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STUDENTS' ATTITUDE TOWARDS THE TEACHING AND LEARNING OF ORAL ENGLISH: A CASE STUDY OF SENIOR HIGH SCHOOLS IN KOFORIDUA

ERIC YEBOAH

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A thesis in the Department of Applied Linguistics, Faculty of Foreign Languages Education and Communication, submitted to the School of Graduate Studies, in partial fulfilment

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Master of Philosophy
(Teaching English as a Second Language)
in the University of Education, Winneba

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DECLARATION

Student's Declaration

1, Eric Yeboah, declare that this dissertation, aside the quotations and references contained in published works, which have all been identified and duly acknowledged, is entirely my own original work and it has not been submitted either in part or in whole for another degree elsewhere.

Signature……….

Date ……

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Name: DR. CHARLOTTE FOFO LOMOTEY

Signature: ……

Date: …….

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DEDICATION

I dedicate this thesis to my daughters Nana Abena Yeboah-Koree and Ewura Abena Yeboah-Koree.

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ABSTRACT

Speaking English has become very important in Ghana especially because of its international and worldwide integration with time. Teaching English pronunciation is difficult for several reasons. These include the fact that teachers are left without clear cut guidelines, and face contradictory pronunciation instruction practices. Due to these issues, instruction in pronunciation has become less important and teachers are not very happy to teach pronunciation in their classrooms. This thesis examined the attitudes of students towards the teaching and learning of Oral English in Senior High Schools in Koforidua using Spolsky‟s model of second language teaching and learning as the framework underpinning it. Adopting a convergent mixed method design, data were collected by means of questionnaire and interview from 700 randomly and 35 purposively sampled students and teachers and analysed descriptively and thematically. The analysis revealed that teachers were not comfortable with the teaching and learning of Oral English since aspect teaching was not encouraged, with logistics and other teaching learning materials unavailable for the teaching and learning of the aspect. It was shown that both students and teachers have a negative attitude towards Oral English teaching and learning. Based on these results, it is concluded that teachers should seek to raise learners‟ knowledge of different techniques in teaching Oral English and help them to develop their trust, rather than clinging to their negative attitude towards the aspect.

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CHAPTER ONE

1.1 Background of the study

In today‟s world, English is the dominant language; it is the language of science, technology, business and trade. It is a precondition and a must for everybody looking for a white-colour job to be proficient in English. Public and private sector employers assess candidates based on their English skills, and job incentives depend heavily on the ability of the worker to communicate in English (Al-Omari, Ihmeideh & AL-Dababneh, 2010). Attitudes are taught, and Garret (2010) notes that attitudes are correlated with "habits, values, convictions, views, cultural norms, and ideologies" (p. 31). An attitude towards English language and Oral English in particular is significant.

As a former British colony, Ghana is one of Africa‟s „Anglophone‟ states. Although Ghana has about "50 languages that are not mutually intelligible" (Anyidoho & Kropp-Dakubu, 2008, p. 142), English language is both the official and the most popular language (Guerini, 2008). A competency in it is therefore highly regarded (Andoh-Kumi, 1997) and all evidence suggests that English fluency is admired and respected at the same time. English language is the gateway to social mobility in Ghana, and a pass in it is a prerequisite throughout the educational system to help one climb the academic ladder to the next level. Oral English, as an aspect of the English language syllabus, is a key factor to successful interaction.

According to Burns (2003), it is important that speakers of English achieve intelligibility (the speaker produces sound patterns that are recognizable as English), comprehensibility (the listener is able to understand the meaning of what is said) and interpretability (the listener is able to understand the purpose of what is said). It is therefore essential that foreign language teachers devote considerable importance to the teaching of second language pronunciation to their students (Hismanoglu, 2011). This is because second

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language teachers with poor pronunciation not only inflict irreversible harm on themselves but also on the students (Demirezen, 2005). Pronunciation of English words during the acquisition process can be considered as one of the most difficult areas. Thus, at the segmental level, the acquired errors can lead to misunderstanding of words or parts of words in sentences due to incorrect articulation, whereas at the suprasegmental level, intonation errors can lead to serious pragmatic misunderstandings, leading to a breakdown of communication (Cenoz & Lecumberri, 1999).

Second language learners usually find it difficult to pronounce words in the target language because the new sounds do not always correspond to those in their mother tongue. To buttress this point, Keli-Delataa (2007) argues that English words are not spoken exactly as they are written; spelling of some words have little or no bearing at all on the way they are pronounced. Unlike most of the local languages that the students speak, there is a high rate of incompatibility between English sounds and spelling. For many teachers and learners, it is a difficult problem to address. However difficult it may seem, specific attention needs to be given to it. That is, deliberate pronunciation teaching would help learners overcome the anxiety in oral communication that mostly stems from a lack of correct pronunciation. Nakazawa (2012) also notes that students in the university in particular are nervous and are afraid to make mistakes when uttering words and so they often admit to being humiliated while speaking because of the risk of committing pronunciation errors. Although a number of studies have been conducted on teachers‟ and students‟ attitudes towards English language, there are fewer studies that are concerned with the perceptions of teachers regarding Oral English and students‟ and teachers‟ attitude towards it. In Ghana, throughout the educational system, a student‟s academic advancement is highly dependent on their success and Core English language and Oral English are important components. Hence, this study seeks to

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investigate students‟ attitude towards the teaching and learning of Oral English in selected Senior High Schools in Koforidua.

1.2 Statement of the problem

Attitude is usually an individual‟s reaction or assessment of a particular circumstance or object based on his or her views and beliefs (Abidin, Mohammadi & Alzwari, 2012). To Al Norsi (2013) and Eshghinejad (2016), attitude is regarded as a system of „psychology‟ in which learners benefit or disadvantage a specific situation. Language learning can never be isolated from the attitudes of the students because these attitudes are empowering and motivating when positive and demotivating when they are negative. Oral English is part of the Core Senior High School (SHS) English paper and was initiated with the intention of helping to boost students overall performance (Asare, 1999). In 2002, a former education minister in the New Patriotic Party (NPP) administration implemented an English-only policy, and offered some reasons for his decision. One of the reasons was that “students are unable to speak and write good English sentences [emphasis added] even when they complete high school” (The Statesman, 2002, p. 3.). He further argued that English language was the state‟s lingua franca and that all must be done to ensure that children achieve the correct level of competence in both the spoken and written forms. The Oral English syllabus designed by the Ministry of Education prepares SHS students in two main areas: listening and speaking.

The general objectives of the syllabus are “to enable students to correctly articulate various English speech sounds; listen to, understand, and speak English as fluently as possible and make use of appropriate stress and intonation in their reading and speech” (Ministry of Education, 2010, p. 22). Research has shown that the quality of English-speaking skills of the students continues to deteriorate. In general, it has also been found that most candidates in the English language perform poorly. Recently, the West African Examination Council (WAEC) disclosed that candidates performed abysmally in subjects

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such as Mathematics and English Language in this year‟s West African Senior School Certificate Examination (WASSCE). The provisional results, according to statistics by WAEC, fell below that of last year. The Council said the performance score range A1 – C6, with English Language recording 46.79 percent as against 54.06 percent for 2017, a 7.27 percent decline (The Daily Guide, July, 16 2018 Edn).

According to Butler-Pascoe and Wilburg (2003), the goal of pronunciation is to develop English that is easy to understand. English pronunciation is one of the most difficult skills to acquire and learners should spend considerable time improving their pronunciation (Aliaga García, 2007; Gilakjani, 2016; Martínez-Flor et al, 2006). Understandable pronunciation is one of the fundamental criteria of learner skills and one of the most critical aspects of language instruction as well. Good pronunciation leads to learning whilst bad pronunciation leads to major language learning difficulties (Gilakjani, 2012). It is obvious from these that Oral English is very crucial in the life of every student in Ghana. Therefore, relegating it to the background would create serious problems for the learner.

Unfortunately, in spite of the various aims and objectives of the oral English syllabus and the goals of pronunciation mentioned earlier, Oral English has not been given the prominence it deserves in our schools. Some of the major factors identified as being responsible for learners‟ difficulties with mastering speaking skills include inadequate classroom conditions such as large student numbers; lack of motivation; poor quality teaching; poor quality teaching and learning materials; little opportunity provided to practice speaking; and personality factors like anxiety, timidity, and low self-confidence (Richards, 2015). English pronunciation training has been made less relevant as a result of these problems and teachers are not very confident teaching pronunciation in their classrooms. This is a huge problem which will have dire consequences on the learner if care is not taken because of the immense role oral English plays as a part of the subject (English Language).

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There are a lot of researches and studies that have been conducted on issues of pronunciation but very few ventured into the area of students‟ attitude towards the teaching and learning of oral English. Since language learning can never be isolated from the attitudes of the students, it is therefore worth conducting a research to find out students‟ attitude towards the teaching and learning of Oral English. Such a study will provide relevant information as to what contributes to the formation of students‟ attitudes (positive or negative) towards the teaching and learning of Oral English.

1.3 Research objectives

The objectives of the study are to:

1. investigate the factors that influence SHS students‟ attitude towards the teaching and learning of Oral English;
2. find out the challenges that characterize the teaching and learning of oral English;
3. identify the strategies that can be used to encourage students‟ attitude towards the teaching and learning of oral English.

1.4 Research questions

The study is guided by the following questions:

1. What are the factors that influence SHS students‟ attitude towards the teaching and learning of oral English?
2. What are the challenges that characterize the teaching and learning of oral English?
3. What are the strategies that can be adopted to encourage students‟ attitude towards the teaching and learning of oral English?

1.5 Significance of the study

It is envisaged that findings from the study may reveal factors that influence students‟ and teachers‟ attitude towards the teaching and learning of Oral English. This exposition also helps the New Juaben Municipal Education Directorate, Heads of schools, Heads of

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Department and teachers of English to adapt workable measures or strategies that are likely to improve the students‟ and teachers‟ attitude towards the teaching and learning of Oral English which is one of the relevant aspects in the WASSCE English paper. Again, the study provides information that is likely to be useful for the purposes of In-Service Training for teachers and other stakeholders in education in the Municipality. Finally, this study inspires other researchers to embark on similar studies, focusing on other aspects of the language that have great impact on the performance of students.

1.6 Delimitation

The study was carried out within the boundaries of Koforidua. Teachers of English Language and SHS students in Ghana Senior High School, Koforidua Technical Senior High School, Pentecost Senior High School, New Juabeng Senior High, SDA Senior High School, Oti Boateng Senior High School and Pope John Senior High School were specifically used to assess students‟ and teachers‟ attitude towards the teaching and learning of Oral English.

1.7 Limitation

Leedy (2001) points out that during the research process, the researcher cannot avoid having data contaminated by one form of bias or another. It is however unethical and unprofessional to fail to acknowledge the possibility of such limitations. The most significant challenges to this study were some schools failing to permit the researcher to conduct the study there and the fact that the researcher did not have enough time in collecting the data and resources to cover as much schools in the municipality. Furthermore, there was reluctance on the part of some officials of Ghana Education Service in the municipality and some headmasters and teachers to release their students to enable the researcher administer his questionnaire. Some of the respondents were also unwilling to respond to the interview with the fear of exposing themselves in relation to the questions they answered.

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1.8 Organization of the study

The rest of the study is organized as follows: Chapter 2 presents a review of related literature to the study. It further examines the conceptual framework that underpins the study and the review of related studies that shaped the current study and uncovered a new terrain in this field of study. Chapter 3 concentrates on the methodology including an overview of the chapter, research approach, research design, population, sample size and sampling technique, instrumentation, data collecting and analysis procedures and ethical considerations. Chapter 4 covers the discussion of findings within the framework of the related studies, research objectives, questions and the framework that guide the research. Finally, Chapter 5 summarizes the main findings, pedagogical implications, suggestions for further research and conclusion.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

English language has spread rapidly across the globe and it has become the world‟s most widely spoken language. In Ghana, English is considered as a Lingua Franca. It is also used as a medium of instruction at the various levels of education. In addition, it is taught as a compulsory subject in schools and a failure in it could prevent one from climbing the academic ladder. Surprisingly, some teachers do not regard English Language as a communicative tool and therefore do not pay much attention to the oral aspect of the language. This chapter looked at the related literatures which are the views and findings of different writers as documented in books, the internet, journals, articles, and periodicals about the problem. It presents literature on English Language teaching in Ghana, A historical overview of English language teaching in Ghana, Oral English, teaching speaking and pronunciation, how pronunciation is taught and problems associated with teaching English pronunciation. Spolsky‟s model of Second Language Acquisition is also explained in this chapter.

2.1 English language teaching in Ghana

The argument over the language to be used as a mode of instruction in Ghanaian schools‟ dates back to the castle schools and the missionary period, in particular at the Lower Basic level. Until formal education was implemented in Ghana (Spring, 1998), traditional schooling was carried out in the indigenous languages. With the initiation of formal education and the subsequent use of English as the medium of instruction, indigenous languages as teaching media were seen as inadequate (Bamgbose, 2000). Bilingual education in Ghana began with the beginning of formal education in Ghana which started with the castle schools and was later continued by the Christian missionaries. This time was termed the pre-colonial

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period (i.e. 1529-1925). The languages used were homeland (the metropolitan) languages. Portuguese, Dutch, Danish and English were used as educational media wherever and whenever the Portuguese, the Dutch, the Danes and the English were in power respectively.

After some time, the situation changed with the arrival of the missionaries, who in their educational and proselytizing activities resorted to the development of the local languages. The use of a Ghanaian language during the period from 1529 to 1925 had gained root and this trend could not be reversed when the British colonial government took over the administration of education in the country in 1925 (Bamgbose, 2000). A systemic trend in terms of both education and language use began to emerge. A Ghanaian language was to be used only at the lower primary level as the medium of instruction, with English being used thereafter. The policy was reversed and it became dysfunctional in 1957 when the country's government fell under the control of indigenous Ghanaians. Since then, there has been a tradition of using a Ghanaian language as the medium of instruction at the Lower Primary. It was used only for the first year, between 1951 and 1956. From 1957 to 1966 no Ghanaian language was used. Then later, it was used only in the first year, from 1967 to 1969. It was used for the first three years and beyond (up to the sixth) between 1970 and 1974. Again, it was used for the first 3 years from 1974 to 2002. The local language which was used included one of the Akan (Fante and Twi), Nzema, Ga-Dangme, Ewe, Gonja, Kasem, Dagbani, and Dagaare.

