection, government considers the three major languages to be Hausa, Igbo and Yoruba (p.9).

(ii) Government will see to it that the medium of instruction in the primary school is initially the mother tongue or the language of the immediate community and at a later stage English (p.13).

These policy statements pose language problems instead of giving adequate guidelines to the schools. It is not the wisdom of learning a major Nigerian language in addition to one's mother tongue nor the teaching of a child initially in his mother tongue that is being questioned. Rather it is whether the child's mother tongue or the language of immediate community has an orthography which is developed to meet the demands of effective classroom teaching and learning. There is a need for most Nigerian languages to be upgraded above what Omojuwa (1977) called subsidiary educational functions of simple functional literacy, routine classroom instruction and story telling. Incidentally, observations of Bachelor of Education (B.Ed.) teacher trainees compiled into reports for this investigator show that Hausa, the mother tongue and/or language of the immediate community for most pupils of Zaria primary schools, performs only these subsidiary educational functions. The fate of Yoruba language, if and when introduced into these same Zaria primary schools,cannot be any better; it is most likely that it may not even feature at all.

Textbooks for teaching Nigerian languages are not readily available if there are any; and teachers of the language may be scarce outside the states or towns where each language is mother tongue. The caution by Grieve (1964) that ability to speak a language does not qualify one to teach it effectively may further reduce the number of teachers of a language in the area where it is not a mother tongue.

Another source of the problem is the vague use of the term 'later' in the policy statement (ii) quoted earlier, Afolayan (1977) and Omojuwa (1977) have dealt with its possible interpretations , three of which are examined below:

(a) the initial transition pattern is practised in schools that use English as a medium of instruction in all subjects right from the first year of primary school. Such schools cater for children of various nationals who have to work and live in a given community such as a University Campus. It is also the pattern used by states where no mother tongue appears dominant or acceptable to all, and English becomes a unifying choice. Plateau, Benue and Gongola States use this pattern. Coincidentally, all known private schools within Zaria use this transition pattern.

(b) the medial transition pattern is the one most widely used in Nigeria. Wherever there is a common mother tongue or an acceptable language of the community, it is used as a medium of instruction for the first two or three years of school while English is taught as a subject only. Ogun, Oyo and Ondo States have Yoruba as a common mother tongue and Hausa is the acceptable language of the communities in Kaduna, Kano and Sokoto States. The problem associated with the medial transition pattern is the lack of harmony regarding the number of years when the mother tongue is to be used as a medium of instruction before a switch to English. The more years spent before making the switch, the less years of adequate exposure to English the pupils will have in the primary school. It has been found that different schools within a given locality make the switch into English at different times. Most of the Local Education Authority (L.E.A.) Schools within Zaria use this transition pattern.

(c) the terminal transition pattern has been experimented on in the Ile-Ife project in Oyo State. This project used Yoruba, the

pupils' mother tongue, as the medium of instruction throughout the six years of primary school. English was taught as a subject throughout by specialist teachers in English. Transition into English as a medium of instruction was postponed until pupils were in secondary school. The terminal transition pattern has not gained wide adoption despite the claims of success made for it.

The existence of these transition patterns makes the provision of textbooks difficult. Most L.E.A. Schools use a single textbook series e.g. New Oxford English Course Nigeria Books 1-6, although they may be making their medial transition earlier/later. Only in a few private primary schools and fewer L.E.A. Schools with enlightened Parent Teachers' Association (P.T.A.) can one see the use of supplementary English readers in addition to the English course series. A lack of supplementary books to promote the learning of oral English skills prevents some teachers from teaching it. Instead they rely on translation into the mother tongue of what is written in English at a time when complete transition into English as medium of instruction ought to have taken place. Other classroom observers will agree with Lado (1964) that when the learning of English as a second language is through the translation method only, the learners will not communicate confidently in the language. Instead, they soon become unable or sometimes unwilling to profit from remedial work. But when second language learning starts early enough for the learners to profit from adequate speech drills, real-life situations, interactions, dialogues and free response opportunities; they are enabled to initiate and sustain meaningful oral expression in such a language.

1.4 *Research Questions*

University undergraduates and Grade II teacher-trainees have been subjects of previous studies in oral English performance by Nigerians. The present study examines subjects at the primary school level to determine how they (subjects) perform in oral English at present as against how they are expected to perform. According to the Institute of Education A.B.U. Primary School Syllabus (1977), the English language had the following objectives: Pupils are expected to:

(a) understand the language of spoken explanation, narrative and argument,

(b) understand news and entertainment media (radio, television etc.);

(c) make enquiries and answer them intelligibly;

(d) express personal opinions;

(e) describe an experience and

(f) narrate simple happenings.

These objectives formed the basis of the more global/general objectives of the 1983 National Curriculum for Primary English already cited (p.4). Each subject in this study would be deemed to have performed successfully if he is able to score a 50 percent minimum pass mark in each of the tests. This is the criterion measure for this study.

The study intends therefore to find answers to the following questions:

(a) How much of what the subjects listen to in English do they actually understand?

(b) How much of what the subjects attempt to read aloud is intelligible to different categories of assessors?

(c) How much of what the subjects attempt to say on a topic in a free

response situation is intelligible to different categories of assessors?

(d) What are the differences in the subjects' performances within and between schools in:-

(i) the listening comprehension tests,

(ii) the oral reading tests and

(iii) the free response test of the study?

(e) What is the relationship between the subjects' performance in the receptive d(i) and the production d (ii & iii) tests?

(f) What are the effects of the following independent variables on the overall performance in all the tests of the study:

(i) language facilities i.e. amount of English reading materials made available to the subjects;

(ii) language environment of the home i.e. language used mostly in the home, language of the news-media and the number of people with whom subjects speak in English at home;

(iii) language environment of the school i.e. language mostly used within and outside the classroom, the amount of encouragement received and from whom;

(iv) parents' level of education and

(v) age of subjects?

(g) How do the ratings by the different categories of assessors compare from school to school and within schools?

1.5 The Null Hypotheses

The study will test the following null hypotheses -

(a) The subjects' performance in the listening comprehension tests will not be significantly different from the 50 percent minimum pass mark of intelligibility as assessed by the investigator.

(b) The subjects' performance in oral reading tests will not be significantly different from the 50 percent minimum pass mark of intelligibility as assessed by five categories of assessors.

(c) The subjects' performance in a free response situation will not be significantly different from a 50 percent minimum pass mark of intelligibility as assessed by five categories of assessors.

(d) The performances of the subjects in all the tests of the study will not be significantly different within and between schools. Specifically:

  (i) The within and between school performances in the listening comprehension tests will not be significantly different.

  (ii) The within and between school performances in the oral reading tests will not be significantly different.

  (iii) The within and between school performances in a free response situation will not be significantly different.

(e) There will be no significant relationship between the subjects' performances in the receptive and production tests.

(f) The subjects' performances in all the tests of the study will not be significantly affected by the independent variables of the study which are: language facilities, language environment of the home and school, parental education and the age of the pupils.

In addition to the above, one other hypothesis that can be derived from the study will be tested to enhance the methodology used and its recommendation for future researches. This subsidiary hypothesis is:-

(g) There will be no significant difference in the ratings of the subjects' performance by the different categories of assessors.

1.6 Significance of the Study

General statements are often made about the poor attainment in English by many primary and post-primary students in Nigeria. Attempts at diagnosing the cause/s of the poor attainment are only just being focussed on specifics such as oral English. Tiffen (1974) studied the intelligibility of the English spoken by Nigerian undergraduates and Ayodele (1981) evaluated the level of oral English performance of Grade II Teacher-trainees. The present study is significant because determining the level of oral English performance at the primary six level suggests that the foundation for a correct and permanent second language learning is best laid at the primary school level.

Oracy is a significant condition of learning, it promotes progress in the reading and writing skills as testified to by Chastain (1976). What one enjoys talking about makes interesting materials for reading and writing, just as what one has read about stimulates meaningful oral discussion that can be exploited in the classroom. But the value of oracy goes beyond meeting classroom needs. A major part of human life and living is sustained by the use of language, and oral communication is an important part of that language use. Adequate oral English performance by the subjects of this study should enhance and enrich their scope of communication in a multilingual society like Nigeria which uses English as its lingua franca. The oral English teaching and testing problems that this study intends to identify should lead to some solutions which might bring about more effective learning at the primary school level rather than at a later stage in the pupils' development.

Finally, the findings and recommendations of the study could be of use to those responsible for developing the language teaching curriculum. Textbook writers who work alongside the language curriculum developers will be able to produce textbooks that will meet the needs of language teachers and learners. The cumulative outcome is that English as a second language will enable more Nigerians to communicate more efficiently and effectively among themselves and with other English speakers around the world.

1.7 Scope and Delimitation of the Study

1.7.1 What Language Skills?

'Oracy' is a term that was coined by a research team working on speech in the Birmingham School of Education (Wilkinson, 1974). It was used to refer to the language skills of listening and speaking. The counterpart of oracy is literacy which refers to the reading and writing skills of a language. To determine the level of oral English performance of primary school pupils will involve finding out about what they speak which in turn implies the quality of their listening. Oral skills are of interest to this study because they readily demonstrate that a learner has acquired some competence in the language. Chastain (1976) and Marlang (1977) noted that it is the speaking competence that makes a language learner stand out among others and attract attention. Also speaking competence in a language promotes meaningful progress in the reading and writing skills, and the speaking competence depends on how well the listening competence has developed. It is worth noting that what one enjoys talking about will make interesting reading and writing materials.

There is yet another reason for this study's focus on oracy rather than literacy. In the classroom observation by B.Ed. language

arts teacher-trainees supervised by this investigator within Zaria, oral language development of primary pupils in English was notably neglected. Perhaps the neglect is encouraged by the use of the medial transition pattern in most primary schools in Zaria. This pattern encourages a tendency to delay the switch from using the mother tongue as a medium of instruction to English for a very long time. Some schools wait until the pupils are in primary five and others primary six before English is used as a medium of instruction. Other schools which start in the third or fourth class adopt a partial or wholesale translation to the mother tongue of whatever English they come across. It is no wonder that most of these primary school pupils find speaking in English more difficult with each year of postponement. During the course of this study, the investigator had to use interpreters in order to improve the accuracy of data collected from the primary six pupils in certain schools.

1.7.2. What Population?

The study is limited to the final year pupils of primary schools because:-

(a) Primary school pupils make transition from mother tongue to English as a medium of instruction at different class levels. It is assumed that it is only in their final year that a uniform, meaningful and fair assessment of the subjects' performance can be made.

(b) Final year pupils in primary schools across the country are seriously preparing for the next step which can lead them into further studies in a secondary school or into the work force as apprentices. Wherever this next step leads, the final year pupils require a mastery of oral English skills. When they face interview panels, a mastery of oral English skills will put them at an advantage over others being considered.

Data collected about the quality of oral performance of final year pupils will be useful to teachers of lower classes of primary schools to make up for the deficiencies in their present approaches to the teaching of oral English skills. The data will also lead to improving the teaching of English in the first few years of secondary school based on adequate diagnosis of the pupils' attainment thus far.

1.7.3 What Location?

The investigator's choice of Zaria as a typical Nigerian town is a matter of easy access and a thorough familiarity in working with its primary schools. There are four distinct locations of the town and each is represented in this study by a primary school. The locations are hereby labelled and defined:-

(a) The 'inner-city' - Most Hausa speaking towns such as Zaria and Kano refer to their originally walled settlements as 'Cikingari' or simply 'Gari'. The walled section of Zaria or Zaria-city is one distinct location that is represented in this study. This is where a great concentration of urbanised original settlers of Zaria live. They are strongly bound together with common cultural, religous and language ties. The dominant language here is Hausa and the school chosen for the study is called Babban Dodo L.E.A. School.

(b) The 'Sabon-gari' - Outside the walled section of Zaria live new-comers or 'strangers' to the original settlers. This location is cosmopolitan and commercial in the sense that government establishments and private firms or companies exist alongside the petty traders and shop owners. Many of these 'strangers' simply represent speakers of other languages apart from Hausa in Nigeria

(c) Data collected about the quality of oral performance of final year pupils will be useful to teachers of lower classes of primary schools to make up for the deficiencies in their present approaches to the teaching of oral English skills. The data will also lead to improving the teaching of English in the first few years of secondary school based on adequate diagnosis of the pupils' attainment thus far.

1.7.3 What Location?

The investigator's choice of Zaria as a typical Nigerian town is a matter of easy access and a thorough familiarity in working with its primary schools. There are four distinct locations of the town and each is represented in this study by a primary school. The locations are hereby labelled and defined:-

(a) The 'inner-city' - Most Hausa speaking towns such as Zaria and Kano refer to their originally walled settlements as 'Cikingari' or simply 'Gari'. The walled section of Zaria or Zaria-city is one distinct location that is represented in this study. This is where a great concentration of urbanised original settlers of Zaria live. They are strongly bound together with common cultural, religous and language ties. The dominant language here is Hausa and the school chosen for the study is called Babban Dodo L.E.A. School.

(b) The 'Sabon-gari' - Outside the walled section of Zaria live new-comers or 'strangers' to the original settlers. This location is cosmopolitan and commercial in the sense that government establishments and private firms or companies exist alongside the petty traders and shop owners. Many of these 'strangers' simply represent speakers of other languages apart from Hausa in Nigeria

such as Yorubas, Ibos, Ibibios, Itsekiris, Urhobos, Nupes, Ebiras, Tivs and Idomas among others. There is a high mobility of the people in this location. They may be in government jobs where they may be asked to proceed on transfer frequently to other towns or they may be engaged in a commercial business which involves their constant movement. A variety of languages as mother tongues almost always assume a variety of cultures and religions. A school that represents this location is the Aminu L.E.A. in the heart of Sabongari.

(c) The Outskirts of Town- Samaru is the location where the rural original settlers of Zaria live on their farms. Presently, the rural settlers have become a small fraction of a growing suburb where the spill-over of the 'new-comers' from Sabongari or in various institutions of learning or in industries that dot the outskirts of the town live. The area is also heterogenous in language, culture and religion. Samaru L.E.A. School is the choice for this study.

(d) Institution-Enclosed Location - This is an area enclosed by an established institution where a concentration of people from various countries of the world live and work. The Main Campus of Ahmadu Bello University in Zaria is such a location. The culture, customs, languages and religious beliefs of these people vary. The Ahmadu Bello University Staff School is the choice for this study.

These four schools represent again two kinds of primary schools being operated in the country. The one is provided by the Local Government Authority of each area and fees are not charged. They are usually called L.E.A. Schools in Zaria. The other kind is privately provided and funded by institutions or private individuals who charge fees. These schools are private schools when owned by individuals or staff schools when established institutions set them up for the children of their staff.

Chapter 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter will highlight what has been going on in the teaching and testing of English as a second language with particular emphasis on oral English. The following are the focal points:-

(a) Relevant literature on the teaching and learning of English as a second language;

(b) Literature on the teaching of oral English;

(c) Literature on the testing of oral English;

(d) Literature on the extra-language variables that affect oral English performance of pupils and

(e) Literature on comparable studies on oral English performance.

These focal points in the review will lean heavily on oral English testing because a study such as this on deciding the performance level of subjects cannot but use some form of tests. Unfortunately, oral language testing is full of problems and this literature review will devote some space to them with the hope that from a fresh look at them through the primary school pupils' performance we can gain some insights to progress being made.

2.2 The Teaching and Learning of English as a Second Language

Many teachers and writers have expressed concern about the state of teaching and learning of English as a second language in all levels of education. Tiffen (1966, 1968) noted that in most primary schools of Northern Nigeria there were no flourishing, interesting and well presented classroom library or reading corner. Yet aids are the essential stimuli for children coming from largely non-literate homes.

He was reporting on the conducted observations of 39 primary school classes in 11 schools where a course book, Straight for English, was in use but it needed revision to meet great demands for its use. Tiffen and two others were commissioned to investigate whether the class teachers understood the accompanying Teachers' Books of the Straight for English Series, whether the teachers made use of them and whether the pace of the course was adequately related to the pupils' abilities. The method of the study was mainly an on-the-spot classroom observation, plus what Tiffen (1968) called 'simple tests based on oral work that should have been covered in the first five weeks in each class' where found necessary. The findings from the series of observations relevant here were that attempts at teaching English as a subject in the first two years of primary school encouraged fair oral response from pupils, but thereafter all English language teaching and learning tended to be book-centred. This resulted because the teachers' books and pupils' books in the first two years had explicit instructions readily understood by class teachers.

As soon as the teachers' guides presented terms that were not understood, especially in guiding reading, vocabulary, structure and grammar, teaching-learning of English suffered. These became too difficult too soon. Pronunciation was rarely taught effectively because the teachers in these schools were less than adequately trained. Although penmanship was patiently taught with good results, the actual content of written work was often very poor because pupils were made to do compositions long before they were ready for it. This readiness stage seems to be omitted for all the teaching and learning of the language skills-oral skills inclusive.

The thrust of this present study is not to base primary pupils oral performance level on only classroom observation and a test of what ought to have been covered in a course book, but to find out how each

subject performs in neutrally designed tests of oracy. Other writers have made lists of the inadequacies of the teaching-learning process of English as a second language. From his teaching experience in other African countries, McGregor (1971) noted that the pupils spent their best language learning years in an unsuccessful attempt to master the language because:

- they were badly taught by teachers who were themselves badly taught;
- the teachers talked nearly all the time in all lessons so the pupils got plenty of chances to listen and very few chances to express themselves in the language;
- the pupils were made to read and write in English too soon and before they mastered speech forms; and
- this bad teaching was almost always in bare and ill-equipped classrooms etc.

Again McGregor's findings are results of observation along the lines of Tiffen's descriptions.

Tomori (1974) gave another account of an observatory study of the teaching and learning of English in 64 primary schools in Western Nigeria. The study identified the majority of the pupils as coming from homes that were not conducive to the promotion of successful learning in schools due to over-crowding, cries of younger children, inadequate sleep and unbalanced diet. These pupils went into schools that had little or nothing to show as teaching aids and to teachers who were not properly trained. Tomori's findings about the pupils' home environment, the teachers' poor educational preparation and presentation of lessons in English and an inadequacy of teaching materials made him call for research into the possible effects of these circumstances on the educational capacity and capability of the Nigerian child. The present study may have some contribution to make with regards to how some of these variables affect primary six pupils'

oral performance in English in Zaria.

Finally, the classroom observation reports of Zaria primary schools by B.Ed. Language Arts undergraduates in early 1980s have not been remarkably different from the few cited above. Yet, it is assumed that an inadequate primary school education will usually lead to a vicious circle of future inadequacies in countries such as Nigeria where all other school subjects are taught through the medium of English as from upper primary school level upwards. Thus, when English language is not properly taught and learnt at the primary school level, pupils' learning in all other subjects may become less than adequate.

Across the board, it is then agreed that primary school pupils can and do acquire a certain amount of English as a second language, but the feeling is that what is acquired is not adequate. There is a need to determine the specifics of the inadequacies. This project aims to ascertain the level of performance in oral English by pupils preparing to leave the primary schools.

2.3 The Teaching of Oral English

2.3.1 Introduction

Two terms associated with the study of language skills are 'literacy' and 'oracy'. The first refers to reading and writing and is more familiar than the second which was coined in 1965 as stated earlier in chapter one, and refers to listening and speaking. Wilkinson (1974) noted that the prominence that 'oracy' assumed after its introduction into educational vocabulary pointed to the fact that its past neglect was a serious fault. Oracy is a significant condition

of learning. Pupils should listen during instruction periods and they should have opportunity to discuss the subject matter or content. In this way, the understanding of the issues involved will be clarified while at the same time the pupils will be having practice in speaking the language in a meaningful situation or for a meaningful purpose.

But there is a notable gap between the performance of Nigerians in literacy and oracy. This is suspected to be caused by a lack of stressing the teaching of oral English as distinct from the written expression. Nnadi(1983) contended that if equal attention is given to the teaching of oracy and literacy, we would in the first instance be correcting the traditional method of language teaching which tended to neglect the development of oral expression. In the second place, we would be correcting and would finally be putting a stop to the sad predicament of primary school leavers who must terminate their education at this level, but who, despite their years of exposure to learning English without a mastery of oracy skills, dare not present themselves in an interview for employment that requires fluent spoken English.

Thirdly, when positive attention is given to oral English teaching, we would be recognising that this aspect of a nation's official language is important in the life and living of the people. For example, the effective spread of information today in Nigeria is through the mass media which utilises speech i.e. radio and television. Important government pronouncements are first issued in English and this gets to more people faster via oral expression than via the written form, and quicker results are derived from it as

well. Further, it is believed that if oral English teaching is stressed as a school subject, more research into it will be undertaken and this will enhance its development.

The ultimate objective of teaching oracy in Nigerian schools is to produce speakers of a form of English which is intelligible nationally and internationally and listeners who can understand the various accents of other English speakers that they come in contact with. In stating this objective, Dunstan (1969) cautioned that the learner does not have to sound like a native speaker, but the native speaker's level of intelligibility should be the goal to work towards. This stance leads to the question of deciding what variety of spoken English to teach West African learners of English as a second language. Salami (1968) rejected the idea of using a deviant form of Nigerian English as what to compare with standard varieties from other English speaking communities. Brown (1974) similarly pointed out that "it is not useful to regard West African English as a highly deviant version of Southern English studded with common errors" p. 55.

Banjo (1971) described variety III as what to teach as spoken English in Nigeria. Ekong's (1980) study implied that a Nigerian variety of standard spoken English could be located and when tested it could be as internationally intelligible as a native speaker's variety.

Williams (1981a) went further to suggest that the teaching of speech skills in English require that the question of the norm of acceptability be settled almost as soon as a standard variety is defined. In short, it is not only international intelligibility criterion but also that of acceptability that the teaching of speech

skills in English must settle.

In a quest for this norm of acceptability, Williams(1981a) cautioned that allowances for the kinds of variation that must occur in the speech patterns of individuals and linguistic groups should be made. The study by Adekunle (1976) reported that most people would prefer to sound like nationals of their own country who speak the second language fluently but with perceptible traces of their native accents. The state of the art with regards to teaching an intelligible and acceptable standard English for Nigeria is still being explored but meanwhile the Received Pronunciation (RP) is what is held up against which to gauge the performance of learners and it is what is used in this study.

In Nigeria, it is at the secondary school level that oral English has for a long time been considered for testing, yet the teaching of it is either non-existent or at best unsatisfactory. Davies (1968) found that teachers in most of the secondary schools that offer oral English as an optional paper in West African School Certificate Examinations (WASCE) wait until a few months to the testing time to go over past test papers with their students to teach them a few 'tricks' on how to pass the test. This was happening in 1968 and is still happening in the 1980s long after it had been recommended that oracy be taught and tested as a compulsory subject in the 'O Level' by Grieve (1964).

The state of the art in the primary schools reveals that many have no slots for Oral English on their timetables as they have for Reading and Writing. Perhaps such schools intend that Oral English be given a portion of the time designated for English Language. In reality teachers are the ones who do most of the talking and the pupils simply listen passively during such lessons (McGregor, 1971)

A few teachers teach pronunciation of words via the drill method only. But since putting words into sentences in a continuous discourse to reflect moods and meanings require that the teachers be confident models, the salient features of oracy: intonation, stress and rhythm are not taught as noted by Dunstan (1969), Tomori (1974) and Oderinde (1979) among others. This non-teaching is not only at the primary school level but also at the secondary school.

2.3.2 Problems of Teaching Oracy

The teachers' lack of confidence as models to teach oracy arises from the fact that English sound systems create problems for most second language users of English because of their levels of sensitivity. Dunstan (1969) dealt exhaustively with the problems encountered by Nigerians of various mother tongues as they attempt to learn English. Ayodele (1981) used the following charts to illustrate the areas of difference between English sounds and those of three Nigerian major languages: Hausa, Igbo and Yoruba(Fig. 2.1 a-d).

Fig. 2.1 Comparative Phonetic Charts of English vs Three Major Nigerian Languages

(a) Consonants

CLASS	LABIAL						PALATO ALVEOLAR			
English Sounds / Nearest Nigerian Equivalents	p	b	f	v	m	w	ʃ	ʒ	tʃ	d
HAUSA	f	b	f	f	m	w	ʃ	ʃ	tʃ	d
IGBO	pb	b	f	v	m	w	ʃ	ʃ	tʃ	d
YORUBA	kp	b	f	f	m	w	ʃ	ʃ	ʃ	d

In chart (a) Hausa and Yoruba languages have an equal amount of problems with the English consonants/p/ /v/and/ʒ/. Equivalents from the two languages are less than adequate and can lead to outright confusion for example van becomes 'fan' or 'ban' and 'pat' becomes 'fat'. Only the speakers of Igbo language handle these three consonants fairly well (Dunstan, 1969).

(b) Consonants (Cont'd)

CLASS	PA-LA TAL	GLO TTAL	ALVEOLAR				VELAR			DENTAL	
English Sounds / Nearest Nigerian Equivalents	j	h	t	d	n	I	k	g	ŋ	θ	ð
HAUSA •	j	h	t	d	n	I	k	g	m	t/s	a/z
IGBO	j	h	t	d	n	I	k	g	m	t	t
YORUBA	j	h	t	d	n	I	k	g	m	t	d

In chart (b) the glottal, palatal and alveolar consonants present very little or no problem for Nigerians because these consonants are found in most of the Nigerian languages. But the dental fricatives (θ) and/ ð /, which most of Nigerian languages do not have are sources of difficulty (Dunstan, 1969).

(c) Vowels

CLASS	MONOTHONGS (VOWELS I – 10)									
	1	2	3	4	5	6	7	8	9	10
English Sounds / Nearest Nigerian Equivalents	i:	i	ɛ	æ	a:	ɔ	ɔ:	u	u:	ʌ
HAUSA	i:	i	(e)		a:	–	–	u	u:	–
IGBO	i	i	(e)		a	(o)		u	u:	–
YORUBA	i	i	ɛ	(a)	(a)	o	o	u	u:	–

(d) Vowels (Cont'd)

CLASS	DIPHTHONGS (VOWELS 11 – 20)									
	11	12	13	14	15	16	17	18	19	20
English Sounds / Nearest Nigerian Equivalent	ɔ:	ə	ei	ou	ai	au	ɔi	iə	ɛə	uə
HAUSA	–	–	e	o	ai	au	–	–	–	–
IGBO	–	–	e	o	–	–	–	–	–	–
YORUBA	–	–	e	o	ai	au	i	ia	ia	ua

In charts (c) and (d), the twenty English vowels are areas of

difficulty for Nigerians. This is because only a few of the English vowels are exactly represented in the vowels of the three major languages of Nigeria thus:

(i) Hausa has seven vowels in total agreement with English and these are:
/i:/. /i/, /a:/, /u/, /u:/, /ai/ and /au;

(ii) Yoruba has six such vowels and they are: /ɛ/, /i/, /u/, /u:/ /ai/ and /au/;

(iii) But Igbo has only three /i/, /u/, and /u:/ (Dunstan, 1969).

Thus, between 13 and 17 vowels constitute areas of difficulty for Nigerians. For example in chart (c) vowels 10, 11 and 12 have no equivalents at all in the major languages. Vowel number 12 /ə/ called 'schwa', which is the most commonly used vowel of the English language, is of particular concern. The schwa according to Gimson (1970) can replace all the twenty vowels without any loss of intelligibility, so the absence of it in the Nigerian stock of vowels and the non-teaching or poor teaching of these oral language details in the schools reduce the intelligibility of the English spoken by Nigerians and make most teachers less than adequate models.

Another problem in the teaching of oracy in English is that some teachers are not aware of or are unable to utilize the strategies and/or resources that can promote effective lessons in oracy. The art of asking appropriate questions during class teaching is an example of such strategies. Questions which can lead pupils to evaluate, analyse, synthesise or summarize in English what has been taught them are rare exceptions in most primary schools that were observed by B.Ed. Language Arts undergraduates already referred to and by Tomori in his 1974 study.

Still another set of problems in the teaching of oracy is the complaint by the primary school teachers of large numbers of pupils in their classes, very few textbooks to go round the pupils, as well as their own lack of instructional guidelines on what to teach and how to teach them. Such complaints have worsened since the increased enrolment occasioned by the Universal Primary Education (UPE) scheme in 1976.

