



Impact of Instruction on the Articulation of Counterintuitive Words on Performance in Test of Oral English among College Students

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Received: April 16, 2020; Accepted: October 23, 2020

Date of Publication: December, 2020

Abstract: The notion of counter intuitiveness in the production of some English words occurs as a result of among other factors - the fossilisation of L₁ style of speaking among students and ignorance of articulation of many English words. These contribute to students' poor academic attainment in English Language. This study examined the impact of instruction on the articulation of counterintuitive words on performance in test of Oral English. A quasi-experimental design was used, involving two public Senior Secondary Schools in Ogun State. A group of teachers maintained their former teaching method while the second group had drills in counterintuitive expressions. Using the T-Test/Score of Deviation Method, three hypotheses were examined and measured the variability of the conditions at 0.05 Level of significance. The results show a significant main effect of use of the new method compared to the previous. The findings have positive innovative implications for Oral English teaching in secondary schools. **Keywords:** Fossilisation; Proper articulation; Counterintuitive; Attainment in Oral English

Introduction

Test of Oral English is reported to be one of the problematic areas in the teaching and learning of the English Language in many secondary schools in Nigeria. Some factors have been identified, and chief among them being the pronunciation of English sounds by intuition. Some scholars (Ekwutosi, 2009; Howlader, 2010; Ayuba, 2012; Fakeye, 2017; and Alghaberi, 2019) claim that the cause of this is a lack of awareness on the part of the students, and even some teachers, of the standard

accepted pronunciation of many English words, especially those that are counterintuitive. Counterintuitive words are words that differ in articulation from how such words should actually sound judging by the combination of letters that they are made up of. Learners are also ignorant of the disparity between letter and sound in many English words, and this makes phonetic renditions different from what is the expected or acceptable standard. There is the problem of interference of mother tongue, Pidgin English, and any other languages learnt before Standard English. Learners' poor attitude to English and poor attitude to

teaching Oral English on the part of the teacher also contribute to learners' less than satisfactory performance.

The test of Oral English is one of the main aspects of the English Language tested by the West African Examination Council (WAEC) the National Examination Council (NECO) and other examination bodies in Nigeria. The primacy of oral language over other communication skills is incontrovertible, as speaking comes before reading or writing in all communities, because writing is an attempt to represent speech in orthography. As English is fast becoming a global language, the issue of international intelligibility is fast becoming important for ensuring meaningful and effective communication (Abioye, 2010; Howlader, 2010; Ismael, Mahadin. and Masri, 2015). It is no wonder then that in Nigeria and most other Anglophone nations, including those nations that teach English as a foreign language, emphasis is placed on the proper teaching of the standard and acceptable form of the pronunciation of English words as established by the International Phonetic Association (IPA) (Roach 2010). In Nigeria, for more than two decades the Test of Oral English has been written as one of the three papers of English Language in WAEC, NECO and cognate examinations (Akindele, 2015 and Omochonu, 2018). Since students' success in the English Language examination is closely linked with their high achievement in the Test of Oral English (English Language Paper 3), it is pertinent that the teaching-learning process of this aspect is improved for better understanding, positive attitude and improved academic attainment in English Language – a core subject in senior secondary schools.

In spite of the prominence given to the study of Oral English by making it a separate paper in external examinations, studies have shown that the attitude to and achievement in this subject area have not

been encouraging (Fasanmi, 2011; Fatunbi and Ogunkunle 2015; and Fakeye, 2017). It is therefore necessary that the teaching-learning process of Oral English study is properly examined to find ways of improving pedagogical strategies for the improvement of students' attitude towards it and academic attainment in this aspect of the English Language. Studies (Ekwutosi, 2009; Howlader, 2010; Ayuba, 2012, and Yu, 2019) have shown that factors ranging from student and teacher-related, to the nature of the English Language phonology itself have been responsible for the students' under-achievement in the Test of Oral English. Other studies (such as Sa'ad and Usman, 2014; Abdulrahman, and Ayyash, 2019) maintain that other problems are students' weakness in comprehension of what is taught as a poor background knowledge; lack of adequate teachers who qualify as role model for learners to copy from, a dearth of and in most cases, non-existence of language labs for the teaching of Oral English. Again, the English Language phonology itself has many counterintuitive words that some teachers, let alone students are ignorant of, and which are used as test items in external examinations, resulting in students' woeful performance in the Test of Oral English (Usman, and Mustapha, 2014).