A policy was promulgated in 2002 and it stated that English language should be used as the primary education medium, with a Ghanaian language being learned as a compulsory subject in schools (Ameyaw-Akumfi, 2002). This policy was approved by the government on 15 August 2002 and was enforced in September 2002. The debate about the language of education gathered a lot of opinions from scholars, politicians, educators, curriculum administrators, traditional authorities, and the general public since the announcement of the

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policy. The national English language syllabus (MOE, 2012), in its rationale for teaching English language in Ghana, notes that the status of English language and the role it plays in national life are well known. It is because, in schools, it is an official language and as such a medium of instruction at the Upper Primary. English also enjoys the prestige of being a subject of study that is almost obligatory at all levels of the educational structure in Ghana.

In Ghana, good knowledge of English is so important that in order to graduate to the next level in one‟s academic pursuit, one should have a good pass in it. This means the quality of education at all levels is largely dependent on the language skills of the individual (MOE, 2012). It is for this reason that English is seen as a major subject of study at all levels in Ghanaian schools. Since the era of Nkrumah, Ghana has been a strong advocate of the African personality. Therefore, the promulgation of the use of English as the medium of education and the abolition of education of its indigenous languages was in contrast to this philosophy. Unlike most French-speaking countries that had forced French on them as a means of instruction through the 1944 Brazzaville Conference and banned the use of local languages in schools (Djite, 2000), Ghana had a solid foundation for the uscone of indigenous languages as a means of instruction at the lower primary level.

2.2 A historical overview of oral English teaching in Ghana

Oral English is part of the Core English paper and was initiated with the intention of helping to boost students‟ overall performance (Asare, 1999). The paper had previously been an additional subject and did not count towards the final grades of applicants who sat the General Certificate of Education Examinations (GCE). It being a compulsory subject matter for all enrolled Senior Secondary School (SSSCE / WASSCE) candidates entered into force in November 1999 (GNA, 1999). The Oral English syllabus designed by the Ministry of Education prepares senior high school students in two main areas: listening and speaking. The general objectives of the syllabus are “to enable students to correctly articulate various

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English speech sounds, listen to, understand and speak English as fluently as possible and make use of appropriate stress and intonation in their reading and speech" (Ministry of Education, 2010, p. 22). The content of the syllabus looks quite rich and if effectively implemented, will enhance students" oral communicative skills. However, recent research findings point to a number of factors that make the achievement of the course objectives rather difficult.

In a multilingual environment such as the one in Ghana, getting students interested and committed to the speaking of fluent English through class participation has always been an issue. As Latha and Ramesh observed in an earlier study in India, this trend leads to the students" unwillingness to engage actively in class speaking activities leading to insufficient practice (Latha & Ramesh, 2012). For fear of being mocked by friends or receiving reprimand from the teacher at the slightest slip of the tongue or wrong pronunciation, some learners simply keep quite in class. As a result, teachers are not able to use language effectively for real communication, let alone teach the course. Chen and Goh (2011) report on the difficulties faced by teachers in the teaching of Oral English in the sense of English as a Foreign Language (EFL) and note that, apart from external constraints such as language class sizes and lack of teaching tools, EFL teachers are overwhelmed by their own handicap in oral English and insufficient pedagogic skills. In their study, most teachers expressed a desire to receive training on how to design and implement effective tasks that can motivate the engagement of students in oral English. These concerns for teacher education indicate an urgent call for training programmes to strengthen the knowledge of teachers for effective Oral English instruction in the context of the EFL (Aifuwa, 2013; Taylor & Francis, 2011).

The current practice by the Ghana Association of Teachers of English (GATE) of inviting subject area specialists to their annual delegates" conferences to give lectures on specific areas of concern is quite commendable. What seems to be the case here is that while

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educational authorities recognize the importance of teaching Oral English in classrooms, they find themselves unable to provide the requisite funding to support effective teaching and testing of the subject. This argument accurately describes the state of Oral English in Ghana today. Speaking at the 18th Annual Delegates Conference of the Ghana Association of Teachers of English (GATE) held on 20 August 2018 in Wa, Upper-West Ghana, the Association‟s outgoing president, Mr. Joseph Kwame Dzasimatu, reiterated this state. Among other grievances, he lamented the government‟s failure to liaise effectively with subject teacher associations such as GATE to improve the teaching of that aspect. A classic example that he cited was the government‟s failure to buy a package of Gateway Series English language textbooks produced by association members in senior high schools for the use of their students.

2.3 Oral English

As verified by Bolaji (2001), we all know that we use letters to represent the sounds we produce or say while speaking the language in writing a language such as English. For example, we know that the letter *s* is the initial sound when we write the English word *sat*; the letter *t* is the final sound we pronounce when we use the word in spoken English. Therefore, in order to be able to write the language, we must start by studying the letters used to write it, we must know how each of them is formed, and how each of them can be used alone or in combination with some others to produce the written words representing the words used in the spoken language type (Edward, 2008, p. 341). As such, in order to be able to write English, we must learn the letters used to write the language: aa, bb, or cc. Selections from these letters are incorporated in some ways in writing, for instance, *sat* can be represented as s+a+t and in writing, any of the millions of other words used in spoken English: b + a + g *bag*; b+ i + r + d *bird*; m + a + t *mat* „m + a + n + g + o *mango*.

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Now, what do we need to learn first to be able to speak a language? First, we need to learn the sounds that are used to speak the language (i.e. the small units of sound produced in the mouth when air is allowed to flow freely from the lungs). For example, we need to know how to pronounce to be able to speak English: The different sounds represented in *sit*, *pit*, and *bit*; the various sounds expressed with the medial letters in words such as *fat*, *van*, *cut*. The final letters in *cap*, *hat*, and *can* represent different sounds. We also need to know how each sound is pronounced by itself, how the sounds we use when speaking the language can be combined with one or more other sounds to form a word. According to Dare (2009, p. 16), some of the sounds used to express any two or more languages and some of the ways the sounds are mixed in the languages spoken forms will of course be similar; however, some of them will be very different. This is because there are no two languages with their spoken forms which have just the same sounds and blend the sounds in just the same ways.

A particular letter may stand for two or more sounds in ordinary writing. For example, when writing English, we use the letter *e* in *let*, *ten*, *bell* and *many* to describe different sounds and different letters (or combinations of letters) *o*, *ai*, and *e* in such English words as *son*, *said* and *pen* represent the same tone. This means that it would be somewhat difficult for us to ensure that we have all the letters that actually stand for specific sounds, all the time. According to Hudson (2005, p. 132) some special letters known as phonetic symbols were devised in response to this question so that they can be used, instead of ordinary letters, to represent more conveniently the sounds that any human language utilize. Geoffrey et al (2002, pp. 341-348) postulate that the benefit of using phonetic symbols is that unlike ordinary letters, each of them represents one sound, and always represents that particular sound, whenever used; and different phonetic symbols are used for representing different sounds.

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For example, we use the phonetic symbol /e/ to represent the single sound represented by the different letters (or combinations of letters) a, ai, and e in such English words as *cat, said* and *pen* respectively. Meanwhile, we use the various phonetic symbols /æ/, /e/ and /e/ for the different sounds represented in ordinary writing. We do not use any phonetic symbols for letters such as b, k, and g which do not actually represent any sounds in some English words such as *bomb*, *knee*, and *gnaw*, respectively (In bomb, the *b* is not pronounced, the „k‟ is not pronounced in knee, and the ‚g‟ is not pronounced in gnaw). As you already notice, some of the phonetic symbols (example /e/, /eɪ/) look like typical letters used in ordinary writing and some do not (e.. /i:/, /æ/). But to differentiate it from an ordinary letter, each of them is normally enclosed in slanting lines (/ /). There are 44 basic sounds used in English speaking, each of which has a phonetic symbol used for referring to it all times.

2.4 Teaching speaking and pronunciation

Pronunciation earned the stamp of an item that was often overlooked in second language teaching as well as in science. It is widely accepted that the main reasons for such a result are variations and changes in the teaching methods (Atli & Bergil, 2012). When conducting a chronologically review of the methods in English Language Teaching (ELT), it is no secret that the attention given to pronunciation with the arrival of each new method either increased within the limitations of the approach or decreased with very little or no attention paid to it (Dinçay, 2010). For instance, the Grammar-Translation method and Reading-based Approach paid little or no attention to pronunciation, while right pronunciation was strengthened with the advent of the Direct Process. Behavioral drilling, found in the Audiolingual method, where contrastive analysis controlled pronunciation instruction, was also undermined with the advent of communicative approaches in the late 1970s (Derwing & Munro, 2005; Thomson & Derwing, 2014). Among all the traditional teaching approaches Communicative Language Teaching has put the task of pronunciation

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instruction at its most passive role, by prioritizing meaning over form and believing that exposure to the language would pave the way for pronunciation (Breitkreutz, Derwing & Rossiter, 2001; Thomson & Derwing, 2014).

Teaching pronunciation is an important component of any L2 curriculum and its teaching should "draw the conscious attention of learners to the linguistic elements in the feedback during lessons whose primary emphasis is on meaning or communication; these elements are likely to be ignored by learners without special attention" (Mompean, 2015, p. 294). Therefore, it is important to know the opinions and investigations of researchers against explicit phonetic instruction, along with their consideration of the age factor. It is evident that there is no one method for teaching this aspect. For example, "a common problem is to determine whether and to what degree to concentrate on segmentals or suprasegmentals" (Darcy, Ewert & Linster, 2012, p. 93). Darcy et al (2012) view pronunciation as a difficult thing to teach, noting that "teachers are often left without clear guidelines and face conflicting purposes and pronunciation teaching methods" (p. 93). Derwing and Munro (2005) note that explicit phonological form leads to the understanding by the students and the distinction between their own and native utterances. Conscious phonological knowledge can thus grow in terms of segmental and suprasemental levels through explicit instruction (Venkatagiri & Levis, 2007).

In their research, Gordon and Darcy (2012) found that suprasegmentals have a two-fold greater effect on the development of pronunciation capacity than only segmentals. In support of this, Yates (2003) presents similar results in his analysis, establishing that twice the segmental instruction stressed the suprasegmental instruction. Another significant contribution on this issue was made by Saito (2012), who claimed that instruction provided on either features generally paves the way to success in the teaching and of pronunciation. Pronunciation is an area of language many teachers do not pay much attention to. Then,

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teachers frequently forget about their duty to learn a strong pronunciation in their students. However, learning a language means being able to communicate with other speakers, so pronunciation plays an important part, and it should not be forgotten in the language teaching process (Gilakjani, & Sabouri, 2016).

With the start of empirical research and the design of interventions for the sake of seeking improvement of L2 pronunciation, a lot of discussions focused on the effectiveness of instruction on segmental features as against suprasegmental features (Lee, Jang & Plonsky, 2014; Saito, 2011). The results suggested outcomes in terms of easiness and effectiveness. Some researchers argued that pronunciation instruction within segmental borders may be easier for teachers to teach as well as for learners to learn (e.g. Levis, 2005; Saito, 2014). Others claim that instructing suprasegmental features of pronunciation is more effective (Hahn, 2004). Lately, discussions on the objectives of pronunciation instruction often revolve around the concepts of intelligibility and comprehensibility (Atli & Bergil, 2012 p. 3666). Intelligibility is the degree to which a listener understands a speaker; comprehensibility is a judgment of how easy or difficult an individual‟s pronunciation is to understand, and accentedness is a judgment of how much one‟s speech differs phonologically from the local variety (Derwing, 2010).

Considering that the process of teaching and learning in language teaching takes place within a loop, the ELT departments are a great place and time to examine the attitudes of both students and future teachers about pronunciation. Brinton & Goodwin (2010) remember as Celce-Murcia puts it: “teachers of English … who are expected to serve as the major model … in English for students‟ fall within the group of learners who need pronunciation … they can achieve a high level of intelligibility and comprehensibility” (p.8). It is therefore necessary to investigate the understanding of the themes introduced in the course by ELT practitioners, to find out the attitudes of the students towards the instruction of pronunciation

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skills and whether the undergraduate year has an impact on the self-perception of pronunciation by the learners. English pronunciation is one of the most difficult skills to develop and learn (Aliaga, 2007; Martínez-Flor et al, 2006). This may be due to a number of factors such as the erratic relationship between spelling and pronunciation and the effect of factors such as age, motivation, and amount of exposure to the L2 on the learning process. Nevertheless, the importance of sounds for effective communication means foreign language teachers in their classrooms need to emphasize pronunciation teaching (Hariri, 2012).

2.4.1 Features of English pronunciation

According to Seferoglu (2005), individual vowels and consonants belong to segmental aspects of the sound system. Since segmental phonology is clarified and taught much more easily than the supra-segmental characteristics (Coniam, 2002), some studies concentrate on learning segmental phonology as compared to suprasemental characteristics. Segmental characteristics apply to micro nave sounds which include specific sounds within words, for example, /l/as in lamp, /r/as in ridge, /a/ as in at. The consonants, vowels, or their variations of sound systems are called phonemes. Phonemes are sounds which can alter the meaning of the word when pronounced *incorrectly* (Burns, 2003). Compare the changes of meaning in „sit seat" and „full fool". Consonant sounds can be voiced (e.g. a portion of the mouth is closed and the air behind it is suddenly released, giving /v/as in a van and /b/ as in a bun) or unvoiced (e.g. air is forced through a narrow part of the mouth, to produce /æ/ as in cat) or long (e.g. /a:/ in cart). Diphthongs are two vowel sounds put together (e.g. /ei/ as in Kate or /ɔɪ/ as in boy) (Burns, 2003).

Supra-segmental characteristics contribute to macro level sounds. Advances in science have produced definitions of the suprasegmental characteristics of speech, which span through entire language (prosody) stretches. Unlike tonal languages like Vietnamese or Mandarin, English is stress-based, producing sentences such as WHAT is its address? Jenkins

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(2002) underlines that more effective communication pronunciation skills can be accomplished by enhancing supra-segmental performance in comparison to segmental ones. Linking, intonation, and stress are important features at the suprasegmental level for successful pronunciation (Burns, 2003). Since English is becoming increasingly the language used for international communication, it is important that English speakers, whether native or non-native speakers, are able to effectively share meaning. In reality, the unrealistic expectation that learners should sound and talk like native speakers is fast disappearing in recent discussions of English language teaching (Burns, 2003).