With regards to <u>what to teach</u> as oral English in the Nigerian situation, Tomori (1974), Oderinde (1979) and Obanya (1979) have advocated that teachers first examine the significant phonemic contrasts within a chosen standard English accent e.g. the RP, and the language/s spoken by the learners. Contrasting sounds that are problematic can then be taught and given extensive practice but within the framework of the caution by Rivers (1975). She advised against the use of the 'etic' approach which makes the teacher to over-concentrate on the sounds that the students find hard to articulate until the students produce them in such a distinctive and restricted way that makes them "sound ridiculously pedantic or pretentious to a native speaker". Rather she recommended the 'emic' approach wherein:-

> the student will acquire the phonological system as a functioning whole, learning to discriminate and produce sounds that signal distinctions of meaning within the new language without being constantly reminded of ways in which it is similar to or different from the phonological system of the native language (p.17).

Within this framework, phonology and grammar of the English language should be seen as the core features which a second language learner must be taught. Also, Williams (1981a) stressed that the ability to understand simple conversational English spoken at normal speed is an important objective for teaching English, so lessons devoted to the

development of listening to various speed of spoken English should be part of the what to teach.

The question of what to teach also involves the choice of a model for the learners to imitate. Bright and McGregor (1970) and Oderinde (1979) suggested that the competent classroom teacher should be an obvious choice, but the teacher should encourage the exposure of his pupils to other models such as various native - speakers of English, radio and television announcers and other educated speakers as he finds available and appropriate. For as Williams (1981a) pointed out:-

> It is not enough for the Nigerian to produce utterances in English which can be understood by a Singaporean, a Jamaican, an English or an Australian;it is also important for him to be able to understand varieties of English spoken by different communities throughout the world (p.37).

Finally, the question of what to teach as oral English necessitates that the model speak a standard form of the English language which is not only nationally acceptable but internationally intelligible. Walsh (1967) identified two varieties of English in Nigeria. The first he called'Nigerian English' and defined it as acceptable local variant whose vocabulary and structure are distinctly Nigerian but most of which are not found in World Standard English (W.S.E.). The second, he called 'imperfect English' or 'real mistakes'. Although he did not call any of these a standard for Nigerians to imitate, he claimed local intelligibility for the 'Nigerian English' while pointing out its inferiority to W.S.E.

Salami (1968) would not accept the setting up of 'Nigerian English' as what is to be compared with a standard variant in Britain or America . Rather he would like to see a Nigerian Standard English (NSE) set up and described for such comparison. The contention in Salami's argument is

that if the point of reference for the analysis of Nigerian English will necessarily be a British or an American Standard English, it is only proper to take an educated variant of Nigerian English i.e. NSE for a comparative analysis.

Banjo's (1971) study did just that by classifying the English spoken by educated Nigerians into four varieties. Variety I is the least acceptable while, Variety III has the highest rating in acceptability and intelligibility and is recommended for class teaching. Although Variety IV is the native speakers' standard of acceptability and intelligibility, it is not as widely spoken or taught as the Variety III. Variety III is close to the British Standard both in syntax and semantics and phonologically it has the RP deep structures and the Nigerian features. Perhaps Ekong's (1980) description of what a Standard Variety should include is helpful here. The Nigerian Standard English should be one that "has a minimum of particularly local features, is spoken by people from different localities and is recognized as acceptable in formal social situations" (p.3).

The how to of teaching oracy is also gradually coming into prominence especially in the conscious attempt at teaching and testing it at the Grade II teachers' colleges. The National Teachers' Institute, Kaduna now has a Handbook of Guidelines for Oral English prepared by Ayodele (1982). This handbook has four major sections thus:

(1) Guidelines on the Examiners' Tasks: orient the would-be examiner to how to present and conduct Receptive and Production Tests - pp. 1-4.

(2) Orientation to the sounds of English and the Areas of Problems for Nigerians - pp. 4 - 12.

(3) Highlights on stress, Intonations and Rhythm - pp. 12 - 15.

(4) The New Oral English Syllabus for Teacher Training Colleges (T.T.Cs) an outline with topics that can be covered from year to year pp. 16 - 17.

Other writings on the teaching and testing of oral English in Nigerian schools especially at Grade II Teachers' Colleges are becoming readily available in books or journals. Focus on the Teaching and Testing of Oral English edited by Ayodele (1983) is an example. It is hoped that as many more teacher-trainees have background knowledge in oral English, their teaching of it in the primary schools should enhance the pupils' oral English performance.

2.4 Testing Oracy in English

2.4.1 Introduction

As has been noted, conscious teaching of oracy is only recently making some impact, but language testing of a kind has been going on long before the teaching. This is because when education is through a second language, almost all the subjects of the school curriculum will involve the testing of the learners' language ability. In this regard, language testing has become a large subset of the general problems of educational measurement in countries such as Nigeria. This does not mean that the language testing referred to is adequate or all-inclusive. For example it is noted that though the speaking ability of a second language is a highly prized skill, testing this oral skill is the least developed and least practised in the field of language testing (Lado,1964).

In Nigeria and in other countries where English is a second language not many language specialists have readily voluntered to develop tests in oracy. That is why Grieve (1964) appreciated and regarded McCallien's oral English test for the West African Examinations Council (WAEC) as a bold attempt. And even Davies (1968), who had to work on a new test as an improvement to the McCallien tests after 12 years of its existence, rated them very highly.

Davies also made an important observation which is relevant to this study when he remarked that an oral English test would serve a greater purpose if administered earlier than the school certificate year i.e. just before or just after entrance to secondary school. This is because the major influence on the spoken English of West African children is exercised at the primary school and it is there that the teaching (and by implication the testing) of spoken English needs radical improvement. Classroom experience has shown that when oracy in English is not mastered at the primary school level, resorting to remedial work at the secondary school may be an exercise in futility. It is worth repeating here that this study is concerned with the oral English performance of the primary school pupils in their final year.

2.4.2 Oral English Tests: Definition and Purpose

An oral English test demands that some speech tasks be set, the performance of which can be assessed as acceptable, correct, intelligible or otherwise. It is a way of measuring the oral proficiency of learners when proficiency refers to what an individual is capable of doing presently as a result of cumulative experience (Harris, 1969). Upshur (1972) identified two views of oral performance: the achievement view and

the communicative view. The achievement view involves the teaching of certain definable sub-skills along specific instructional objectives. The teacher who keeps a daily record of what his pupils' oral performance in these sub-skills are, has given acceptable oral tests. The communicative view is not based on how much one knows of a language or on how many linguistically defined sub-skills he has mastered but on how much he can communicate meaningfully in a given language, the grammar of which he has internalized. This second view of oral proficiency is important especially in second language learning where one may assume that communicative proficiency is not possible without having learnt something of the language sub-skills. In fact, communicative competence involves linguistic competence. Yet it is common occurrence that second language learners may know the vocabulary, sentence patterns, the phonology, stress and intonation in isolated drills in the language and be unable to communicate intelligibly.

For as Morrow (1979) has observed, the knowledge of the elements of a language counts for nothing unless the user is able to combine them in new and appropriate ways to meet the linguistic demands of the situation in which he wishes to use the language. Rivers (1975) made this same point in recommending the 'emic' approach to language teaching rather than the 'etic' approach as has already been referred to. The purpose of oral English tests therefore is to bring to the attention of classroom teachers the need for their pupils to have been taught along the lines of both achievement and communicative proficiency and therefore be tested in both for oral English.

2.4.3 Types of Oral English Tests

Literature on oral English testing that relates to learners' proficiency or performance centres on the type of test that can best elicit such performance. Many names abound in the literature for the various possible tests of spoken language. Three such names are very current and are often used interchangeably: global proficiency tests, integrative and communicative tests. One other test name is the discrete-point test which is in a class of its own.

Oller (1976) defined integrative tests as those that assess the efficiency of an internalized grammar of the language. He gave as examples of intergrative tests, dictation, cloze procedure, essay writing, oral interviews and other tasks that require the rapid processing of sequences of verbally coded information. Global proficiency again is defined by Oller (1976) as the tests of the psychologically real grammar that the learner has internalized. On communicative competence, Oller finds that it is impossible to test a person's language proficiency without testing his ability to communicate in the language.

Valette (1977) describes global tests as those used to measure the learner's ability to understand and use language in context. She cites examples of dictation, cloze procedure and other tests in which learners are presented with a situation in which they must express themselves and their performance is evaluated in terms of their communicative effectiveness. In short, global and communicative tests are seen to be very closely related in that global tests include communicative tests.

Finally, Morrow (1979) argued for an alternative to discrete-point tests through communicative language testing. The test here is interaction-based because language in use is based on an interaction whether oral or written. It is unpredictable, it has a context of situation, a linguistic context and a purpose. The point to note here is that discrete-point tests, like these other named language tests, can equally tap what a learner has internalised as the grammar of the language in a meaningful context if carefully set.

From the writings of these three test experts this investigator feels that all the tests can be grouped into two main types: the discrete-point tests and the integrative or global proficiency tests: The tests are now fully described and evaluated.

Discrete-Point Tests - Oller (1976) traced the rationale for discrete-point tests to structural linguists prior to the advent of Chomsky's transformational grammar of the 1950s. The discrete-point tests are designed to test one point of grammar or an aspect of any component of language one at a time. This point-by-point idea of testing is criticised by Oller and likened to a series of well-aimed rifle shots pointing at different targets which in the end leaves the learner confused. Valette (1977) also noted that discrete-point test items stand alone and unrelated. While they are effective in testing linguistic competence, they may not lead to an overall appraisal of language in everyday usage such as is possible in integrative tests.

Morrow (1979) also warned that testing along this pont-by-point system should not be equated to what can be termed complete language testing just as performing various movements of driving a car in isolation should not be equated to driving the car. Further, Morrow felt that discrete-point tests sacrifice quality for quantity. He argued

that first, second language learning should enable learners to make progress in their acquisition of a transitional competence which enables them to use an inter-language. Secondly, that language testing should enable the testers to know how far the learners' competence has moved towards an approximation of a native speaker's system. Instead the scores on a discrete-point reveal only the number or quantity of what learners answered correctly and that cannot be safely used to draw conclusions on the quality of the learners' performance.

Carroll (1982) eagerly dismissed the discrete-point tests and referred to them as "no real utterances but vehicles for providing lexico-grammatical traps for the unwary".

Apart from being disjointed, the discrete-point test is also regarded as being difficult to construct and administer in a classroom situation. This is because a good multiple-choice objective test, which is what Oller (1976, 1979) feels discrete-point test readily lends itself to, requires that there be a pre-test of the items, a revision of them on a pretest population before administering them on an ultimate population for which the test is designed. A classroom teacher may be unable to have these two sets of population and even the time and skill to come up with such a multiple-choice objective test.

In favour of the discrete-point tests are Davies (1975), Williams (1983) and Boyle (1984). Davies, in a recorded discussion with Oller, cautioned against regarding one test as good and the other as bad because those who choose discrete-point test may be doing something as meaningful with their sample as those who choose an integrative test for global proficiency. In other words, effectiveness of what is done is determined not by the size of items/samples covered but by the appropriateness of the sample taken to justify a specific objective.

Williams (1983) attempted testing oral English at the upper post-primary level in Nigeria. 174 form five students of the Universal Primary Education Teachers' Training College in Zaria were involved. They had receptive tests of comprehension and discrimination as well as oral production tests to assess their ability to make distinctions between significant English sounds, accentual and intonation patterns in reading and conversation. The study used a group of multiple raters (nine in all) whose inter-rater agreement was considerably high. This technique was used as a deliberate attempt to eliminate subjectivity in scoring oral English tests.

With regards to the type of test used, Williams would accept the format of discrete-point test items in which one aspect of phonology is examined at a time and the productive and receptive sub-skills are separated when testing performance in oracy of the teacher-trainees. In the Nigerian situation, this preference should be noted especially for testing at the primary school level where it is necessary to ascertain that each separate sub-skill has been identified, mastered and freed from the various mother tongue interference. This is because the pupils at this level can profit from remedial work on any identified flaw arising from their productive or receptive skills. If this is achieved at the primary school level, gradually introducing integrative tests for global proficiency will be tapping on correctly internalised grammar of the English language.

Boyle (1984) went further to find a suitable analogy for the goodness of discrete-point test in its own right. He likened the discrete-point test to the various parts of a living body that need medical care and thought it more plausible that each part be separated for accurate diagnosis and effective cure rather than prescribing a

general diagnosis and cure. Boyle was being philosophical in advocating that there can be more than one valid test of language proficiency.

Integrative Tests - refer to various techniques capable of pressing into action the internalised grammar of a language by a learner (Oller, 1976). The tests cover all areas of language viz: speaking, listening, reading and writing. Dictation is a favourite type of integrative test. When it is termed communicative tests, it is dealing with the aspects of language which involve the utilisation of the internalised grammar in anticipation of what one is to say or one is to hear spoken and what one is to write or read. Oller explained that when a person is about to speak, i.e. getting ready to encode some information, he usually is busy planning and revising what he hears himself saying on the basis of what he expects to hear himself say. And when he is listening or reading, he equally anticipates what the speaker's or writer's next output will be. When a test is able to allow a candidate to use this expectancy to press his internalised grammar of a language into use in meaningful situation, then that test is integrative.

Lombardo (1984) used the paired communication test as a technique of integrative test. Each of the paired students was given a different set of instruction but the completion of the tasks required a degree of their interaction. For example, student A is told: "You are at a party at a friend's house when you see a girl you want to meet. Introduce yourself and tell her something about yourself. Then ask her some questions about herself . . . ." (p.3). Student B who is the paired partner is told: "You are at a party at a friend's house when a boy you have never seen before begins talking to you. Listen to what he says and answer his questions as you like. Then ask him some questions too . . . ." (p.3). Lombardo designed this type of test to enable the

teacher know three things: (i) to what extent the students have learned what a language course focussed upon (achievement); (ii) where the students now stand, so to speak, with the language (proficiency) and (iii) where the students need to go next (diagnostic). She claimed validity for the test as the procedure attempted to duplicate real-life situation in which the proficiency is normally demonstrated. The test was also found to be reliable as it was able to give consistently replicable information about students' performance and it was above all practicable in administration and scoring. She also claimed objectivity in scoring as the tester was not involved in the testing but merely observed the interactions of the paired testees and scored along a prepared scheme or checklist.

What is of interest here is that using integrative tests to assess achievement, proficiency and to diagnose strengths or weaknesses can also be done by discrete-point tests. Also integrative tests are regarded as being easier to construct and administer than the discrete-point tests and they have high instructional value (Oller, 1976; Valette, 1977 and Morrow, 1979). Oller contended that results derived from an integrative test should serve as useful feedback that can enhance further classroom teaching and learning of the language. It is important to state here that such an instructional value should be realised after any properly constructed, administered and scored tests of oral English. All types of oral English tests: the discrete-point, the global proficiency, the integrative tests, the communicative competence tests should occur in meaningful contexts where the achievement and communicative proficiency of the learners can be assessed. Both the discrete-point and integrative test are used in this study at the primary school level. Here it is felt that discrete-point teaching and testing have gradually led to integrative teaching and testing in the second language. Thus it

is no longer a case of either discrete-point or integrative testing, as both have their merits and demerits, as has been earlier pointed out.

2.4.4 Problems of Testing Oracy

The suggestion by Davies (1968) that the teaching and testing of oracy would be meaningful if started at the primary school has remained only a suggestion in many primary schools. Yet Barnes (1972), Savignon (1972), Chastain (1976) and Valette (1977) have identified a number of opportunities to test oracy much of which have been unexplored. Such opportunities can occur in Nigerian primary schools:-

(a) in everyday classroom lessons, as the teachers allow their pupils to give answers to questions, or as they encourage the pupils to listen to and practise sounds of English that are either absent or are inexact in the pupils' mother tongue;

(b) in everyday classroom lessons as the teachers engage the pupils in dictation tests, in impromptu speaking or dialogues and oral description of events around them;

(c) in semi-controlled oral report and

(d) in interaction through role-playing and gaming.

Perhaps a final opportunity is that which occurs towards the end of primary school when those who are successful in the National or State common entrance examinations are called for interview. Again, this opportunity is hardly taken advantage of. First at the State level, only a few questions requiring oral response are asked, and pupils who do not wish to or cannot speak in English (after varied number of years of exposure to the language) are usually allowed to respond in their mother tongue or in the language of the community. At the National level, interviews conducted for pupils who have passed and are being

screened for the Federal Government Colleges (having scored a higher level of pass than for state Secondary Schools) usually demand response in English. But these responses are not recorded and most schools have no records of this oral aspect of the pupils' performance during these interviews. The keeping of such records could have provided guidelines for the teaching and learning of English in the first year or term in the secondary schools and it could have thrown some light in conducting a research project of this nature.

All the above points to the fact that speaking tests are seldom given in the language classes and the reasons for it are cogent and comparable to those listed by Chastain (1976):

(a) that many teachers are not aware of the various techniques of testing oracy;

(b) that some teachers feel that a subjective evaluation of pupils' performance in class is sufficient;

(c) that others feel testing oracy in the absence of a language laboratory is impossible;

(d) that most textbooks do not have sections that give testing ideas in oracy and

(e) that testing oracy takes too long a time to prepare, to administer and grade.

But cogent as these reasons are, the language teachers' job is only half done if the language of instruction is one that does not promote adequate oral communication. There are pertinent problems that must be tackled in testing oracy in Nigeria and they include:

(a) knowing what to test;

(b) knowing how to administer and score the tests;

(c) meeting the criteria of a good test and

(d) making use of test results.

What to test - In deciding the level of performance in oral English, it is necessary that the tester knows what standard of spoken English he is holding up as the model against which subjects' performances will be gauged. As has been discussed earlier, Salami (1968) rejected the deviant, non-standard usages found in the speech of many English speaking Nigerians. Banjo's (1971) classification identified variety III as the one to be taught in our schools and it is this variant that Akere (1981) referred to as the educated variety of Nigerian English which is comparable to a British or an American Standard English. What distinguishes one of these from the others will be limited to general local features accepted as normal in all living languages. This identified standard English should be presented to the subjects through the voice of a model. The model's voice used in this study was chosen bearing this in mind.

What to test also refers to deciding what aspects of the language should be considered for oral testing. Grieve (1964) and Davies (1968) recommended that oral English tests should be based on the learning problems of those to be tested in the second language. More specifically, Denga (1985) proposed that standardized diagnostic tests are needed for second language learning to assess and analyze an individual's strengths and weaknesses in a particular area of English as a second language. On the basis of the diagnosis, suggestions of possible causes of language deficiencies and provision for appropriate remedial measures will be made. The diagnostic tests should revolve round reading with sub-tests in:-

(i) rate of reading speed (sic),

(ii) comprehension,

(iii) visual and auditory discrimination,

(iv) vocabulary,

(v) word recognition skills and syllabication and

(vi) tests for motor skills.

Denga's plea that is relevant for this study is for an early diagnosis of errors in language which can facilitate a healthy development in second language learning. Valette (1977), Obemeata (1978), Obanya (1979) elaborated on the speaking problems that should be taught and tested. From their writings the following are key areas:-

Receptive Tests in:-

(i) Sound discrimination (or discrimination between intonation patterns);

(ii) Comprehension of continuous passage (macro-level);

(iii) Comprehension of details (micro-level) and

(iv) Drawing inferences from what is heard.

Production Tests in:-

(i) Pronunciation of sounds in isolation and sounds in context;

(ii) Answering questions posed in English;

(iii) Oral composition: description, argument, reflection etc;

(iv) Recitation and

(v) Reading aloud.

This study makes use of the listening comprehension as a receptive test because it is appropriate to test the ability to discriminate the sounds, stress and intonation of the English language being learnt by this level of subjects. It is noted that the listening comprehension test involves the testees' ability to recognise in writing certain words they hear spoken to them. That is, testing their listening skill involves testing their reading competence. This weakness in the use of the receptive tests is acknowledged, but it is felt that when the content of a test is pitched at the expected reading level of the candidates, then the reading skill is a negligible part of the test. All

the four reading pieces used are modified forms of the stories in Evans Primary English Course by Ann Berry (1974). Pimsleur (1966) found that the receptive tests help to sample pupils mastery of the accoustic features which signal semantic differences in a language. Ability to receive and decide the phonemes in a language is essential for adequate oral performance. It is also a measure of pupils' meaningful understanding of utterances they hear in the language.

Oral composition in the form of free response and reading aloud are the production tests of this study, used to measure the appropriateness and amount of vocabulary and content, the adequacy of pronunciation and grammar and the level of fluency which the learners have acquired in primary six.

Administering and Scoring Oral Tests -

The problem with listening comprehension is how to make a uniform presentation of it to all testees in a given situation. Perren (1968) said this aspect of oral language testing constitutes a problem because of the fugitive nature of language. To curb this, the use of tape - recording has been found to make the tester's job easier by freeing him from fatigue and inconsistency in administering and scoring the tests. Ayodele (1981) testified to this and this present study made sure that each school under study listened to the comprehension pieces under a uniform condition. Also each subject's production performance was recorded on tape for the benefit of the multiple raters who had to work individually.

Grieve (1964) and Davies (1968) pointed out the lack of uniformity among examiners/raters of 'O level' oral English who only have their own oral level of performance to fall back on when assessing pupils. Unfortunately, not all these examiners have the required training for

the expected judgement they are called upon to make. To reduce subjective assessment to the minimum, the obvious recommendation is to have more highly trained examiners. But since this is not always possible in the short range plan, all production tests should be accompanied by clear guidelines for testing and scoring. Such guidelines could include Pilliner's (1968) suggestions on analytic scoring of elements of speech, a number and types of speech tasks expected from the tests, a recommended number of assessors and the provision of and their orientation to a prepared marking scheme. When it is necessary that subjective marking must be relied on, Henning (1982) recommended the use of precise rating schedules by multiple assessors/raters and it is the average of these ratings that should determine the learner's mark. Tape-recording the learners' performance for re-mark by one or more assessors enhances the reliability of the scoring (Obanya, 1977; Ayodele, 1981). This project used multiple assessors to rate the production tests of this study.

The suitable place for administering oral tests is, without a doubt, the language laboratory but whose cost is at present out of reach for most Nigerian schools. The next best alternative is to tape record the pupils' performance in a classroom or special room when the area can be guaranteed noise-free. But from the experience of this investigator, this noise-free guarantee comes only after the pupils concerned have become used to having their tape-recorded voices replayed to them and they realise the need to have their surrounding quiet. The teacher should not resort to testing with tape recorders without getting the pupils used to being taught with it. It is only then that testing with this device can yield useful results. For this project the A.B.U. recording studio used was of immense advantage.

Peren (1968) observed that scoring uniformly will still be a problem whether or not the respondents are given a common topic or given the same stimuli. To curb this, oral production tests can be task-oriented in meaningful and real language situations which is the basis for Morrow's (1979) plea for the communicative approach tests. Caroll (1982) suggested that the tasks in these tests should be those that learners are expected to be able to perform in their normal language use. Henning (1982) further suggested that the scoring of oral production tests would be free of problems if inequities in length of time of testing, in testing locations, in time of day or week, in supportiveness of administrators and if noise distractions are prevented. In short, the tasks are given following clearly defined guidelines.

Lombardo (1984) in her experiment with paired communicative tests found that by structuring the task involved in each test, no candidate can be awarded marks until the task prescribed is accomplished. This will prevent the examiner from not 'hearing out' a good or fluent speaker or a poor or halting one. By 'hearing out' each of these two types of pupils, the assessor may discover that the poor - starter may overcome initial difficulty and his gradings on later aspects of the test may compensate for the early poor marks. The same thing in reverse may happen to the seemingly good starter. The suggested scoring of this type of test is consistently objective in that the examiner merely observes the interaction between the paired testees and awards marks according to a prepared scheme.

For a single pupil's free response, researchers have devised different objective types of assessment. Carroll (1963) made use of the Foreign Service Institute (FSI) rating scale for assessing spoken French. It is a six-point scale as follows:

S-0 = No practical knowledge of the language.

S-1 = Able to use limited social expressions, numbers and language for travel requirements.

S-2 = Able to satisfy routine social and limited office requirements.

S-3 = Sufficient control of structure and adequate vocabulary to handle representative requirement and professional discussions in one or more fields,

S-4 = Fluency in foreign language;

S-5 = Competence equivalent to English (or the learners' mother tongue) (p. 1092).

Hill (1982) also frees the assessor from being subjective by providing a five point rating classification ranging from:

Very good	- 5	Satisfactory	- 3
Good	- 4	Weak	- 2
		to Fail	- 1

Hill describes in details what would merit each terminology and each examiner/assessor could assign appropriate marks for each classification.

Yule (1982) worked along the same line as the two above but suggested that marks be awarded according to the quality of the tasks performed by the speaker in meeting the hearer's need in the communication. Yule postulates that the more interpretive work required of the hearer, the less efficient is the spoken communication. Thus it is possible to harmonise the testee's production tasks with suitable and objective scoring techniques.

Criteria of a Good Test - The common criteria for any good test include validity, reliability, practicableness and instructional value (Davies, 1968; Obemeata, 1978 and Obanya, 1979). Meeting these criteria is especially difficult in designing and scoring tests of oracy

in English. For example, oral English testing may become unreliable when the examiner is unable to maintain the same test situation for all the candidates due to examiner fatigue or his inaccurate recording and scoring of the testee's performance. With this unreliability, validity, practicableness and instructional value will essentially be absent. An oral test may become invalid when either the content or the situation in which the test is conducted or the method used in testing is not suitable to test what it sets out to test. For example, a test of auditory discrimination should include specific issues/items to be discriminated. The objective test items should be included only if they are clearly worded, free from extraneous clues and only if each set of answers has only one correct alternative (Valette, 1977). Sharing similar opinions and suggesting the use of item analysis to ensure test validity are Oller (1979) and Obanya (1979).

A good test must meet the classroom demand of being teachable as well as being simple to design and administer (Davies, 1968). These criteria are similar to Oller's call for the practicableness and instructional value of oral English tests. Practicableness of a test should ensure that classroom teachers can use it from the primary level of education upwards and during regular class periods. Finding the test result materials teachable and of instructional value are equally important criteria for oral tests. Whether the tests diagnose strengths or weaknesses, the teacher should be able to plough back these results into his subsequent teaching. In this connection, the teacher needs adequate guidelines on how to go about teaching oracy especially at the primary school level where it is believed the skills may be mastered fairly easily.

The teaching that results from the feedback from tests in oracy starting from the primary school should be beneficial to the teaching of English at the secondary school level to which the majority of primary school pupils aspire to go next. Also the teacher training colleges, which produce the bulk of the teachers for primary schools could benefit from knowing the needs of the pupils they will have to teach and adequately stream-line their syllabuses to meet these needs.

Making Effective Use of Test Results - One major criticism of oral language examining in Nigerian schools contained in the Grieve (1964) report was and is still the fact that both students and teachers do not take the test seriously because it does not count towards the certification of students. In a country where people work towards passing an examination in order to attain paper qualification, it is only those subjects that matter enough to lead to the realization of such a goal that will be given serious teaching and learning attention. Grieve therefore recommended making the testing of oracy compulsory. But that recommendation can only become operational when there is a grading policy to justify the teaching-learning effort as is now the case at the Grade II teacher certification.

Also there is a need to promote the use of intelligible English by educated Nigerians who are in the best position of influence to do so. Most young school pupils will aspire to emulate these educated Nigerians, instead of the non-standard Nigerian speakers of English that surround them, given the right examples. The results from oral tests in English should spur more educated Nigerians to want to encourage intelligibility of Nigerian English so as to establish it as a standard comparable to any other local standard in the English speaking world.

2.5 Extra-Language Factors that Affect Oral English Performance

There are extra-language factors, the independent variables of this study, that have been hypothesized to affect oral English performance of second language learners. They are:-

(1) language facilities made available to the subjects,

(2) language environment of the subjects' homes and their schools,

(3) parental educational level and

(4) age of the pupils.

The literature search revealed that these identified variables affect development of language skills generally, but it is not certain what effect they may have on oral English performance, and especially at the primary school level of education. Their inclusion in this study is to find this out.