Counterintuiveness in learners' pronunciation occurs especially in words with phonetic sounds that do not exist in many Nigerian languages' sound systems. According to Idialu (2015), there is vowel substitution of long vowels with short; e.g. **arm**, **glass** and others like them are pronounced with the short /æ/ instead of /a:/. A word like **awe** is differently pronounced as /a:we/ instead of /ɔ:/. The /ʌ/ sound is substituted with /ɔ:/ in words such as **blood** and **hut**. Instead of the long schwa /ɜ:/ in **turn** and **girl**, the vowel sounds /e/ and /ɔ:/ are commonly substituted. The short schwa sound /ə/ is absent in most Nigerian vowel sound

systems. Therefore, words such as **factor** and **picture**, are produced with /ɔ:/ instead of /ə/; while words like **away** and **teacher** are often mispronounced with the vowel /a:/. The diphthongs /iə/ and /eə/ are often interchanged; therefore, words like **mere** and **rear** that have the /iə/ sound are substituted with /eə/; while words that should be pronounced with /eə/ like **heir**, **pear**, are wrongly pronounced with /iə/. The diphthong /uə/ is missing in many Nigerian languages therefore a word **February** is mostly rendered as /febwa:ri/.

In the case of consonant sounds, those that are missing from most Nigerian languages' consonant phonetic systems are /tʃ/, /ʒ/, /θ/, /ð/, /ʒ/, /s/ and /ʃ/, /ŋ/ and /dʒ/. For Southwestern Nigeria for example, some people substitute /ʒ/ with /j/ in **treasure** and **measure**. There is also the problem of mixing up sibilants /s/ and /ʃ/, so /ʃ/ in **sugar** and **shout** are substituted with /s/; while same, sake, south etc are wrongly produced with /ʃ/. Again, because /v/ is missing from the Yoruba consonant phonetic system, it is common to hear some people substituting /f/ with /v/. Therefore, words like love, and loaves are wrongly produced with /f/. Again, certain words like seven and eleven are pronounced with an intrusive /w/ and /u/, as /sewun/ and /elewun/ respectively instead of /sevən/ and /ilevən/.

From the south-south you hear some people replacing /dʒ/ with /j/, thus words that like junction, joke, and June that should be produced with /dʒ/ are produced with /j/. From the Southeast, some speakers of English mix up /l/ and /r/, such that look is rendered as /rook/ and lice as /rice/. However, some speakers render bread as /bled/, and rain as /lain/. From northern Nigeria, the prominent consonant substitution noted is between /p/ and /f/; so that pregnant is rendered as /fregnant/; from is spoken as /prom/, programme as /frogram/, and fish as /pish/.

There is also the problem of imitation of wrong models. Language is usually mastered through imitation of what is heard by the learner (Eatra, and Streiff, 2002). If what learners are used to hearing are wrong pronunciations of certain words, then they will intuitively tend to see such wrong pronunciations as correct forms. The influence of inconsistent spellings of English words also affects accurate pronunciation of English Language words to a great extent. Hence, the correct pronunciation of certain words like *comfortable*, *bouquet*, *orange*, *liquor*, and *island* has to be learnt by non-native speakers of English Language for them to be correctly pronounced.

A factor identified by scholars (Phinit-Akson, 2002; Zhang, & Yin, 2009; Ismael, Mahadin, and Masri, 2015) why speakers pronounce counterintuitive words and expressions intuitively are the existence of mute letters in the English language such as /t/ in listen, depot, sachet; /b/ in womb, plumber, and subtle; /l/ in could, walk, and yolk; /p/ in cupboard, coup and psalm; /g/ in gnaw and so on. There is also the problem of not distinguishing short and long vowels to indicate difference in length or duration leading to wrongly pronouncing seat as /sit/; moon as /mun/ and law as /lɔw/. The dental fricatives /θ/ and /ð/ are often presented as /t/ and speakers put vowels in-between consonant clusters, making spring sound as /springi/ instead of /sprɪŋ/. Document and women are realised as /dɔkument/ and /wumen/ instead of /dɔkjument/ and /wimin/ respectively, while bird is pronounced like board or bored, instead of as /bɜ:d/.