According to Burns (2003), it is more important that speakers of English can achieve:

-Intelligibility (the speaker produces sound patterns that are recognizable as English)

- Comprehensibility (the listener is able to understand the meaning of what is said)

- Interpretability (the listener is able to understand the purpose of what is said). A speaker might say *it's hot today* as *IS ho day*. This is because of the inconsistency in stress and intonation patterns which make the statement unlikely intelligible. As a result, the speaker would not be found understandable by a listener, and meaning will not be available. Since the speaker is incomprehensible, the listener would not be able to interpret the utterance in an explicit manner to promote easy communication. In spoken communication, consistent pronunciation is important. In instances where learners show slight inaccuracies in vocabulary and grammar and have strong pronunciation and intonation, they are more likely to communicate effectively (Burns, 2003). Figure 2.1 is a pictorial representation of the features of English pronunciation.

2.4.1.1 Segmentals

With regard to segmental phonology, a meta-analysis performed by Ehri et al (2001) concluded that training in phonological awareness improves children‟s understanding of reading. However, Engen and Høien (2002) indicate that phonological understanding had led

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to reading comprehension in both average and first-grade strong decoders. Thus, efficient phonological knowledge can even help students in the intermediate and upper grades, as shown by a phonologically focused reading programme that enhanced reading skills, including reading comprehension, in children from grade one to six (Rashotte, MacPhee, & Torgesen, 2001).

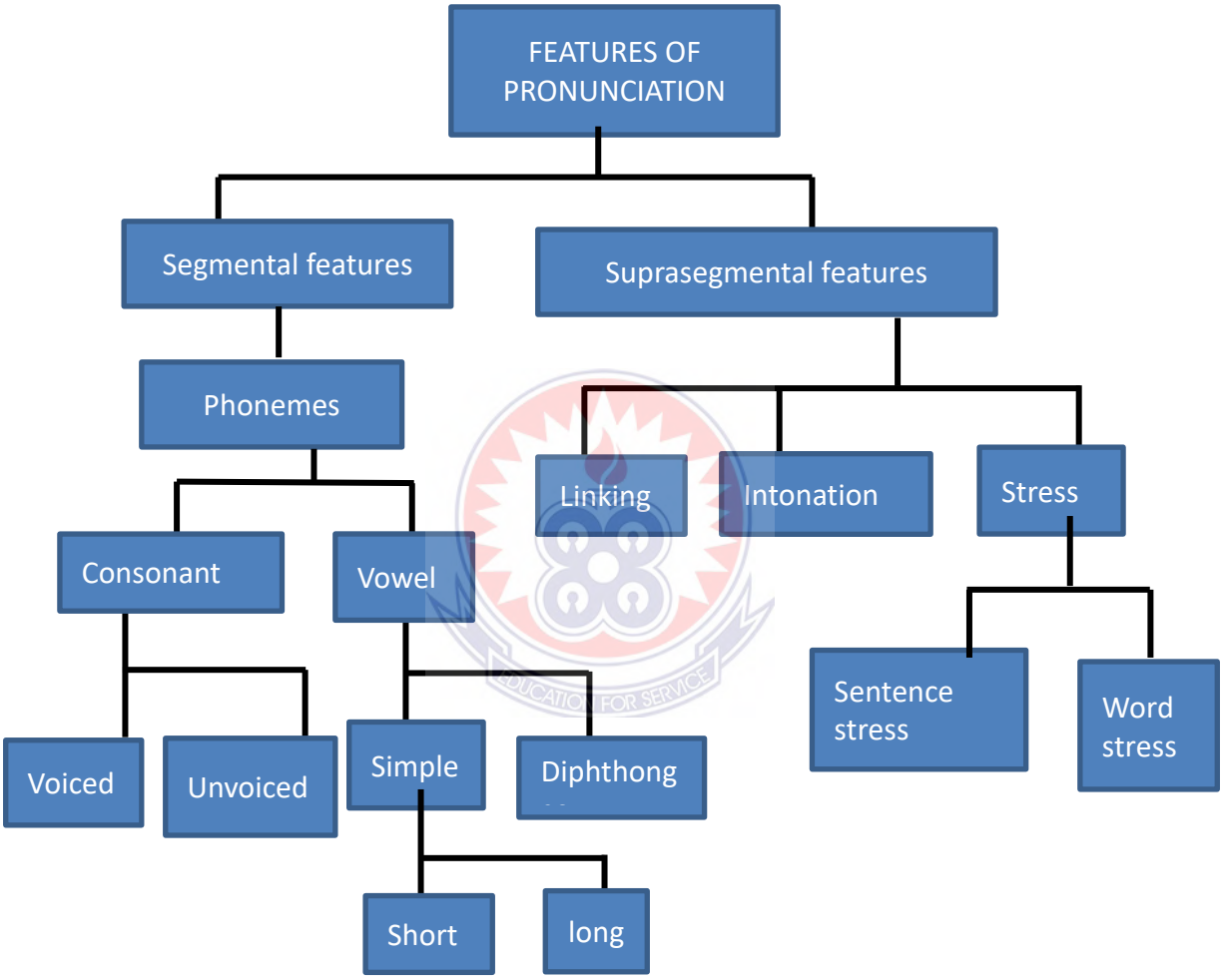

Figure 2.4.1. Features of English pronunciation

Only a few studies have examined the influence of both segmental and suprasegmental phonology to the understanding of reading. Whalley and Hansen (2006) showed that in fourth grade children, speech rhythm sensitivity (a composite word task distinguishing between a composite words such as high and chair) contributed to word reading, whereas a reiterative phrase-level task contributed to understanding when non-speech rhythmic awareness and

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phonological awareness were taken into account. In this reiterative speech activity, children listened to a spoken title of a film or book followed by two „DEEdee sentences" that did not contain any phonemic or semantic material, since all syllables were replaced by the word „dee". It was important to select the DEEdee sentence which best corresponded to the prosodic patterns of the original sentence.

2.4.1.1.1 Consonants

In English, there are twenty (24) consonant phonemes which can be categorised into six (6) oral stops /p/, /b/,/ t/,/ d/,/ k/, /g/, three (3) nasal stops /m/, /n/,/ ŋ/, four (4) approximants /l/,/ r/,/ j/, /w/, two (2) affricates /tʃ/, /dʒ/, and nine (9) fricatives /f, v, ð, θ, s, z, ʃ, ,ʒ m, h/ (Giegerich, 1992, p. 41). It is important to recognize that the consonants of English may not always have equivalents in our local languages, and can lead to learners having difficulty producing such sounds in English. For example, comparing the English consonant phonemes with Indonesian consonant phonemes, (Alip, 2016) explains that there are slight differences, with the most differences found in fricatives and affricates. For Indonesians, they perceived the phonemes /f/ and /v/ as /p/ and /ʃ/, /z/, /ʒ/ as /s/. The latter phonemes are alveo-palatal in Indonesia while in English the phonemes are palato-alveolar (Alip, 2016, p. 16).

The consonant sound is produced when, at certain points in the oral tract, the speech organs block the stream of air expelled from the lungs (Hajaj & Jaber 1991, p. 18). A combination of three dimensions will identify the consonants accurately: (1) place of articulation, (2) manner of articulation, and (3) voicing. The places of articulation for English consonants can be summarized as follows (Hajaj & Jaber 1991, pp.18-65):

1. bilabial: produced by the two lips \p, b, m\
2. labiodental: produced with the upper teeth and inner lower lip \f, v\
3. dental: made with the tip of the tongue and the upper front teeth \ɵ, ð\
4. alveolar: formed with the tongue tip and the alveolar ridge \t, d, s, z, n, l\;

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5. alveo-palatal (palato-alveolar): formed with the blade of tongue and the back of the alveolar ridge \ʃ, ʧ, ʒ, ʤ\;

6. velar: produced with the back of tongue and the velum (soft palate) \k, g, ŋ\;

7. palatal: made with the blade of tongue and the middle of hard palate \j\;

8. glottal: produced by air passing through open glottis (through vocal cords) \h\;

9. labio-velar: produced when the lips are rounded and the back of tongue moves toward the velum \w\;

10. retroflex: produced when the blade of tongue approaches the alveolar ridge \r\.

Consonants can also be defined as follows, according to the way the airstream is released:

1. stops: produced when the air is completely obstructed at a particular point prior to release \p, b, t, d, k, g\

2. fricatives: produced when the air is forced through a narrow passage way creating continuous friction \f, v, s, z, ʃ, ʒ, ɵ, ð, h\

3. affricates: made when the sound begins as a stop and then released as fricative \ʧ, ʤ\;

4. nasals: unlike all other sounds, nasal sounds are made when the air releases through the nose, not the mouth \m, n, ŋ\;

5. approximants: they are either glides \w, j\ or liquids \l, r\. These sounds are produced when the air releases in an unobstructed manner.

In defining consonants, the idea of voicing (whether the vocal cords vibrate or not) is the third dimension. It is very important since it distinguishes articulated at the same place between stops, affricatives and affricates. For example, the \f\ and \v\ sounds are both fricative, but \f\ is a voiceless sound (produced without vocal cord vibration); whereas \v\ is a voiced one (produced with vocal cord vibration).

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2.4.1.1.2 Allophonic variations of phonemes

In a language‟s segment list, a clear cut difference is established between phonemes (individual sounds which are used to draw a lexical distinctions) and allophones (phonetic variants of phonemes that occur in certain phonological contexts). When we take a look at these segments [t, d, t^h] which occur in English language, we realize that the distinction the between /t/and /d/ in the minimal pair hat and had is phonemic while /t^h / is an allophone of the phoneme /t/ which is found at the beginning of a stressed syllables (Kahn, 1976). The distinction between phonemes and allophones is to a great extent arbitrary. For example, Korean has a phonemic distinction between /t/ and /t^h / and an allophonic distinction between /t/ and /d/ (Kim, 1990). A lot of studies have indicated that adults do not process allophonic contrasts in the as phonemic contrasts. This suggests that at a point they tend to acquire the clear distinction between phonemes and allophones. In a study, Pegg &Werker (1997) used an AX discrimination task to ascertain this. It revealed that adults‟ performance on the allophonic contrast between voiced /d/ as in the word (day) and the voicelees unaspirated / t/ that occurs after /s/ only as in the word (stay) was worse than that on a phonemic contrast. In the same vein, Whalen, Best & Irwin (1997) used an AXB discrimination paradigm to study the perception of the allophonic contrast of [p-p^h] with /p/ as in the word (happy) to that of the phonemic contrasts [b-p] and [b-p^h]. They found out that the perception of the allophonic contrast was worse than that of the phonemic ones.

From the findings, it evident that it is important to employ minimal pair analysis or distributional analysis to help learners distinguish between phonemes and allophones. This will also reduce the list of segmental categories to a list of abstract phoneme categories. Minimal pair analysis involves getting a list of words with different meanings. These are pairs of words that differ only in one segment and contain a phonemic opposition. An example is the words ship and sheep where the distinguishing sounds are /i/ and /i:/ and the

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words lick and pick which has /l/ and /p/ as its distinguishing sounds. Distributional analysis can also be used to the fact that phonemes and their allophones have complementary distributions. This means it involves establishing for each segment, a list of phonological contexts in which it appears. Pairs of segments whose lists of contexts have an empty intersection have complementary distribution and hence involve an allophonic distinction. This kind of approach could be used at an early stage of the learning process than the minimal pair analysis immediately after segment categories have been established.

The allophonic account supports evidence from perceptual learning (Mitterer et al, 2013). As Mitterer et al concluded, paradigms of perceptual learning may be used to solve this issue, as these paradigms show the units that are functional in solving the question of invariance. Participants hear about an irregular pronunciation of a given segment in the model as first used by Norris et al. (2003). In the original study this was a fricative that was perceptually ambiguous between /f/ and /s/ (henceforth [s f] and analogously for other segments). Participants heard this segment either replacing /s/ in /s/-final words (e.g., [maʊ s /f] for mouse) or replacing /f/ in f-final words (e.g., [ʃɛɪɪ s /f] for sheriff). This was implemented as a between-participant factor, and, after exposure, both groups categorized sounds along an /f/-/s/ continuum. Participants who heard [s /f] replace /s/ categorized members of this continuum more often as /s/ than participants who heard [s /f] replace /f/. Importantly, this was not a simple perceptual adaptation, as no such effect occurred if the ambiguous sound occurred in non-words. This suggests that the participants had used the lexical contexts during exposure to learn about the intended identity of the ambiguous sound.

Bowers et al (2016) also highlight the issue which competent speakers of a language must know about phonemes. In the case of the Dutch word *zwaar*, a speaker needs to know that the underlying phoneme is /r/, because the approximant cannot be used for the inflected form zware (*[zʋa.ɹə]; the approximant can only be used in coda position, in syllable onset

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position a trill or tap has to be used (e.g., [zʋa.rə]). Such examples show that the need for speakers to know about phonemes cannot be disputed. But it is not that this information has to remain inside the pre-lexic perceptual system. Knowledge is needed primarily in speech production, where speakers have to select the appropriate allophone for an inflected form. Since the interpretation and development of speech are not inherently closely related (Lotto, Hickok, & Holt, 2009; Mitterer & Ernestus, 2008; Ohala, 1996), knowledge about phonemic identity does not need to reside in the speech perception system for it still to be able to influence speech production. As shown in the right panel of Figure 1, retrieval of phonemic representations need not be a pre-requisite for lexical access in perception. While the phoneme representations in the model in the left panel are used in both perception and production, the phonemes in the model in the right panel are used only in production. According to this latter model, allophones are used to access words in the mental lexicon (as suggested by the data from Mitterer et al, 2013, and Reinisch et al, 2014). Lexical access, however, makes it possible to retrieve knowledge about the underlying phonemes – knowledge that can then be used in production.

2.4.1.1.3 Vowels

The vowels in English, specifically in Received Pronunciation (RP) consists of twelve (12) simple vowel phonemes and eight (8) diphthongs (Poole, 1999, p. 60), the same with General American (GA) (Ladefoged, 1993, p. 31). The quality of the vowel can be distinguished between lax consisting of six (6) vowel phonemes and tense consisting of ten (10) phonemes. The lax vowels are /ɪ, e, æ, ʊ, ʌ ɝ/ and the tense vowels are /i, eɪ, ɑ ɔ, oʊ, u, ju, aɪ, aʊ, ɔɪ/ (Ladefoged, 1993, p. 87). There is a vowel known as the schwa /ə/, used to designate vowels that have reduced vowel quality or the vowel is unstressed during the realization in a connected speech. Judging from the number of phonemes and the quality of vowels, it is difficult for most speakers to pronounce or speak the English words since there

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are only six vowel phonemes and they do not have tense vowels since it is not phonemic (Alip, 2016, p. 16).