2.5.1 Language Facilities

An important factor that has been found to affect pupils' performance in language learning is the amount of materials made available to facilitate learners' practice in language skills. Tiffen (1966) reported the poor teaching of pupils due to the absence of teaching aids, class libraries or reading corners in the primary schools where most of the pupils were from illiterate homes. Tomori (1974) described the impoverished fate of the average Nigerian child from non-literate homes in the schools he observed as coming into the world of books for the first time on his first day of school when he owns his first book. Language facilities referred to in this study are the English reading materials such as personally owned story/picture books, comic strips, school textbooks in different subjects and those books that can be

borrowed from school or town libraries. They could also be books of older siblings or parents in their homes.

Several writers have made the assumption that language facilities at pupils' disposal may have an impact on their school learning especially in a second language situation (Buzzing, 1972; Tomori, 1974; Williams, 1981 and Ezewu, 1983). This study is interested in the impact of this variable on oral English performance.

2.5.2 Language Environment

Language environment is used to refer to the amount of exposure the pupils have to use English first in the home and in out-of-school places. Such environment takes into consideration the availability of radio or television in their homes, the language that is commonly used and the number of people with whom the pupils can regularly interact in English language. Ezewu (1983) noted that while the physical surrounding of the home provides objects and materials to enrich the child's language acquisition, it is only in the home where the adults are readily available that the child will have more opportunity of imitating good adult models of the language. Both Ayodele (1981) and Ezewu (1983) identified various types of homes and their influence on language learning, especially English.

It has been found that the home type significantly influences the achievement level of learners of Indonesian language in a study conducted by Johnstone and Johnstone (1983). The Indonesian national language is Bahasa which many pupils have to learn in school as a second or third language just in the same way as English is to the Nigerian child. The larger the number of people in the child's family (which in Indonesia is determined by the wealth of the family) the faster the

young child can be helped or encouraged to master the spoken aspect of the language being learnt.

The supportive language environment of the school is also of concern in this study. Facilities in the environment of both the home and the school are what Caroll (1960) referred to as the language milieu which when learners have an adequate exposure to will make the learning of a second language easy. An absence of this milieu should be seen as a separate and distinct problem to the learners.

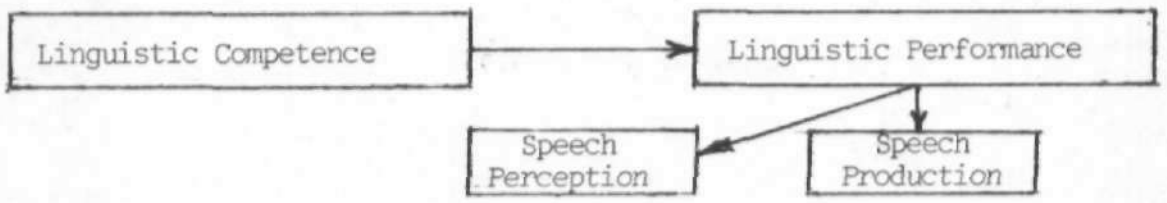
Two types of schools are involved in this present study: the L.E.A. and the privately established schools. The private schools differ in two major aspects from most of the L.E.A. Schools. One is that the private schools are fee-paying and so teaching facilities are much more available to them than in the L.E.A. Schools. Secondly, English is the medium of instruction throughout from primary one through primary six in the private schools while in the L.E.A. Schools, there are two patterns of switch into English. In a homogeneous community where all the pupils have a common mother tongue, that mother tongue is used as medium of instruction in the first few years of primary school as explained in chapter one of this study. And in a heterogeneous community where there are various mother tongues but with one acceptable language of the community, the switch from the language of the community to English as a medium of instruction may be very early i.e. after the first or second year because the teachers and the pupils may not be too deeply versed in using the language of the community to teach or learn.

Willaim's study (1981b) found that the factor of school type accounted for 37 percent of total variance in the combined reading scores between the L.E.A. Schools and the private schools with the latter being clearly better in their reading performance.

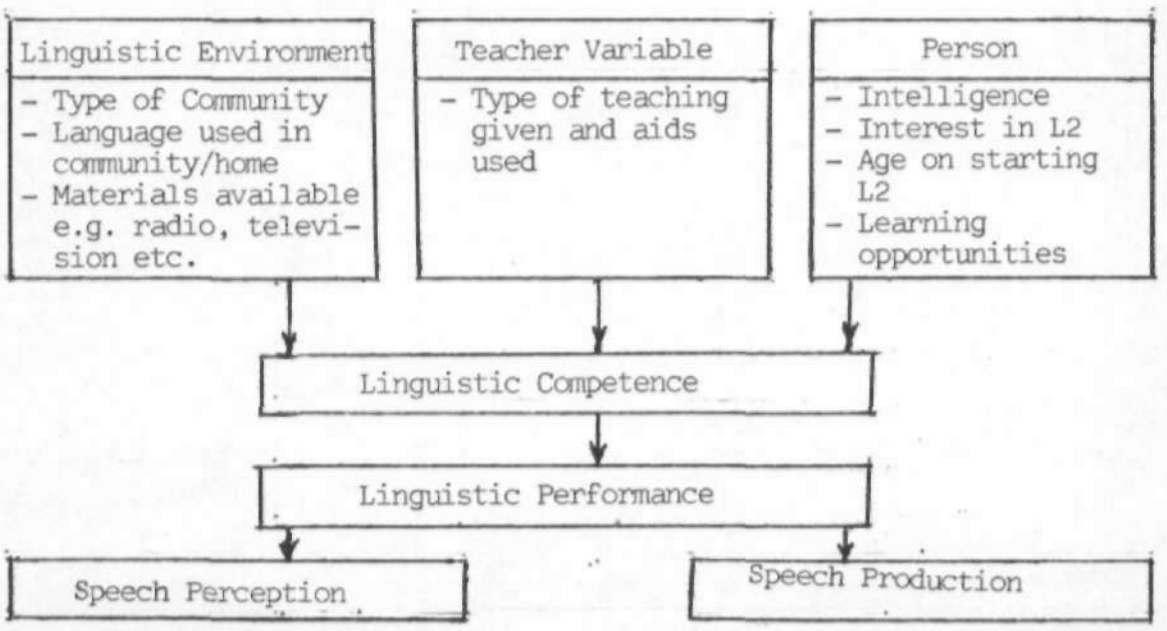
Some other Nigerian studies of learners from privileged language environments at home and in school include Adeniran's (1977) study of bilingualism among form V pupils in Ibadan; Ayodele's (1978) study of reading characteristics of pre-University students in Nigeria and Beckley's (1978) study of patterns of language teaching behaviour of learners of French. The learners' superior performances in such privileged environments is a reason for including language environment as a variable in this study. A model of language competence and language performance originated by Chomsky and refined by Ayodele (1983b) is hereby modified to demonstrate the importance and interactions of the various factors (among which are those listed above for this study) that aid the acquisition of oracy in English (Fig. 2.2).

Fig. 2.2. Language Competence and Language Performance Charts.

(a) Chomsky's Model



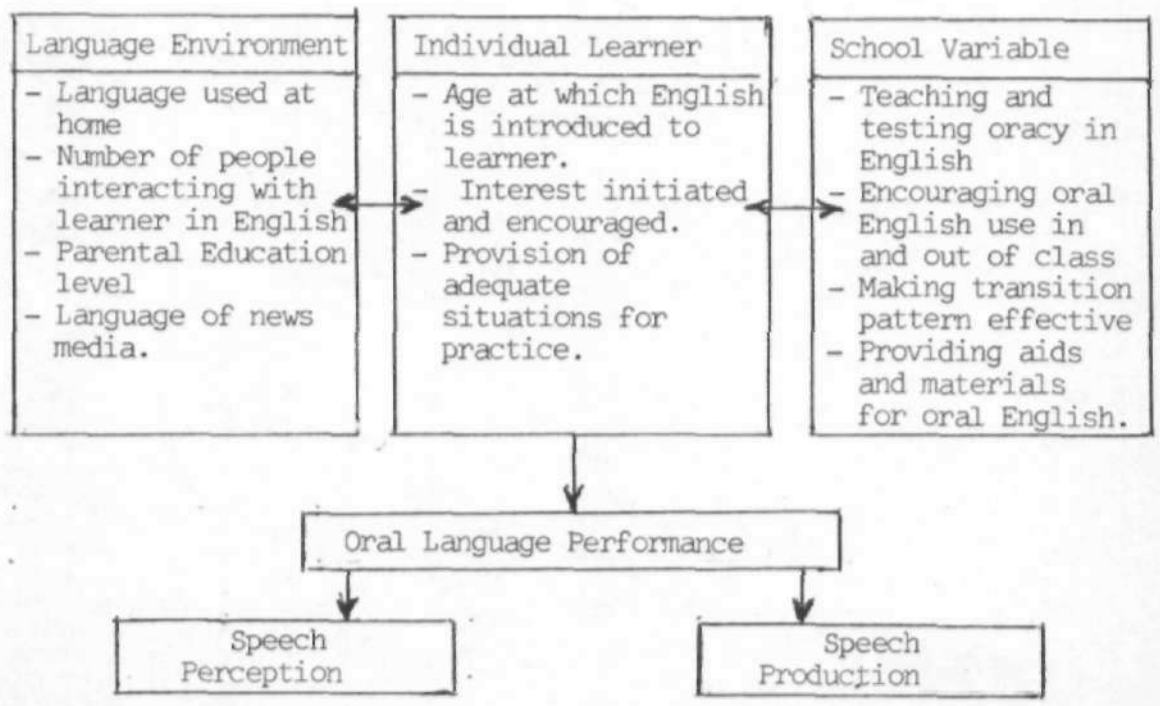
(b) Ayodele's Adaptation



Chomsky's (1962) model which is for native speakers shows the transformational generative grammarians theory that a language has an *infinite set of sentences and that linguistic competence enables* a speaker to produce and understand utterances never heard before. The resultant linguistic performance is a manifestation of this innate competence as the speaker engages in speech perception of listening and speech production of speaking.

Ayodele's (1983b) adaptation shows the peculiarities of second language learners at the teachers' grade two level of education. These learners have, as it were, used up their innate elements to acquire their mother tongues. From Ayodele's studies, it is observed that the variables of linguistic environment, the teacher, and the personal attributes of the learners can make an impact on their linguistic competence. When these variables are available in sufficient quantity, it is believed that the resultant linguistic performance of the second language speakers is comparable to that of the native speakers.

Fig. 2.2 (c) Ogunrombi's Extension



Ogunrombi further extended Ayodele's adaptation to accommodate

the second language learners of English at the primary school level. While Ayodele's adaptation matches each variable to directly affect the learner's linguistic competence as shown in Fig. 2.2 (b), Ogunrombi's extension puts the child/learner as a variable in the centre of all the other variables. The direction of the arrows in Ogunrombi's extension (Fig 2.2c) indicates a continuous inter-play of all the variables available and surrounding the child. It is from the culmination of this interaction that the child manifests an oral language performance in listening and speaking. Thus, the linguistic competence is subsumed in the interaction of all the variables, and only a manifested oral language performance that can be termed adequate, or otherwise, results. The independent variables tested in this study are derived from this model.

2.5.3 Parents' Level of Educational Attainment

The factor of level of parents' educational attainment has an indirect effect on pupils as noted by Ayodele (1978). It is assumed that the higher the level of parental education, the more facilities to promote learning in general will be made available to children of such parents. For example if the parents are literate, the availability of reading materials in English would not be a problem. So also would there be expected other media materials that could train the pupils' listening ability through e.g. radio, television etc. Pupils of such educated parents would also be expected to have opportunity of interacting with members of their families in the English language being learnt in school. Such interactions would encourage the pupils to use the language for explanation or exploration of ideas outside the classroom siutation.

Studies that have justified these assumptions include that of Beckely (1978) where students' performance in French language was positively

reinforced by an enriched language environment at home. Similarly, Adeniran (1977) found that Nigerian children from homes with educated parents performed better in their mastery of English as a second language. Slightly related is the finding of Ayodele (1981) that learners from the higher socio-economic home-backgrounds performed only slightly better than others when the total language milieu referred to above were taken into consideration. This is a reason why this study would like to identify educational attainment as distinct from economic factors which may make an illiterate man possess all the necessary language facilities but which may not be put into use that promotes oracy in English to benefit his children.

2.5.4 Pupils' Age

Many researchers have given the impression that age has something to do with a learner's mastery of some aspects of a second language. Carroll (1963) speculated about how young children can learn a second language with almost native-like accent. Stryker (1969) specified that while children would learn the sounds and sound patterns of a new language by sheer imitation, an adult would find developing the correct pronunciation of a second language difficult without copious explanations about the whys and wherefores of its peculiarities. In fact, Stryker's (1969) experience in teaching the sounds of English to non-native speakers made him state that by the time a learner is twelve years old, the sound patterns of his (the learner's) own language are so deeply fixed as habits that when he studies a second language, he may not even hear the new sounds and will experience difficulty in producing them. Carroll (1963) cited the findings of a neurologist Penfield who, in 1959, suggested that there appeared to be a biological timetable of the cerebral hemisphere which allows particularly rapid learning of second languages by a child up

to the age of ten. He cited as evidence the fact that children alone seem to be able to re-learn language after the loss of one cerebral hemisphere and that no cases have been reported in which adults could do so after such a loss. From these and other considerations, Penfield urged that the best time to teach second language is when children are young.

Bright and McGregor (1970) who had years of English teaching experience in African secondary schools justified what is being hinted at in Penfield's work. They made the following comments:-

> We had better pause at this point because there is an admission to be made and a problem of technique to be considered. The admission is that work on the improvement of phonemic discrimination at secondary school level comes at the wrong time and can be disappointing in terms of results.
> The proper place to work intensively on improvement in pronunciation is in the primary schools and the teacher training colleges. Something could be done and should be done in the secondary school but we should not perhaps aim too high, use too much time or be too disappointed with unspectacular progress. (p. 186, the underlining mine).

Ayodele's (1981) finding with teacher trainees' oral performance in English which is 'unspectacular' judging from the number of years they had been learning and using English disqualifies the teacher training colleges as the right place to start the training in the phonological aspects of English language. Strevens (1977) was of the view that the primary school age, when pupils are not yet encumbered with inhibitions to pronounce, imitate and adopt foreign sounds and structures of a second language especially when these are presented in an interesting way, should be utilized to advantage. Williams' (1981b) study reported that age was an important factor of reading performance in his study of second language learners. Also a United Kingdom survey of reading standards by Hurn (1973) reported that the greater the age at entry into infant school, the worse the reading performance, even up to six years after the children had started school i.e at a comparable age to that of the primary six pupils of this present study. It is therefore important to find out what the effect of age would be on the oral performance of the primary six pupils of this study.

2.6 Comparable Studies in Oral English Performance

Reported studies on the speaking aspect of English as a second language have been directed at various targets. Some of them that are related to this present study are those that:

(a) stress the appropriate time to master the language skills

(b) stress the search for a standard variety of spoken English to be taught in schools and those that

(c) stress the intelligibility of oral English performance.

The discussions that follow will be based on each of these aspects.

2.6.1 The Appropriate Time to Start Speaking in English

There is a common potentiality, the language acquisition device (LAD), in all human beings and Strevens (1977) noted that this capacity is subject to change in the course of human maturation in the same way as other human abilities. The phenomenon was demonstrated in a German study reported by Doyé (1979). He cited the National Foundation Education Research Project on the teaching of French 1964-1974 which found a lack of long term effectiveness in the teaching of French at the primary school level in a representative group of schools in England and Wales. This project did not provide an answer to the question of the optimal age for beginning to learn a foreign language. The German project conducted between 1970-1975 had this question answered as well as showed that foreign language learning can have a long term effectiveness when the learning is begun at the early years of primary school.

Previously in the Federal Republic of Germany, English was taught from the 5th grade upwards i.e. from the age of 10 or 11 years to the end of the pupils' school career at age 15, 16 or 19 years depending on the kind of school they attend. But in a

considerable number of schools covering about 75 percent of the reported survey within the townships of Western Germany, the instruction in the schools did not bring the learners to a desired level of performance. The suggestion of increasing the number of English lessons per week or having a better organisation of the teaching was possible but each had its limits. A more plausible and practicable way to improve efficiency of teaching seemed to be an earlier start from age 7 - 8 years as from the 3rd grade of primary school.

Procedure: 1,200 pupils in 36 classes started to learn English in grade III. There was an established guarantee that there would be a continuity in the learning of English by the subjects no matter into what type of secondary school they go from the primary school. At the end of each year the subjects were tested as follows:-

3rd grade - listening comprehension and speaking tests in English.

4th grade - listening comprehension, speaking and reading tests in English.

5th, 6th and 7th grades - listening comprehension, speaking, reading and writing tests in English.

Results of the Study -

(1) At the end of 5th, 6th and 7th grades, the pupils who started English early achieved higher levels of competence in listening comprehension, speaking, and reading and writing than those who were late starters. This diffference was greatest in the 5th grade but was significantly greater in all the four language skills at the end of the 7th grade.

(2) The early start in English did not affect the pupils' performance in other school subjects especially the highly prized

German and Mathematics.

(3) At the end of the study 74 percent of the pupils and 81 percent of their parents declared themselves in favour of the start in the 3rd grade.

(4) 97 percent of the teachers who participated in teaching the experimental classes and 67 percent of the teachers in the control group favoured the early start in teaching English.

Comments on the Study:- It could be argued that nothing remarkable had been achieved by the early starters of the study who had an additional opportunity of 2-3 years to master the foreign language and so had superior performance. While this argument could hold for subjects' performance in the 5th and possibly 6th grades, their significantly superior performance sustained till the 7th grade when compared with the performance of the late starters could be regarded as an important finding for the study.

Other empirical studies have shown that proficiency in oral language learning is not necessarily cumulative. If the starting point is later, Ayodele's (1981) and Williams' (1981b) studies on factors related to performance in reading English as a second language found the factor of age as an important predictor of performance. This finding confirmed the report in Hurn's (1973) survey of reading standard (already referred to) that the greater the age at entry into the infant school the worse the reading performance, and this observation was for first language learners. It would therefore seem important that an early encouragement of bilingualism is to be preferred for second language learners of English.

2.6.2 Studies on Standard Variety of Spoken English

As has already been mentioned, there should be a model or standard held up for the learners against which their performance can be gauged. Studies that describe and/or prescribe what Nigerian spoken English is or should be have set about it in various ways. Banjo's (1971) classification of varieties of Nigerian English is descriptive as well as prescriptive in his selection of variety III as the standard or model for classroom teaching. This prescription is based on a native-speaker standard i.e. Received Pronunciation (R.P.) because as at the time, the basic events that generated enthusiasm for according recognition to other dialects or varieties of English were yet to take place. One of the events was the Miami Conference which came up in 1977 and the proceedings of that conference edited by Richards had a primary focus in English in a world setting. The proceedings of another conference in June 1978 which had the theme of 'English in Non-native Contexts' went a step further as the participants viewed and reviewed English-using communities in various continents in its totality for the first time (Kachru, 1982). Banjo's classification therefore was and still is a major contribution even though based on R.P. standard; and until a Nigerian standard variety is formally accepted and documented, our reference point may of necessity be the other standards from which Nigerian English is an offshoot. Adekunle (1974) succinctly puts it that:

> the common core features that link American English, British English and Nigerian English ..... (show) that without this 'shared' relationships, Nigerian English would not qualify to be regarded as a dialect within the world sub-sets. (p.31).

Ekong (1982) moved away from theoretical prescriptions by proposing guidelines in the form of workable definitions and

procedure to determine three criteria: intelligibility, acceptability and phonetic identity that the model Nigerian English should fulfill. Ekong's study in 1980 explored the intelligibility criterion and will be discussed later. Williams (1984) explored the acceptability criterion in a combination of two studies using the same instruments of acceptability rating scale and a use of English tests. The respondents range from Ph.D graduates, to post-primary students. The results can be summed up by saying that greater preference for 'Nigerianisms' in lexis and structure was shown by those at the lower educational level. They are those who made the least correct choices in the use of English test and they had the greater percentage of those who were not sure of what the correct usages should be. Therefore those who could best judge acceptability in Nigerian English lexis and structure for teaching purposes should be those who could recognise the different correct or incorrect usages. The direct appeal from that study is that there is a need for guidance on specific usages at the classroom level because many mistakes by pupils are direct results of incompetent teaching. This is relevant to the present study. At the primary school level there is a feeling that adequate language learning could occur in all skills - oral performance inclusive - under the guidance of competent teachers. There are a number of the 40 sentences of the Williams' study on acceptability that may not be in the repertoire of primary school pupils but others such as the use of

(i) borrow instead of lend

(ii) follow instead of accompany,

(iii) although ... he instead of although ... but and

(iv) the lack of the use of determiners or definite articles,

could be taught at the primary school and with constant use, they could become permanent features of oral and written production of learners. This study would like to see such acceptable classroom teaching as a preventive measure to poor performance.

Eka's (1985) study has made an attempt to identify and describe the phonology of samples of standard Nigerian English which he felt is spoken by final year University Students. Sixty final year undergraduates in English and Education of two Federal Universities: A.B.U. and University of Calabar were the subjects of Eka's study. The 60 'informants' represented 32 language groups or clusters in Nigeria and there is one native-speaker of English used as control. Each informant and the control read 28 sentences, 28 words and spoke on My Home for a maximum of five minutes. The subjects' production were tape-recorded, phonetically transcribed and analysed by phoneticians. The distinctive phonological features of Nigerian English were defined when paired with that of a native speaker. Eka's study has broken new grounds towards providing an empirical data of the phonology of what Standard Nigerian English might be and these findings can be useful for classroom teaching.

The limitation of Eka's study that the author is also aware of is the sample size of '60 informants' being too small and the fact that other oral discourse such as casual conversation was not included in the study. Both of these could become possible areas of further and bigger researches that will necessitate government support.

What is of importance to this present study is that the search for a complete phonetic identity of what Nigerian English is or should be is still on, that is, even if agreement as to who the

speakers of Nigerian Standard English has been reached. The study of oral English performance of the primary school pupils will have no other option but to be based on the R.P. Standard in assessing its intelligibility until a complete description of what the acceptable NSE is or should be is available.

2.6.3 Intelligibility Studies

The third criterion of what a Standard Variety of English should fulfill is that of intelligibility according to Ekong (1982). But prior to this, there had been attempts at testing the level of intelligibility of various categories of educated Nigerian English.

Tiffen in 1974 tested the intelligibility of the English spoken by 24 University undergraduates made up of Yoruba and Hausa speakers. The oral productions of these subjects were rated by 240 native speakers of English to be about 64 percent as effective or intelligible as the native speakers. The Hausa speakers were rated slightly higher than the Yoruba speakers. Tiffen used raters who were only exposed to the R.P. accent and had no previous exposure to Nigerian English accent. As Ekong (1980) pointed out, these raters may have been prejudiced against the unfamiliar Nigerian accent. Ekong in her study used a Briton as a model, but used other nationals including Nigerians as raters. It is important that the rater and the speaker/informant be familiar with a commonly defined variety of the language in which they are operating.

Ayodele's study in 1981 was on the level of oral English performance of Grade II teacher-trainees i.e. at a lower level of educational attainment to the subjects of Tiffen's study. The all - Yoruba teacher trainees were rated by both Nigerians who had been trained in testing oral English by W.A.E.C. and by native English

speakers who either taught oral English in Nigerian Secondary schools or were members of the academic staff of the University of Ibadan at the time. In order to determine an individual's performance, the mean score computed from the individual raters' scores was used in order to reduce subjectivity of any one assessor according to Upshur (1972), Dobbyn (1976) and Obanya (1977). For Ayodele's subjects the average score was about 50 percent as intelligible as native speakers. This rating should be seen as an improvement over Tiffen's and although both use the R.P. as the standard accent, the inclusion of Nigerians as raters implies that Ayodele's subjects had all the needed support or sympathy in appreciating their oral performance. The point being made is that rater prejudice or subjectivity by any one type of assessor has been reduced. The 50 percent level of intelligibility scored by these teacher-trainees may only be confirming what Banjo (1971) was hinting at - that the majority of Nigerians speak a type of English that is at the variety II level of his classification. It is a variety that is heavily marked by mother tongue interference in grammatical structures, stress, intonation and rhythm.

Ekong's (1980) study was based on the belief that intelligibility within a speech community is the primary requirement for a speech model and it is possible to have such a model identified for Nigeria. That speech variety, according to Ekong, may be as internationally intelligible as any native speaker's standard variety. The carefully selected subjects for Ekong's study represented six ethnic/language groups, five different levels of educational attainment and five different types of length of time in experience in native English speaking countries. The raters

were also of different national and ethnic groups, but they were all professionals from various fields of specialization. The results from this study suggest that when carefully selected Nigerian speakers of English are tested and rated along with a native speaker, the Nigerians may be as internationally intelligible as the native speaker. The mean score of 81.4 percent by the Nigerian subjects was highly comparable with the native speaker's 81.5 percent. The limitation of this study is that the small number of the subjects is not representative and the sampling was not random. There is a need for future studies to prove that an increased number of randomly selected Nigerian speakers of English can be used.

Also the suggestion by Ekong is in order that researchers on English language need to come to an agreement on a standard teaching model of spoken English and a standard way of testing it. Eka's (1985) study is therefore a notable contribution towards identifying this model.

While the search for this model is still on, the present study is on determining the level of oral performance of primary six pupils in English to see whether they could form part of the selected speakers of the standard Nigerian English of the future.

2.6.4 Summary of the Literature Review

This review has made a partial survey of the teaching and testing of oral English that relate to this study's attempt to determine the level of oral English performance of primary six pupils. The review revealed:-

(a) That much of what we know about the state of the art of teaching and learning of English as a second language at the primary school

level has been derived from observations of concerned researcher-writers. This present study which is based on the level of **oral** English has, of necessity, to do more than observe. The study demands that actual evidence of the oral language tests of reception and production be undertaken.

(b) Some problems of teaching oracy are examined and they include:

(i) teachers' inability to be speaking models to their pupils,

(ii) the large numbers of pupils in English language classes

(iii) the teachers' lack of guidance on what to teach and how to teach them.

(c) Oral language testing takes the remaining portion of the literature review because the study is on the use of oral tests to determine pupils' performance.

Various types of tests of oracy were categorized into two: discrete-point tests and the integrative tests. The study made use of both types.

(d) The review looked into some extra - language factors and their impact on learners' performances. Specifically the study intends to examine the effects of these factors on oracy at the primary school level.

(e) Finally, other studies that examined some principal characteristics of oral language performance were discussed as they relate to the present study.

Chapter 3

RESEARCH DESIGN AND PROCEDURES

3.1 Introduction

This chapter describes the step-by-step procedures for preparing and testing the primary six pupils in oral English. As much as possible, each procedure or design is justified in line with established research techniques and occasional reference to other works already reviewed is made. The following are the points for detailed description:

(a) the research sample,

(b) the research instruments,

(c) standardization of the instruments,

(d) the administration of the instruments and

(e) the scoring of the data collected.

3.2 Research Sample

The schools within Zaria township that have classes up to primary six in 1983-84 school year were 103 as recorded by the Principal Education Officer-Examinations,(P.E.O. Exams), of the Zonal Ministry of Education Zaria. They can be grouped into two broad types viz: those owned and administered by the Local Education Authority (L.E.A.) and those owned and administered by private individuals or institutions. The L.E.A. has the greatest number of primary schools, 85, three of which were selected for this study namely: Aminu L.E.A., Samaru L.E.A. and Babban Dodo L.E.A. Schools. The privately owned schools were 18 and Ahmadu Bello University (A.B.U.) Staff School was selected to represent them. Each

school selected satisfied the condition of representing a type of the geographical location of the people within the township. The four identified geographical locations are:-

(a) the 'inner-city' e.g. Zaria City

(b) the cosmopolitan area e.g Sabongari

(c) the outskirts of town e.g. Samaru and

(d) the 'institution enclosed' area e.g. A.B.U. main campus.

These locations have been described in chapter one of this study.