In this work, effort has been made to study the English Language phonology, with particular emphasis on the segmental and supra-segmental aspects that are at variance with those of the L1 of most Nigerian students and therefore make it difficult for them to accurately articulate expressions that bear such phonetic

differences. Hassan (2014) states that errors of mother tongue interference could be said to be systemic rather than random. That is, they are envisaged or predictable in many instances. Though scholars (Begum, and Hoque, 2016) have introduced certain pedagogical strategies in the teaching of Test of Oral English, these alone have not given and cannot give optimal results if students are ignorant of counterintuitive words, and therefore have no opportunity of fossilising them for ease in handling such words when they encounter them in both internal and external examinations. Therefore, it is necessary to let students know some of the differences between their L1 sound system and that of English; and to be exposed to as many English counterintuitive words as possible so that they could be better prepared for internal and external examinations.

Review of Studies in Oral English

In Nigeria, the use English is important, not only as a language of instruction, but a subject that should be passed by students in order for them to move to higher levels in their educational careers, and for this reason, it is pertinent that ways to improve learning outcomes in the subject are investigated. The importance of the mastery of the spoken aspect of language is often a reflection of the possession of a keen listening skill; and speaking fluency also indicates potential for reading and writing that can be harnessed (Howlader, 2010). Thus, though the communication skills are closely linked, such that one cannot be totally extricated from the other, the positive impact that speaking has on other language skills according to scholars (Roach 2010, Ekwutosi, 2009 and Omochonu, 2018) is unmistakable.

A lot of studies have focused on different factors and techniques that could help students' achievement in test of Oral English. For instance, Akowuah, Patnaik,

and Kyei (2018), from their study on the effect of mother tongue on students' achievement in test of Oral English agree that though mother-tongue influence could jeopardise learners' achievement, one of the ways to ensure students' success in this area, is the provision of highly qualified teachers who can employ creative teaching methods that can meet students' need in test of Oral English. In line with this view in their study, Nta, Oden, Egbe, Ebuta, (2012) support that quality teacher education optimises students' performance in test of Oral English. Fakeye (2017) and Alghaberi (2019) also aver that good teaching method and learning activities that address learners' areas of deficiency in oracy skill are important in Oral English teaching and learning.

In his study on rethinking conventional teaching, Mokhtar (2016) maintains that there should be a change from the conventional method of talk, board and textbook that involves only face-to-face approach where the teacher and students must meet physically for learning to take place, to a more encompassing pedagogical approach of exploiting communicative teaching methods and the use of technology. In order to achieve this, schools need to move away from traditional modes of teaching and learning that produce negligible results. The application of technological devices in the teaching of Oral English is also supported by Otegbayo and Onasanya (2015) who emphasise the need for computer assisted Oral English instruction especially among students in rural areas. Park (2017) holds that instruction in test of Oral English should involve an eclectic or multimodal approach, so that teachers can stick to methods that yields better learning outcomes than others.

Namaziandost, Neisi, Kheryadi, and Nasri (2019) recommend that enhancing cooperative learning for intrinsic motivation is necessary as Oral English

should involve practice. They believe that collaborative learning exercises should be designed to include both in and out-of-class learning, in order to create room for more opportunities for practice. Eatra & Streiff (2002) also believe that pronunciation practice should be a daily exercise, which if possible, should involve the use of the audio-lingual method (that is, it should be based on drills and repetition).

It is clear from literature, that many scholars support the view that strategic teaching methods that meet learners' needs help to improve their achievement in test of Oral English. However, none of these studies have examined the impact of ignorance of correct pronunciation of words that are counterintuitive (sometimes by teachers, let alone students) on learners' achievement in test of Oral English. Hopefully, when students are able to master such words until they can intuitively pronounce them, then, they will be able to answer questions on such words in the test of Oral English paper; thereby improving their chances of passing the paper and ultimately making credit marks in English Language.

Statement of Problem

Students' attainment in test of Oral English, particularly among students in some secondary schools in Nigeria has been poor (Sa'ad and Usman, 2014; Agbatogun, 2014; Akindele, 2015; Otegbayo and Onasanya 2015; and Omachonu, 2018). Though some measures have been proposed by scholars to help students to improve their performances, the issue of devising methods in fossilising proper articulation of segmental and supra-segmental features of the English Language (especially words and expressions that students may find counterintuitive in their articulation) for better attainment of students in test of Oral English, has not been studied. Variance in phonetic systems between students' L1

and their target language, that is, English Language - L2, and disparity between spelling and rendition/articulation of many English language words that are often used for questions in test of Oral English, are areas that should be explored and taught until they get fossilised, such that the counterintuitive nature of such words is reversed leading to proper articulation of words and better attainment in the test of Oral English paper.