In contrast to consonants, vowels are produced with "a relatively free airflow" (Amer, 2007, p. 15). They fall into three main categories: pure or simple vowels (example, a single sound \e\); diphthongs (example, a glide of two pure vowels, /aɪ/); and triphthongs (example, a glide of a diphthong and a schwa sound /a ɪ ə /). A constellation of four characteristics can adequately describe the pure vowels (Celce-Murica et al, 1996, pp. 95-97; Hajaj & Jaber 1991, pp. 99-110):

1. The height of the tongue (high, mid or low);
2. The part of the tongue involved in articulation (front, central or back);
3. The shape of the lips (rounded, neutral or spread);
4. The length of the vowel [tense (long) or lax (short)].

Figure 2.2 shows tongue positions when articulating pure English vowels and shows the characteristics of those vowels as stated by Hajaj & Jaber (1991, pp. 99-118).

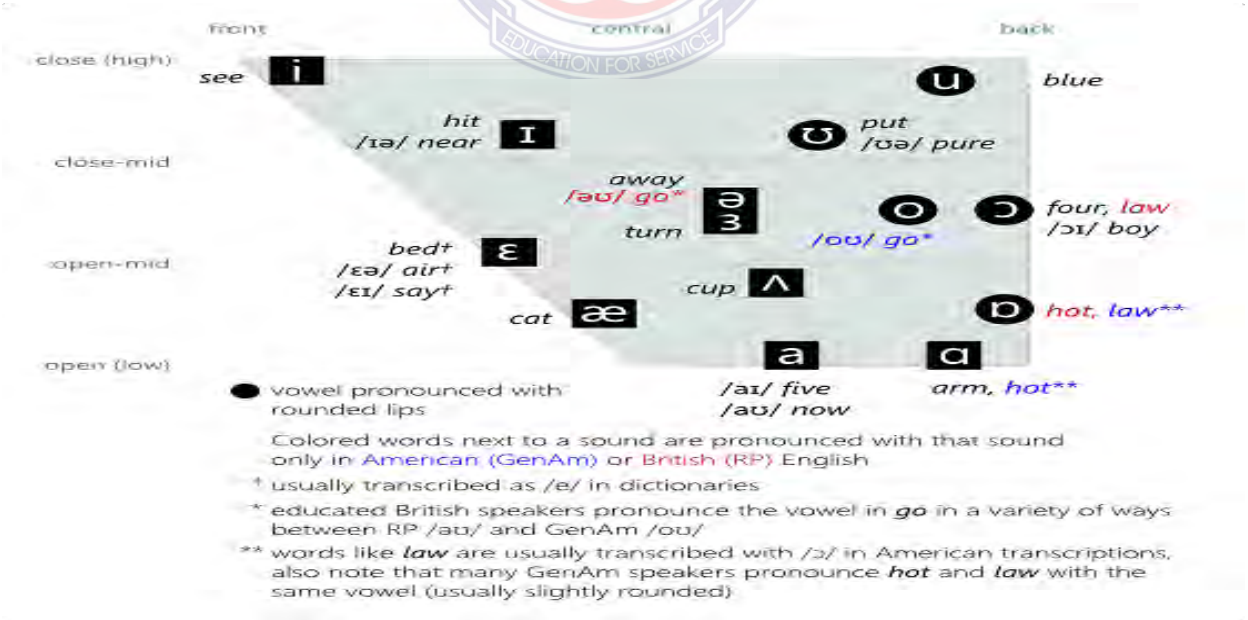

Figure 2.4.1.1.3. Tongue representing the positions of vowels in articulation

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As for diphthongs, according to their second element, they can be divided into three groups as follows (Hajaj & Jabber, 1991, p. 111):

1. \əʊ\ as in: old – note – soap – soul – toe;

   \aʊ\ as in: out – now – spouse –plough;

2. \eɪ\ as in: make – pray – prey –steak – vein – gauge;

   \aɪ \ as in: I – bite – pie – buy – try – guide – sigh;

   \ɪɔ\ as in: oil – boy – poison – lawyer;

3. \ɪə\ as in: ear – here – beer – weir –appear – fierce;

   \eə\ as in: hair – bear – bare – their – there;

   \ʊə\ as in: poor – tour – sure – endure.

Observing the English diphthongs above, it is clear that there are five with no Schwa at the end, and the following five English triphthongs (p.112) can be preceded by Schwa forming: (p. 112):

\aʊə\ as in: our – coward – tower;

Most frequent \aɪə\ as in: I'm – tired – fire;

\eəɪ \ as in: prayer – player;

Less frequent \əɪɔ \ as in: royal – loyal;

\əʊə\ as in: slower – grower.

2.4.1.2 Consonant clusters

The articulation of English sounds within words and at word boundaries is related to a particular dimension of English speech, the consonant cluster concept. This refers to a group of consonants, which come together to break the sequence without an intrusive vowel sound (Amer, 2007, p. 12). A sequence of two, three or four consonants can occur in a word; whereas a sequence of more than four consonants can occur at word boundaries, such as twelfth lane, mixed good, closed banks, and so on.

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2.4.1.3 Suprasegmentals

Ladefoged (2006) explains that suprasegmental characteristics are aspects of speech involving more than single consonants or vowels. Stress, length, tone, and intonation are the principal suprasegmental features. Clark, Yallop, and Fletcher (2007) observe that suprasegmentals can be referred to as prosodic or non-segmental characteristics. They are spoken language features like pitch, rhythm, and tempo that are not easily identified as discrete segments. Fromkin, Rodman, and Hyams (2007) suggest that prosodic or suprasegmental characteristics are beyond the segmental meaning as the term *supra* means above or beyond it. Suprasegmentals are therefore units which rule in an utterance more than one tone. They do not happen on their own but in expressions, phrases, and sentences, we stretch over the parts. In spoken language, there is involvement, not only of the segmental elements, but also of the other units known as suprasegmentals. If learners know features ranging from the smallest component of spoken language or segments to the larger one or suprasegmental units, they are likely to get their listening skills right.

Any discourse in phonetics and phonology can be divided into two: segmental and suprasegmental (Ladefoged, 2006). The word segment is any distinct unit that can be defined in the speech stream, either physically or audibly. Vowels and consonants are known as small segments of the speech that together form a syllable and render the utterance. Segmental features are therefore correlated with vowels and consonants (Ladefoged, 2006; Richards, Platt & Platt, 1992). Suprasegmental is therefore a term used in phonetics and phonology to refer to a vocal effect that extends in an utterance, such as intonation, tension, or juncture pattern, over more than one sound section. Hence, the unique characteristics that are superimposed on speech utterance are known as suprasegmental characteristics (Crystal, 2008; Ladefoged, 2006; Richards, Platt & Platt, 1992). These are spoken language elements that are not easily identified as distinct segments. When learners know features from the

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smallest portion of the spoken language or segments to the larger one or suprasegmental units, improved listening and speaking are likely to be achieved.

2.4.1.4 Linking

As we learned, there are differences between word pronunciation in isolation and in utterances. The British Council (2006) notes that linking occurs when a word‟s last sound is a consonant, and the next word starts with a vowel sound. This connection is therefore very common in spoken English. English learners need to be aware of the connection they will experience in listening. Linking refers to the way a single word‟s last sound is joined to the first sound of the next word. We run words together to connect consonant to vowel, consonant to consonant, and vowel to vowel to create a related voice. Several sounds are also simplified and we leave others out entirely. For example,

• consonant to vowel: an _Australian _animal

• consonant to consonant: next _week; seven _months

• vowel to vowel: Some sounds such as r, w and j (y) are inserted to link adjacent words ending and beginning with a vowel: where (r_) are you?; you (w_) ought to; Saturday (y_) evening

• sounds that are shortened: When words begin with an unstressed sound they are often pronounced as a short schwa ( ) sound: when do they arrive? five o‟clock

• sounds that are left out: Some sounds are so short that they virtually disappear (become elided): does (_h) e like soccer?, we might as well (h_a)ve stayed at home

2.4.1.5 Intonation

In spoken utterances, intonation can be described as pitch movement (Dobrovolsky, 2001). Intonation is a central element in spoken English. This is not synonymous with word meaning differences, but the shifting tone affects the meaning range. English intonation in a phrase or sentence may alter the grammatical function. Furthermore, the pattern of intonation:

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a rise-fall and fall-rise are used with precise purpose and sensation. Thus, when listening, learners must remember pattern of intonation. Intonation can be thought of as the melody of the language – the way the voice goes up and down according to the context and meanings of the communication. For example, note the differences in:

- Can you take the chair? (rising pitch) – request
- Can you take the chair? (falling pitch) – command

2.4.1.6 Stress

Ladefoged (2006) observes that stress is a suprasegmental feature of utterances. It does not apply to single vowels and consonants but to entire syllables. If a syllable or a word is pronounced more loudly than any other syllable or word, we may assume it is stressed. In general, there is stress on at least one syllable in a word, and there is often more than one stressed syllable for longer words. However, in our daily life, we listen to speech with more than one isolated word, and it is not natural for English native speakers to emphasize the stress on each word in an utterance. The stress will therefore only be assigned to words of content which carry the important meaning in that connected speech. On the other hand, there is no stress on the function words which only display the grammatical relation in the utterance. The learners must note the stress placing in sentences while listening, since stress placing is critical in transmitting the meaning in spoken language. Recent approaches to teaching pronunciation in computer-based contexts follow the communicative approach of pronunciation in teaching. That is, emphasis should be placed on the suprasegmental features of pronunciation rather than segmental aspects to help learners develop communicative skills (Seferoglu, 2005).

The writers of analytical studies and pronunciation materials indicate that teaching suprasegmentals to intermediate and advanced NNSs before segmentals in a shorter period of time could be more effective (p. 5). In this sense, Seferoglu (2005) aimed at finding out

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whether the application of accent reduction tools in advanced English language classes at university level contributes to changes in the segmental and suprasegmental pronunciation of students. From this, it was revealed that the experimental group following instructions that incorporated the use of accent reduction tools in a digital language laboratory outperformed the control group following the traditional instructions.

2.4.1.6.1 Word stress

If there is more than one syllable in one English word, one of these is made to stand out more than the other. The syllable that receives the higher intensity of sound is called stressed syllable, and the stress that is placed on that syllable is associated with higher loudness, higher pitch and longer duration. Those considered more popular than others are said to be stressed. Stress refers to the greater prominence or loudness exhibited within a word by a vowel or syllable, in at least two degrees: (strong/weak) or (primary/secondary) (Teschner & Whitley, 2004). Word stress means that one or more syllables are more prominent in a single word than other syllables (Clark & Yallop, 2000). The most stressed syllable gets the primary stress, whereas the other stressed ones are marked as having secondary stress. However, it is the primary stress of words that is most important for meaning in actual production (Cruttenden, 2001). Despite the fact that there is no simple rule governing the occurrence of word stress, some general principles have been recognized which may be observed by the learners to facilitate the pronunciation of English words (Li, 1999). All monosyllabic words are stressed. Multisyllabic words often vary in their stress patterns. Some examples include the following:

- Two-syllable words: ˈcontent ˈpermit ˈconduct ˈdigest
- Words of three or more syllables: eˈlephant ˈfeminine eˈconomy ˈfamily

Words with suffixes: ˈclarity ˈgreenish dicˈtation teleˈgraphic comˈpanion ciˈvilian

Same spelling, different words:

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a) ˈexport (noun) exˈport (verb)

b) ˈimport (noun) imˈport (verb)

c) ˈobject (noun) obˈject(verb)

Most of the two-syllable words stress the first syllable, three or more syllable words are stressed from the end on the third syllable, and words that are suffixed with -ity, -ish, -ion, -ic, -ian also show their stress on the syllable immediately before the suffix (Li, 1999). Words that are spelt identically but function as different parts of speech have different stress patterns. If it is a verb, the stress falls on the second syllable; if it is a noun or an adjective, the stress falls on the first syllable. Some pairs have the same or roughly the same meaning but some pairs are quite different semantically. This happens more often than not in pairs of (nouns/verb) or (adjectives/verb).

2.4.1.6.2 Sentence stress

Sentence stress refers to the different elements stressed in each sentence (Celce-Murcia et al, 1996, p. 152). In English sentences, emphasis is usually placed on content words, including nouns, main verbs, adverbs, adjectives, question words, and demonstratives, whereas function words such as articles, prepositions, auxiliaries, and relative pronouns are usually unstressed (Avery & Ehrlich, 1992, p. 74-5). Another aspect relating to the stress of the sentence is called prominence. It refers to the greatest degree of stress in a sentence placed on a given element. It is placed on the stressed syllable of the word that the speaker wants to emphasize, and can be placed on any element depending on the context (Avery & Ehrlich, 1992, p. 75). The location of prominence is regulated by three conditions (Celce-Murcia et al, 1996, pp. 176-177):

1. normal prominence: the placement of prominence on the word that signals new information;

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2. emphatic stress: the placement of prominence on the word that highlights particular information (similar to normal prominence but produced by greater degree of emphasis);

3. contrastive stress: the placement of prominence on the word that communicates contrasted information. These focus words are stressed (made long and loud) to convey the overall rhythm of the utterance and the most meaningful part of the utterance.

At the meaning level, some words are given more prominence than others to foreground which meaning is important. For example, compare:

- Can YOU take the chair? (not someone else)
- Can you take the TABLE! (not the chair)

2.4.1.7 Rhythm

As tension plays a major role in English. Roach (2010) points out that English speech has a rhythm that helps us to break it into more or less equal time intervals, called feet. The foot starts with a stressed syllable; however, there are differences in the number of unstressed syllables between each one or in each foot. Spoken English has a stress-based rhythm and as a result, the time from each stressed syllable to the next one is not always equal. English learners can practice at listening to divide utterances into feet.

2.4.1.8 Assimilation

Sounds do not occur in isolation in speech but they come in sequences. Kuiper and Allan (2004) note that assimilation is one of the processes that affects the segments themselves. It means that one segment is more like another, or that two segments become more similar. The echo is assimilated because it's affected by the adjacent sound position or manner of articulation. When learners know assimilation and understand how it happens, they will not have a hard time listening.

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2.4.1.9 Elision

Roach (2010) notes that a number of phonemes or parts are not pronounced when English-speaking native speakers talk to each other. In less formal speech, elision also occurs. Therefore, English learners should not expect to hear each section. In spoken language, both consonant and vowel elision is normal.

2.4.1.10 Pitch

As people speak, they change the tone of their voice all the time. Fromkin et al (2007) note that the pitch depends on how rapidly the vocal cords are vibrating: the faster they vibrate, the greater the sound. Kuiper and Allan (2004) suggest that the air pressure coming out of the lungs and the vocal cord have an effect on the voice pitch. Pitch is varied; people speak at their normal pitch, low pitch, high pitch, rising pitch, or dropping pitch at times. The pitch is suitably altered from the lowest note to the highest not depending on each situation.