Also each selected school had all its classes 1 - 6 in one location and under a single administration i.e. one headmaster and an assistant headmaster (as found necessary) working cooperatively. These factors are important because a school that does not have all its classes in one location and under this cooperative administration may suffer from the inconsistencies of implementing the Nigerian language policy in education which Omojuwa (1977) and Afolayan (1977) have analysed. The effect of such inconsistencies included not making the switch from mother tongue to English as stipulated and not giving uniform encouragement to the pupils in their use of English inside and outside of class.

One hundred and twenty (120) primary six pupils are the subjects of this study. The nature of the study involves a time-consuming one-to-one interaction with the subjects in conducting two out of the three tests of the study plus a one-to-one interaction during oral interview. It is therefore felt that 30 subjects per representative school was adequate. To ensure that the subjects were truly representative of their schools all the primary six pupils in each school were stratified into three achievement categories of good,

average and weak. The achievement categories were based on the primary six pupils' most recent performance in the tests used for their end of first term assessment in December 1983. From each achievement category, five boys and five girls were randomly selected so that each school produced 15 boys and 15 girls. This method ensured that the achievement and sex of pupils were equally represented. Lumsdaine (1963) found that when dealing with a large population stratified random assignment of individuals was better than treatment of groups based on class. The stratified sample has the advantage of reducing error variance and of rendering the comparisons among samples potentially more sensitive. The first term test results used to categorize the pupils in each school was assumed appropriate because most primary schools in Zaria usually organize extra 'coaching' classes in English, Arithmetic and General Knowledge during the first term for class six pupils. This is done to prepare the pupils for the National and State Common Entrance Examinations which usually come on in December or early January. The schools of this study had done these tests before participating in the tests of the study between March and April 1984. It was felt that the subjects of the study were as uniformly prepared for the tests as their schools' facilities would permit. Table 3.1 below gives a summary of factors taken into consideration in selecting the sample population.

Table 3.1: Primary Schools and Subjects Involved in the Study

NAMES OF SCHOOLS	SCHOOLS				SUBJECTS		
	Type	Location	Transition Pattern	Sponsorship	Boys	Girls	Total
A.B.U STAFF SCHOOL	Private	Institution Enclosed	Initial	Fee-Paying	15	15	30
AMINU L.E.A.	Public	Sabongari	Medial	Free	15	15	30
SAMARU L.E.A.	Public	Outskirts of Town	Medial	Free	15	15	30
BABBAN DODO L.E.A.	Public	Inner-City	Medial	Free	15	15	30
				Total	60	60	120

3.3 Research Instruments

This study is on the oral performance of primary-six pupils in English and the instruments to elicit such performance include some oral receptive and production tests which are the dependent variables of this study. In order to elicit the independent variables of the study oral interviews and observation reports were the tools used. Each instrument is now defined and explained as it was used in the following order:-

(a) Oral Interview,

(b) Receptive Tests,

(c) Production Tests and

(d) Observation Reports.

3.3.1 Oral Interview

This instrument was used to collect data on the subjects' language environment and facilities that may enhance their oral English performance or otherwise. The oral interview is not a test of the subjects' ability, but the data derived from it play antecedent roles according to Tatsuoka and Tiedeman (1963) and may contribute to our understanding of the subjects' performance in the tests of the study. The questions asked can be classified as those on:

(a) Personal details: name of school, sex, name of subject and age;

(b) Composition of nuclear family;

(c) Occupation of parents;

(d) Language environment and facilities in the home and

(e) Language environment and facilities in the school.

These were made into structured questions (Appendix I) and administered by the investigator and two research assistants. There was also a designed proforma answer sheet, one per subject (Appendix II). The research assistants were Hausa speakers who worked along with the investigator to record answers given by the subjects. The use of Hausa speaking assistants became necessary to guide some of the primary six pupils who could not understand the instructions given in English well enough to give accurate answers in the provided answer sheets. From a previous try-out of similar questions in some other primary schools, pupils tended to give answers similar to what their friends or classmates had given. The reasoning is that once an answer given by 'A' is found acceptable there was no need for 'B' to give a different answer even though the different answer may be equally correct. In order to get the subjects to tell

the truthful account about themselves, those who were interviewed were kept separate from those waiting to be interviewed.

In the first section of the structured questions dealing with personal details, the name of the subject, the school and sex were useful for identification purposes and the age factor was also of importance since it is assumed that age has something to do with the effective learning of a second language (Stryker, 1969; Bright and McGregor, 1976; Hurn, 1973 and Williams, 1981) already referred to.

The size of the subjects' nuclear families in terms of the number of people with whom the subjects can speak in English was also investigated. The assumption here is that the greater the number of those with whom a learner interacts in a given language, the greater the mastery. Mowrer and Vieck (1945) and Johnstone and Johnstone (1983) among others noted that homes where adults constantly taught or guided children or beginners about what to say usually produced learners who make fewer mistakes in the language being learnt. Silva (1975) noted that the greater the exposure to meaningful language around the learner, the more effectively he can formulate and revise his hypothesis about the structure of the language. This is true not only of home environment but also at school.

The next three factors of parental education, parental occupation and the language facilities are inter-related. The educational level may dictate the types of job open to them and the income they will earn. Subsequently this will determine what the parents can provide in terms of facilities such as radio, television and extra reading materials. These are believed to have definite impact on the oral English learning and practice of their children, as found out by

Tomori (1974), Ayodele (1978), Beckley (1978). Apart from these facilities, the literate parents have the advantage of engaging their children in oral practice or in giving constant encouragement to them. This cannot be said of a home where the parents are illiterates. Even when it is a home of wealthy illiterates who have such facilities as radio and television, the programmes that may receive great patronage will normally be those in the local language of the community which they all speak and understand.

Also, it is possible to have illiterate parents who are eager for their children to master the English language, but their impact cannot be as effective as it would have been if they were literate.

The school variables aspect covered in the oral interview was directed at finding out the language facilities made available to the subjects and the language policy and procedures for oral English learning. While the home and the school should be seen as complementing each other in providing an all-round learning, Carroll (1975) stressed that the school holds the key. He was of the opinion that a learner can go far in mastering a foreign or second language quite independent of what his home back-ground circumstances may have been, but how far he will go depends very much on the educational opportunities that are provided by the school. Carroll's assertion found justification in a study by Williams (1981b) on the English reading performance of primary school pupils. The difference in performance among schools whose pupils have a common socio-economic background and a homogeneous language but different school environment was significant in the yearly common entrance examination results of the two schools in the study by Williams. The implication is that regardless of a common language and similar home environment the type of school can make signficant

impact on the learning of pupils.

The school language facilities and language environment are highlighted in the observation reports treated later.

3.3.2 Receptive Tests

These are better known as listening comprehension tests and there are two types. There are those that test auditory discrimination at the receptive level and there are others that test auditory comprehension. It is the auditory comprehension type that is of interest here. The auditory comprehension tests are used to assess the subjects' ability to follow the flow of discussion or narration. They involve keeping related details in mind, following oral directions, recognising relationships between main and subordinate ideas and drawing justifiable conclusions. It is probably this aspect of receptive testing that Perren (1968) criticised as unreliable because it includes testing the candidate's memory span, his ability to hold or recall a succession of sounds or sentences, his interest in, and his previous knowledge about a given content. But most classroom teachers will agree with Lado (1970) that interest, previous knowledge, memory span and/or any other personal factors that a learner brings to a learning situation are inter-related in promoting his success or failure in learning. They are all factors that cannot be treated singly in their contribution to an individual's achievement in any given language skill, oral English skill inclusive. The caution to always bear in mind is that the choice of the reading materials - the narrative pieces or discussion passages that are listened to should be at the level of testee's ability.

In this study, four short narrative pieces (Appendix X) were put on tape using a lady's voice which was previously judged as a model comparable to Variety III of Banjo's classification and has been used as such successfully by some senior colleagues of this investigator in the Faculty of Education at A.B.U. This model voice is intelligible and free from any mother tongue influence i.e. one cannot readily tell her ethnic background in Nigeria. The use of a model in a study such as this is a deliberate attempt to demonstrate the contention of Davies (1968), Bright and McGregor (1970) that when a classroom teacher has access to providing his pupils with a good enough model comparable or better than his own, he should not hesitate to do so. The more varied the good models, the sharper will be the development of the pupils' receptive competence in understanding what others say in the language being learnt.

Each narrative piece was read two times to the subjects and was followed by three questions each with multiple choice items. An answer booklet (Appendix XI) was made available to each subject who simply marked the correct answer to each question. In order to ensure uniform testing conditions and a conducive environment for listening to the recorded narrative pieces the subjects took turns on different days to come to a reserved large classroom in the Department of Adult Education and Extension Services of A.B.U.

3.3.3 Production Tests

We can classify the production tests into two types as has been earlier discussed in chapter two: the discrete-point type that isolates various segments of the second language for testing and the integrative type wherein a learner puts into use what he has internalised in the grammar of the second language.

(a) Oral Reading of a continuous prose and five short sentences was used to test the subjects' mastery of vowel and consonant phonemes, stress, intonation and pause junctures of the language (Appendices II & IV). This took the form of discrete-point items. Reading as a testing device in oral English has been critically appraised by Lado (1970). He rated it as the most uniform, precise and simple method for testing production of the sound segments of a language but noted that it introduced a reading ability dimension to the testing of speaking. Perren (1968) also noted that reading of sentences/passage has the advantage of providing carefully chosen standard materials but it involves skills other than those required in speech. Also that the pronunciation used when reading is not representative of the pronunciation used in free speech. This investigator notes the goodness of the reading test acknowledged by these test experts and appreciates the reality of the problems inherent in the test. The feeling is that there needs be no apology for using the subjects' ability to read in testing their oral performance, because it has been noted that the reading voice is but an extension of the speaking voice (Eka, 1985). Also the reading ability will not be the major focus or part of the test if the passage/sentences to be read are kept within the normal reading level of the subjects.

In addition, Lado's (1970) contention against reading is that the use of reading instead of a straight speaking test is a limitation to the creativity of the learner. This is because a reading passage already provides the subject with the words, word order and the thread of the story and so is not as adequate as a test which requires that the subject operates the thread of his own story, chooses his own words and frames his own sentences etc. But this investigator would not see reading

as a weak or limited test, rather the investigator is suggesting that its use in the discrete-point testing can serve as a possible preparation or additional practice for learners before they are plunged into speaking on their own. Through such reading, Lado (1970) himself was able to easily identify his learners' problems.

In this study, the continuous prose, which is made up of six sentences in ninety-six words, has ideas and vocabulary from Ilesamani Health Education Course Book 5 by Omodara and Dare (1976). The five single sentences were made up by the investigator and they reflect some assumed oral English weaknesses of the subjects. The two pieces were typed out and made available to each subject when it is the turn of their group of five to be prepared for their production tests (Appendices III & IV). The group of five subjects were given an orientation in the use of the recording studio materials and then the instructions on what to do with the two pieces were read out to them and explained. The orientation and instructions were both translated to Hausa by the accompanying class teacher from the L.E.A. schools. The recording studio of the Department of Adult Education and Extension Services in A.B.U. Main Campus was the place where the subjects' performances were recorded on cassette tapes. Care was taken to isolate the subjects already tested from those awaiting their turn.

Both the prose and single sentences were read two times by each subject. During the first reading when it is assumed that pupils at this level will only be acquainting themselves with the passage, only the segmental features will be scored by the raters/assessors. During the second reading when the passage might have become more familiar to the subjects, the supra-segmental features of the passage and sentences will be scored. For the first reading,

30 items in the prose and 20 items in the single sentences were underlined in the examiners copy for rating (Appendices V & VI). The items marked in this first reading represent the segmental features of English that Nigerian speakers of English generally and Hausa speakers in particular find difficult. Two reasons account for particularising Hausa speakers' oral English problem in this study. The first is that the study is based in Zaria which is a typical Hausa speaking community and most of the children of the age-group of the subjects of this study may not be immuned to the influence of the Hausa language in their speaking of English. The second reason is that the Hausa and Hausa related language-speakers among the subjects are in the majority as should be expected and depicted in Table 3.2 below. The next to these are Yoruba and Yoruba related language speakers and then the Igbo and other southern Nigerian languages. There were only a handful of foreigners mainly Indians and Pakistani

Table 3.2 Different Language Groups Among Subjects of the Study

SCHOOLS	Hausa and Hausa Related Languages	Yoruba and Yoruba Related Languages	Igbo and Igbo Related Languages	Non-Nigerian Languages
A.B.U. STAFF SCH.	12	14	-	4
AMINU L.E.A.	10	6	14	-
SAMARU L.E.A.	18	10	2	-
BABBAN DODO L.E.A.	30	-	-	-
T o t a l s	70	30	16	4

In Table 3.2, the Hausa related languages include Angoni, Barebari, Bassange, Birom, Bura, Fulfude, Ga'ada, Idoma, Iyala, Igede, Kattab, Nada, Nzom, Tiv and Zabarma. The Yoruba related languages include Ebira and Ogori while the Igbo related ones include Edo, Efik, Ibibio, Ishan, Okpella

and Urhobo. The Non-Nigerian languages spoken by the subjects of the study are Chinese, Indian and Pakistani. From table 3.2 about 59 percent of the sample population of the study are Hausa or Hausa related language speakers.

A sample of a marked sentence from each piece in the first reading is as follows:-

- These children have learnt some useful things from their Health Education lessons.

- We need three more seats for the evening feast.

At a glance these sample sentences identify /d/;/t/;/l/;/θ/;/i:/;/v/; and /f/ as problem phonemes being tested.

The word useful constitutes a peculiar problem for most speakers of English from the Northern States. For while it is the consonant clusters that generally create problems for most Nigerians, here it is the presence of vowel e in the spelling of useful occurring between consonants s and f. This vowel which is silent in English pronunciation of the word traps and confuses the Northern Nigerian speakers and when given full sound value in error, it is pronounced /yusipul/.

In the second reading of both pieces by the subjects, the supra-segmental features are the items marked to see how their familiarity with the pieces aids their fluent reading of them. Fifteen items were marked in the prose and another fifteen items were marked in the single sentences. Sample sentences marked are as follows in the 2nd reading:

- The head-boy sees to it that the rubbish is burnt once a week.

- I think stealing is a bad thing to do, don't you?

Burnt has a slight pause and a rising intonation that gradually leads to a slight stress on once before the pause at the end of the sentence. The tendency for burnt to receive a falling intonation and a

pause is great among Nigerians and the once a week comes out much like an after thought. This is a reflection of what occurs in some Nigerian languages. The question tag intonation has to be drilled before adequate performance can be expected from most Nigerian learners of English.

(b) Free Response (Appendix IX) is the integrative aspect of the production test where subjects are on their own in the choice of what to say, the grammatical structures and vocabulary to use after some given stimuli. This test goes farther than the testing of learners' ability to say the sounds correctly or combine the sounds into words and sentences with the necessary stress and intonation as in the oral Reading test above. Free response tests whether a subject can say something meaningful and relevant in a given situation and whether this can be understood by a listener. Perren (1968) noted that the problem of meaning and relevance is fundamental because the various other signals are important only in so far as they add up to meaning in an integrated relationship.

Two topics viz: My Best Friend and My School were presented to the subjects as stimuli from which a choice could be made to talk on. Each topic has a suggested outline comparable in weighting to each other. As in the Reading and in fact along with it, the Free Response test instructions were also explained to the subjects before their performance was recorded on cassette tapes. The translation was equally done by the accompanying class teacher of the schools as found necessary.

3.3.4 Observation of Primary Schools

Another instrument of this study is not a test of the subject's performance, neither is it a direct scoring device. It became useful in helping to further understand and appreciate the impact of a school's total environment on the promotion of learning in general, and language

skills in particular, of the pupils. The investigator has been involved in teaching a curriculum course to B.Ed. Language Arts Students which gave rise to making the students go on a yearly school inspection of primary and post-primary institutions within Zaria. Reports submitted after such observations and cross-checked by the investigator include the following points that are relevant to this study:-

(a) Physical Features (Buildings and Grounds) of School
- Location
- Playground facilities

(b) Classroom
- Adequate numbers
- Enrolment per unit area
- Seating and lighting arrangements
- Materials for learning and displayed charts and teaching aids.

(c) Library/Reading Corner - size of collection and variety
- Lending and reading arrangement

(d) School Language Policy - language used in the classroom
- Language used outside the class but within school premises

(e) General - Double or single session i.e. Morning & Afternoon sessions.

Reports on the above listed variables are useful in classifying the language learning in each school. For example it is assumed that the more the language facilities available via the class library or reading corner, the better will be the reading interest of the pupils and consequently the better their speaking in the language of what has been read and vice versa. Results of these observations were corroborated with the oral interview data and together they can be

useful in influencing the oral English performance of primary six pupils.

3.4 Procedures of Administering the Instruments

The procedures for administering each of the listed instruments are now briefly discussed:-

3.4.1 Oral Interview

The interview was conducted in each school by the investigator and two Hausa speaking assistants in the three L.E.A. Schools. Each assistant had a copy of the structured question and copies of the designed interview proforma answer sheet, one per subject.

Each school was visited on a separate day as permitted by the Headmaster/mistress and the interview usually started at about 10 a.m during the long break in the schools. Two of the classrooms for primary six were thus available to the investigator. All thirty subjects waited together in one room with a school teacher, and the interview took place in the other room. Immediately a subject had been interviewed he or she was released to go outside for his break in each school. The oral interviews lasted between forty-five and sixty minutes.

3.4.2 Receptive and Production Tests

These two tests are grouped together because they took place on the same day and in the same venue for each school. Arrangements were previously made by the investigator with each school and with the Director of Adult Education and Extension Services in A.B.U. main campus together with the staff members in charge of the recording

studio in that department.

Subjects from each school were transported from their schools between 8 - 8.30 a.m. on their day of recording as arranged by the investigator.

The Receptive Test was conducted first in one of the large classrooms of the Department which had been previously prepared and made conducive for a listening test. The investigator gave necessary instructions orally on how to mark correctly the answers to the questions in the answer booklets distributed to the subjects. These were always accompanied by one teacher from their school and he/she served as interpreter into Hausa as occasion demands.

After each narrative piece, the questions are answered and then a fresh piece is played. There were two technical assistants from the studio staff to help with the playing of the recorded tape. Each narrative took about eight minutes so that for each school about thirty-five minutes were used for the receptive tests.

The Production Test came immediately after. Subjects were grouped into fives and these took turns to receive instruction in a smaller room adjacent to the recording studio on the Reading passages and the Free Response topics. On the reading pieces, the instruction to read each passage twice which was also printed on each person's copy was emphasised. On the free response, the availability of a choice and the tasks involved were explained. Each explanation was followed by an interpretation in Hausa for those that needed it. The instruction that the subjects could add to the suggested outline within the limit of a three-minutes response was stressed and interpreted.

What happened was that when a subject entered the recording studio, he identified himself before he read out his passage and then made his free response on his chosen topic. All were tape-recorded in one piece and then another subject took his turn.

The waiting period per subject enabled them to read to themselves but with no discussion with others. To ensure that this was done, one of the studio assistants sat with them and their class teacher was in the recording studio with the investigator and another studio assistant.

This aspect was time consuming as the reading aloud per subject took about five minutes, and the free response was timed at 3 minutes per subject. Below is a budgetted time table of events per school on a typical recording day:

- Journey from school to A.B.U. - 30 minutes
- Listening comprehension test - 35 "
- Reading Aloud at five minutes per subject - 150 "
- Free Response at three minutes per subject - 90 "
- Incidentals and Break - 20 "
- Journey back to school - 30 "

355 minutes

5 hours 55 minutes.

On each recording day the investigator prepared extra snacks and soft drinks to supplement the subject's normal break snacks and to overcome as much discomfort as was possible in a strange environment to the L.E.A. subjects. The Department of Adult Education and Extension Services graciously made available all their conveniences during the period of these tests.

3.4.3 Standardization of the Instruments

Items for oral reading and the listening comprehension pieces were, as earlier mentioned, derived from primary school textbooks: Evans Primary English Course by Berry (1974) and Ilesanmi Health Education Course Book 5 by Omodara and Dare (1976). The interview questions, the listening comprehension multiple choice items and the oral reading pieces were cross checked by the two supervisors of this study and by Ayodele of the University of Ibadan whose work in oral English testing at the Grade II teachers' level has been referenced in other related studies.

A pilot testing of the instruments on twenty primary six pupils from two L.E.A. Primary Schools in Zaria was conducted in 1983. This led to a reduction of the original length of each of the narrative pieces for the listening comprehension tests. Such a reduction was deemed necessary in order to ensure that:-

(i) a reasonable amount of information from the passage is retained and

(ii) the total amount of time to complete this part of the exercise does not exceed a normal school period of thirty-five minutes.

The pilot testing was also used to assess the adequacy of the selected segmental and supra-segmental features that were included in the oral reading pieces for primary six pupils.

Again, the format of conducting the oral interview was improved upon as a result of a pitfall noted in the pilot testing. It was discovered during the pilot testing that pupils tended to give the same answers because those already interviewed were not kept apart from those waiting to be interviewed. Thus an adequate answer by one pupil

got repeated by other pupils even when a different answer could have been more acceptable.

In order to further validate the three tests of the study, the investigator placed the performance of the subjects in these tests against their performance in the National Common Entrance Examination (NCEE) and a State coordinated test used for the award of School Leaving Certificate and the admission to State Post-primary Institutions.

The NCEE is a recognized standardized test but participation in it by primary school pupils in Zaria is optional. In the 1983-84 school year, not many of the subjects of this study from the L.E.A. Schools participated in it. In the A.B.U. Staff School 27 out of the 30 subjects participated and had their results tabulated in the computer print out made available to the investigator by the Kaduna State Ministry of Education. The Table 3.3. shows how the four schools of the study fared.

Table 3.3 Participation in National Common Entrance Examination by Schools

SCHOOLS	No. out of 30 Subjects participating in N.C.E.E.	Total Number Presented by School
A.B.U. STAFF SCHOOL	27	212
AMINU L.E.A.	5	20
SAMARU L.E.A.	2	15
BABBAN DODO L.E.A.	6	15
T o t a l s	40	262

The School Leaving Certificate Examination (SLCE) is taken by all primary six pupils of Kaduna State but the lack of uniformity in the scoring and compilation of the examination results prevented the investigator from using it alone as a standard. For while some schools test their candidates on Social Studies, Primary Science, Health Education, English, Arithmetic and General Paper, others set only 3 papers viz English, Arithmetic and General Paper. The compilation of the results are also not strictly supervised.

It was therefore decided to use the subjects from the School with the most participants in NCEE and the more comprehensive test results in SLCE to standardize the three tests of the study.

A rank correlation for each test of the study paired with the other two tests gave the following results:-

Table 3.4 Rank Correlation Coefficient of Subjects' Performance in NCEE and SLCE vs Tests of the Study

EXAMINATIONS	Listening *Comprehension*	Reading	Free Response
NCEE vs	.57	.70	.76
SLCE vs	.59	.67	.62

Each of the tests of the study was found to correlate significantly with the standardized NCEE and the school set SLCE. The high correlation of the pupils' performance in the NCEE versus Reading and Free Response may be due to the fact that it was the English and verbal aptitude performance in NCEE that was compared with the two tests of the study. It is also noteworthy that

correlation with the third test of the study which is listening comprehension was lower than for the Reading and Free Response. This may be due to the fact that testing in the receptive skills of oracy in a language is still not widely practised within our schools.

On the whole, the investigator felt that the significant correlations between the two sets of tests affirms the validity of the tests of the study.

3.4.4. Observation of Schools

The B.Ed. Language Arts students were always given letters of introduction (Appendix XII) to the various schools by the Head of Department of Education after consultation by the investigator on behalf of the Language Course already mentioned in the description of the instruments. The group visiting a school usually submits a report of its findings. It is from these reports in the 1981-84 sessions that some relevant points are being used as they may help our understanding of the subjects performance.

3.5 Scoring Procedures

The scoring of tests of oracy is recognised as an area of problem as mentioned in the chapter two of this study, but with each problem, there are ways of reducing if not totally avoiding it. For example, scoring of oral production could become faulty if the teacher had to depend on his memory to score what was said in a face-to-face encounter with a testee. Tape-recording the test as well as the testee's oral production was suggested. The recorded material could be used as many times as the teacher needed it to cross-check

what he heard, and other additional assessors could use the same recording to achieve a mark-re-mark reliability of their scores as suggested by Wiseman (1944), Pilliner (1968) and Henning (1982). Objectivity in scoring is also ensured if each assessor has been given an adequate marking scheme. Each aspect of the study was scored as follows:-

3.5.1 Scoring the Oral Interview

This was scored using coded numbers for the responses from the subjects except their ages. The coded numbers are merely identifying labels in a nominal scale. The nominal scale can help classify individuals into categories on the basis of religion, sex, political affiliation, etc.

The coded numbers assigned in the nominal scale made computerization of data easier. An example of an item placed on the nominal scale in this study is the parents' educational level thus:

Level	Coded Number
Post-Graduate	6
Graduate	5
NCE/Diploma/HSC	4
Grade II/Arabic College/School Certificate	3
Primary School/Arabic School/Adult Literacy	2
Illiterates	1

It is important to note that although the interview requested for parents' occupations (Appendix I, Section D) this was discarded in the scoring because it was debatable whether one job could be coded above another job in terms of the job's impact on the subjects'

oral English performance. Rather it was felt that the parents' level of education had the greater impact on their children's performance.

3.5.2. Scoring the Production Tests

Three tasks made up the production tests namely: Reading aloud of a continous prose two times; reading aloud of five single sentences two times and making a free response on a chosen topic for three minutes. These were scored to make up a total of one hundred points as follows:-

A. Continuous Prose

1st Reading (Appendix V) had thirty underlined segmental features and each one read correctly earned one point.
Other source of errors not marked were ignored here and in all other cases.

= 30 points

2nd Reading (Appendix VII) had fifteen underlined supra-segmental features and each one read correctly earned one point.

= 15 points

Sub- Total = 45 points

B. Single Sentences

1st Reading (Appendix VI) had twenty underlined segmental features and if read correctly each earned one point

= 20 points

2nd Reading (Appendix VIII) had fifteen underlined supra-segmental features and if read correctly, earned one point each.

= 15 points

Sub- Total = 35 points

C. Free Response on either My Best Friend or My School for three minutes. This attracted a total of twenty points distributed as follows:

- Amount of what is said based on:-
  - suggested outline - 6 points
  - extra information - 2 points
- Adequate pronunciation - 4 points
- Adequate grammatical structures - 4 points
- Adequate vocabulary range - 4 points

Sub- Total = 20 points

The grand total is 45 + 35 + 20 = 100 points

The oral production of each subject was tape-recorded. One cassette tape was used for each school with fifteen voices on one side and fifteen voices on the other side. Each school's cassette tape was copied into three more tapes; so that there were four copies. These were distributed among the assessors that scored the performances of the subjects.

There were five categories of assessors scoring the oral production of the subjects. These were as follows:

(a) The investigator who scored all the subjects;

(b) British Expatriates to whom English is a mother tongue;

(c) Professional Language Arts teachers who teach English within the University;

(d) Language Arts Part III Students who are the potential class teachers of the subjects when they come into secondary schools;

(e) Non-Language Arts Part III Students some of whom will be the

subjects' teachers in social studies or science subjects in secondary school and others whom the subjects may meet in the hospital or elsewhere in their everyday life.

In order to make the work of the scorers easy a proforma scoring sheet (Appendix XIII) was designed to feature all the three tasks of the production tests and a copy was given each assessor. Instead of one assessor from each category of assessors (b-e) listed above, eight from each category were chosen so that two from each category scored a school and each subject on the whole was scored by five assessors. It is the average scores of these five assessors that determined each subject's performance. The use of an average score gives a conservative estimate of the subjects' performance without unduely discouraging the subject. It also suggests that each subject has room for future language development.

In order to test the effectiveness of the use of these many assessors inter-rater reliability computations were done for the two tests that were rated by the categories of assessors: Reading and Free Response. Tables 3.5. and 3.6 below give the coefficients of the inter-team reliability computations. The reliability is based on the average score from a team of five assessors as explained above.