Essence of Competence in Oral English Communication

Studies in Oral English competence, especially among learners at the secondary school level have become important for a number of reasons. The gradual build-up of English becoming a global language coupled with the fact that the language is more spoken than it is written necessitates teaching learners to give clear and understandable rendition of words and expressions. Dan (2006) avers that apart from the fact that easy comprehension of listeners creates confidence in speakers, it also prevents avoidable confusion caused by misleading pronunciations. This is why it is necessary to understand what factors impact learners' pronunciations so that pronunciation instructors can draw up pedagogical strategies that could help to meet corrective goals.

The primacy of the oral aspect of any language is such that if it is poor, it could render the goal of attainment of competence in other aspects of language acquisition like vocabulary and even grammar as efforts in futility. This is because, as Nuhiu (2012) rightly observes, if a learner has right grammar and vocabulary but pronounces very badly, hearers will be confused and there would be breakdown in communication, leading to a lack of confidence and negative rating of self-worth on the part of the speaker. On the other hand, the comprehensible oral language speaker with minimal vocabulary could even have their weakness in

grammar overlooked, especially in non-official situations as far as there is intelligibility of their speeches.

Most times people rate people's competence through their spoken English. Good Oral English competence therefore engenders prestige and the social value of being placed on a high intellectual pedestal. Again, the free communication flow that is achieved through high oral communicative competence allows for easy and apt expressiveness that put life into communications and prevents breakdowns in conversations and other forms of oral discourses (Ismael, Mahadin, and Masri, 2015). Comprehensible and near-native productions help to make it a bit more difficult to immediately place the speaker in terms of geographical location, unlike those whose rendition of utterances are so far from native-speaker exactness that the social and geographical history of the speakers could be said to be stamped in their oral expressions.

Purpose of the Study

From available literature, it has been pointed out that instructional strategies positively influence students' learning outcomes in Oral English. However, in spite of some of the instructional strategies that have been recommended, many students have yet to master the right pronunciation of counterintuitive-sounding words; and this could be the main factor that is negatively affecting their learning outcomes. This study therefore examined the impact of instruction on the articulation of counterintuitive words on performance in test of Oral English among senior secondary school students.

Hypotheses

1. Ho₁. There is no difference in the mean performance scores of students taught Oral English with the conventional method and those extensively taught English

language counterintuitive words in their test on segmental features in English Language.

2. Ho₂. There is no difference in the mean performance scores of students taught Oral English with the conventional method and those extensively taught English language counterintuitive words in their test on supra-segmental features in English Language.
3. Ho₃. There is no difference in the overall mean performance scores of students taught Oral English with the conventional method and those extensively taught English language counterintuitive words.

Methodology

The researcher adopted a pre-test, post-test control group, quasi-experimental design, with experimental and control groups. The experimental group was exposed to phonological drills in counterintuitive English words and expressions while those in the control group learnt phonology through the conventional instructional method; that is, teaching only materials in the recommended English text. The study was conducted with 150 students and 4 teachers of English from two schools. The 150 students were divided into two groups of 75 students and the teachers were also divided into two groups of 2 teachers each. These made 77 participants each for the experimental and control groups.

Strategies employed in teaching the Experimental Group

One of the strategies used in this work, is training students in the mastery of correct pronunciation of phonetic symbols. To create opportunities for more practical exercises, students were encouraged to have dictionaries with word phonetic transcription and they were made aware of the importance of getting the correct pronunciation of words first before looking

up their meanings and different usages. Learners were made to devote time to more oral practices. There was correction of poor or wrong pronunciation, stress, and intonation in class. Students were encouraged to constantly monitor their own pronunciation, using dictionary for crosschecking pronunciation and stress and not just meanings of words. There were exercises to help students to engage in communicative exchanges. Apart from these, there was intense and repeated sound drills to help students' gain mastery of sounds that they consider as counterintuitive as a result of their initial mastery of other sound systems or counter intuitiveness caused by disparity between letters and sounds in some English words. Sound models were recorded; students' speeches were also recorded for comparison with the model speeches.

Data Collection

Data for this research were collected from students who were asked to read a passage containing some words with problematic pronunciations like education, teacher, verb, again, poison, examination, van, flower etc. 2. The researcher and research assistants also observed the expressions of students in their classrooms and some mispronounced words were noted. 3.