2.4.2 Summary

The stress-timed nature of English is one aspect of English pronunciation that should be given enough prominence. The amount of time it takes to say a sentence depends on the number of syllables in the sentence that obtain stress-not the number of syllables in total. Most beginners concentrate on thorough reading and correct pronunciation of each word in a given text. The literature reviewed articles related to the history of Oral English, English in Ghana, how the concept of segmentals and suprasegmentals can help foreign learners of English listen and understand English in an effective way.

2.5 How pronunciation is taught

English pronunciation is one of the most difficult skills to learn and to develop (García, 2007; Martínez-Flor et al, 2006). This can be due to a number of factors, such as the erratic relationship between spelling and pronunciation and the effect on the learning process of factors such as age, motivation, and amount of exposure to the L2. Nonetheless, the

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importance of sounds for effective communication means that foreign language teachers should emphasize pronunciation teaching in their classrooms (Hariri, 2012). The Common European Framework for Languages (2001) recommends that pronunciation should be taught right from the start of the foreign language learning process. According to the CEFR, pronunciation should be established by communication with authentic spoken language. Supported techniques include hearing and repeating, pacing, minimum pair checking, ear testing, phonetic instruction, reading aloud, imitation, tongue twisters, sound-colour charts, phonics, songs, or rhymes and learner speech recording. Supported strategies include listening and repeating, pacing, minimum pair testing, ear checking, phonetic instruction, reading aloud, imitation, twisting the tongue, Sound-coloured charts, phonics, songs or rhymes, and learner speech recording. According to Králová (2016), foreign language competence (including pronunciation skills) cannot be confined to the contrastive study of two language systems. An individual‟s pronunciation skills depend on the relation between the language systems (phonic interference) and the extralingual environment (Sabol, 1993). Extralingual considerations include the form of linguistic contact (direct, indirect, intermittent, permanent), the mode of communication (natural, artificial), the type of bilingualism (individual, group), and the type of bilingualism (learning one language as an adult, learning both as a child, learning both as a child, and suppressing one).

Gilakjani (2011) names the following factors which affect foreign language pronunciation. Native accent has a foreign language effect on pronunciation; the older the learner is, the greater the native accent impact will be. Stress, intonation and rhythm have more influence on intelligibility than on single-sound errors. Exposure and encouragement to learn the foreign language are often used to assess the pronunciation progress of learners. A desire for native-like pronunciation may result in personal or professional motivation for learning English. Pronunciation Attitude Inventory tests the relation of the learners to the

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pronunciation of the target language. Students who are more worried with their pronunciation of the target language usually get a better pronunciation. Motivation, optimistic behaviour, access to the target language, and openness to the target community affect the success and pronunciation of foreign language proficiency.

The pronunciation is regarded as a part of linguistics rather than conversational fluency, according to Pennington (1994). Teachers find pronunciation to be of very little value in conversational classes and regard it as the least important out of language skills and thus neglect pronunciation teaching to spend time in other language areas (Elliot, 1995). It is questionable whether explicit instruction can help in the learning of foreign pronunciation. Phonetic training for English adult learners has been discovered to greatly improve their allophonic articulation. Gender is an important deciding factor that affects a foreign language‟s pronunciation. It is closely linked to the theory of the Critical Period Hypothesis (Lenneberg, 1967), which states that children between two and 13 may develop, especially pronunciation and a native-like ability to acquire a foreign language (Loewen, Reiders, 2011). Due to this theory, older foreign language learners may never attain native-like fluency and pronunciation. According to Králová (2010), the capacity to establish different categories for foreign language sounds identical to the sounds of the mother tongue declines from age six.

According to Avery and Ehrlich (1992), mother-tongue sound patterns are usually translated into the foreign language. When the sound is absent in the native sound inventory, the learners might not be able to pronounce the sounds. The variation of sound rules in the native language differs from the target language. Stress, rhythm, and intonation patterns in the native language may be translated into the target language. Both of these variables can create difficulties for learners as the rules are specific to the language and can differ from one language to another.

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2.5.1 Techniques and approaches of teaching pronunciation

Studies based on the teaching of pronunciation techniques indicate that various problems and solutions are present in pronunciation classes. Wei (2006) and Gilakjani (2012) individually did some works that analyzed the teaching of pronunciation in the area of pronunciation learning problems and the value of instructions given by teachers. Gilakjani (2012) on his part, described English pronunciation, reviewed the history of English pronunciation instruction, explained the purpose of English pronunciation instruction, explained the aim of English pronunciation instruction, elaborated pronunciation and communication, reviewed earlier research on the impact of pronunciation training on learner achievements, and discussed English pronunciation in a comfortable way. Unlike Gilakjani (2012), Wei (2006) began his research in the context of Asian EFL because of the problems with teaching pronunciation. He wanted to study articles on strategies from different sources to teach pronunciation. To this end, a study conducted by Scarcella and Oxford (1994) compared the conventional approach and the research-based approach. Finally, since English pronunciation was a neglected topic in EFL teaching as it is in Asia today, Wei (2006) provided a source of strategies and techniques that teachers can use in their classrooms.

Self-monitoring and computer-aided learning of languages are just two of the strategies. Both methods are essentially based on intonation, stress and rhythm, vowels and consonants. He said these were the fundamental contents of pronunciation teaching and that teachers should use the correct technique to cover those components according to their pronunciation classrooms. The importance of offering good instruction in pronunciation classrooms should not be misunderstood. In this context, Atli and Bergil (2012) tried to address the impact of pronunciation instruction on students‟ overall communication ability. In this study, 20 students from the ELT class were given a pre-test and post-test, and a data collection questionnaire. Atli and Bergil (2012) concluded that pronunciation instructions

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have a significant impact on students‟ ability to communicate. They emphasized that without the instruction, EFL students struggle to learn pronunciation skills.

Approaches used to teach pronunciation when studying pronunciation are also a research issue. For example, due to the issue of correcting fossilized errors in the pronunciation teaching classrooms, Demirezen (2010) aimed at presenting a new model called the audio articulation model. This model is an icebreaker of faulty pronunciation and aims to correct fossilized errors and expand the horizons of competent pronunciation teaching in the difficult work. Consideration of ways to improve the pronunciation of language learners, Roohani (2013) intended to address two different approaches; pronunciation teaching methods to investigate the effect on learner‟s age of pronunciation. Participants in the research were 50 low-intermediate learners from the Iranian EFL. Roohani (2013) considered age to be an important factor in both approach implementations. Since teachers do not pay adequate attention to pronunciation training in the field of English language teaching and as most students in the curriculum have no training component, Hashemian and Fadaei (2011) investigated the efficacy of intuitive-imitative and analytical-linguistic approaches to vowel and diphthong teaching. Furthermore, they concentrated on whether elementary level learners respond differently to the approaches described above. The participants in this study were 40 Iranian foreign language learners who took the form of two elementary classes to attend a language school. They concluded that language learning taught using intuitive-imitative method led to better diphthong pronunciation.

Today, many pronunciation teaching practitioners are trying to go beyond traditional classroom techniques like repeat drills, recognition and discrimination tasks, articulatory system descriptions or transcription practice. Since the advent of communicative approach, which has dominated the entire spectrum of foreign language teaching, pronunciation methodology has begun advocating more approaches based on discourse. Therefore, the

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focus has shifted significantly from teaching segmentals to suprasegmentals, in order to improve general understanding. Today‟s pronunciation curricula tend to reflect a more balanced treatment of suprasegmentals developed into highly functional load segmentals (Celce-Murcia et al, 1996). However, pronunciation has for some time ignored the sound‟s interaction with function and meaning, traditionally focusing only on precise sound production and intonation patterns. Now the scope of pronunciation instruction is being seriously questioned since it is considered that accuracy and fluency are highly interrelated. Thus, fluency-based communicative activities are increasingly incorporated into pronunciation instruction, especially in the initial stages of teaching in the form of warm-ups.

2.5.2 Evaluating pronunciation

Due to the growing maturity of speech recognition and processing technologies, automated systems for assessing highly predictable speech (example, read speech or speech that is quite constrained in the use of vocabulary and syntactic structures) have emerged in the past decade (Bernstein, 1999; Franco et al, 2000; Hacker et al, 2005; Witt, 1999). Efforts in automated scoring for spontaneous speech were, however, sparse, given the difficulty of identifying and measuring spontaneous speech. For this reason, the idea for the use of construct came to light. A construct is a set of knowledge, skills, and abilities measured by a test. The construct of the speaking test is embodied in the rubrics that human raters use to score the test. It consists of three key categories: delivery, language use, and topic development. Delivery refers to the pace and the clarity of the speech, including performance on intonation, rhythm, rate of speech, and degree of hesitancy. Language use refers to the range, complexity, and precision of vocabulary and grammar use. Topic development refers to the coherence and fullness of the response. Most of the research on spontaneous speech assessment focuses on the delivery aspect given the low recognition accuracy on non-native spontaneous speech.

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2.5.3 Teacher's role

While attitudes towards and expectations of teaching pronunciation have changed over the past two decades, it appears to have gained traction in academic literature, yet it is unclear how far that transition translates into practice. Many writers, including Celce-Murcia et al (2010) and Gilbert (2010) have commented on the fact that pronunciation work still seems to be viewed as a supplementary rather than an integral language skill. There may be several reasons for this and some of them may be determined by investigating teachers‟ beliefs and attitudes towards pronunciation teaching. Baker (2011) undertook some research to investigate teacher cognition relating to the teaching of pronunciation. Most of the participants had undertaken formal pronunciation training and were regular subscribers to a teaching journal (Baker, 2011). Therefore, although the research provided useful insights into teacher attitudes towards pronunciation teaching, the sample seemed oriented towards a special interest in pronunciation. Thus, it would be useful to research further whether teachers generally value an emphasis on pronunciation teaching and if so, to what extent and what the goals of such teaching should be.

Macdonald (2002) is often cited in the admittedly scant literature on teachers‟ views of pronunciation. His research among teachers in Australia on ELICOS (English Language Intensive Courses for Overseas Students) and migrant programmes, worked on the premise that teachers were taken out of their comfort zone when teaching pronunciation and he investigated reasons for this reluctance. The reasons cited by teachers were lack of formal curricula which in turn made integration of pronunciation difficult since it was not a central element of teaching; the lack of a framework for assessment; the uncertainty of how much to monitor and when or what to correct, and a lack of appropriate training (Macdonald, 2002).

With all these factors, it is of course understandable that teachers may lack confidence when teaching pronunciation, which, a decade later, still seems to be the case (Baker, 2011;

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Brinton, 2012; Gilbert, 2010). In Baker‟s research among six ESL teachers on various ESL programmes in the USA, it emerged that other difficulties for teachers included the lack of time available to devote to pronunciation teaching, and, due to a lack of materials of translating theory into practice through effective activities (Baker, 2011). In addition, many experts, such as Underhill (2005), note the difficulty of teaching prosodic features due to their intangibility and a consequent lack of confidence among teachers to deal with this area.

2.5.4 Students' role

Over the last two decades, the role of the beliefs and attitudes of the learners in language learning and teaching has been viewed as increasingly important. Teachers are often asserted to teach according to the needs of their students (e.g., Morley, 1991; Pennington, 1996; Scrivener, 2005). Jenkins (2000) suggests that if learners require English for international communication with non-native speakers, a local variety of English should be taught, rather than a native speaker model. Equally, teachers in an EFL environment need to consider the motivation and learning aspirations of their students. This is particularly true of adult learners who have come to an English-speaking country to study and are therefore likely to have important reasons for doing so. As Harmer (2007, pp. 84-85) points out, "adult learners have expectations and pre-conceived ideas based on previous learning". Therefore, as highlighted by writers such as Harmer (2007) and Brown (2009), it is important for teachers to gain a deeper insight into their learners‟ beliefs and needs. It is clearly beneficial for teachers to better understand their students‟ previous learning, motivation and objectives as well as attitudes towards and perceptions of language and language learning, in order to inform classroom practice. Furthermore, there is evidence to suggest that learners‟ own beliefs may affect their success in language acquisition (Brown, 2009; Cenoz & Lecumberri, 1999).

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Consequently, research into students‟ perceptions and beliefs has increased in recent years. However, as Simon and Taverniers (2011) and Müller (2011) state, research into these beliefs in relation to pronunciation is still quite rare. Nevertheless, there have been various studies, particularly during the last decade, which attempt to deal with this gap in the literature. In 1999, Cenoz and Lecumberri carried out research among students at the University of the Basque Country and found that while all participants seemed to find English pronunciation (including a variety of accents and models) difficult, "they also felt it was important" (1999, p. 3). Derwing and Rossiter (2002) researched learners‟ perceptions of their language needs with relation to pronunciation (in an ESL2 setting in Canada), finding that 55% of participants in the study felt that pronunciation constituted a significant problem for them and that 90% would undertake a specialist pronunciation programme if it were available.

Other studies have also found that students seem to value the teaching of pronunciation. Tergujeff (2013), in a study carried out in Finland, found that students with a higher level of English (Upper Secondary 15-16 year olds) wanted more pronunciation teaching. In these studies, the desire for more pronunciation teaching and recognition of its importance to participants seems clear. About half of the research in this area investigates the opinions of students learning English in an English speaking country. Most of these constitute a series of investigations by the same group of researchers in Canada, with one study looking at the UK. It would therefore be useful to carry out further research into the perceptions of those who choose to study in the UK as it is still a popular destination for English language students. In 2011, Müller explored how the „study abroad‟ context has a significant effect on the acquisition of pronunciation. Accordingly, Simon and Taverniers (2011) found that the participants in their research felt that studying in an English-speaking country would have the most beneficial effect on learning pronunciation.

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2.5.5 Characteristics of English-speaking performance

According to Mazouzi (2013), the activities of learners should be designed on the basis of equivalence between fluent achievement and accuracy. Both fluency and accuracy are important elements of an approach to communication. Practice in the classroom will help learners improve their communication skills. Therefore, they will learn how well the language system works.

2.5.5.1 Fluency

The first characteristic of speaking success is fluency and it is the teachers‟ main goal in teaching speaking skills. According to Hughes (2002), fluency is the ability of the learners to talk in an understandable way so as not to break down communication, as listeners can lose interest. Hedge (2000) observes that fluency is the ability to respond coherently by linking words and phrases, clearly pronouncing the sounds and using stress and intonation. Fluency is the degree to which the learner can talk with few false starts and hesitations at a reasonable speed (Nunan, 2015).