Table 3.5

Inter-team Reliability Coefficients in Reading for All Schools (N=120)

	2	3	4	5
1.	.92	.90	.94	.95
2.		.87	.90	.89
3.			.86	.88
4.				.94

Table 3.6

Inter-team Reliability Coefficients in Free Response for all Schools (N=120)

	2	3	4	5
1.	.66	.62	.69	.64
2.		.73	.60	.66
3.			.65	.68
4.				.72

The two tables show a remarkably high correlation in the ratings of the various categories of assessors and points to a highly significant reliability of the scores obtained by the subjects of this study. The same computations were made at each school level and the same level of high correlation was obtained in the Reading tests in all the schools (Appendix XIV and XV). In the Free Response ratings, however, categories 4 and 5 assessors were different from the other three categories while rating subjects' performance in School I. Incidentally, School I had the largest number of better readers and a non-reader, as well as some better speakers than those in the other schools (See Table 4.5). It is usually assumed that outstanding students, good or bad, do not present serious problems of inter-rater consistency in marking. Rather inter-rater inconsistency occurs more often when subjects' performances are mediocre and the raters have to rely on their own competence as speakers of the language being tested. It may be that the fairly good speakers in School I have been overshadowed by the poor ones and some of the raters could not reconcile the two types existing side by side in the same school and hence the inconsistency.

3.5.3 Scoring Receptive Tests

There were four listening comprehension pieces with three objective answer type of questions following each piece to make a total of twelve-questions (Appendix XI). Each correct answer earns a point so that a subject with a score of 9/12 has a percentage score of 75. This made the receptive test to have equal weighting as the production tests.

3.5.4 Scoring Observation Reports

The data from the school reports were not treated as results of subjects' performance but some of them were scored as items from the oral interview. These were used to further buttress the findings from the test results justifying why the subjects performed the way they did.

Chapter 4

ANALYSIS OF DATA AND FINDINGS

4.1 Introduction

The research instruments of this study yielded data which were subjected to statistical analysis in order to find answers to each of the following research questions, accompanied by its corresponding null hypothesis -

(a) How much of what the subjects listened to in English did they actually understand?

The subjects' performance in the listening comprehension tests will not be significantly different from the 50 percent minimum pass mark of intelligibility as assessed by the investigator.

(b) How much of what the subjects attempted to read aloud was intelligible as assessed by five categories of assessors?

The subjects' performance in oral reading will not be significantly different from the 50 percent minimum pass mark of intelligibility as assessed by five categories of assessors.

(c) How much of what the subjects attempted to say on a topic in a free response situation was intelligible, as assessed by five categories of assessors?

The subjects' performance in a free response situation will not be significantly different from a 50 percent minimum pass mark of intelligibility as assessed by five categories of assessors.

(d) What are the differences in the subjects' performances within and between schools in all the tests of the study?

The performances of the subjects in all the tests of the study will not be significantly different within and between schools Specifically:-

(i) The within and between schools performances in the listening comprehension tests will not be significantly different;

(ii) The within and between schools performances in the oral reading tests will not be significantly different and

(iii) The within and between schools performances in the free response test will not be significantly different.

(e) What is the relationship between the subjects' performance in the receptive and production tests?

There will be no significant relationship between the subjects' performance in the receptive and production tests.

(f) What are the effects on the subjects' performance of the following independent variables:

(i) language facilities i.e. amount of English reading materials made available to the subjects;

(ii) language environment of the home i.e. language used mostly in the home, language of the news media and the number of people with whom subjects speak in English at home;

(iii) language environment of the school i.e. language mostly used within and outside the classroom, the amount of encouragement received, and from whom;

(iv) parents' educational level and

(v) age of the subjects?

The subjects' performance in all the three tests of the study will not be significantly affected by the independent variables of the study.

(g) How do the ratings by the five categories of assessors compare from school to school?

There will be no significant difference in the ratings of the subjects' performance by the five categories of assessors.

The statistical tools used for the analysis include correlation coefficient tests, chi-square (X^2), t - tests and analysis of variance (ANOVA). The analyses were done with the aid of the Statistical Package for the Social Science (SPSS) system of the A.B.U. Computer Centre. The schools will be referred to as I, II, III and IV to represent A.B.U. Staff School, Aminu L.E.A., Samaru L.E.A. and Babban Dodo L.E.A. respectively, in the tables and discussions that follow.

4.2 Subjects' Performance in Receptive Tests

In order to assess the subjects' listening comprehension ability, four listening comprehension pieces were read out to the subjects from a tape. Each piece had three questions with three objective items provided as answers per question. A perfect score for each test was three marks and for a school of 30 subjects, it was 90 marks. Table 4.1 shows how each school performed in each test.

Table 4.1: Subjects' scores per Test per School in Listening Comprehension.

(n = number of subjects per school)

SCHOOLS	n	Test I 90 Marks	Test II 90 Marks	Test III 90 Marks	Test IV 90 Marks	TOTALS (360)
I	30	74	84	77	84	319
II	30	56	68	58	60	242
III	30	59	76	52	59	246
IV	30	30	53	42	34	159
TOTAL	120	219	281	229	237	966

Key to Schools

I. Ahmadu Bello University Staff School, Zaria.

II. Aminu L.E.A. School, Sabongari, Zaria.

III. Samaru L.E.A. School, Samaru, Zaria.

IV. Babban Dodo L.E.A. School, Zaria-City, Zaria.

Table 4.2: Means, Standard Deviations and Range of Performance in the Listening Comprehension Tests.

(N = 120)

SCHOOL	$\bar{X}$	Std. Dev.	Min. Grd.	Max. Grd.	Range
I	88.63	13.55	42.00	100.00	58.00
II	66.50	23.79	0.00	100.00	100.00
III	68.40	17.70	33.00	100.00	67.00
IV	43.63	15.39	0.00	75.00	75.00
ALL	66.79	24.42	0.00	100.00	100.00

The marks obtained in Table 4.1 were converted into percentage grades and the mean performance, deviations and the range between the minimum or worst grades and the maximum or best grades are shown in Table 4.2 according to their schools.

Only one school in Table 4.2 had a mean percentage grade below 50 which this study regards as the passing grade in all its discussions; the other three schools performed above the stipulated passing grade. Perhaps this performance is as should be expected when it is considered that many subjects in the primary schools spend more of the school time listening to their teachers than probably the teachers give the subjects opportunity to be listened to in English. Also the B.Ed. students' classroom observation reports revealed that teachers frequently assigned reading comprehension exercises to their pupils. The English readers such as the New Oxford English Course Series and the Macmillan Primary English Series have their narrative pieces broken up and interspersed with questions for such exercise. These were freely used in the observed English lessons and so the subjects were familiar with this type of test.

In summary, the answer to question one of the study is that the subjects' overall mean score was 66.79 percent, which is well above the 50 percent minimum passing grade of this study.

4.3 Subjects' Performance In the Oral Reading Test

The production tests of this study involved two tasks, one of which was that each subject read out a short continuous passage plus five single sentences into a tape, two times. The performances of the subjects were scored by the following five categories of assessors:

Assessor 1: the investigator who scored all the 120 subjects independently.

Assessor 2: eight Britons who were all University teachers. Each of them scored 15 subjects independently.

Assessor 3: eight Nigerian professional language Arts teachers within the Ahmadu Bello University. Each teacher scored 15 subjects independently.

Assessor 4: eight Language Arts undergraduates in Part III and each of them scored 15 subjects independently.

Assessor 5: eight non-Language Arts undergraduates in Part III. Each of them scored 15 subjects independently.

The Assessors were chosen for various reasons:-

(a) The British expatriates were included to rate as accurately as possible how near to an acceptable standard the primary-six pupils' oral production in English is to them.

(b) The Nigerian professional Language Arts Teachers within the University were included because of their acquired expertise in the art of training second language learners and because they understand the problems second language learners may face and so could rate speakers objectively.

(c) The Language Arts under-graduates and non-Language Arts under-graduates in Part III were included as assessors because they were potential secondary school teachers of the subjects to whom they will go next in their educational career. Those of them whom the subjects may not meet in the classrooms will be in their various communities in other real life situations.

Taken together, these categories of people are those who will be the real life listeners to and the assessors of the subjects of this study.

The use of eight people per category (except assessor I represented by the investigator) is because of the time-consuming nature of the assignment. Most of the assessors reported spending about two hours per candidate in order to be sure their rating met the specifications in the proforma scoring sheet. The time-consuming nature of the exercise also demanded that the raters take time off after rating a few candidates. All the raters felt 15 subjects were almost too many. The use of eight persons per category meant that each category of assessors listened to all 120 subjects and each subject was assessed five times independently. It was felt that the assessment of each candidate five times is likely to provide reliable data about each candidate. A larger number of assessment will require an increased number of assessors because most of the assessors had already felt that 15 subjects were too many. Since the number of available assessors is limited per category, this investigator decided to limit the number of assessments to a number which is manageable and yet large enough to ensure reliablility of the assessments.

It was the average score from these five independent ratings that was used to determine each subjects' performance. This average gives a conservative and objective estimate of the subject's performance. The objectivity of the computed scores by the categories of assessors

3050

was confirmed by the highly significant inter-team of raters reliability coefficients ranging from 0.95 to 0.86 in the Reading ratings and from 0.73 to 0.60 in the Free-Response ratings for the combined 120 subjects, see Tables 3.5 and 3.6. At each school level, the high coefficients of the ratings in the Reading was maintained but they were low in some of the Free Response ratings, see Appendices XIV and XV. This may be due to the fact that in a reading performance, all the passages or sentences have been pre-structured and all the assessors are in agreement on how they should be sounded if read intelligibly. But the free response situation demands that the subject choose his own words, structure his sentences to convey some specific meanings. The assessors may not all be at the same level of agreement in rating what finally comes out as each subject's performance.

The means, the standard deviations and the range between the best and worst grades in each school are as shown in table 4.3

Table 4.3: Means, Standard Deviation and Range of Performance in the Oral Reading Tests

(N = 120)

SCHOOLS	$\bar{X}$	Std. Dev.	Min. Grd.	Max. Grd.	Range
I	70.68	20.40	0.00	90.00	90.00
II	44.90	27.30	0.00	85.00	85.00
III	39.23	26.56	0.00	80.00	80.00
IV	27.77	20.04	0.00	69.00	69.00
ALL	45.63	28.90	0	90.00	90.00

Table 4.3 shows that only one school had a mean grade above the passing grade of 50 percent in the reading test; the other three schools scored poorly.

Consistently, each school sample produced very poor readers, the number of those scoring zero grade ranging from one pupil in School I to seven pupils each in Schools II, III and IV. The grade of zero was arrived at when, in the first reading of both the continuous prose and single sentences, a subject failed to say the segmental features in the underlined words according to an acceptable standard. In the second reading, no mark was scored if the subject failed to employ the correct supra-segmental features so that what is read had no meaning to the one listening to it. Also when all that could be heard from the subject was incomprehensible, full of hesitations and repititions which poor readers are fond of, the assessor had no basis for awarding marks. It is worth noting that all the schools of the study produced non-readers who made no attempt at all and scored zero grade. School I produced one such non-reader and upon further cross-checking it was found that he was a fairly big 14-year-old who is from a home where only the father had primary school education and he had no books of his own. While these factors may contribute to his inability to read, the discovery of a non-reader in School I is rather disturbing because it means that the quality of the teaching described later (section 4.5) the use of aids and the generous provision of reading materials in the school had practically no impact on this non-reader. But it is worth noting that pupils as young as the subjects of this study are quick to note any major difference in background experience, extent of knowledge or ability of others to excel in competitive activities in comparison to themselves (Kennedy, 1977). This leads one to infer that this non-reader may be having feelings of inferiority which may be responsible for his unwillingness to even attempt reading for this test or to practise in a group with other younger pupils (10-12 years) in his class.

Factors listed for other schools may have contributed to the presence of more non-readers in them (see section 4.6 and 4.8).

The poor readers exhibited various typical weaknesses such as intermittent pauses as they stumble on each word they read. Some skipped words or phrases and others added words that are not in the passage. This may be due to their inability to recognise words being read or to the pupils' lack of concentration on the printed words.

The poor performance in the reading test may also be confirming what Dunstan (1969), Bright and McGregor (1970) noted that the salient features of oracy which include intonation, stress, and rhythm are usually not adequately taught in schools because the teachers are not confident models. Finally, this poor performance in reading, may also be a limitation of this study which initially expected the attainment of a certain reading level for all the primary six pupils. The computed results point to the inability of a sizable number of the subjects to meet this expectation.

The answer to the second research question on how much of what the subjects read aloud is intelligible to the five categories of assessors is that only about 46 percent of what was read was understood by the assessors. That grade is below the 50 percent minimum passing grade of the study (Table 4.3).

4.4 Subjects' Performance In Free Response Situation

The second task of the production test requires that each subject makes a free response using a suggested outline and any other personal ideas on any one of two topics: My Best Friend or My School. Each subject talked into a tape freely on his choice for three minutes. Again the performance of each subject is derived from the mean of grades awarded by five categories of assessors. The means, standard deviations

and the range between the minimum and maximum grades obtained are shown in Table 4.4.

Table 4.4: Means, Standard Deviations and Range of Performance in the Free Response Test.

SCHOOLS	$\bar{X}$	Std. Dev.	Min. Grade	Max. Grade	Range
I	57.57	13.60	30.00	80.00	50.00
II	45.07	13.10	15.00	72.00	57.00
III	41.10	14.26	14.00	70.00	56.00
IV	27.63	12.10	3.00	49.00	46.00
ALL	42.87	12.27	3.00	80.00	77.00

The means of the performance of the subjects in the free response test are similar to those of the reading test with only one school's mean barely above the 50 percent passing grade.

The subjects derived their grades in the free response from the amount of what they actually said, the relevance of what was said on the chosen topic and the appropriateness of the choice of words and sentence structures. All the means of the schools were lower than in the other two tests. This again confirms that most primary schools do not encourage pupils to practise this oral skill and there are no spectacular schools as far as the performance in this test reveals. This lack of adequate teaching and learning of the production skills of oracy occur in varying degrees in all the schools. For example, some subjects who could not read attempted to speak but they could not produce sentences of acceptable standard to get their thoughts across in English. But they all did fairly well in the listening comprehension tests in which they had some consistent exposure. This finding confirms what Gefen (1983) noted that the second language learners do better in

the acquisition of receptive skills than in production skills. Two things can be said about the subjects' fairly good performance in one task and poor performance in the other. One is that it is what learners are exposed to often in the learning situation that they, eventually, learn to do well. This was demonstrated in the listening comprehension tests. The second thing is that primary school pupils could attain a creditable performance level in the use of a second language if their exposure to its learning is consistent. As has been mentioned earlier, most primary school pupils listen more to their teachers' talk than their teachers allow them to be listened to.

In answer to question three, the overall mean score for all the schools is 42.87 percent which is the lowest combined mean for all the three tests in oral English performance by these subjects. Of all the three tests of the study, it may be assumed that primary school pupils are least exposed to training in free oral response in English.

4.5 Differences In Subjects' Performance Within Schools In The Receptive Tests

It can be seen from Tables 4.1 and 4.2 that School I, a private school, has more pupils with higher average scores in the receptive tests than all the others. This result may be partly due to the fact that the school uses the initial transition pattern of switching to English as a medium of instruction from the first year of school while the others use the medial transition pattern. The observation reports about this school I also revealed that:-

(a) each class-six room has a cupboard for keeping supplementary readers;

(b) the school has a library and classes four through six have library periods on their time-tables;

(c) there are adequate teaching aids on various subjects displayed and/or found in use during the lessons observed;

(d) the teachers are trained and certificated and a good number of them take advantage of retraining by being enrolled in the long vacation training programmes mounted in the Ahmadu Bello University near them and

(e) the pupils are encouraged to speak English clearly and in an acceptable standard form inside and outside the classrooms.

The combined effect of these listed factors and possibly other unexamined factors may underscore the distinct performance of this school in the listening comprehension test and other tests of this study.

The deviations in Table 4.2 from the various school means were high and the computed range between the best or maximum grades obtained and the worst or minimum grades in each school caused a great concern about the variableness and spread of the subjects' abilities. For while one subject totally comprehended what was said in a learning situation, his classmate was completely unable to do so as shown in the scores of 100 percent and 0 percent in the same school. In fact when the overall grades scored in the listening comprehension are put into intervals, the frequency distribution show clearly the subjects' variability at a glance as shown in table 4.5. Again, school I clusters at the highest possible class interval.

Table 4.5: Frequency Distribution of Grades in the Listening Comprehension Tests in all Schools.

Note * = above the star are the passing grades, from the star down are the failing grades.

Grade	S C H O O L S				Combined
	I	II	III	IV	T o t a l s
90 - 100	19	5	5	0	29
80 - 89	7	6	3	0	16
70 - 79	1	4	6	1	12
60 - 69	1	4	7	3	15
50 - 59	1	7	4	8	20
40 - 49	1	1	3	9	14*
30 - 39	0	0	2	6	8
20 - 29	0	1	0	1	2
10 - 19	0	0	0	1	1
0 - 9	0	2	0	1	3
Totals	30	30	30	30	120

Table 4.5 shows a varied distribution of grades attained in all the schools. In School I, the concentration of the grades was on the high scale viz: 26 out of 30 subjects scored 89 percent and above. In Schools II and III, 26 and 25 subjects respectively out of 30 scored above the passing grade of 50 percent. The combined results in the totals revealed a slightly bimodal type of distribution. This is not surprising if it is remembered that the sampling of the pupils was based on the varied locations and environment of the schools within Zaria. The varied performance within the school as shown by the wide standard deviations in Table 4.2 may not be unconnected with the fact that the

subjects were pooled from a stratification of abilities within each school, as explained in chapter three. What may be surprising is that the familiarity of the subjects to this types of test proved that, if adequately exposed to language learning, the primary school pupils in any location can excel in learning the skills of a second language. This test of the study in which more of the subjects passed than those that failed, is therefore further validated because it falls in line with what should have been taught and learnt. What is not familiar in the test format is the use of listening to a voice rather than reading printed words. If the performance of the subjects is thus encouraging without previous conscious training, it is possible that with training in listening to various adequate voice models in English, the primary school pupils might improve their oral performance in English as a second language.

Table 4.5 shows that 92 out of 120 (76.7 percent) subjects performed beyond the passing grade (i.e from the star and above in Table 4.5). In other words a majority of the subjects understood clearly what they listened to in English. But the distribution of the grades in each school varied widely as indicated by the large standard deviations. This reveals that while some of the subjects had a perfect understanding of what was heard, we also had those who did not at all within the same school. One of the reasons that might account for this occurrence is a lack of thorough sifting of the pupils in the primary schools in their mastery of English language as they move from class to class. This in turn may be due to what many teachers complain about, this is their not knowing how to teach or test oracy in English at various school levels.

4.6. Differences In Subjects' Performance Within Schools in the Oral Reading Tests

As in Table 4.2, the standard deviation in Table 4.3 is rather high and consistently, School II has the highest standard deviation. The variableness within this School made the investigator take a closer look which revealed the following from the observation reports and from the data collected from the oral interview recorded for the study:-

(a) As noted in Table 3.2 in chapter three of this study, Schools II and III have pupils with heterogeneous mother tongues and as L.E.A. Schools they have to adopt Hausa, the language of the community, in teaching during the first few years of school. From classroom observations, this type of school may not be able to conduct the teaching through the adopted language of the community as effectively as would be desired and meanwhile English language teaching may equally not be given proper attention. This is unlike the situation in a school with pupils of equally heterogeneous mother tongues but which uses English as a medium of instruction from the first year of primary school such as School I of this study. Thus in Schools II and III, it is possible that the beginning years of primary education may be allowed to slip by without effective teaching of language skills of speaking and reading. As the pupils in such schools move up in the classes and grow older, learning to read in English may become more difficult than it should have been (Hurn, 1973; Williams, 1981b). Observation reports for these schools II and III noted the frequent use of 'pidgin' English by the pupils and their teachers as they interacted during break periods. Most of the teachers are not Hausas.

(b) Schools II and III had more pupils who were above 12 years old during the 1983 - 84 school year than Schools I and IV. School II had 14 out of the 30 subjects who were 13 years and above, while school III had 21 out of 30 subjects. (See Table 4.22).

(b) There was a general lack of teaching aids either displayed or in use during the lessons observed in all the L.E.A. School II, III and IV. From the oral interview conducted for this study, language facilities, in the form of books or reading materials were not available in adequate numbers. In school II for example: 6 out of the 30 subjects had no books at all, 4 had textbooks in one subject only, 15 had textbooks in both English and Arithmetic alone and 5 pupils only had textbooks in all the school subjects as well as other reading materials (See Appendix XVI).

(d) It may therefore be that oral English performance by subjects in Schools II and III will be unpredictable.

Table 4.6: Frequency Distribution of Grades in the Reading Tests in all Schools.

Note: * above star are passing grades, from star down are failing grades.

Grades	SCHOOLS				Combined
	I	II	III	IV	Totals
90 - 100	1	0	0	0	1
80 - 89	12	2	1	0	15
70 - 79	8	3	4	0	15
60 - 69	5	5	4	2	16
50 - 59	1	5	4	3	13
40 - 49	0	6	2	4	12*
30 - 39	1	1	3	2	7
20 - 29	0	1	4	5	10
10 - 19	1	0	1	7	9
0 - 9	1	7	7	7	22
Tatals	30	30	30	30	120

The number of people scoring below 50 percent passing grade is exactly 60 subjects (from the star down) and this includes 22 subjects scoring zero grades. The point of concern here is what the teacher can do to bring this substantial number of his class to a point of being understood in a teaching-learning situation.

4.7 Differences in Subjects' Performance Within Schools in Free Response Test

Although the standard deviations in Table 4.4 were not as high as in the former two tests, they were reasonably high and the range between the minimum or worst grade and the maximum or best grade in each school is high. The relatively low variability in the subjects' performance in this test may be due to the uniform and general lack of adequate teaching of speaking skills in the L.E.A. schools in particular. All the means of the schools were lower than in the two other tests.

Taken together, the two production tasks of reading aloud and free response showed a wide ability range in the handling of the tasks within schools and in the overall performance from school to school. For example, the range between the minimum and maximum scores in all the tests was rather high but the level of performance from school to school had been fairly consistent in the same pattern for all the tests. The frequency distribution in table 4.7 shows how each school fared in the free response test.

Table 4.7: Frequency Distribution of Grades In Free Response Tests in all Schools.

Note * = Above star are the passing grades, from star down are failing grades.

Grades	SCHOOLS				Combined
	I	II	III	IV	Totals
80 - 89	1	0	0	0	1
70 - 79	4	2	1	0	7
60 - 69	12	1	1	1	14
50 - 59	4	10	8	0	22
40 - 49	5	7	6	7	25*
30 - 39	4	6	6	5	21
20 - 29	0	1	7	8	16
10 - 19	0	3	1	5	6
0 - 9	0	0	0	4	4
Totals	30	30	30	30	120

It is worth noting that the distribution of subjects scoring various grades has gradually become regular and a normal curve can be derived from the combined totals for the free response test.

In summary, only about 44 subjects scored above the 50 percent passing grade of this study in intelligible free response (above the star in Table 4.7). The majority had very little to say or what was said was not intelligible to the assessors. Some pupils in School I have very little to say even though they have been taught in the English medium from primary one through primary six. What seems wrong with regard to School I may be a lack of constant practice under guided supervision to express themselves in meaningful and functional activities around the home, the school and other social contexts. The other schools

need this same practice in addition to exposing their pupils to more classroom use of the English language.

4.8 Differences Between Means of Schools in all Tests

After determining the school means in each of the three tests of the study, there was a mull hypothesis to be tested. The relevant null hypothesis is that the subjects' performances in all the tests do not show statistically significant differences. In order to establish whether the differences, if any, were statistically significant, the least significant difference (LSD) was computed for each test from the t-value and standard error of the means (S.E.M.) as shown in table 4.8.

Table 4.8: Levels of Differences Between School Means in all the Tests.

Tests	I Means	II Means	III Means	IV Means	L.S.D. at 0.05	L.S.D. at 0.01
Listening Comprehension	88.60 (a)	66.50 (b)	68.40 (b)	43.63 (c)	9.02	11.92
Reading	70.63 (d)	44.90 (e)	39.23 (e)	27.77 (f)	9.57	12.65
Free Response	57.57 (g)	45.07 (h)	41.10 (h)	27.63 (i)	5.27	6.96

NOTE: (i) All means with same letters are not significantly different from each other at the 0.05 confidence level.

(ii) All means with different letters are significantly different from each other even at the 0.01 confidence level.

Table 4.8 shows that in all the tests, schools II and III performed at about the same level and there was no significant difference between them. For these two schools, we uphold our null hypothesis that they were not significantly different in their oral English performance. But when the school means of these two schools were

paired one at a time with any other school of the study, the differences were significant even at the 0.01 confidence level. While L.E.A. Schools II and III means' difference from the Staff School I mean is understandable, their significant difference from another L.E.A. School IV raises some uncomfortable issues such as parity in the distribution of qualified personnal and materials, the influence of the kind of language environment in which the school operates and the learners' enthusiasm or preparedness to learn the English language. School IV is located in the 'inner-city' of Zaria where a concentration of urbanised original settlers of Zaria live. The dominant language here is Hausa as already mentioned in chapter one. The observation reports and data from the oral interview of this study revealed that subjects from school IV had a homogeneous mother tongue: Hausa, see Table 3.2 in chapter three. Its use as the medium of instruction is prolonged beyond primary three until as late as primary five or six in some lessons where the teachers use a lot of translation from English to Hausa. With school IV situated in such a typically homogeneous language environment, some of the teachers do not show enthusiasm to teach English as a second language. The tendency is that the teaching of English neither occurs early enough nor is it taught adequately when embarked upon. This is contrary to what is expected of this type of school which should start the pupils with mother tongue medium of instruction and switch to English medium at the third year of school. Here the switch is delayed and irregular. It is not surprising that School IV is unlike the other L.E.A. Schools II and III. But when the subjects from this School IV were asked:

'Do you enjoy learning to speak in English at School'? (Question 23 of Oral Interview) the answer was an over-whelming "Yes".

This answer may be hinting at a desire or wish to learn the second language and the subjects' poor performance in it especially in oral skills may be due to poor teaching or no teaching at all. There seems to be a gap between the pupils' wish and their real-life experiences in the classrooms of School IV.

4.9 Comparison of Subjects' Performance between Schools

In each school, the scores for each test were grouped into three categories of those who scored above 70, those who scored between 69 and 50 and those who scored below 50 percent according to the strata from which the subjects came. In order to answer the fourth question of the study whether there was any significant difference in the subjects' performances between schools in all the tests of the study, Chi-square was computed as shown in Tables 4.9, 4.10 and 4.11.

In table 4.9 a significant difference in performance in the listening listening comprehension test between schools was established and the null hypothesis was rejected at 0.001 level of significance.

Table 4.9: Differences in the Listening Comprehension Performance Between Schools.

	>70		69 - 50		<50		
SCHOOLS	O	E	O	E	O	E	TOTALS
I	27	(14.25)	2	(8.75)	1	(7)	30
II	15	(14.25)	11	(8.75)	4	(7)	30
III	14	(14.25)	11	(8.75)	5	(7)	30
IV	1	(14.25)	11	(8.75)	18	(7)	30
TOTALS	57		35		28		120

Notes: (a) Computed $X^2 = 55.0$

(b) O = Observed frequency

E = Expected frequency

With 6 degrees of freedom (df) computed X^2 value is significant at the 0.001 level.

The reasonably high performance of subjects in all the schools in this test has been discussed under section 4.2 and the reasons adduced hold true here as well. An example of such reasons is that most primary schools expose their pupils to some form of training in listening to teacher talk and in doing reading comprehension exercises.

Table 4.10: Differences in the Oral Reading Performance Between Schools

	>70		69 - 50		<50		
SCHOOLS	O	E	O	E	O	E	TOTALS
I	21	(7.75)	6	(7.25)	3	(15)	30
II	5	(7.75)	10	(7.25)	15	(15)	30
III	5	(7.75)	8	(7.25)	17	(15)	30
IV	0	(7.75)	5	(7.25)	25	(15)	30
TOTALS	31		29		60		120

Notes: (a) Computed X^2 = 50.9

(b) O = Observed frequency

E = Expected frequency

With 6 degrees of freedom (df) computed X^2 value is significant at the 0.001 level.