Students were interviewed with some questions to find out their problems with English words while speaking English spontaneously. 4. Based on the interviews conducted, minimal pair drills and drills in counterintuitive English words were done for the experimental group for the period of eight weeks, after which a comprehensive test on segmental and supra-segmental features of the English Language was conducted for the experimental and control groups.

Data Analysis

Analysis of collated data was done by using t-test and Deviation Method to test the hypotheses and measure variability. The level of significance of 0.05 was chosen for the testing. The T-score was adopted since the population size of our target is 154, which is greater than 30.

i. Analysis of Difference between Two Means for Segmental Features in English Language

H₀₁. There is no difference in the mean performance scores of students taught Oral English with the conventional method and those extensively taught English language counterintuitive words in their test on segmental features in English Language.

Table 1: T-Test Analysis of Difference between Two Means for learners in the Conventional group and learners Instructed in the Pronunciation of Counterintuitive Words

	Mean	Standard Deviation	No of Observations	Standard Error	t-Stat	t-Crit
Control Group	59.26	20.09	77	20.89	3.86	1.99
Experimental Group	73.13	21.08	77			

From Table 1, the Calculated Statistics Value (t-Stat = 3.87) is significantly greater than the Critical Value (t-Crit=1.99) at 0.05 level of significance, the Null Hypothesis, H₀₁ is rejected in favour

of the Alternative Hypothesis H_{a1} and it is concluded that there is a significant difference between the mean performance scores of students taught Oral English with the conventional method (control) and

those extensively taught English language counterintuitive words (experimental) in their test on segmental features in English Language. This means that the students tested having been exposed to the two methods performed significantly better with the New Method as opposed to the Conventional (Old Method).

ii. Analysis of Difference between Two Means for Supra-

segmental Features in English Language

H₀₂. There is no difference in the mean performance scores of students taught Oral English with the conventional method and those extensively taught English language counterintuitive words in their test on supra-segmental features in English Language

Table 2: T-Test Analysis of Difference between Two Means for learners in the Conventional group and learners Instructed in the Pronunciation of Counterintuitive Words

	Mean	Standard Deviation	No of Observations	Standard Error	t-Stat	t-Crit
Control Group	57.80	22.81	77	18.09	2.75	1.99
Experimental Group	66.36	18.08	77			

Table 2 shows that the test Statistics (t-Stat = 2.75) is significantly greater than the Critical Value (t-Crit=1.99) at 0.05 level of significance. The Null Hypothesis, H₀₂ is rejected in favour of the Alternative Hypothesis H_{a2} and it is concluded that there is a significant difference in the mean performance scores of students taught Oral English with the conventional method, and those extensively taught English language counterintuitive words in their test on supra-segmental features in English Language.

Counter intuitive words.

iii. Analysis of Difference between Two Means for Overall Performance in the Test of Oral English.

H₀₃. There is no difference in the overall mean performance scores of students taught Oral English with the conventional method and those extensively taught English language.

Table 3: T-Test Analysis of Difference between Two Means for the Conventional and those that went through Counterintuitive Word Drill

	Mean	Standard Deviation	No of Observations	Standard Error	t-Stat	t-Crit
Control Group	48.78	22.20	77	15.43	7.14	1.99
Experimental Group	69.19	15.49	77			

Table 3 is the t-test analysis of the difference in the overall performance of participants in the experiment. It shows that the test Statistics ($t\text{-Stat} = 7.14$) is significantly greater than the Critical Value ($t\text{-Crit}=1.99$) at 0.05 level of significance. Thus, the Null Hypothesis, H_{03} is rejected and we accept the Alternative Hypothesis H_{a3} . Therefore, it is concluded that there is a significant difference in the overall means performance scores of students involved in the taught Oral English, with those taught with the new method performing better than those with the conventional method.

Discussion of Results and Educational Implications

The effect of treatment shows that the students who took repeated drills in counterintuitive words in English Language performed much better than those in the controlled group as seen in Tables 1-3, and this indicates that drills in counterintuitive words have a significant effect on improving the achievement of students and creating interactive environment. This result corroborates the findings of Turner (2010) and Akindele, (2015), who report that more pedagogical strategies are needed to improve learners' achievement in Oral English. Again, Mokhtar (2016) and Yu (2019) acknowledge the challenges of oral English and propose that for there to be significant improvement in students' learning outcomes in oral English, English language instructors need to rethink ways that are different from conventional teaching methods that are not yielding desirable result as intervention strategies that will meet students' learning needs. In this work therefore, teaching strategies were worked out to address an area of weakness, which is ignorance of correct articulation of counterintuitive English words.