2.5.5.2 Accuracy

The second characteristic of speech performance is precision. Here, learners should learn a foreign language very fluently. Teachers should therefore stress on accuracy in their teaching process. When speaking, emphasis should be laid on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013). Learners should pay sufficient attention to the accuracy and completeness of the language form. According to Nunan (2015), accuracy refers to the degree to which the discourse of the learners is grammatically appropriate, with simple, intelligible pronunciation and suitable vocabulary choice.

2.5.6 Summary

The literature has revealed that teachers should give their learners sufficient time to develop their speaking skills, help them overcome their timidity through friendly behaviours

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to make them feel comfortable when speaking, remind their learners not to worry about making mistakes, and provide them with true instructions and guidance. Teachers should also give more opportunities to their learners to speak English using some speaking tasks that will help them to speak and urge them to take part in speaking activities. Furthermore, teachers should know when and how to correct mistakes made by their learners so they are not afraid to make mistakes.

2.6 Problems with teaching English pronunciation

There are some speaking skill problems teachers may encounter in helping students in the classroom. These include inhibition, lack of topical knowledge, low involvement, and use of the mother tongue (Tuan & Mai, 2015). The first difficulty students face in class is inhibition. They are sometimes discouraged when they wish to say something in the classroom. Students worry about making mistakes and they hate criticism. They feel ashamed of the attention of the other students against themselves. Littlewood (2007) notes that language classroom can create inhibitions and anxiety for the students as well. The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. Baker and Westrup (2003) also support the above idea and opine that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to listen to him or her. In the speaking class, some learners dominate the whole class while others talk very little or never speak. The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them to

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do so (Tuan & Mai, 2015). According to Harmer (1991), there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. Thus, if teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates. The final reason borders on the fact that if teachers regularly use their learners‟ mother language, their learners will feel comfortable to do same in their speaking class.

Hyland (1997) investigated learners from eight disciplines at five Hong Kong institutions. The findings of his research indicated that proficiency in English was a significant factor for the academic success of an English environment. The findings also showed that the learners‟ language difficulties were related to the productive skills of writing and speaking. Evans and Green (2007) examined the language difficulties experienced by students at a Hong Kong university. The results of this study revealed that the students‟ difficulties in academic speaking centered on issues such as grammar, fluency, and pronunciation and on academic writing like style, grammar, and cohesion. In sum, teachers who are the major stakeholders in the lives of learners should consider the needs and feelings of their students, boost the self-confidence of their learners, and choose the best method of teaching to keep their learners engaged in the speaking operation. Teachers should applaud their English speaking students when they perform. They should establish a friendly relationship with their students, make them feel very comfortable in the classroom and have a sense of great enthusiasm and eagerness to learn English in general and to speak English in particular.

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2.7 Conceptual framework: Spolsky's model of second language acquisition

Over the years, a lot of scholars have been involved in the area of language attitude. This prompted other scholars to come up with some learning hypotheses. According to Larsen-Freeman and Long (1994), "one of the most obvious reasons for second-language learners" lack of comparative success is that SL learners appear to acquire language at a later age than first-language learners" (p. 153). Nonetheless, many other factors have been identified as potential explanations for the differential performance among second language learners. As Ellis (1995) points out, "a learner"s attitude has an impact on him and it is influenced by the success on the level of the L2 skill achieved by the individual learner" (p. 198). From this, it can be argued that Ellis sees the role of attitude as an important variable that influences the degree of success in learning the second language.

Motivation typically tends to be the second best predictor of success after aptitude, according to Skehan (1989). Gardner (1985) posits that motivation deals with four factors. These are aim, effortful action, a desire to achieve the goal, and a positive attitude towards the activity in question (Gass & Selinker, 2008). Spolsky (1989) states that students will spend more time learning a second language aspect as their motivation increases, while Lewin (1952) believes that learning itself is motivation and leads to success. By comparison, Bruner (1966) believes that excessive motivation may cause learners to lose their natural curiosity, especially if they are forced to learn (as cited in Mao, 2011). Spolsky (1989) posits that, "the condition leading to second language learning requires a clear and precise definition of what it means to know a second language" (p. 30.). He proposes a systematic second-language learning model that he calls *a model of choice*. Figure 2.7 showcases a pictographic representation of Spolsky"s model.

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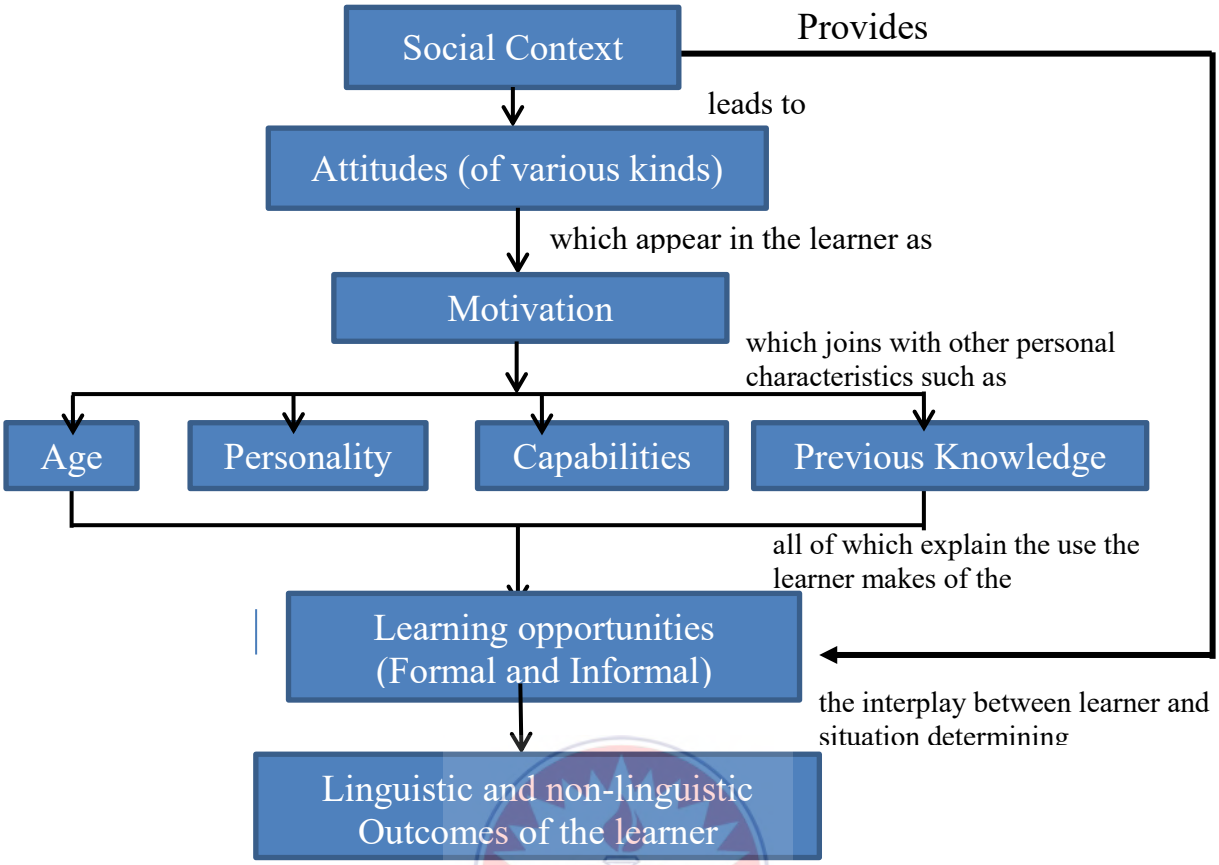

Figure 2.7. Spolsky"s Model of Second Language Teaching and Learning (Spolsky, 1989).

The conditions are evaluated at the same time in the sense that the stronger the learning will be, the more a condition is met. These conditions are interlinked with clusters that communicate with each other. Therefore, the paradigm of Spolsky stresses both the ambiguity and interactivity of individual characteristics in learning a second language. It is possible to distinguish two major clusters; social context and circumstances of learners (see Figure 2.3). Second Language Acquisition (or SLA), is used in terms of any language acquired after the first language. That language can also be called the goal language. Social context, attitude and motivation are factors which could have a profound impact on SLA.

2.7.1 Social context

Learning happens through social interaction within specific contexts and communities with others (Fagan, 2008). Social factors influence the achievement, and students learn from outside the classroom in a social situation that is affected by social influences. Social context

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is important in the creation of attitudes towards the target language, its speakers and the situation of language learning. When this happens, motivation evolves accordingly. The social context also defines learning opportunities. It is assumed that students are social beings and are involved in organized social networks. In this viewpoint, the social meaning and its interaction with learners or the social being are emphasized. It is in this social context that the language of the learner occurs. It also accounts for the structuring of the above mentioned learning opportunities (Mitchell & Myles, 2004, p. 27). Furthermore, Lantolf and Johnson (2007) argue that the point is not that social activities affect cognition, but that social activity is the mechanism by which human cognition is created (p. 878). Students in Koforidua come from different background which is one of the important social factors that influence students‟ attitude. Therefore, if the social setting he or she is coming from has libraries and the people there engage in reading, it will have a great impact on the learning of Oral English since most of them will be familiar with words and its pronunciations.

This relationship between the individual learner and the social learning context is considered as dynamic, reflective, and ever-changing. These relationships were historically dominated by the characteristics of the fixed learner (Mitchell & Myles, 2004, pp. 27-28). However, in the context of second language experience and accessible interaction, motivation and anxiety are known to be constantly changing given that language learning is a collective matter and the information is developed socially at first through interaction. A second language learner will certainly be influenced by communication and access to the social context (Spolsky, 1989).

2.7.2 Attitude

Attitudes towards second language can have an effect on the learning process. The learner‟s attitudes are the fundamental aspects in the language learning process, but it can also be important to support the family, views within the peer group, attitudes at school, and

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even in the society. The attitude a person has towards something is based on experiences. Behaviours are described as the feelings, thoughts and opinions towards an object. It can either be positive, negative, or neutral. It seems clear that second-language learning benefits from positive attitudes, and that negative attitudes can lead to lower motivation and inadequate achievement of skills" (Brown, 2007, p. 193). According to social psychologists, the learner‟s attitudes towards the target language, its speakers and the context of learning play an important role in succeeding or failing to learn a language. Likewise, Krashen points out that those with more friendly attitudes to second language learning will not only pursue and get more data, they will also have lower filters. They are going to be more open to feedback and hit harder (Mitchell & Myles, 2004). According to Gardner (1985), there are two kinds of attitudes: attitudes towards the people who speak the target language and attitudes towards the practical use that the learner assumes he can learn. Attitudes have no direct influence on learning, "but result in motivation that does" (Spolsky, 1989, p. 149). Thus, the attitudinal factor interacts with the personal abilities of the learner in evaluating the use of the language learning opportunities available.

2.7.3 The ABC of attitude

2.7.3.1 Affective

The affective component is the emotional (liking or disliking) response to an object in attitude. It is also important element when it comes to the acquisition of a second language. The attitude of a person towards an object cannot be defined simply by defining his views about it, since the learner‟s emotion operates at the same time as the cognitive process about an object of attitude. Agarwal & Malhotra (2005) argue that the research streams of effect (feelings and emotions) and attitude (evaluative judgment based on brand beliefs) are combined to propose an integrated attitude and choice model. Oxford (1990) said that one of the important factors in learning a language is the affective side of the students. According to

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Krashen (1982), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.

2.7.3.2 Behavioural

The aspect of behaviour is an individual‟s verbal or implicit (nonverbal) (Wicker, 1969) behavioural inclination and it consists of behaviours or measurable responses arising from an object of attitude. It requires the (favourable or unfavourable) response of the individual to do something concerning the object of attitude. Attitudinal reactions are reliable. That is, it is possible that a sequence of responses to a given attitude stimulus would demonstrate some degree of organizational structure or predictability (Defleur & Westie, 1963).

2.7.3.3 Cognitive

The cognitive aspect is an entity assessment that constitutes the opinion of a person about the object (belief or disbelief). The cognitive component refers to an individual‟s thoughts and beliefs about an object in his attitude. Fishbein & Ajzen (1975) posit that belief is knowledge about an entity that a person has; information that explicitly connects an object and its attribute. The cognitive component is the storage section where an individual organizes the information.

2.7.4 Motivation and its relationship with other factors

Motivation is an important variable of love and each person is motivated differently in their environment and behaves uniquely. But these unique acts are carried out within a cultural and social environment and cannot be separated entirely from that context (Brown, 2007). Countless studies and experiments have shown that motivation is a key element in learning second language. Among various behavioural, cognitive and constructivist perspectives on motivation, the latter emphasizes both the social context and the individual‟s

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personal choices. Motivation interacts with other factors to affect an individual‟s attitude towards learning a second language. These factors are discussed as follows:

2.7.4.1 Age

Within second language learning research, there has been an ongoing debate about age-related learner differences connected to maturation. It has been observed that the ability of reaching high levels in a second language seems to decrease with increasing age, from childhood to puberty. In a research overview, Long (1990) finds that most researchers agree that there are some kinds of maturational constraints on the ability of reaching native-like proficiency in a second language. He says that there are sensitive periods. These are periods with no clear-cut beginning or end boundaries, during which there is a cumulative decline in the ability to reach native-like competence. For example, Long‟s overview suggests that children, but not adults, can reach a native-like pronunciation of the second language and that the sensitive period for phonology falls off around the age of 6. Furthermore, Long hypothesizes that there is a sensitive period for morphology and syntax which ends around the age of 15. In the search for explanations for these age-related differences, Long concludes that neurological, rather than input and social or psychological factors, appear to explain the decline in language learning ability. In other words, as the human brain loses its plasticity step by step until puberty, the ability to reach native-like ultimate proficiency in a second language declines.

Hyltenstam and Abrahamsson (1977) refer to several studies which show that there are in fact a few individual late learners, starting their learning after puberty, who have been able to reach overall levels of proficiency in the second language high enough to let them pass as native speakers to native judges, although closer linguistic analyses show that they are close to native, or near-native, rather than native-like. These studies were put together to cover all kinds of proficiency aspects, including pronunciation. In view of this, it is possible

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to reach near-native as opposed to native-like levels of proficiency in spite of maturational constraints. Hyltenstam & Abrahamsson again suggest that maturation explains the general decline in learning ability for all learners, whereas non-maturational factors explain the success of these exceptional learners. According to them, these non-maturational factors seem to be social or psychological in character, for example high motivation, high aptitude, and high-quality instruction. This means that exceptionally good social or psychological circumstances can compensate for maturation and can allow for near-native proficiency after puberty.