In the reading test, the computations showed that differences in performance of subjects between schools were very significant. This confirms the wide variableness of the subjects' ability between schools and the null hypothesis is rejected at 0.001 level of significance. In order to have an even distribution of people performing at various levels,

one would expect that each primary school should have the same number of pupils scoring grades at the levels of good, average and weak as the the distribution under E = (Expected Frequency) indicated. The observed frequency showed the wide departure from what was expected and the reasons for the schools' performances had been explained early in this chapter. For example the high numbers of those scoring 70 percent and above in reading in School I may be due to the greater amount of reading materials the subjects have in their school environment. (See Section 4.5). The other schools have also been discussed in sections 4.6 and 4.8 with regards to how they fared in the tests.

Table 4.11: Differences in the Free Response Performance Between Schools

	>70		69 - 50		<50		
SCHOOLS	O	E	O	E	O	E	TOTALS
I	5	(2)	16	(9)	9	(19)	30
II	2	(2)	11	(9)	17	(19)	30
III	1	(2)	9	(9)	20	(19)	30
IV	0	(2)	0	(9)	30	(19)	30
TOTALS	8		36		76		120

Notes: (a) Computed X^2 = 33.77

(b) O = Observed frequency

E = Expected frequency

With 6 degrees of freedom (df) computed X^2 value is significant at the 0.01 level.

The subjects' Free response performances also showed significant differences between schools. Consistently, computations used to discuss relationship and differences in these tests show that the free response test had relatively the lowest ratings where 76 out of 120 subjects scored.

below average. The reasons adduced in explaining this phenomenon hold true as in sections 4.6 and 4.8. For example the teaching of and opportunity given to pupils to express themselves in English language was found to be uniformly minimal in most schools observed. The null hypothesis that there would be no significant differences in subjects' performances between schools was therefore rejected at the 0.01 level.

For each of these three tests ANOVA was also computed. The between schools' variances were all significant at 0.05 level for both Reading and Free Response and at 0.01 level for Listening Comprehension as shown in Table 4.12 below.

Table 4.12 ANOVA: Computations for all Tests of the Study

(a)

ANOVA: *Differences in the Listening Comprehension Performance Between Schools*

(Summary Table)

Sources of Variation	df	Sums of Squares	Mean Squares	F
Between Schools	3	30481.2	10160.4	29.109**
Within	116	40488.6	349.04	
Total	119	70969.8		

(b)

ANOVA: *Differences in the Oral Reading Performance Between Schools*

(Summary Table)

Sources of Variation	df	Sums of Squares	Mean Squares	F
Between Schools	3	29571.5	9857.15	16.367*
Within	116	69858.4	602.228	
Total	119	99249.9		

(c)

ANOVA: Differences in the Free Response Performance Between Schools (Summary Table)

Source of Variation	df	Sums of Squares	Mean Squares	F
Between	3	13771.7	4590.55	24.518*
Within	116	21718.2	187.226	
Total	119	35489.9		

Notes: ** = Significant at 0.01 level

* = Significant at 0.05 level.

The ANOVA computations confirmed the results of the Chi-square tests. Of course it is to be noted that the Chi-square computations' higher level of significance may be due to the grouping of the scores of the subjects in an interval scale while the ANOVA used individual scores of each of the 120 subjects. The differences computed by the ANOVA consequently were of greater accuracy.

4.10 Relationship Between Subjects' Performance in all Tests

A fifth research question was whether there was significant relationship between the subjects' performance from test to test. For example it was important to find out whether if a test was paired with another, there was significant correlation in the subjects' performance in them. The correlation coefficients of paired tests were computed as shown in Table 4.13.

Table 4.13: Correlation between Subjects' Mean Performance in Paired Tests.

TESTS	CORRELATION COEFFICIENTS				
	ALL	I	II	III	IV
Reading vs. Free Response	0.81 ***	0.76 ***	0.64 ***	0.76 ***	0.79 ***
Reading vs. Listening Compre	0.60 ***	0.63 ***	0.34 *	0.68 ***	0.40 *
Free Response vs. Listening Compare.	0.56 ***	0.63 ***	0.35 *	0.47 **	0.34 *

Note *** = correlated at the 0.001 level

** = correlated at the 0.01 level

* = correlated at the 0.05 level.

When all the subjects' performances were combined in the various tests the subjects' mean performance in each of the paired tests correlated very highly at 0.001 level of significance. In School I, the same high correlations were recorded for all the paired tests at 0.001 level of significance. In Schools II, III and IV Reading versus Free Response also had the same very high level of correlation. Reading versus Listening Comprehension was very highly correlated in School III at 0.001 level but in Schools II and IV they correlated only at 0.05 level of significance. The correlation between Free Response versus Listening Comprehension was also at 0.05 level in Schools II and IV, and at 0.01 level in School III.

The very highly significant relationship of the subjects' performance in the production tests of reading and free response may be due to their being inter-dependent on each other, as has been noted earlier by Eka (1985), that the reading voice is but an extension of

the speaking voice. It may also be due to the high degree of similarity in their being improperly taught and practised in most primary schools. The slightly lower level of significant relationship between each of these production tests versus the receptive tests may also be explained by the fact that the tasks involved in the receptive tests are slightly different from those in the others paired with it. But the significant relationship at the 0.05 level that has been demonstrated in Table 4.9 about the subjects' performance in the three tests may be a confirmation of the validity of the tests themselves as has already been shown in Table 3.4 of chapter three. The rank correlation of these three tests with other established tests produced coefficients ranging from 0.56 to 0.76.

In summary, it can be said that the performance of the subjects of this study in the production tests more highly correlated with each other than each of them with the receptive tests. But even the correlations between performances in each of the production tests with those of the receptive tests were significant enough to be accepted for cross-validation purposes. The hypothesis that there would be no significant relationship between the subjects' performance in the production and receptive tests is therefore rejected at the 0.05 level in some cases and beyond that level in others.

4.11 Independent Variables and the Subjects' Level of Performance in All Tests.

Five extra-language factors, the independent variables of this study, were considered important in determining how well a subject will perform in the tests of oral English:

- Language facilities made available to the subjects;
- Language environment of the home in terms of language most often used in the home, the language of information media, extra reading materials and number of people with whom subjects interact in English at home;
- Parents' educational level;

- Language environment of the school in terms of availability of textbooks, encouragement given to use English with in and outside the classrooms and
- The age of the subjects.

It will be recalled that each of the above identified variables has been highlighted in the literature review in chapter two. Previous researchers have noted their impact (Williams, 1981b), and others such as Tomori (1974) have wondered about their quantifiable effects. When applied to this study, their effects on the three tests were computed using ANOVA as shown in Table 4.14.

Table 4.14 ANOVA: Independent Variables and all Tests for all Subjects (N = 120)

Sources of Variation	df	MEAN SQUARES READING	FREE RESPONSE	LISTENING COMPREHENSION
LANGUAGE FACILITIES	2	3090.33 *	490.30	298.54
LANGUAGE ENVIRONMENT (HOME)	2	545.40	62.22	319.82
PARENTS' EDUCATION	5	672.19	194.68	332.45
LANGUAGE ENVIRONMENT (SCHOOL)	3	508.00	862.66 *	1991.25 ***
AGE	2	1361.39	360.67	1918.53 ***
MAIN EFFECTS (COMBINED)	14	3378.09 ***	1300.40 ***	2711.17 ***
RESIDUAL	105	496.54	164.61	314.41

Note: (1) *** = significant effect at the 0.001 level
* = significant effect at the 0.05 level

(2) All sums of squares are in Appendix XVII.

At a glance all the five variables combined had significant effect at the 0.001 confidence level on the subjects' performance in the three tests of the study; but as is to be expected when certain variables were taken separately the level of significance was not as high. For example, language facilities had a significant effect on reading performance at a level of 0.05. The importance of adequate language facilities and the ill effects of a lack of them have been written about by Tomori (1974), Obanya (1976) and Ayodele (1983a). The results reveal that oral English reading performances of primary school pupils were particularly affected by them: positively when they are supplied, and negatively when they are non-existent.

The factor of language environment at school significantly affected subjects' performance in both the free response and the listening comprehension tests at the 0.05 and 0.01 level respectively. The reasons behind this positive impact on listening comprehension scores were explained earlier in this chapter and the impact on free response in which most of the schools scored poorly may, in addition, be due to a lack of adequate encouragement to speak in English language within the class and outside it. From the oral interviews of the study, the following questions received these typical answers from the subjects:

Question 24 (a) Are you encouraged to speak in English at School?

- Majority answered: Yes

(b) Who sees to it that you speak in English at School?

- Answers from many:- Class teacher; from some:- Headmaster/mistress; from few: Head-boy/Head-girl

(c) With whom do you speak in English at school?

- Over whelming response: 'With Teacher'. Few and only in

School I - 'Teacher and my friends'.

The important outcomes from this section of the interview which are related to the impact of language of school environment on these subjects' poor performance in free response are:

(i) If most of the subjects have to wait their turn to get to speak in English 'with the teacher', their chances of practising to use oral English efficiently will be very few indeed. This is because most primary classes are about 40 pupils. The range is between 35 - 45 in the L.E.A. Schools and in private schools between 30 - 35 pupils.

(ii) If what goes on in the observed primary schools during break period is typical, then those pupils that need oral English practice may not get it. It has been reported that most teachers call on bright pupils to run errands for them outside the class. The errands are sometimes in English and most times in the vernacular or 'pidgin' English in the L.E.A. Schools. If the errand is in English, it means that the same group of bright pupils get to speak 'with teacher' in English more often than the shy, the average or the weak in academic status.

Another single variable which has a very significant effect on the subjects' performance in the Listening Comprehension tests is age at the 0.001 level of confidence. It may be suggested that the longer the subjects have been exposed to listening to spoken language the better their performance in a listening comprehension in it. More pupils in school I performed significantly better than in other schools as revealed by that school's mean. It will be recalled that this school alone, uses the initial pattern of switching

to English as a medium of instruction. The subjects in schools II and III who made their switch from mother tongue medium to English after two or three years were next in fairly good performance after school I. School IV which made the latest switch from mother tongue to English medium, as was explained earlier, fared the worst even in this test in which all schools of the study did well.

The point being made here is that what Hurn (1973) found out about starting late to learn to read which may lead to reading inability or difficulty may also be applicable to a late start in listening and comprehending in English. The age at starting is what is crucial. From this finding, the younger the age, the better the learning seems to be.

It is to be noted that the language environment of the home and the parents' level of education, each by itself, had no statistically significant effect on the subjects' oral English. With regards to the language of home environment, this may not be surprising if one remembers that the home environment can easily be superseded by the influence of an adequate school environment. The experience of many educated Nigerians is that the language inadequacies of their coming from illiterate homes have been compensated by attending well equipped or highly motivating schools whose language environment was adequate. This confirms what Carroll (1975) noted that a child can learn a foreign language independent of his home background, but how far he can go depends on what the school is able to provide.

On the other hand, it should be equally appreciated that children in School I who came from mostly literate homes had the advantage of greater exposure to English programs on radio and television and with more people to speak in English with in their homes

than children from illiterate homes. This of course enhanced their performance.

The parents' level of education can be explained in the same way as the language environment at home. The parents' educational level determines how much assistance in English learning and practise the subjects can be given. But for both of these factors, an adequate school environment can compensate for any inadequacies at the home front.

But taken together, the identified variables cannot be said to account for everything responsible for the performance of the subjects, whether good or bad. In order to find out the relative contribution of each of these variables in determining the subjects' level of performance, a multiple classification regression analysis yielded the results in Table 4.15.

Table 4.15 Multiple Classification Analysis Using the Independent Variables on All Subjects' Performances

N = 120

Tests Yielding Variation	Multiple R	Multiple R-Squared	Percentage Dependence (%)
READING	0.69	0.48	48
FREE RESPONSE	0.72	0.51	51
LISTENING COMPREHENSION	0.74	0.54	54

If one hundred (100) percent dependence is needed to determine why the subjects performed in oral English in the way they have done, then table 4.15 suggests that the identified variables of our study accounted for 48 percent of all such effects on all the 120 subjects' performance in reading; in free response they accounted for

51 percent and in listening comprehension they accounted for 54 percent. Each school is now analysed in turn.

Table 4.16 ANOVA: Independent Variables and All Tests in School I
$n = 30$

Sources of Variation	df	MEAN SQUARES READING	FREE RESPONSE	LISTENING COMPREHENSION
LANGUAGE FACILITIES	2	1953.88 **	351.14	198.71
LANGUAGE ENVIRONMENT (HOME)	1	60.17	53.55	323.38
PARENTS' EDUCATION	4	437.44	247.38	156.33
AGE	1	252.22	28.83	50.38
MAIN EFFECTS (COMBINED)	8	1190.90 ***	334.20 *	359.20 *
RESIDUAL	21	190.66	124.43	121.30

Note (1) *** = significant at the 0.001 level
** = significant at the 0.01 level
* = significant at the 0.05 level
(2) All sums of squares are in Appendix XVII.

In School I, all the five variables had a combined significant effect on reading performance of the subjects at 0.001 level and on free response and listening comprehension, the impact was at 0.05 level of significance. When each variable was considered, it was the language facilities made available to the subjects which accounted, to a large extent, for the subjects' level of performance in reading. School I had the only good mean grade in reading: 70.53 percent while the next best was 44.90 percent.

The observation reports on School I revealed that the provision of language materials in the form of textbooks and of teaching aids in use or displayed in the classrooms were adequate. Also the subjects from this school were exposed to more reading materials above the normal textbooks in English through their school library to which the primary six pupils, who were the senior pupils in the school had free access. There is also the Samaru Public Library within the main campus of the University and the subjects from this school had access to it after school hours.

In order to find out how much confidence to repose on using these variables in determining the subjects' level of performance the *multiple classification analysis was computed as in* Table 4. 17.

Table 4. 17 Multiple Classification Analysis Using Independent Variables on Subjects' Performances in School I.

n = 30

Tests Yielding Variation	Multiple R	Multiple R - Squared	Percentage Dependence (%)
READING	0.84	0.70	70
FREE RESPONSE	0.71	0.51	51
LISTENING COMPREHENSION	0.73	0.54	54

From the table 4. 17, the identified variables affected 70 percent of the subjects' performance in reading in School I and the provision of language facilities was a strong factor here, as has been noted earlier. This is a significant level of dependence worth noting for classroom second language learning. In the other two tests for this school, the combined variables accounted for about

half of what could be responsible for promoting a perfect level of performance.

The next is School II and the ANOVA computed for it is as shown in table 4.18.

Table 4.18 ANOVA: Independent Variables and All Tests in School II
n = 30

Sources of Variables	df	MEAN SQUARES READING	FREE RESPONSE	LISTENING COMPREHENSION
LANGUAGE FACILITIES	1	50.54	29.52	265.87
LANGUAGE ENVIRONMENT (HOME)	1	516.98	223.42	71.12
PARENTS' EDUCATION	3	380.88	199.53	773.23
AGE	2	242.19	259.80	1354.41
MAIN EFFECTS (COMBINED)	7	394.56	294.24	589.35
RESIDUAL	22	881.72	166.74	684.33

Note: All sums of squares are in Appendix XVII.

The findings from the table 4.18 for School II are that all the variables identified singly and combined did not significantly affect the subjects' level of performance in oral English. In section 4.3 of this chapter, added information was given about Schools II and III which made them unlike the other two schools of this study. Some of their peculiarities included a heterogeneous language background of the pupils in a school that uses the language of the community as a medium of instruction in the first few years

of school. The language of the community (Hausa) is used by most of the teachers who are not well-versed in Hausa language teaching and it was noted that teaching of English and Hausa may not be effective in such a school, therefore their oral performance in English may be unpredictable. It may be noted here that School II and other schools like it suffer from a confused state of handling their language learning, according to Awoniyi (1982). They do not have the opportunity of a proper grounding in their own mother tongue because of the heterogeniety of their schools. The language of the community in which they are introduced to language learning is half-heartedly taught and learnt by teachers and pupils for whom it may equally be a second language. The pupils' case is like one who is neither in nor out in both the supposedly 'mother-tongue' and the second language learning. No wonder their mediocre performance.

In order to find out how much dependence to repose on the effect of the variables in determining the subjects'performance in the tests, the multiple classification analysis in Table 4.19 gave these results:-

Table 4.19 Multiple Classification Analysis Using Independent Variables on Subjects' Performance in School II.

n = 30

Tests Yielding Variation	Multiple R	Multiple R - Squared	Percentage Dependence (%)
READING	0.35	0.13	13
FREE RESPONSE	0.50	0.25	25
LISTENING COMPREHENSION	0.49	0.24	24

In School II, all the five variables accounted for a dismal 13 percent of what was responsible for the subjects' Reading performance; 25 percent of what was responsible for the Free Response and 24 percent for the Listening Comprehension performance. It is worth noting that except in the Listening Comprehension tests, this school had means below the expected passing grade of 50 percent in the other two tests.

There is a need for further study to identify other factors that may account for this mediocre performance by School II. The analysis for School III starts with table 4.20.

Table 4.20 ANOVA: Independent Variables and All Tests in School III

n = 30

Sources of Variation	df	MEAN SQUARES READING	FREE RESPONSE	LISTENING COMPREHENSION
LANGUAGE FACILITIES	2	3589.59 ***	542.06	101.39
LANGUAGE ENVIRONMENT (HOME)	2	2160.03 **	361.21	587.10
PARENTS' EDUCATION	4	232.89	237.99	91.19
AGE	2	1479.59 *	70.97	816.52
MAIN EFFECTS (COMBINED)	10	1527.06 **	289.48	489.34
RESIDUAL	19	325.83	156.10	237.25

Note: *** = significant at the 0.001 level

** = significant at the 0.01 level

* = significant at the 0.05 level

All sums of squares are in Appendix XVII

In School III, the overall combined variables, especially the language facilities, the language environment of the home as well as the age of the subjects, came out as significant factors in determining the Reading performance of subjects. Somehow these same variables were not significant in the other two tests. From observation reports (the indirect research tools of this study), it was found that School III had the advantage of the nearness to a public library (Samaru Public Library already referred to) for the Samaru Community and situated in the University main campus. This made the subjects in School III to record higher coded scores for language facilities. Also pupils in School III had parents or guardians working in the University campus although they might be living within the Samaru Village. Thus, they also had higher coded scores for language environment at home and parents' educational level (compare columns of degrees of freedom in Tables 4.18 and 4.20). The two schools that appear basically similar had the variables of this study affecting them differently. These differences may have arisen from the nature of the questions asked in the oral interview where the amount of facilities the subjects had rather than how much use they made of the facilities was asked. It is probably how much use they made of these facilities, that had greater impact than their availability. This also probably explains why School III whose pupils reported having more facilities than School II scored lower grades in reading and free response tests than pupils in School II. This confirms the early suggestion that schools of this type may be unpredictable in their oral English performance.

But when School III's mean of 39.23 percent in the Reading Tests is pitched against either School II's mean of 44.90 percent or School I's mean of 70.53 percent, one is led to an inevitable conclusion that the identified language facilities account for a

significant part of the variables which affect the learning of oral English.

The multiple classification analysis was computed to find out the percentage of dependence to be reposed on these variables as shown in table 4.21.

Table 4.21 Multiple Classification Analysis Using Independent Variables on Subjects' Performane in School III.

n = 30

Tests Yielding Variation	Multiple R	Multiple R - Squared	Percentage Dependence (%)
READING	0.84	0.71	71
FREE RESPONSE	0.70	0.49	49
LISTENING COMPREHENSION	0.72	0.52	52

Table 4.21 shows that the variables accounted for 71 percent of what determined the subjects' performance in Reading, 49 percent of subjects' performance in Free Response and 52 percent of subjects' performance in Listening Comprehension. These high levels of dependence of the performance of subjects from School III on the identified variables of this study are noteworthy especially for a school whose mean scores were lower than the expected passing grades in Reading and Free Response tests. The inference may be that with these variables absent, worse grades could have been scored by primary schools of this type.

Finally , in School IV, the effects of the independent variables are examined in Table 4.22.

Table 4.22 ANOVA: Independent Variables and All the Tests in School IV.
n = 30

Sources of Variation	df	MEAN SQUARES READING	FREE RESPONSE	LISTENING COMPREHENSION
LANGUAGE FACILITIES	1	191.77	36.51	448.03
LANGUAGE ENVIRONMENT (HOME)	2	420.09	154.72	26.86
PARENTS' EDUCATION	3	324.81	68.20	375.96
AGE	2	1891.36 **	650.77 **	501.79 *
MAIN EFFECTS (COMBINED)	8	890.52 *	326.34 *	599.86 *
RESIDUAL	21	254.82	106.30	182.96

Note: (1) ** = significant at the 0.01 level
* = significant at the 0.05 level
(2) Sums of squares are in Appendix XVII

In School IV, the combined effect of all the variables on the subjects' performance was significant at 0.05 level. The single factor of age had the greatest effect on the subjects' performance. However, the mean scores of the subjects were consistently poor in all the tests of the study, each test's mean score was below the 50 percent passing grade. This may be due to the school's peculiar characteristics already discussed in section 4.8 of this chapter.

The ages of the subjects in all schools in their categories are presented in Table 4.23 below, to show how School IV in particular fared.

Table 4. 23 Age Categories of All Subjects and Transition Pattern to English Language.
N = 120

SCHOOLS	TRANSITION PATTERN	10 - 12	12^{+} - 14	15 and Above
I	Initial	26	4	0
II	Medial	16	12	2
III	Medial	9	18	3
IV	Medial	18	10	2

The age distribution in School IV is not particularly different from the distribution in other L.E.A. Schools, but its being a significant factor for this school, as earlier noted, is the age at which the pupils in the school start being exposed to listening to English, to speaking in English with others and to reading in English. The observation reports revealed that School IV delays the switch from mother-tongue (Hausa) to English as medium of instruction up till primary six in some lessons. During this period of delay, the quality of teaching English as a subject and even the teaching of Hausa as a subject is often inadequate (Omojuwa, 1977 and Abiri, 1982). Once again the case of the pupils is one of being neither in nor out but in a different style to that of Schools II and III already described.

Also consistently, School IV subjects scored very poorly in all the tests. It may therefore be suggested that when performance in oral English is consistently poor as in School IV, age at exposure may be a negatively correlating factor. This suggests that the older the

pupils are before being introduced to oral language skills, the poorer their performance is likely to be. The reverse is true in School I where the younger the pupils are when introduced to learning English and using it as a medium of instruction, the better their oral English performance. The multiple classification analysis was computed for School IV as shown in Table 4.24.

Table 4.24 Multiple Classification Analysis Using Independent Variables on Subjects' Performance in School IV.

Tests Yielding Variations	Multiple R	Multiple R-Squared	Percentage Dependence (%)
READING	0.75	0.56	56
FREE RESPONSE	0.73	0.54	54
LISTENING COMPREHENSION	0.75	0.56	56

Table 4.24 shows that all the variables accounted for over half of what determined the performance of the subjects in oral English in School IV. The most significant variable was that of the age at which the pupils started listening to,speaking and reading in English. This is an important finding of this study and in agreement with Doyé (1979).

4.12 Comparison of Ratings by Five Categories of Assessors.

A subsidiary null hypothesis, was whether there was statistically significant agreement among the ratings of the five categories of assessors.

Two instruments were used to test this hypothesis. First, all the ratings of the five categories of assessors were subjected to inter-team-of-raters reliability tests for the 120 subjects. The reliability coefficients derived for the reading test ranged from .95 to .86, while the coefficients for the free response test ranged from .73 to .60. These were rather high correlations and they tend to point to a similarity in the ratings by these categories of assessors from school to school. The same computations were done for each school to establish the reliability within the schools. In all the schools, the ratings for reading consistently had high correlation coefficients as shown in Appendix XIV a-e. The ratings for free response tests were also highly correlated except in schools I and II. See Appendix XV b and c. Assessors in category 4 and 5 were less in agreement with each other and with other assessors for School I; and assessors in categories 2 and 4 disagree somewhat with assessor I. What may be responsible for this with regards to School I is that some raters tend to award high marks to a fairly good speaker especially when this comes immediately after listening to a rather poor speaker (Hallo effect). Also the rating of a very good or a very poor speaker does not present serious problems of consistency among raters. As has been observed earlier, the rating of mediocre performances tend to create problems of inconsistency (Williams, 1983). Although subjects in School I read comparatively better than subjects from other schools, their free response performance was consistently poor, though still better than the performances of other schools. Category 4 and 5 assessors may disagree in their ratings of these subjects, understandably, because of their different professional training orientations. The language arts undergraduates

would understand the subjects' predicament and they may mark more objectively than their non-language arts counterpart. On the whole, the inter-rater reliability coefficients derived correlated sufficiently to support the null hypothesis that the ratings by the categories of assessors would not be significantly different in many instances.

The results in Table 4.25 were computed by subjecting the various ratings to a second test. The Standard Error of the Means (SEM) of all the categories of assessors' ratings were derived and the least significant different (LSD) values were established for each of the two tests of the study that were rated as follows in Table 4.25.

Table 4.25 Comparison of Scores by Five Categories of Assessors.

PARAMETERS	SCHOOLS									
	ALL		I		II		III		IV	
ASSESSORS	R.	F.R.	R.	F.R.	R.	F.R.	R.	F.R.	R.	F.R.
1	48.20 a	46.24 a	78.00 a	60.83 b	45.58 a	50.45 a	41.38 a	41.83 a	27.43 a	31.83 a
2	42.08 b	37.42 b	67.34 b	48.17 bc	43.98 a	41.25 b	32.54 a	33.43 b	24.43 a	26.83 ab
3	43.27 ab	39.33 a	56.67 c	46.00 bc	44.46 a	40.67 b	41.67 a	43.33 a	29.88 a	27.33 ab
4	46.36 ab	46.00 a	76.88 a	69.33 a	46.04 a	53.00 a	37.81 a	43.17 a	24.71 a	18.50 c
5	45.63 ab	43.92 a	73.34 ab	68.83 a	44.13 a	42.33 b	41.93 a	45.17 a	23.12 a	24.33 b
S.E.M.	2.76	1.88	4.19	3.36	5.23	2.97	5.17	3.04	3.88	2.71
L.S.D. at 0.05	5.41	3.68	8.21	6.59	10.24	5.82	10.14	5.90	7.60	5.31
Combined Means	45.63	42.27	70.63	57.57	44.90	45.07	39.23	41.10	27.77	27.63
N; n	120		30		30		30		30	

Notes:-

1. All grades with same letters are not significantly different from each other.
2. Grades with twin letters are not significantly different from grades with each of the twin letters.
3. Grades with different letters are significantly different from each other.

Key:-

R. = Reading Test Score

F.R. = Free Response Test Score

S.E.M = Standard Error of Means

L.S.D.= Least Significant Difference

N; n N = all subjects

n = subjects in one school.

differences between the already defined two groups above at the 0.05 level for all schools combined as shown in Table 4.25. The same pattern of scoring was maintained for School I.

In scoring the reading performance of Schools II, III and IV, all the Assessors were not significantly different from each other. This has been explained in chapter three and elsewhere in this section. The free response scoring in these schools were only mildly different. For example in some schools, the scores were classified a, ab, and in which case the Assessors with a, ab, ab and b are very closely related and only the Assessor with c had a different rating worth noting. The agreement of more than half of all the assessors should be seen as considerable. Such an agreement among assessors' ratings would be a measure of the reliability and confidence that can be reposed on all the assessments given to the subjects of this study.

Some of what can be deduced from these results are:

(i) When the subjects scored were of wide ability range, differences occurred in the scoring by the assessors; for example in the combined scoring of all the schools.

(ii) When Assessors were faced with generally poor oral performance as in Schools II, III and IV, the tendency to mark alike was greater than when the performance was of a fairly average type as in School I of the study.

(iii) The differences noted were as expected and were not in fact very serious. Scores obtained by the primary school pupils were not intended to discourage the subjects. Rather, they were to enable classroom teachers to intensify their teaching to remedy identified weaknesses. The null hypothesis that there would not be any significant difference in the scoring by the assessors was upheld for all five teams in the combined ..

results as well as in Schools II, III and IV.