There was significant difference between the mean performance scores of students taught Oral English with the conventional method (control) and those extensively taught English language counterintuitive words (experimental) manifested in both their test on segmental and supra-segmental features in English Language. This means that the students tested having been exposed to the two methods performed significantly better with the New Method as opposed to the Conventional (Old Method). Dan (2006) and Ekwutosi (2009) both aver that to improve students' pronunciation, it would be more effective to apply the communicative language teaching method which creates opportunities for students to improve their performance in oral English through practice exercises not only from the provided texts but also ensuring that there are speech practices among learners. This proposition is in line with part of the intervention strategy in this work, especially as students were given opportunities to practise the pronunciation of counterintuitive words with other learners.

Nuhiu (2012) is of the view that to tackle the challenge of the difficulty that learners encounter in pronouncing particular speech sounds, there need to be pedagogical strategies that could help such learners to overcome the difficulty in the pronunciation of the speech sounds. It is obvious in this work that as a result of concentrated effort in the teaching of English words that are counterintuitive to learners (as a result of their background, wrong modelling and mother tongue influence) there was a significant difference in the overall means performance scores of students taught Oral English with the lecture method and those taught with the new method, with those in the intervention group performing better than those with the conventional method.

The educational implication is that guided drills are effective in concretizing

knowledge in the area of test of Oral English as they lead to better achievement among learners. A mastery of phonology especially those phonetic systems that are counterintuitive to learners requires lots of drills that will afford such learners the opportunity of constant practice. In line with Alghaberi (2019) and Namaziandost, Neisi, Kheryadi, & Nasri (2019) who advocate both repetitive and cooperate learning, this will be even more effective if practice exercises are given for learners to partake of in and out of the classroom, and for them to study both as individuals and in groups.

Again, constant practice helps learners to improve quickly through knowledge concretisation. Such learners take charge of their own learning, as a result of the feeling of fulfilment that comes with better performance; thus, easing the work of the teacher. This finds support in the position of Eatra & Streiff (2002); and Abdulrahman, and Ayyash, (2019) who posit claim that getting learners actively involved in the teaching/learning process helps them to take charge of their own learning. Modern instruments that will make the teaching of pronunciation easier, especially in the English supra-segmental phonetic system, like stress and intonation should be put in place.

The disparity between writing and sound symbols and differences between pronunciation and spellings should be well emphasised by facilitators of the test of Oral English, as they interact with learners. As Fakeye (2017) points out, teachers as the most vital instructional aids, should be trained on phonetics so that they can be better models to aid students in improving their pronunciation. As good and knowledgeable role models, teachers can then describe fully and lucidly to learners why they face difficulties and how they can improve. This will help to promote fluency and accuracy, making learners' rendition close to that of native

speakers. The result hopefully would be a better attainment in the test of Oral English.

Conclusion

This study examined the impact of instruction on the articulation of counterintuitive words on performance in test of Oral English among senior secondary school students. The findings indicate that drills in counterintuitive words are effective in concretizing knowledge in the area of test of Oral English. This has a significant impact on improving the achievement of students and developing interactive skills as the results of the study have revealed. It can, therefore, be concluded that pedagogical strategies that will help students to identify and to properly articulate counterintuitive words will lead to learners' improved achievement in Oral English.

The following recommendations have been put forward based on the findings of the study: There should be techniques, like the use of internet, audio, charts, illustrations, CDs, tapes, and TV and other aids in learning the English language. Since English is a globalised lingua franca, students should be motivated to follow the standard pronunciation to facilitate international intelligibility. Both students and teachers should have a balanced idea about the sound systems of both learners' L1 and target language – the L2. Apart from these the language learning facilitators should identify problematic areas of pronunciation, identify the exact reasons behind them and try to find out suitable techniques that would help the students speak English with better pronunciation in their remediation processes. Ear training for minimal pairs, will help in distinguishing and contrasting of sound for meaning. This will help establish clear and understandable speech devoid of malapropian gaffes. Learning materials, including recommended texts, should contain chapters with English

words that are counterintuitive, which learners are likely to intuitively pronounce wrongly. It is hoped that this study will motivate both teachers and students to take steps to improve students' fluency in the pronunciation of English Language words.

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