2.7.4.2 Personality

In our day in and day out activities, we can speak of someone as having a certain personality for example, a second language learner. The result of personality studies has been inconclusive within second language learning research (Larsen-Freeman & Long, 1991). Ellis (1994, p. 517) describes those previous studies as "scanty, unsatisfactory, and a very mixed bag". Gardner (1983, p. 203), on the other hand, also offers another concept of integrative motivation as "learning a language because the learner wants to identify with or become part of a society". Judging from the meanings, it gives clear understanding that a learner is only inspired integratively when learning a language, because the case is either he wants to learn the language or he does not want to learn.

Cooper and Fishman (1977) listed another form of encouragement which is important for learning languages. It is defined as the motivation for *growth*. Also known as personal motivation, this motivation is motivated by "personal improvement or personal gain" (p. 243). Another form of motivation includes exercises to learn the language, such as reading books or watching movies in the target language. Many researchers support Spolsky (1989, p. 160) who notes that "a language can be learned for any set of practical reasons". This was confirmed by an example of a study involving a degree of engineering students" motivation to

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learn English that is related to developmental motivation. To conclude, both forms of motivation are closely related to the needs and goals of the students and if one wants to achieve the goals, they must work towards them. This is accepted by Crookes and Schmidt (1991, p. 10) as "the focus of the learner with regard to the second language learning target". Judging from Ellis" (1994) and Larsen-Freeman and Long" (1991) overviews, it seems safe to say that the results of studies on personality variables in second-language learning are inconclusive, uncertain, and needs more study (cf. Oxford 1999).

2.7.4.3 Capabilities of the individual

Language learning requires other attributes of the individual traits, such as high aspirational level, target focus, perseverance, positive task orientation, ego participation, and accomplishment need. There are certain characteristics of these characters that are useful or bad to the successful learning of a language. Good language learners are not necessarily those to whom a language comes very easily; but those who have perseverance, overcome frustrations, and attain a satisfactory level of achievement after many trials and errors (Naiman et al, 1978). The mature and mentally healthy adult who is relaxed, self-critical and humourous, will cope better with this demand for language learning than a static or state-conscious person who lacks self-awareness or humour and who feels a sense of deprivation in the early stages of language learning (Stern, 1991). Each person has different capabilities and a different level of cognition. In language learning, learners with better word comprehension, verbal knowledge, reasoning, and school achievement are also higher achievers. Thus, the ability to cope with a sound system and its written representation, the ability to comprehend its grammatical rule structure, and verbal memory skills are very important in different levels of language learning, according to research.

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2.7.4.4 Previous knowledge about English pronunciation

The teaching of pronunciation was irrelevant in the field of foreign language teaching during the majority of the nineteenth century, under the influence of the Grammar-Translation Method (Richards & Rogers, 2001, pp. 4-6). The foreign language was not taught with this method for daily communication. Talking skills were therefore ignored, and no attention was paid to pronunciation (Kailani & Muqattach, 1995). For example, the establishment of the International Phonetic Alphabet Association in the late 1880s resulted in the convergence of phonetics and L2 teaching as well as the dedication of descriptive and analytical techniques to teaching language sound systems with the aid of the phonetic alphabet (Celce-Murcia et al, 1996). Like some previous studies have suggested, the opinions of the learners suggest that phonetic training is not frequently used in English pronunciation teaching in Finnish schools, although phonemic transcription can be seen as a useful tool in pronunciation teaching especially for Finnish-speaking L1 learners. This is because "the learners are used to closing letter-to-sound correspondence in their L1" (Suomi, Toivanen & Ylitalo, 2008, p. 141), and a correlation has been suggested between pronunciation skills and phonemic transcription skills (Lintunen, 2004).

2.7.5 Learning opportunities

It has been illustrated so far that social context contributes to behaviours that serve as inspiration in learners who interact with other personal characteristics, all of which explain the use made by learners from the learning opportunity available. In the meantime, we need to focus directly on the other parallel position of the social context which offers formal or informal opportunities. The society provides educational opportunities (formal situations) whose availability depends on the social context when formal learning takes place in a school. Formal learning accounts for the rationale, goals, and priorities of the school. It is also the social context, which is the basis of informal language use and learning

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opportunities. Informal circumstances are available in various kinds and amount according to social conditions that decide a learner‟s possible opportunities to interact with target language speakers and authors. The social context thus “defines the nature of social interaction and other communicative interactions possibilities” (Spolsky, 1989, p. 26).

2.7.6 Linguistic and non-linguistic outcomes

Ellis (1987) refers to the linguistic elements as the *linguistic context* which includes the preceding and following elements in isolated utterances as well as the verbal setting of whatever category the linguist wishes to investigate. He further calls the extra linguistic elements as the *situational context* which includes both the macro and micro levels. At the macro level, it includes such realms as the school, the family, the church, the government administration. At the micro level, it includes such variables as scene (setting and purpose) and participants participating in a speech event (Brown & Fraser, 1979). Informal learning is also called natural language learning in which the individual picks up a second language in the environment where it is used. Such learning occurs through communicating with the others as the central purpose since the language is used for communication in informal learning. The learner encounters fluent speakers of the target language whose language used is free and normal, and the context is the real outside world.

Spolsky‟s conditions of natural learning include *Communication condition*, arguing that the language is being used for communication which provides a necessary kind of practice for the learner because he has to make use of his language for successful communication. The other condition is the *Fluent Speakers condition* which expresses that many speakers in the environment are fluent and native through which the learner encounters a variety of forms and styles to match his own knowledge with. *Open Area condition* also asserts that the learning occurs in the open or in unconstrained areas. Here, we see that the natural context obviously provides contextual clues for comprehending the language and

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facilitates understanding the rules in different physical and social contexts. Yet, the other condition known as *Uncontrolled Language condition* affirms that the language is normal and uncontrolled. As mentioned earlier, a learner encounters a variety of forms and natural styles which are normal and not bookish. Finally, Spolsky stipulates *Comprehensible Input condition* saying that the learner is expected to understand; therefore, the speaker makes an effort to see that language is comprehensible. Although mentioned before, it is worth restating that the learner is expected to understand, hence, the speaker tries to maintain a language that is comprehensible.

Although natural conditions need to be imposed on formal teaching, we need to know that in one way or the other, natural language learning situations are restrained in the social control over the linguistic context. The results of various studies support the general view that there is benefit in formal instruction because it provides options in two important areas including manipulation of input and the production tasks set for learners (Spolsky, 1989). The results of some studies conducted by Long (1988) provide further support saying that formal instruction is the most effective way for adults to learn an L2 concluding that formal L2 instruction has positive effects on SLA processes and the rate at which learners acquire the language and on their ultimate level of attainment (1988). Although there are obvious advantages in informal language learning, there are also great advantages in the conditions of formal instruction. Spolsky (1989) identifies this last condition known as *Formal Language Learning-Teaching condition* which states that in formal language learning situations, multiple opportunities to observe and practice the new language can be provided.

The more these match other relevant conditions (the learner, the goals, and the situation), the more efficient the learning will be. Appropriate formal L2 teaching would not only provide the best set of opportunities, but would also do this in a way that exploits "previous knowledge, recognizes language differences, takes advantage of individual student

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capacities, respects learners‟ personalities, and benefits from positive attitudes and minimizes negative ones" (Spolsky, 1989, p. 200). The interplay between the language learner and the learning opportunity determines the learner‟s success in achieving the linguistic outcomes such as linguistic and communicative competence of a variable nature and non-linguistic outcomes. The *Linguistic Outcome condition* of learning is explained as follows: Someone knows a second language if one or more criteria are met. The criteria are specifiable: as underlying knowledge or skills, analyzed or unanalyzed, implicit or explicit, of individual structural items which integrate into larger units such as functional skills for specified purposes or as overall proficiency, productive or receptive, with a specified degree of accuracy, with a specified degree of fluency and with a specified approximation to native speaker usage of one or more specified varieties of language. Non-linguistic outcomes include changes of attitude and satisfaction or frustration of personal learning goals that have been determined personally or socially.

2.7.7 Summary

The literature of this research is based on this model to help find out the attitude of students towards the teaching and learning Oral English. It will also help the researcher to understand the impact of the social context of students, attitude, motivation opportunities, and linguistics and non-linguistic outcomes on the teaching and learning of Oral English. The framework is deemed appropriate for the study since it is based on the understanding of Spolsky‟s model which is applicable because it will enable the researcher to understand the effect students‟ social context has on their attitude formation towards teaching and learning of Oral English in some selected schools in Koforidua.

2.8 Importance of English pronunciation

Humans are programmed to speak before they learn to read and write. In any instance, human beings spend much more time interacting orally with language rather than using it in

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its written form. Pronunciation is the most important skill because it is one of the abilities that are needed to perform in a conversation. English speaking is not an easy task, since speakers should be familiar with many important components such as pronunciation, grammar, vocabulary, fluency and understanding. In this sense, learners should have enough English speaking ability to easily and effectively communicate with other people. To this end, Rivers (1981) studied language usage outside of the situation in the classroom and recognized that speaking is used twice as much as reading and writing together. Listening and communicating are the language methods of the learners according to Brown (1994). Efrizal (2012) and Gilakjani (2016) intimate that pronunciation is of great importance for the interaction of people, where they speak everywhere and every day. Speaking is the way ideas and messages are transmitted orally. Therefore, we should use the language of real communication if we want to encourage students to communicate in English, and expect them to do same. Richards and Rodgers (2001) state that speaking skills were ignored in the classrooms where the emphasis was on reading and writing skills in the traditional methods. For example, reading and writing were the important skills in The Grammar-Translation method, and speaking and listening skills were not considered to be of great importance.

According to Ur (2000), speaking is the most important of all the four language skills which are listening, speaking, reading, and writing that are needed for effective communication. The significance of pronunciation is indicated when other language abilities are integrated. Speaking helps learners develop their skills in vocabulary and grammar and then improve their writing skills. Students can express their emotions, ideas, tell stories, ask, speak, discuss and demonstrate a language‟s various functions using speaking. Talking outside the classroom is important. Language speakers therefore have more chances to find employment in different companies and businesses. Baker and Westrup (2003) endorse these claims, stating that learners who speak English very well can have greater chances of better

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education, finding good jobs, and getting promotion. Previous researches agree that without sufficient incentives for effective repetition, individuals cannot learn a language. Interactions with the oral language and the opportunity to produce the language in meaningful tasks provide the practice which is very important for internalizing the language. Asher (2003) supports the idea that learners like to imitate what was said very soon after teachers model the language. The relationship between listening and speaking skills was explored by Krashen (1988). He observed that when students speak, their speech is a proof that they have acquired the language. In effect, English pronunciation is necessary for learners as it enables them to communicate effectively in the second language.

2.9 Related studies

Boonkit (2010) conducted a study of factors that improve the growth of speaking skills of the learners. The results showed that using effective speaking ability exercises can be a successful strategy to reduce the anxiety of speakers. The results also showed that the free choice of topic encouraged the participants to feel comfortable, convinced them to speak English, and increased confidence in speaking among EFL learners. Tanveer (2007) investigated the factors that caused learners anxiety about learning speaking ability and the effect of anxiety on the communication in the target language. The results obtained suggested that the feeling of stress and anxiety of the learners is preventing their ability to learn and perform well in language learning. He concluded that the higher the anxiety, the less the speaking efficiency of the learners.

Some studies were also conducted to investigate the attitude of second or foreign language learners. These studies helped the researchers to understand how to identify the attitude of the learners. As a result, some questions were adapted from Benson (1991), Sarjit Kaur (1993), and Qashoa (2006) to assess the motivation of students in Petroleum Engineering. There were some additional studies that focused on behaviours of learners (Al-

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Quyadi, 2000; Buschenhofen, 1998; Karahan, 2007). These studies, in addition to adapting questions to investigate the attitudes of the students, helped the researchers build their ideas on how to identify the attitudes of students of Petroleum Engineering towards English. That is, the word *attitudes* in this study included four main categories: attitudes towards the use of English in the Yemeni educational context, attitudes towards the use of English in the Yemeni social context, attitudes towards the English language, and attitudes towards the English-speaking world culture.

In another study, Urrutia and Vega (2010) have shown that the oral success of learners has been affected by their shyness, lack of vocabulary, and fear of being despised. It was also pointed out that communication between the learners‟ self-confidence, vocabulary awareness, and the class climate helped them to develop their speaking skills. In addition, Prieto (2007) did a study on the activities of cooperative learning. The results of her study showed that one way to improve speaking ability is to communicate with others, learn from others, and choose the subjects that are based on the desires of the learners to encourage them. Bozorgian (2012) explored the relationship between listening competences and the other language competencies. The results revealed a close correlation between listening comprehension and language skills. That is, the higher the score for listening, the better the score for speaking. Finally, Lukitasari (2003) conducted a study of the approaches of the learners in addressing their speech problems. The results obtained from this study showed that learners face many speech difficulties in their speaking classes, such as hesitation, nothing to say, low participation, and use of mother tongue. The other result of this study showed that learners did not improve their ability to speak because they had not mastered the vocabulary, grammar, and pronunciation elements.

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2.10 Conclusion

The chapter analyzed the factors affecting the success of the English speaking students. The factors mentioned in the study play an important role in the development of speaking skills of the learners. The factors made learners less optimistic in their speaking lessons, and less relaxed. The issues of learners‟ attitudes have not been sufficiently addressed when it comes to high school students. In other words, no study has been conducted to explore the types of attitudes that Senior High School students might have towards the teaching and learning of Oral English as an aspect of English language teaching in Ghana. Analyzing the situations that highlighted the gap in the literature with regard to Senior High School students‟ attitudes towards the teaching and learning of Oral English, it is evidently seen that much has not been done or said about Oral English in the literature on students‟ attitude towards its teaching and learning in the Senior High Schools, since its introduction in 1999. Therefore, this study focuses on students‟ attitude towards Oral English and its teaching and learning in selected Senior High Schools in Koforidua. The next section presents a description of the methodology adopted for data collection and analysis for the present study.

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CHAPTER THREE

M E T H ODOLOGY

3.0 Introduction

This research is aimed at finding out students‟ attitude towards the teaching and learning of Oral English in Senior High Schools in Koforidua**.** It explores the various elements responsible for students‟ attitude towards the teaching and learning of Oral English. This chapter presents a description of the method that was used in conducting the research. It presents information on the research approach, research design, population, sample and sampling technique in the study. It also presents a discussion of the research instruments, data collection procedure and data analysis methods.