While it is necessary to consider differences in the ratings by the five categories of assessors, it is the relationships among these ratings that are important for the purposes of using the average scores of these subjects.

(iv) The use of multiple assessors for a study such as this at the primary school level of education is recommended, since it reduces the work load of an individual assessor, while not compromising reliability.

The next chapter will now look at the implications of these findings on the teaching of oral English at the primary school level.

Chapter 5

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The performances of primary six pupils in the oral English tests of listening comprehension, oral reading and free response on a chosen topic have been tabled in chapter four. Some reasons have been adduced for the variableness and similarities in the subjects' performances and in the tests. What is of interest in this section is to relate a summary of these discussions to the research questions of the study and to English language teaching at the primary school level of Education in Nigeria. The focal points of the relationships are on:-

(a) Pupils' performance in the receptive and production tests;

(b) Relationships and differences in the skills of oracy;

(c) School types and other variables in second language learning at the primary school level;

(d) Nigerian policy on the language of education;

(e) Limitations of the study;

(f) Summary of Recommendations and

(g) Areas for further research.

5.2 Pupils Performance in Receptive and Production Tests

5.2.1 Receptive Performance

The 120 subjects of this study had a grand mean of 66.79 percent in the receptive tests. School I had 88.63, School II had 66.50, School III had 68.40 and School IV had 43.63 percent. These performances are well above the passing grade of 50 percent for most subjects of the study and it was attributed to the familiarity of the subjects to some comparative activities which they constantly engaged in during their previous English lessons. The previous activities included being assigned

to do reading comprehension exercises frequently and the many instances when the pupils passively listened to their teachers during lessons.

(a) An implication of this finding is that the training of primary school pupils in the listening skills in English as a second language can benefit from their previous classroom experiences.

(b) The training of primary school pupils in listening skills should make use of a variety of voice models in English by Nigerians and by speakers of English from other countries as well. The model voice can be that of the competent class teacher, a competent newscaster/announcer or any others that have local/national acceptability and international intelligibility. The voices of the models can be on tapes and each school could be encouraged to have portable and transistorized cassette-players for use during English language lessons.

(c) A substantial number of the subjects of the study - 92 out of 120 - demonstrated an ability to pass in the listening comprehension test in a second language with only an indirect training in it. It may therefore be suggested that subjects at the primary school level of education can attain a higher level of performance than the 66.79 percent overall mean score if the listening skills in English are consciously taught and consistently practised.

(d) The language environment at school and the age of the exposure of the pupils to English were two significant variables that affected the overall performance of the subjects in the receptive tests. The inference here is that opportunities to train and practise listening to adequate English models should be constantly made available to ensure mastery and the opportunities should be introduced

adequately and early enough at the primary school. This will enable the pupils to benefit from the natural language acquisition device (LAD) which seems to lose potency with maturation in age (Strevens, 1977).

5.2.2 Production Performance

The two tasks in the production tests involved oral reading and making a free response on a chosen topic. The grand mean of the subjects' performance in oral reading was 45.63 percent. School II scored 44.90; School III had 39.23 and School IV had 27.77 percent. All these are below the passing grade of the study.

1. (a) This poor oral reading result was traced to various factors in the different schools, but caution should be exercised in being too dogmatic about them. For example, it was assumed that an adequate supply of reading facilities should promote efficient reading performance. In School I, a generous supply of reading and other language facilities supported this assumption as the school recorded a mean performance of 70.63 percent. Yet the same school had a non-reader who scored zero percent.

   (b) Also, School III which has a children's library facility in its vicinity just like School I scored only 39.23 percent in reading. The inference is that unless available facilities are used for practice under some form of guided supervision, they may not lead to achieving the desired results. Also, unless there is a conscious effort made to teach oral reading or any language skill via various methods, it should not be assumed that learning could occur or has occurred.

(c) The mastery of reading skill at a given level of ability for primary six pupils was assumed as a normal pre-requisite already attained before giving the oral reading test of this study. This assumption was not supported by the many subjects from the schools studied (60 out of 120)who scored below the passing grade (See Table 4.6). This performance points to the need for both oral and silent reading to be separately taught and constantly practised in all primary classrooms. Although silent and oral reading connotes two reading tasks, they are complementary and could be easily accommodated in the scheduled reading periods on the regular time-tables of primary classes. The attention of the teacher only needs be called to this and if given proper guidelines, any teacher can handle them adequately in his class. This teaching should include identification of isolated words in drills and reading for meaning in sentences and short passages according to the various class levels.

(d) The teaching of reading in general and oral reading in particular should be via various methods because it has been found that mastery learning occurs in different pupils through different methods and at different class levels (Abiri and Awoniyi, 1982).

(e) The age of exposure of the pupils to English again affected the oral reading of the subjects significantly in Schools III and IV. The suggestion that language skills be introduced early enough is again underscored here because an increase in the age of the pupils seems to lead to a decrease in the quality of the subjects' performance as was demonstrated in School IV.

2. The performance of all the subjects in the free response situation was the worst of the three tests. The grand mean of 42.87 percent fell far below the passing grade of the study. School I had 57.57, School II had 45.07, School III had 41.10 and School IV had 27.63 percent. But these results are not unexpected since the same subjects spend more time listening to their teachers than the teachers gave them the opportunities to be listened to.

(a) The dictum that one learns to do by doing holds true here. It is only as the pupils are given the opportunity to practise speaking that they will master the art.

(b) The opportunities to practise speaking in English should be explored and utilised by primary school teachers. Some such opportunities include, among others

(i) answering questions in class;

(ii) oral reporting of what pupils have been asked to do or to observe;

(iii) solving a problem in group discussions;

(iv) planning and executing projects in groups and

(v) freely narrating personal experiences at home, at school or at play to the whole class or to their groups.

When the speaking is done in groups, the teacher should move from group to group to supervise what is going on to fulfill the desired objectives for the activity.

5.3 Relationships and Differences in Skills of Oracy

5.3.1 Relationships

The study tried to find out whether the subjects' performance in the receptive skills was related to or different from their performance in the production skills of oracy. From the analysis, it has been

and reading versus free response were on the whole significantly related, there was no doubt about the variability of the subjects' performances within and between schools. Within schools, each test recored high marks as well as low marks as depicted by the high standard deviations in Tables 4.2, 4,3 and 4.4.

5.3.2 Differences

It may be suggested that the high variableness arose because none of the skills of oracy had been identified for specific teaching in most of the schools of this study. The performance of the subjects depended more on the side effects of other variables provided in learning English language which had possibilities of transfer such as reading comprehension on the listening comprehension of the study; provision of generous reading facilities on oral reading and the initial use of English as medium of instruction on free response.

It is suggested that pupils at this level of education should be adequately taught each oral skill consciously. This initial isolated approach to the teaching of pronunciation, stress, rhythm, fluency, vocabulary control etc. is recommended because young pupils are as yet not encumbered with inhibitions to pronounce, imitate and adopt foreign sounds and structures (Strevens, 1977). To recommend an integrative teaching approach for the present calibre of primary school teachers, who complain of not knowing what to teach as oral skills, may encourage a glossing over of the skills without the pupils achieving a mastery in any of them. What is implied here is that oral language skills should be identified separately for initial teaching and progressively the skills should be woven together to demonstrate communicative competence as soon as the pupils exhibit a readiness for it. When this is done, the variableness within and between schools may be reduced to

a minimum. These subjects may even record a level of performance that is often thought beyond their reach by researchers.

Between the schools, each test again recorded varied performances. School I performed well above the others in all the tests, and School IV was conspicuously beaten to the rear in all the tests. Schools II and III have comparable performance in all the tests as shown in Table 4.8. The variableness from school to school is fully discussed under school types below.

5.4 School Types and Other Variables in Second Language Learning.

Primary Schools in Zaria fall under two broad categories: the private schools and the L.E.A. Schools. They are also classified according to their having either pupils from homogeneous language background or from a heterogeneous language background, as defined for the study on page xxii. The oral English performance of subjects in School I, a private school with pupils from heterogeneous language background but using English medium of instruction from first year, was consistently better in all the tests of the study than the other three schools. This leads to the following observations and conclusions.

1. (a) Second language learning in general and oral English in particular will be readily learnt if adequate facilities are made available to subjects. Such facilities in School I enabled it to score a mean of 70.63 percent in oral reading where the next best school scored only 44.90 percent. Although the provision of language facilities was recorded to have significantly affected the oral English performance of the subjects of this study, other variables such as parents' level

of education and the language environment of the home underscored such significance. As noted earlier in chapter four, these variables are related. For example, the parents' level of education may determine the provision of English reading materials and the media facilities such as radio and television tuned to English programmes. Consequently the same parents' level of education may determine the amount of encouragement the subjects receive in using English language at home as well as the number of people the subjects have to speak in English with.

But as has been equally pointed out in chapter four, the school can make up for any deficiencies of the home or the parents' education. In school I, these variables enhanced the provision of the language facilities. The school took over by providing adequately trained teachers who use a lot of teaching aids. The net effect is that pupils in School I had better oral English performance than pupils in other schools.

(b) An early exposure of young pupils to a second language learning and in a school conducive to adequate practise of the language, seems to enable School I to achieve a mean passing grade of 57.57 in the free response test in which all other schools were poor seconds.

(c) School I also uses the initial transition pattern of making a switch from mother tongue medium of instruction to English . The delayed transition pattern of making the switch in the other schools was found to be closely related to their poor performances. The

important finding of this study is that with an increase in the age of primary school pupils before being exposed to the learning of English, there is a decrease in the quality of their mastery of the oral skills of English language.

2. Performance in L.E.A. Schools II and III were comparable and unpredictable. With the exception of performances in the listening comprehension tests, where they both scored fairly well above the passing grade, their oral reading and free response grades fell below the passing grade. This could be due to:

(a) The adoption of a language of the community by a group of pupils from heterogeneous language backgrounds which usually creates its own peculiar problems for language learning in the primary schools.

The peculiar problems are:

(i) The language of the community is normally not well taught or learnt because the teachers may not have the language teaching background and the pupils may not have high motivation for learning the language or through it.

(ii) 'Mother tongue' medium of instruction in that situation is usually very short-lived and both teachers and pupils resort to the use of English which is not adequately taught or 'pidgin' English which always has high currency in such a cosmopolitan community in Nigeria.

(b) The L.E.A. Schools are non fee-paying and the teaching personnel, facilities for second language learning as well as for other subjects in such schools depend vicariously on the allocations made to them by the education authorities. The allocations of course depend on the financial position of the

Local Governments in particular and on the economic situation of the whole country in general.

(c) Where an L.E.A. School like School III is fortunate to have a community facility (i.e the Samaru Children's Library) near by, the adequate and guided supervision of its use by the pupils should be the responsibility of the teaching personnel in the school. The poor performance of School III shows a lack of such guided supervision.

3. School IV consistently scored below the passing grade in all the tests of this study in a gradually deteriorating pattern similar to what obtained in all the schools from the receptive tests to oral reading and free response. This L.E.A. school differs from the others in that:-

(a) The pupils are from a homogeneous language background in a school situated within the heart of a community using the same homogeneous language, Hausa.

(b) The switch from mother tongue to English as medium of instruction has not been adhered to early enough by the school. Consequently, some courses were being taught in Hausa in primary five and six and teachers sometimes engaged in translating those they attempted to teach in English. This results in a delayed and irregular pattern of switch quite different from the experimental Ife-Project already explained in chapter one.

(c) Although there is an indication that some of the pupils are keen to learn to speak in English as recorded in their interview responses, the teaching of English skills in their school lags behind this desire. There is a need to match the teaching with the expressed wish of the subjects in School IV.

5.5 The National Policy and Language of Education in Nigeria

The study examined the importance of language in education and the role of English as a second language in Nigerian education in its introductory chapter. In the light of the findings of this study, there is a need to re-appraise the language policy for education in Nigerian Schools.

(a) The switch from 'mother tongue' to English as a medium of instruction is vaguely spelt out in the NPE. The findings from this study tend to favour an early start in exposing learners to the study of a language which is important enough to become a medium of instruction before the end of a six-year primary education. This finding dove-tails Tiffen's (1969) suggestion that the aim of English teaching in Nigeria schould be to make the learners English-using bilinguals in order to meet their language needs adequately.

(b) The primary school curriculum as it is now may not necessarily be tampered with, provided the time of making a switch to English medium is clearly specified and adhered to by the two categories of language backgrounds, which are the homogeneous and the heterogeneous as already identified in the study. The unspecified time of making the switch in the present language policy has created room for lapses, varied interpretations and a lackadaisical attitude towards the language development of primary school pupils who, this investigator believes, can easily master the skills of a second language. Fortunately, the production of adequate English-using bilinguals is a possibility that has been demonstrated achievable in the German project reported by Doyé (1979).
That achievement was without any ill effects on the learning of the highly prized German (the pupils' mother tongue) and Mathematics.

The suggestion of this study is that the same achievement is possible in the Nigerian primary school level of education with the concerted efforts of all concerned.

(c) The performance of the primary six pupils in the tests of oracy pointed to an inadequate or an indirect teaching of the skills or no teaching at all. There is a need for a conscious and planned teaching and testing of all the language skills with special attention to oracy and provision for consistent practice in them by primary six pupils.

(d) The effectiveness of language facilities such as extra reading materials in class reading corners, school libraries or community libraries; pictures, charts and other teaching aids is highlighted in the study. When they are provided for primary schools, they should be used under guided supervision.

5.6 Limitations of the Study

1. Altogether the identified variables of this study had a combined effect of only 48 percent on the subjects' reading performance, 51 percent on the free response and 54 percent on the listening comprehension performance. There is a need to identify other variables to account for a higher level of performance in the identified skills. One such variable is the teacher whose impact was only indirectly used in this study from the observation reports. The teacher variable usually includes the effect of his qualification, his attitude towards and experience in teaching the course as well as his methodology.

The teacher qualification at the primary school level has not been used because this investigator feels that the effectiveness of any qualification can be determined in its practical application at the

classroom level which the observation reports of this study revealed. The tendency that teachers in primary schools will operate or perform according to the school's type regardless of their qualification cannot also be ruled out. That is, an N.C.E. holder in a private primary school can behave or teach in a different way from another N.C.E. teacher in an L.E.A. School. The incentive and administrative set up within a school seems to be a deciding factor. This feeling of course, does not rule out further study on this variable especially for schools like School II of this study which needs to explore the impact of other variables on its mediocre performance.

2. The tests of the study did not utilise all known tests of oracy such as dictation, cloze procedure and auditory discrimination of various kinds. The reason for this is a previous awareness by this investigator of the futility of such tests in schools where one needs interpreters to explain simple instructions to primary six pupils. Further research in other locations may utilise these and other suitable tests of oracy.

3. Four schools with a total of 120 subjects within Zaria township were involved in this study. There is a need to involve larger samples to include more typical locations of Nigerian communities so as to enable wider generalisations of the findings to be made. However, it is worth noting that even with the 120 subjects considered adequate for a study of this nature, it has been possible to identify that an early age of starting young pupils in the study of a second language is beneficial to their successful learning of oral English.

4. The study did not make use of methods of teaching oracy at this level because it was interested only in testing the subjects to

find out their performance level. Further research may deal with variety of methods of teaching oral skills in the primary schools.

5. It is to be noted that School II and III performed comparably in the tests of the study. Whereas the identified independent variables accounted substantially for School III, they did not account for the observed performance of School II. It is possible that the nature of the questions about the availability of language facilities rather than their use was one factor responsible for this variation.

5.7 Summary of Recommendations

The findings of the study have been pitched against the research questions set up and the following recommendations have emerged:-

(a) An early transition to English language learning and use as a medium of instruction had proved advantageous to the oral English performance of final year pupils of primary School I; while a delayed and irregular transition to English from mother tongue has been detrimental to the performance of pupils in primary School IV.

It is recommended that an early transition to English as a second language be given prominence in all primary schools. As of now only private and/or fee-paying primary schools in Zaria make use of this early transition pattern.

(b) In order not to relegate the pupils' mother tongue to the background, but in order to promote an even language performance by primary school learners, bilingualism is recommended. This is a pattern that has not been specifically mentioned in the National Policy on Education but which implies the use of two languages side by side for educational purposes. Details of the development of early

bilingual curriculum in schools is an area for immediate and further research.

(c) This study shows that a great majority of the subjects could perform well above a minimum passing grade in the listening skills of English possibly because they had constant exposure to and frequent practice in a related experience.

It is recommended that all language skills, especially skills of oracy in English should be consciously taught and consistently practised by primary school pupils.

(d) Further to (c), it is recommended that the conscious teaching of oracy skills be accompanied by adequate and regular testing which has potential washback effect on teaching but which this study found to be a neglected field at the primary school level.

(e) In order to promote confident teaching and testing of oral skills at the primary school level, it is recommended that the teachers make available to their pupils taped voices of models for reular classroom use.

(f) Although language facilities as an item was a significant factor in oral language performance, it was discovered that its use rather than its being made available was what was of importance. It is therefore recommended that each primary school should organise and supervise the use of language facilities it is able to acquire.

5.8 Areas for Further Research

1. In order to implement the findings of this study, a suggestion is made about introducing an early bilingual curriculum in the primary schools. This is a curriculum that encourages the teaching of both a mother tongue and a second language adequately and simultaneously

to the level of mastery in each. The working out of details of a bilingual curriculum for primary school education in form of prepared materials for use or materials used in a pilot study can be new grounds for further research.

2. Another area for research is to identify other variables to supplement those already identified which account for the good or poor performances of the primary six pupils generally in all the schools and specially for such unpredictable schools like School II of this study where the combined effect of all the variables was insignificant (See Table 4.17). One such variable is that of the teacher which received only an indirect mention in the study through classroom observation. Further research may dwell more on this variable.

   Yet another variable is that of the attitude of the nation on the use of a second language as the medium of educating her children. This is an issue that received great attention during the Festival of Arts and Culture (FESTAC) in 1977. Much that was written then was emotive. There is a need to subject the question of a second language for education in Nigeria to an empirical research.

3. This study used some home-made tests of oracy to find out primary six pupils' performance level in English. To the best of this investigator's limited knowledge, testing oracy at the primary school level is not common in Nigeria. From the writings of Nigerian researchers in language, they do not seem convinced that the grasp of English as a second language at the primary school level of education is worth testing. This study recommends that this attitude be modified to give way first to an adequate program of teaching oral skills.

language learning potentials which can be nurtured in a school with adequate supply of language facilities, language environment and an equally adequate supply of trained and competent teachers.

REFERENCES

Abiri, J.O. (1982) Problems and Methods of Teaching Initial Reading in English and Nigerian Languages. In Unoh, S.O. et al (eds) Literacy and Reading in Nigeria Vol. I. pp. 49-62. Institute of Education, A.B.U. Zaria Nigeria.

Adekunle, M.A. (1974) The Standard Nigerian English in Socio-linguistic Perspective. Journal of Nigerian English Studies Association 6 (1): 24-37

Adekunle, M.A. (1976) Oral English in Nigeria; Relating Instructional Strategies to Socio-linguistic Realities. Journal of Nigerian English Studies Association 8 (1) pp. 50-72

Adeniran, A. (1977) A Socio-linguistic Factor Analysis of Yoruba-English Bilingualism Among Form V Pupils in Ibadan Area. Unpublished Ph.D. Thesis of University of Ibadan., Nigeria.

Afolayan, A. (1977) The New Language Policy and Effective Instructions in Schools, Language in Education in Nigeria Federal Ministry of Education Publication, Lagos Nigeria.

Aitken, Kenneth, G. (1979) Problems and Alternatives in Proficiency Testing. FORUM 8 (3) pp. 20-23.

Akere, F. (1981) Socio-Cultural constraints and the Emergence of Standard Nigerian English. The Nigerian Language Teacher 4 (1). pp.1-9

Ayodele S.O. (1978) Aspects of Reading Characteristics of Nigerian Pre-University Students. Unpublished M.Ed. Project Report University of Ibadan, Nigeria.

Ayodele, S.O. (1981). An Evaluation of the Level of Oral English Performance of Grade Two Teacher-Trainees, Unpublished Doctoral Dissertation. University of Ibadan, Nigeria.

Ayodele, S.O. (1982) Guidelines For Oral English: An N.T.I. Handbook N.T.I. printers Kaduna, Nigeria.

Ayodele S.O. (1983) Psychology of Oral English Learning Among Nigerians. In Ayodele, S.O. (ed) Focus on Oral English Teaching and Testing. Evans Brothers Ltd. Ibadan, Nigeria.

Awoniyi, T.A. (1982) Pre-Reading Activities Including Readiness Programmes. In Unoh, S.O. et al (eds) Literacy and Reading in Nigeria, Vol. I. pp. 63-90 Institute of Education: A.B.U. Zaria, Nigeria.

Bamigbose, Ayo (1971) The English Language in Nigeria. In Spencer J.(ed) The English Language in West Africa. Longmans Group Ltd. London, England pp. 35-48.

Banjo, L. Ayo (1971) Towards a Definition of Standard Nigerian English. In Universite d' Abidjan Actes du 8e Colleque de ia Societe Linguistique de l' Afrique Occidentale pp. 166-175.

Barnes, Douglas (1972) Language and Learning in the Classroom. In Cashdan A and Grugeon E (editors). Language In Education: A Source Book. Rouledge & Reagen Paul and Open University Press London. pp. 112-118.

Berry, Ann (1974) Evans Primary English Course: Pupils' Transition Book. Evans Brother Ltd., Ibadan, Nigeria.

Beckley S.M. (1978) Patterns of Language Teaching Behaviour: Their Influences and Outcomes of Elementary Foreign Language Learning. Unpublished Ph.D. Thesis, University of Ibadan, Nigeria.

Boyle, J.P. (1984) Being Philosophical about Discrete Point versus Global Proficiency Debate. FORUM 22 (1) pp. 20-23.

Bright, J.A. and McGregor G.P. (1970) Teaching English as a Second Language. Longman Group Lrd., London, England pp. 170-199.

Brown, G. (1974) Practical Phonetics and Phonology. In Allen, J.P.B. and Corder, S. Pit (eds). Teachniques in Applied Linguistics (The Edinburgh Course in Applied Linguistics: Volume III) Oxford University Press, London. England.

Buzzing, R.S. (1972) Influences on Primary School Children's Reading In Melnik A and Merit J (eds) The Reading Curriculum Open University Press, London, England. pp. 217-221.

Carroll, J.B. (1960) Foreign Languages For Children: What Research Says. National Elementary Principal 39 (6) pp. 12-15.

Carroll, J.B. (1963) Research on Teaching Foreign Languages In Gage, N.L. (ed) Handbook of Research on Teaching Rand, Mc Nally and Company, Chicago U.S.A., pp. 1060-1100.

Carroll, J.B. (1975) The Teaching of French as a Foreign Language in Eight Countries: International Studies in Evaluation V. John Wiley and Sons, New York, U.S.A.

Carroll, B.J. (1981) Testing: How to Develop Communicative Language Tests. In World Language English. 1 (1) pp. 35-38.

Carroll, B.J. (1982) Testing: Communicative Language Test Tasks, Enabling Skills Format and Measurement Criteria. In World Language English. 2 (1) pp. 37-39.

Chastain, K. (1976) Developing Second Language Skills: Theory to Practice. 2nd Edition Rand McNally College Publishing Company, Chicago. pp. 330-362.

Chomsky, Noam (1962) Explanatory Models in Linguistics. In Nagel, E et al (eds) Logic, Methodology and Philosophy of Science pp. 528- 550.

Davies, A. (1968) Oral English Testing in West Africa. In Davies, A (ed) Language Testing Symposium. Oxford University Press, London. pp. 151-179.

Denga, D.I. (1985) Diagnostic Tests for Second Language Learning. The Nigerian Language Teacher 6 (2) pp. 9-13.

Dobbyn, Michael (1970) An Objective Test of Pronunciation for Large Classes. English Language Teaching Journal 30 (3).

Dodd, Robert (1975) Practising Spoken English: Hints For Teachers in Africa. Evans Brothers (Nigeria) Limited, Ibadan, Nigeria.

Downie, N.M. and Heath, R.W. (1974) Basic Statistical Methods. 4th Edition. Harper and Row Publishers, New York, U.S.A.

Doyé, Peter (1979) Primary English: A Research Project in the Teaching of English in the German Primary Schools. In English Language Teaching. 34 (1) pp. 29-34.

Dunstan, E. (1969) Twelve Nigerian Languages. Longmans Green and Co. Ltd. London England.

Eka, David (1985) A Phonological Study of Standard Nigerian English. Unpublished Ph.D. Thesis. Ahmadu Bello University Zaria, Nigeria.

Ekong, Pamela (1980) Investigations into Intelligibility of a Possible Standard Model for Nigerian Spoken English. Journal of Language Arts and Communication 1 (1) pp. 1-11.

Ekong, Pamela (1982) On The Use of an Indigenous Model for Teaching English in Nigeria. In World Language English 1 (2), pp. 87-92.

Ezewu, E. (1983) Socio-Psychological Factors in Second Language Learning in Ezewu, E. (ed) The Psychology of Second and Foreign Language Learning. Evans Brothers Ltd. Ibadan, Nigeria.

Federal Republic of Nigeria National Policy on Education (1981). Revised Edition. Government Printers: Federal Ministry of Education, Lagos, Nigeria.

Gefen, Raphael (1983) Testing Listening Comphrehension by Radio. FORUM 21 (4) pp.37.

Gimson, A.C. (1970) An Introduction to the Pronuciation of English. 2nd Edition. Edward Arnold (Publishers) Ltd. London, England.

Grieve, D.W. (1964) English Language Examining. African University Press, Ibadan Nigeria.

Harris, D.P. (1969) Testing English as a Second Language McGraw Hill Inc. New York, U.S.A.

Henning, Grant(1982) Twenty Common Testing Mistakes for EFL Teachers to Avoid. In FORUM 20 (3) pp. 33-37.

Hill, Guy (1982) Oral Assessment: A Scheme for the Assessment of Oral English of Trainee Teachers. In World Language English 1 (2) pp. 124-126.

Hurn, H. (1973). Reading Standard Survey. Education Department Schools Psychological Service. Slough, Berks, England.

Institute of Education Primary School Syllabus (1977) Ahmadu Bello University, Zaria.

Johnstone, Jiyono & Johnstone, James (1983). The Influence of Out-of School Factors on the Determination of Achievement Levels in the Indonesian Language. Journal of Multilingual and Multicultural Development 4 (1) pp. 29-35.

Kachru, B.B. (1982) ed. The Other Tongue: English Across Cultures. University of Illinois Press, Illinois, U.S.A.

Kennedy, Eddie C. (1977). Classroom Approaches to Remedial Reading. Second Edition. F.E. Peacock Publishers, Itasca Illinois, U.S.A.

Lado, Robert (1964). Language Testing: A Scientific Approach. McGraw Hill Inc., New York, U.S.A.

Lado, Robert (1970). Language Testing 6th Impression, Longman Group Limited, London, England.

Lombardo, Linda (1984) Oral Testing: Getting a Sample of Real Language. FORUM.22 (1) pp. 2-6.

Lumsdaine, A.A. (1963). Instruments and Media of Instruction. In Gage, N.L. (ed) Handbook of Research on Teaching. Rand McNally & Company, Chicago U.S.A., pp. 583-682.

Marlang, Michael (1977). Language Across The Curriculum. Heineman Education Books Ltd., London, England.

McGregor, G.P. (1971). English in Africa: A Guide to the Teaching of English as a Second Language. Heineman Education Books Ltd., London, England.

Morrow Keith (1979). Communicative Language Testing: Revolution or Evolution? In Brumfit, C.J. and Johnson K. (eds). The Communicative Approach to Language Teaching. Oxford University Press, London, England. pp. 143-157.

Mowrer, D.H. and Vieck P. (1945). Language and Learning: An Experimental Paradigm. Harvard Educational Review 35 (4) p. 16.

Mullen, Karen A. (1980). Rater-Reliability and Oral Proficiency Evaluations. In Oller J. & Perkins K. (eds). Research in Language Testing. Newbury House Publishers Inc., Rowley, Massachusetts U.S.A. pp. 91-101.

National Curriculum for Primary English (1983) Federal Ministry of Education, Lagos.

Nnadi, J.E. (1983). The Need to Teach and Test Oral English in Nigeria Schools. In Ayodele, S.O. Focus on Oral English Teaching and Testing in Nigerian Schools. Evans Brothers (Nigeria) Ltd., Ibadan, Nigeria.

Obanya, P.A.I. (1977). Assessing Second Language Achievement Economically. English Language Teaching Journal 40 (4) pp. 299-303

Obanya, P.A.I. (1979), Types and Functions of Tests in English Language Teaching. In Ubahakwe,E. (ed). The Teaching of English Studies. Ibadan University Press. Ibadan, Nigeria, pp. 325-339.

Obemeata J.O. (1978). Language Tests for Language Disabled Child. The Nigerian Language Teacher. 2 (1) pp. 10-13.

Oderinde, A.A. (1979). Teaching to Listen and Speak: The Development and Status of Speech in English Language Teaching. In Ubahakwue, E (ed). The Teaching of English Studies. Ibadan University Press, Ibadan, Nigeria.

Oller, John (1976). Language Testing Today. FORUM 14 (3) pp. 22-27.

Oller, John (1979). Language Tests at School: A Pragmatic Approach. Longman Group Limited London, England.

Omodara, V.A. and Dare T. (1976). Ilesanmi Health Education Course Book 5. Ilesanmi Press & Sons (Nigeria) Ltd., Ilesa, Nigeria.

Omojuwa, R.A. (1977). Problems in Language Planning For Bilingual Education at The Primary Education Level. Language in Education in Nigeria. Federal Ministry of Education Publications, Lagos, Nigeria.

Perren G.E. (1968). Testing Spoken Language: Some Unsolved Problems. In Davies A. (ed) Language Testing Symposium. Oxford University Press, London, England, pp. 107-116.

Pilliner, A.E.G. (1968). Subjective and Objective Testing. In Davies,A. (ed). Language Testing Symposium. Oxford University Press, London, England, pp. 19-35.

Pimsleur, P. (1966). Testing Foreign Language Learning. In Valdman A. (ed). Trends in Language Teaching. McGraw Hill Inc., New York, U.S.A.

Rivers, Wilga M. (1975). Contrastive Linguistics in Textbook and Classroom. The Art of TESOL, part one. English Teaching Forum, Publications,Wastington, U.S.A.

Salami, A. (1968). Defining Standard Nigerian English. Journal of the Nigerian English Studies Association 2 (2) pp. 96-105.

Savignon S.J. (1972). Communicative Competence: An Experiment in Foreign Language Teaching. The Centre For Curriculum Development Inc., Philadelphia, U.S.A.

Silva, Carmen (1975). Recent Theories of Language Acquisition in Relation to Semantic Approach in Foreign Language Teaching. English Language Teaching Journal 29 (4).

Strevens, P. (1965). What is Standard English? Bell Education Trust, Cambridge, England.

Strevens P. (1977). New Orientation in the Teaching of English. Oxford University Press, London, England.

Strevens P. (1982). The Localised Forms of English. In Kachru B.B. (ed). The Other Tongue: English Across Cultures. University of Illinois Press, Illinois, U.S.A.

Stryker, Shirley L. (1969). Applied Linguistics, Principles and Techniques. FORUM:Special Issue 7 (5).

Tatsuoka, M.M. and Tiedeman, D.V. (1963). Statistics as an Aspect of Scientfic Method in Research and Teaching. In Gage N.L. (ed) Handbook of Research on Teaching Rand, McNally & Company, Chicago, U.S.A. pp. 142-170.

Tiffen, B.W. (1966). English Language Teaching in Northern Nigeria: A Survey. Institute of Education Paper No. 1 A.B.U. Zaria, Nigeria.

Tiffen, B.W. et al (1968). Investigation into the "Straight For English" Course. In Tiffen, B.W. (ed). English In The Primary School. Institute of Education Paper No. 5. A.B.U. Zaria, Nigeria pp. 13-22.

Tiffen, B.W. (1969). Second Language Teaching. In Tiffen B.W. (ed) A Language in Common Longmans Green and Co. Ltd. London, England.

Tiffen, B.W. (1974). The Intelligibility of Nigerian English. Unpublished Doctoral Dissertation. University of London, England.

Tomori, S.H.O. (1973). The Role of Language In Education: An Inaugural Lecture, Delivered at the University of Ibadan, Ibadan, Nigeria.

Tomori, S.H.O. (1974). Some Observations on the Learning of English in Some Nigerian Primary Schools. Journal of Nigerian English Studies Association 6 (2) pp. 5-15.

Upshur, John, A. (1972). Objective Evaluation of Oral Proficiency in English. English Teaching Forum 10 (2).

Valette, R.M. (1977). Modern Language Testing. 2nd Edition. Harcourt, Brace,Jovanovich Inc., New York, U.S.A.

Walsh, N.G. (1967). Distingushing Types and Varieties of English in Nigeria. Journal of Nigerian English Studies Assocation No. 2 pp. 47-55.

Wilkinson, A. (1974). Oracy in English Language. In De Stephano, I. et al (eds) Language and Language Arts. Little Brown and Company. Bostion, U.S.A.

Williams, David (1981a). Readings in Language and Language Teaching Methods. Institute of Education Publications, A.B.U. Zaria, Nigeria.

Williams, David (1981b). Factors Related to Performance in Reading English as a Second Language. Language and Learning. 31 (1) pp. 31-50.

Williams, David (1983). Testing Oral English at the Upper Post-Primary Level. Paper presented at the 14th Annual Conference of Nigeria English Studies Association held at Bayero University Kano, Nigeria. March 27-31.

Williams, David (1984) Acceptability of Nigerian English for Academic Purposes. Nigerian Education Forum 7 (1) pp. 17 - 32.

Wiseman, S. (1944). The marking of English Composition in Grammar School. British Journal of Educational Psychology 19; pp. 200-209.

Yule, George (1982). The Objective Assessment of Aspects of Spoken English. World Language English 1 (3) pp. 193-199.

APPENDIX I

QUESTIONS FOR ORAL INTERVIEW OF PRIMARY SIX PUPILS

A

1. Name of School
2. Sex of pupil - Male/Female
3. What is your name?
4. How old are you?

B

5. How many brothers do you have?
6. How many sisters do you have?

C

7.(a) Can your father read and write?

(b) If yes, in what language/s does he read and write?

8. Which of the following is his highest educational level?

- Primary IV	- Grade II	- Higher Diploma
- Primary VI	- West African School Certificate	- N.C.E.
- Middle School	- High School Certificate	- B.A./A.Sc./ B.Ed.
	- Ordinary Diploma	- Above 1st Degree

9.(a) Can your mother read and write?

(b) If yes, in what languages does she read and write?

10. Which of the following is her highest educational level?

- Primary IV	- Grade II	- Higher Diploma
- Primary VI	-West African School Certificate	- N.C.E
- Middle School	-Higher School Certificate	- B.A./A.Sc./ B.Ed.
	- Ordinary Diploma	- Above 1st Degree.

APPENDIX I (Cont'd)

D

11. What work does your father do?

12. Where does he go to do the work?

13. What work does your mother do?

14. Where does she go to do the work?

E 15. What tribe is your father?

Ibo? Hausa? Yoruba? Tiv? Idoma? Ebira? Bassange?

Fulani? Ibibio? Ijaw? Kanuri? Edo? Urhobo? Itsekiri?

Igala? Kaje? Others to be specified?

16. What tribe is your mother?

17. What language do you use most at Home?

18.(a) Are you encouraged to speak in English at home?

(b) With whom do you often speak in English at home?

19. Do you have books you can read and enjoy in your house?

20. Tell me names of some you have read.

21.a) Do you have a radio in your house?

b) What program/s do you enjoy listening to?

22. a) Do you have a television in your house?

b) What programmes do you always watch?

F

23. Do you enjoy learning to speak in English at school?

24. a) Are you encouraged to speak in English at School?

b) Who sees to it that you speak in English at School?

c) With whom do you speak in English at School?

APPENDIX II

PROFORMA ANSWER SHEET FOR ORAL INTERVIEW OF PRIMARY SIX PUPILS

A

1. Name of School _____

2. Sex of Pupil - Male Female

3. Name of Pupil _____

4. Age _____

B

5. No. of Brothers _____

6. No. of Sisters _____

C

7.(a) Father reads and writes Yes No

(b) Language/s he reads and writes _____, _____.

8. Highest Educational Level Reached _____.

9.(a) Mother reads and writes Yes No

(b) Language/s she reads and writes _____, _____, _____.

10. Highest Educational Level Reached _____

D

11. Father's work _____

12. Place of work _____

13. Mother's work _____

14. Place of work _____

APPENDIX II (Cont'd)

E

15. Tribe of Father _____

16. Tribe of Mother _____

17. Language/s used most at _____, _____, _____.

18.(a) Encouraged to speak in English at home Yes No

(b) Speaks in English at home with _____, _____,

_____, _____, _____.

19 Books to read at home many few none

20. Names of some books _____, _____,

_____, _____, _____,

_____, _____, _____.

21. (a) Radio in the house Yes No

(b) Program/s pupil listens to _____ _____.

22. (a) Television in the house Yes No.

(b) Program/s pupil always watch _____, _____

_____, _____

F

23. Enjoys learning to speak in English Yes No

24. (a) Encouraged to speak in English at school Yes No.

(b) _____, _____, _____,

_____, see/s that English is spoken at school.

(c) Speaks in English at school with _____, _____

_____, _____, _____, _____.

APPENDIX III

READING ALOUD: CONTINUOUS PROSE

Instruction: Read out the following passage clearly two times.

These children have learnt some useful things from their Health Education lessons. A visitor to their school will find pupils in groups, sweeping before the first bell goes in the morning. The rubbish from their classrooms and surroundings is put on a rubbish heap near the school farm. The head-boy sees that the rubbish is burnt once a week.

The class teachers also see to it that each pupil wears a clean uniform and the right type of shoes. The pupils now know that keeping their bodies, clothes and surroundings clean makes them smart-looking and healthy.

APPENDIX IV

READING ALOUD: SINGLE SENTENCES

Instruction: Read out the following sentences clearly two times.

1. We need three more seats for the evening feast.
2. The peasant woman is not a stranger to our church.
3. I think stealing is a bad thing to do, don't you?
4. Which is better, this northern leather or that imported one?
5. Get me a beautiful necklace from the box. Thank you.

APPENDIX V

MARKING - GUIDE

READING ALOUD: CONTINUOUS PROSE 1ST READING-SEGMENTAL FEATURES

Instruction: Read out the following passage clearly

These children have learnt some useful things from their Health Education lessons. A visitor to their school will find pupils in groups, sweeping before the first bell goes in the morning. The rubbish from their classrooms and surroundings is put on a rubbish heap near the school farm. The head-boy sees that the rubbish is burnt once a week.

The class teachers also see to it that each pupil wears a clean uniform and the right type of shoes. The pupils now know that keeping their bodies, clothes and surroundings clean makes them smart-looking and healthy.

30 POINTS

APPENDIX VI

MARKING-GUIDE

READING ALOUD: SINGLE SENTENCES 1ST READING - SEGMENTAL FEATURES

Instruction: Read out the following sentences clearly

1. We need three more seats for the evening feast.
2. The peasant woman is not a stranger to our church.
3. I think stealing is a bad thing to do, don't you?
4. Which is better, this northern leather or that imported one?
5. Get me a beautiful necklace from the box. Thank you.

20 POINTS

APPENDIX VII

MARKING - GUIDE

READING ALOUD: CONTINUOUS PROSE 2ND READING - SUPRA-SEGMENTAL FEATURES

Instruction: Read out the following passage clearly.

These children have learnt some useful things from their Health Education lessons. A visitor to their school will find pupils in groups, sweeping before the first bell goes in the morning. The rubbish from their classrooms and surroundings is put on a rubbish heap near the school farm. The head-boy sees that the rubbish is burnt once a week.

The class teachers also see to it that each pupil wears a clean uniform and the right type of shoes. The pupils now know that keeping their bodies, clothes and surroundings clean makes them smart-looking and healthy.

15 POINTS

1. These children - slightly stressed.
2. Useful things - stressed.
3. Health Education Lessons - falling intonation and pause.
4. To their school - rising intonation and slight pause.
5. Pupils in groups - falling intonation and pause.
6. Goes in the morning - falling intonation and pause.
7. Near the school farm - falling intonation and pause.
8. Burnt - slight pause.

APPENDIX VII (Cont'd)

9. Once a week - slightly stressed and pause.

10. Wears a clean uniform - rising intonation.

11. Types of shoes- falling intonation and pause.

12. Now know - marked contrast.

13. Their bodies - slight pause.

14. Surroundings clean - juncture and pause.

15. Smart looking and healthy - falling intonation and pause.

APPENDIX VIII

MARKING - GUIDE

READING ALOUD: SINGLE SENTENCES 2ND READING-SUPRA-SEGMENTAL FEATURES

Instruction: Read out the following sentences clearly.

1. We need three more seats for the evening feast.
2. The peasant woman is not a stranger to our church.
3. I think stealing is a bad thing to do, don't you?
4. Which is better, this northern leather or that imported one?
5. Get me a beautiful necklace from the box. Thank you?

15 POINTS

1. three - rising intonation
2. seats - stressed.
3. evening feast - falling intonation and pause.
4. is not - stressed.
5. stranger - slightly stressed.
6. church - falling intonation.
7. stealing - stressed.
8. thing to do - falling intonation.
9. don't you - questions tag rising intonation.
10. which is better - slight pause.
11. northern leather - marked contrast.
12. imported one - question intonation.
13. beautiful - slightly stressed.
14. from the box - slight pause.
15. Thank you - full pause.

APPENDIX IX

FREE RESPONSE

Instructions:-

(a) Choose one of the following topics and use the points under each to talk out loud about it.

(b) Add any extra points you wish.

(c) Time limit is 3 minutes.

A. MY BEST FRIEND

- Name of friend.
- Where he/she lives.
- Describe two things you enjoy doing together.
- Why he/she is the best of your friends.

OR

B. MY SCHOOL

- Name of School.
- Where the school is.
- Describe two things that you enjoy doing in your school
- Describe your best subject.

APPENDIX X

(TAPE - RECORDED)

NARRATIVE BOOKLET

STORY ONE: THE TWO SNAILS

Once upon a time a family of large snails lived in a lovely green forest. There were a great many of them, and for a time, they lived happily together. There were few enemies in the forest, and as there was plenty of food, all the snail family was content.

One day, however, a terrible thing happened. When the snails were out feeding as usual, a number of small boys came to hunt for them. As quickly as they could, they caught the poor snails and dropped them into their buckets. They searched under the leaves and grasses, and amongst the bushes until every snail was caught. Then they took them all down into the village to eat.

Did I say all? No, not quite all! There were two very old snails, grandfather and grandmother snail, who did not go out often for food. They spent most of their time talking to each other and sleeping and by good luck they were fast asleep under a rock on this day.

STORY TWO: MALARIA

The other day Jumai went to the hospital. She had very high fever. Her body was very hot and she was shivering. When the doctor saw her he told her she had malaria.

Malaria is carried by mosquitoes. A mosquito is one of the most dangerous insects that bites men. However, not every mosquito carries malaria. The anopheles mosquito carries and spreads malaria.

When the anopheles mosquito sucks blood from someone, it leaves malaria in that person's blood. The person now gets malaria. When another mosquito comes and sucks the blood of the person suffering from malaria, that mosquito picks up the malaria and carries it. When it bites other people, they too get malaria.

Mosquitoes are found where the climate is hot and damp, as it is in the tropics. You can find mosquitoes where water collects and remains for a long time. Empty containers left around the house can also be good breeding grounds for mosquitoes.

STORY THREE: A VISIT TO GRANDFATHER

Grandfather had made a seat against the side of the hut which looked down towards the valley. He was sitting there with his hands on his knees and his pipe in his mouth, looking quietly out, when Hauwa, Audu, the goats and Auntie Salamatu suddenly climbed into sight.

Hauwa was at the top first, and she went straight up to the old man.

"Good-evening, Grandfather", she said, holding out her hand. "So, so, what does this mean?" he asked, as he shook her hands and gazed long and questioningly at her from under his bushy eyebrows. Hauwa stared at her grandfather whose long beard and thick grey eye-brows met together over his nose in a strange way.

Meanwhile Auntie Salamatu came up with Audu. The boy stopped to watch what was going on.

"I greet you, Baba", said Salamatu, I have brought you Hauwa. You will hardly recognize her, as you have not seen her since she was a year old".

STORY FOUR: HAUWA ON THE FARM

Meanwhile Hauwa was enjoying looking around. She discovered the place where the goats were kept near the hut and looked inside, but there was nothing to be seen. Then she continued her search and came upon the old bamboo trees at the back of the hut. The wind blew strongly through the branches and Hauwa stood quite still and listened to the sound. When the noise grew less she went round the other side of the hut and returned to her grandfather.

She found him in exactly the same position as when she had left him, and she stood with her hands behind her back and looked at him. Grandfather looked up and saw her standing there.

"What do you want to do now?" he asked.

"I want to see what you have inside the hut", said Hauwa.

"Come with me, then! "said Grandfather standing up and leading the way "Bring your bundle of clothes with you". He said as he stepped inside.

I don't need it now", explained Hauwa. The old man turned round and looked at Hauwa whose dark eyes shone in expectation of the things she would see inside the hut. Then the old man opened the door and Hauwa followed him into a fairly big room, the only room in the hut.

NOTE:

The Four Stories are modified versions of stories in Ann Berry's Evans Primary English Course 17th Impression 1974 Ibadan: Evans Brothers Ltd.

APPENDIX XI

ANSWER BOOKLET

STORY ONE: THE TWO SNAILS

Instruction: Tick the correct answers for each of these questions:-

Question

1. The family of large snails were content to live in the forest:

   (a) because there was planty of food and very few enemies.

   (b) because the forest was green and lovely.

   (c) because the snails were many.

Question

2. Who came to the forest one day?

   (a) some snails that were out feeding

   (b) a number of old hunters

   (c) a number of small boys

Question

3. Where were grandfather and grandmother snail at that time?

   (a) they were away visiting friends

   (b) they were in their room talking

   (c) they were fast asleep under a rock.

STORY TWO: MALARIA

Instruction: Tick the correct answer for each of these questions:

Question

1. Who went to the hospitals?

   (a) Jumai

   (b) All of us

   (c) the doctor

Question

2. What made the doctor know Jumai had fever?

   (a) She was shivering, and vomitting .

   (b) She had a high fever, her body was hot and she was shivering

   (c) She had high fever and her eyes were red.

Question

3. What causes Malaria

   (a) the noise of anopheles mosquitoes

   (b) a hot and damp climate

   (c) the bite of anopheles mosquitoes.

STORY THREE: A VISIT TO GRANDFATHER

Instruction: Tick the correct answer for each of the following questions:-

Question

1. Where was grandfather when the children and goats appeared?

He was

(a) In the valley

(b) Sitting on a seat beside the hut

(c) Looking through the window

Question

2. Who was Auntie Salamatu? She was:

(a) a daughter of grandfather's brother

(b) a daughter of grandfather's son

(c) a sister of Hauwa's mother

Question

3. When did grandfather see Hauwa last?

(a) when she suddenly climbed into sight

(b) when she stared at him.

(c) when she was a year old.

STORY FOUR: HAUWA ON THE FARM

Instruction: Tick the correct answer for each of these questions:

Question

1. What two things did Hauwa find in her search around the hut?

   (a) goats and sheep

   (b) where goats are kept and some old banboo trees

   (c) grandfather and the wind

Question

2. What did Hauwa want to see next?

   (a) The inside of grandfather's hut

   (b) The inside of Auntie Salamatu's house

   (c) The top of the hut

Question

3. How many rooms were in the hut.

   (a) there were many rooms

   (b) there were only two rooms

   (c) there was only one big room

APPENDIX XII

LETTER OF INTRODUCTION

FOR SCHOOL OBSERVATION

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA.

Ref: DE=T.8 Date: _____

_____

_____

Dear Sir/Madam,

SCHOOL OBSERVATION

A team of University Students from Department of Education, Ahmadu Bello University will be visiting your school for observation of the school and some lessons. They will also interact with teachers of English Language.

It will be highly appreciated if you can give them your maximum co-operation.

Thank you.

Yours sincerely,
(signed)
Dr. A.A. Sambo
Ag. Head of Education.

APPENDIX XIII PROFORMA SCORING SHEET

SCHOOL :		Continuous Prose		Single Sentences		Free Response					
						Amount					
NO.	Names	1st Reading 30	2nd Reading 15	1st Reading 20	2nd Reading 15	Suggested Outline 6	Extra 2	Adequate Pronoun-ciation 4	Adequate Grammatical Structures 4	Adequate Vocabulary Range 4	Totals 100
1											
2											
3											
4											
5											
6											
7											
8											
9											
10.											
11											
12											
13											
14											
15											
16											

APPENDIX XIV

INTER-TEAM OF RATERS' RELIABILITY COEFFICIENTS IN READING (a) ALL SCHOOLS (N = 120)

	2.	3.	4.	5.
1.	.92	.90	.94	.95
2.		.87	.90	.89
3.			.86	.88
4.				.94

(b) SCHOOL I (n = 30)

	2.	3.	4.	5.
1.	.89	.86	.91	.88
2.		.82	.88	.80
3.			.84	.84
4.				.83

(c) SCHOOL II (n = 30)

	2.	3.	4.	5.
1.	.88	.97	.96	.98
2.		.84	.85	.87
3.			.93	.97
4.				.94

(d) SCHOOL III (n = 30)

	2.	3.	4.	5.
1.	.90	.95	.92	.96
2.		.88	.86	.88
3.			.83	.90
4.				.94

APPENDIX XIV (Cont'd)

(e) SCHOOL IV (n = 30)

	2.	3.	4.	5.
1.	.91	.91	.87	.84
2.		96.	.89	.83
3.			.94	.85
4.				.87

APPENDIX XV

INTER-TEAM RATERS' RELIABILITY COEFFICIENTS IN FREE RESPONSE FOR

(a) ALL SCHOOLS (N = 120)

	2.	3.	4.	5.
1.	.66	.62	.69	.64
2.		.73	.60	.66
3.			.65	.68
4.				.72

(b) SCHOOL I (n = 30)

	2.	3.	4.	5.
1.	.61	.71	.37	.20
2.		.67	.35	.45
3.			.53	.45
4.				.13

(c) SCHOOL II (n = 30)

	2.	3.	4.	5.
1.	.27	.50	.36	.52
2.		.79	.45	.77
3.			.68	.82
4.				.56

(d) SCHOOL III (n = 30)

	2.	3.	4.	5.
1.	.69	.67	.56	.64
2.		.69	.68	.60
3.			.73	.75
4.				.81

APPENDIX XV (Cont'd)

(e) SCHOOL IV (^{n} = 30)

	2.	3.	4.	5.
1.	.66	.54	.40	.48
2.		.70	.55	.65
3.			.64	.58
4.				.83

APPENDIX XVI

NUMBER OF SUBJECTS HAVING LANGUAGE FACILITIES AVAILABLE TO THEM.

N = 120

SCHOOLS	All Textbooks and Extra	English and Arith Texts	One Textbook only	None
I	24	5	-	1
II	5	15	4	6
III	6	13	5	6
IV	-	25	4	1

APPENDIX XVII

SUMS OF SQUARES

(a) Table 4.14 - For All Schools

Sources of Variation	Sums of Squares		
	Reading	Free Response	Listening Comprehension
Lang. Facilities	6180.67	980.60	5.97.08
Lang. Environ(home)	1090.80	124.44	639.65
Parents' Educ.	3350.95	973.30	1662.27
Lang. Environ(School)	1524.00	2587.96	5973.79
Age	2722.78	721.35	3837.06
Main Effects	47293.21	18205.57	37956.37
Residual	52136.66	17284.29	33013.43

(b) Table 4.16- For School I.

Sources of Variation	Sums of Squares		
	Reading	Free Response	Listening Comprehension
Lang. Facilities	2707.78	702.27	297.42
Lang. Environ(Home)	60.17	53.55	323.38
Parents' Educ.	1749.74	984.30	625.32
Age	252.22	28.83	50.38
Main Effects	9527.17	2673.58	2953.52
Residual	4003.79	2613.06	2547.34

APPENDIX XVII (Cont'd)

(c) Table 4.18 - For School II

Sources of Variation	Sums of Squares		
	Reading	Free Response	Listening Comprehension
Lang. Facilities	50.53	29.52	265.87
Lang. Environ(Home)	516.98	223.42	71.12
Parents' Educ.	1142.55	598.61	2319.59
Age	484.39	519.59	2728.32
Main Effects	2782.95	2059.60	4127.48
Residual	19397.75	3668.17	12818.02

(d) Table 4.20 - For School III

Sources of Variation	Sums of Squares		
	Reading	Free Response	Listening Comprehension
Lang. Facilities	7179.38	1084.12	202.77
Lang. Environ (Home)	4320.05	722.42	1174.20
Parents' Educ.	931.55	414.94	364.74
Age	2959.38	951.96	1633.24
Main Effects	15270.59	2894.82	4893.37
Residual	6190.78	2985.88	4507.83

APPENDIX XVII (Cont'd)

(e) Table 4.22 - For School IV

Sources of Variation	Sums of Squares		
	Reading	Free Response	Listening Comprehension
Lang. Facilities	191.77	204.399	448.03
Lang. Environ.(Home)	840.18	379.48	575.78
Parents' Educ.	974.73	204.60	1127.88
Age	3782.72	301.54	1063.51
Main Effects	7124.16	2610.74	4798.90
Residual	5561.21	2232.32	3848.37

APPENDIX XVIII

List of Categories of Assessors

Category I = The Investigator.

Category II = British Expatriates

1.	Mrs. J.R. Adetunji:	School of Basic Studies, A.B.U. Zaria.
2.	Dr. D.P. Brown:	formerly of Department of Education, A.B.U.,Zaria.
3.	Prof. N. Field:	Department of Surveys, A.B.U., Zaria.
4.	Dr. Neil Fisher:	formerly of Department of Agricultural Engineering A.B.U., Zaria.
5.	Dr. John Haynes:	Department of English, A.B.U., Zaria.
6.	Prof. B.J. Harris:	Department of Biological Sciences, A.B.U., Zaria.
7.	Mr. Patrick Heinecke:	Institute of Administration A.B.U., Zaria.
8.	Mr. A.F. Smith:	Department of Chemistry A.B.U., Zaria.

Category III = Professional Language Arts Teachers.

1.	Mrs R.I. Adewara:	A.T.C./A.B.U., Zaria.
2.	Mrs. C. Balogun:	Demonstration Secondary School A.B.U., Zaria.
3.	Dr. A.E. Odumuh:	Department of English A.B.U., Zaria.
4.	Dr. I.A. Olaofe:	School of Basic Studies ABU, Zaria.
5.	Mrs. J.O. Omojuwa:	A.T.C./A.B.U. (Annexe) Zaria.
6.	Mrs. M.O. Oni:	Demonstration Secondary School ABU, Zaria.
7.	Mr. Desmond Parker:	formerly of Department of Education, A.B.U., Zaria.
8.	Mrs. A.A. Solanke:	School of Basic Studies, A.B.U., Zaria.

Category IV = B.Ed. Language Arts Undergraduates.

1. Miss Ene M. Adubo
2. Mr. Wilfred Bale
3. Mr. Bamidele Bello
4. Miss Zainab Bello
5. Mr. Jacob Evinemi
6. Miss Folake H. Giwa
7. Mr. Garba H. Mohammed
8. Mrs. Abigael Tinuoye

Category V = Non-Language Arts Undergraduates.

1. Mr. Babatunde Adams = Social Studies
2. Miss Hannah Bwala = Medicine
3. Miss Roseline Demide = Medicine
4. Miss Ene E. Oche = Pharmacy
5. Miss Adeola Ogunrombi= Medicine
6. Mrs Maria Oyebanji = Social Studies
7. Mrs. Mary Oyeleye = Social Studies
8. Miss Mary Oyidi = Pharmacy.

The Voice Model

Miss Iyabo 'Teru = English Drama.