3.1 Research approach

Mixed methods research has been described in a variety of ways which can make it a difficult concept to understand (Niglas, 2009). It is a method that focuses on collecting, analyzing and mixing in a single study both quantitative and qualitative data. The combination of the use of quantitative and qualitative methods provides a stronger understanding of research issues than either methodology alone. Creswell (2008) notes that analysis using mixed approaches is both a methodological principle of research design as well as investigative methods because it focuses on gathering, evaluating and integrating in a single study or series of studies both quantitative and qualitative data. This study conveniently adopted this approach to find out the attitudes of students towards the teaching and learning of Oral English. This is because it employed the use of both questionnaire and interview as its instruments to collect data.

3.2 Research design

Creswell (2014) divides the mixed method into three primary models. These include the convergent parallel method. This method is a type of mixed method in which the

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researcher converges or merges both quantitative and qualitative data to provide a comprehensive analysis of the research problem. The researcher usually gathers all types of data approximately at the same time in this method and then incorporates the information into the overall analysis. Convergent parallel method was adopted for this study because the approach used both questionnaire and interview concurrently in collecting the data on the students" attitude towards the teaching and learning Oral English. The participants addressed questions related to their attitude towards the teaching and learning of Oral English. The researcher utilized statistical methods (SPSS) to analyze the quantitative responses, while the researcher interpreted the qualitative interview responses provided by the selected sample population concurrently.

3.3 Population

Blaikie (2009) defines a research population as an aggregate of all cases that conform to some designated set of criteria. It is the group the researcher wishes to use in the investigation. All the students in seven (7) Senior High Schools in Koforidua were the target population. Each school has approximately two thousand and one hundred (2,100), made up of SHS 1, SHS 2 and SHS 3 (Green Track) students in the schools, out of which 100 students were randomly selected from SHS 2 and SHS 3 classes. This selection was done based on the fact that the SHS 1 students had not been introduced to the teaching and learning of Oral English. Therefore, the focus was on SHS 2 and SHS 3 students as the targeted groups of interest.

3.4 Sample size and sampling technique

3.4.1 Sample size

The study was conducted in seven (7) Senior High Schools in Koforidua. Each of these schools has a population which is above 1000, including teachers. The researcher could not possibly use all the students and the teachers in the various schools to conduct the

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research. Therefore, the researcher decided to use seven hundred (700) students and thirty five (35) teachers to conduct the study. This meant that hundred (100) students and seven (5) teachers were selected from each of the participating schools.

3.4.2 Sampling technique

This section discusses the various techniques the researcher utilized to get the sample size for the study. The two major sampling techniques employed are random sampling, used to select students and purposive sampling, used to select teachers.

3.4.2.1 Random sampling

This sampling technique involves the selection of participants on the basis of probability. That is to say, every student has the chance to be included in the study. In line with this research, the researcher used the simple random technique to select the students. According to Gupta (1993), a simple random sampling is a technique used to select participants for a study from a more homogeneous and comparably larger group. A simple random sample is meant to be an unbiased representation of a group. It is considered a fair way to select a sample from a larger population since every member of the population has an equal chance of getting selected. It is also considered as a fair way of selecting a sample from a given population since every member is given equal opportunities of being selected.

It is clear that this sampling method was the most applicable to find out students‟ attitude towards the teaching and learning of Oral English since the research work was conducted among a large number of senior high school students. It provided participants with an equal opportunity to be randomly selected. The study randomly selected hundred (100) students from each of the seven (7) schools to answer the questionnaire and five (5) students were also selected for the interview. To obtain the sample, numbers 1-10 were written on pieces of paper including blank papers for students in the three combined classes in each school to pick. All those who picked the first seven numbers formed part of the sample.

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3.4.2.2 Purposive sampling

Purposive sampling technique was also used for selecting the participants for the study. The teachers of English were purposively sampled because they are in key positions to answer the technical questions. Here, 35 teachers from the 7 Senior High Schools were selected to answer questionnaire while 5 teachers were selected for the interview. Creswell (2002) opines that in purposive sampling, researchers intentionally select individuals and sites to learn or understand a phenomenon. Cohen, Manion and Morrison (2003) cited in Avoke (2005) also assert that purposive sampling enables researchers to handpick the cases to be included in the sample on the basis of their judgment and typicality. In this way, the researcher builds up a sample that is satisfactory to specific needs. In all, a sample of 735 students and teachers were recruited for the study.

3.5 Instrumentation

Since the research was based on a mixed method approach, the study adopted questionnaire and interview guide for the study.

3.5.1 Questionnaire

The researcher adopted a 6-point Likert scale format with the responses (1 = strongly disagree, 2 = fairly disagree, 3 = disagree 4=agree, 5 = fairly agree 6=strongly agree). In addition, there is a subsection in the questionnaire with the responses of a 4-point Likert scale as 1= Very often, 2 = Often 3= Sometimes, 4 = Never, to rate the attitude of students towards the teaching and learning of Oral English. The 4-point scale is considered the new Renis Likert rating scale approach for calculating personal attributes and is ideal for measuring such (Chang, 1993). The scale cuts the option of answering without considering the measuring objects. This kind of measurement has a lot of aspects but the popular one is Renis Likert rating scale (Aiken, 2000; Cohen & Swerdlik, 2001; Gregory, 2003). Its advantage is that the consideration criteria are certain and easy to use. Also, the questions are also not too many

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but give higher reliability than other rating scale types (Snaw & Wright, 1967). The study selected hundred (100) students and thirty (35) English teachers to answer the questions based on this scale for the data to be analyzed.

3.5.2 Interview

There are a number of reasons for the use of interviews in qualitative research. McNamara (1999) notes that interviews are particularly useful for getting the story behind participant experiences. Kvale (1996) also explains that qualitative research interview seeks to describe the meanings of central themes in the lives of the subjects. A semi-structured interview was used because the research interview sought to collect data at both a factual and a meaning level. Kumekpor (1999) opines that in a face-to-face interview, both the respondent(s) and the researcher see and observe each other personally and directly and, in the process, may develop personal friendship, rapport, collaboration and exchange of information beyond the specific interview. It is further argued that in an in-depth interview, longer time is spent on fewer questions or on more restricted aspects of the topic but a larger amount of information is collected in greater detail. In this respect, face-to-face in-depth interview was used to collect data to augment the information provided in the questionnaire. The interview was conducted with five (5) students and five (5) teachers in each school out the hundred (100) students and thirty five (35) teachers selected from each of the school respectively to investigate the attitude of students towards the teaching and learning of Oral English in Senior High Schools in Koforidua.

3.6 Data collection procedure

As far as qualitative and quantitative research methodology is concerned, interview and questionnaire are the cardinal primary data collection instruments used. The questionnaires were distributed to the hundred (100) students and thirty five (35) teachers from the selected schools with the guide of the researcher under the supervision of some

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teachers of English in the schools. This helped to guide students in answering the questionnaire. The questionnaires were collected after they finished answering. The researcher then conducted a face-to-face interview with the selected 35 students and 35 teachers and recorded the interaction with a digital audio tape recorder.

3.7 Validity of instrument

Validity is the most important consideration in the developing and evaluation of measuring instruments (Ary et al, 2002). It is used to determine if an instrument measures what it is intended to measure. Therefore, to ensure the validity of the questionnaires and the interview guides, draft copies were sent to some lecturers from the Applied Linguistics Department, University of Education, Winneba, who read through and made the necessary corrections to ensure validity. After this review, the questionnaires and interview guides were sent to the researcher‟s supervisor for further review. From the responses in the pilot study, it was clear that respondents understood the questions as they were fully and well answered.

3.8 Reliability of instrument

Reliability is a major concern when a psychological test is used to measure certain attributes or behaviours (Rosenthal & Rosnow, 1991). For example, in order to understand the functioning of a test, it is important that the test used continually discriminates against individuals at one time or over time. To ensure reliability of the instrument used for the study, a pilot testing was conducted at the researcher‟s school between 3rd and 7th February, 2020. The researcher chose this school because it is one of the schools which exhibit the same characteristics as the others. The researcher supplied 10 of the draft copies of the questionnaire to the students and selected 3 students to interview. Time was made by the researcher for the participants to discuss any ambiguity, doubt and incoherencies that the respondents may face with any aspect of the draft. Participants thereafter, were given time to complete and return the questionnaire to the researcher. The pilot study helped to minimize

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ambiguous statements, particularly in the Likert items. Some statements were completely deleted because they were sometimes repeated elsewhere in the statements. All the necessary corrections and changes were made before the data collection.

3.9 Data analysis

Information collected from the questionnaires were evaluated through descriptive statistics using SPSS. Here, the mean values and percentages were calculated to help secure aggregates of the responses for the results. In addition, data collected from the interview were narrated in prose through thematic expression. Before the narration, the recorded interviews were transcribed. Here, the sound files were played back and typed out word-for-word. Thus, the analyses were descriptive for the questionnaire and thematic for both the questionnaire responses and the interview transcripts. According to Stake (1994) cited in Denzin (1998), in analysing qualitative data, the main task is to understand the case through teasing out relationships, probing issues and aggregating the data categorically. Stake further advocates that thematic approach to data analysis are the themes and patterns that are developed from the data collected based on the research questions backing the study.

3.10 Ethical consideration

Research ethics as a branch of applied ethics has well-established rules and guidelines that describe their conduct. Research ethics is relevant in our day-to-day research efforts and requires researchers to protect their participants‟ integrity and publish the researched knowledge well (Fouka & Mantzorou, 2011). In strictly following ethical issues, consent was sought through letters from heads of the various schools before administering the instruments to the selected students. Informed verbal consent was also obtained from the participants who were selected for the study as well. Participants were made aware that, their participation is voluntary and were assured of the confidentiality of their responses. They were also made aware that the information provided was not going to be made public, and none of their

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names, addresses, and any possible means by which their identity were to be made public was not requested. All references were also duly acknowledged to avoid plagiarism.

3.11 Conclusion

In order to gain better insight into students‟ attitude towards the teaching and learning of Oral English, a Likert scale questionnaire was administered to both students and teachers to find out students‟ attitude towards the teaching and learning of oral English. An interview was also conducted with students and teachers. The data collected were analyzed through qualitative and quantitative means. The research approach helped the researcher coordinate libraries and other information tools that allowed important literature evaluation; develop special interests and skills in research management. The methodology showed the procedures and directions that were used to analyze the data collected.

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CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter deals with the data presentation, analysis and discussion of the research findings. The results and discussions from the SPSS as well as those of the teacher and student interviews are presented. The analyses of the data were linked up with the conceptual framework of the study which was hinged on Spolsky‟s model of second language teaching and learning. The findings of the related studies were also brought to fore to interplay with the findings of Senior High School students‟ attitude towards the teaching and learning of Oral English. The analyses show that English language teachers in Koforidua are not too comfortable in the teaching and learning of Oral English due some underlying factors that hinder teaching process and therefore have a negative attitude towards its teaching and learning. The study further reveals the attitude of students towards teaching and learning of Oral English in terms of their perceptions, misconception and interest. It suggests that students have characters in terms of perception and attitude towards the teaching and learning of Oral English.

Examining the students more closely, the study additionally reveals that students‟ disposition towards the teaching and learning of Oral English are linked with factors that hinder students‟ interest in the teaching and learning of Oral English; the more the factors that hinder the students learning process, the more the negative attitude that students‟ have towards teaching and learning of Oral English. Finally, the strategies adopted to encourage students‟ attitude towards the teaching and learning of Oral English, most teachers and students supported the implementation of the various strategies put forward by the researcher. They were of the view that if the various strategies are inculcated in the teaching and learning

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process, it will go a long way to help develop students‟ interest in the teaching and learning of Oral English.

This chapter is organized into three sections: the first section presents analysis gathered from students and teachers concerning their views on factors that influence students‟ attitude towards the teaching and learning of Oral English, the responses show a negative attitude in teachers towards the teaching of Oral English. As a result of this, students were demotivated to learn the aspect, hence, they also develop a negative attitude towards the teaching and learning of Oral English. This is as a result of the various misconceptions they have towards the aspect. The second section presents analysis of the data obtained from respondents on the challenges associated with the teaching and learning of Oral English. The results indicated that both teachers and students faced a lot of challenges which contributed to the poor attitude of some teachers and students towards the teaching and learning of Oral English while the third section presents analysis on strategies to encourage students towards the teaching and learning of Oral English. An average number of the students and the teachers agreed that if better strategies are implemented, students will develop positive attitude towards the teaching and learning of Oral English.

4.1 Factors that influence senior high school students' attitude towards the teaching and learning of Oral English

The first objective that this research sought to achieve was to investigate the factors that influence students‟ attitude towards the teaching and learning of Oral English. In order to achieve this objective, data from the analysis of the questionnaire and interview guide of students and teachers are presented below. Generally, the analysis was based on the attendance of Oral English class, the enjoyment of Oral English class, their motivation and attitude towards the teaching of the aspect. The analyses show that students in the selected Senior High Schools in Koforidua have poor attitude towards the teaching and learning of

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Oral English while their teachers do not have so much interest and are not very dedicated to the teaching and learning of Oral English.

4.1.1.1 Students' interest in the teaching and learning of Oral English

This section presents data on students" interest in the teaching and learning of Oral English. The analyses represent students" views from the questionnaires and the interview guide administered and are presented in Table 4.1.1.1.

Table 4.1.1.1. Students' Interest in the Teaching and Learning of Oral English

SN	Statement	N	Mean	Std. Deviation
1	I attend Oral English class.	700	2.16	1.122
2	I enjoy Oral English class.	700	2.13	1.053
3	I am motivated by the way my teacher teaches me Oral English.	700	2.23	1.066
4	My teacher gets bored with me when I don't pronounce certain words correctly in the Oral English Class.	700	3.12	.981
5	I practice Oral English outside the classroom.	700	2.80	1.033
6	I pay attention to the sounds during the teaching of Oral English.	700	1.90	.990
7	Oral English affects my performance in the English Language paper.	700	2.62	1.156

Most responses from the respondents to the question items gave an average answer with a mean which fall within 1.90 to 2.13. The item that sought to find the students attitude towards the teaching and learning of Oral English produced a mean of 3.12. This implies that students have a negative attitude towards that aspect of the English Language. The frequency analysis of the data further shows the details of their responses. In response to attendance of Oral English class, 38.9% of the respondents said that they attend the class very often, 24.1% said they often attend the class, 19.6% respondents said they sometimes attend Oral English class

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while 17.4% responded that they never attended Oral English class. However, when they were asked whether they enjoy oral English class, 36.7% said they enjoy it very often, 26.0% said they enjoy it often, 26.0% said they enjoy it, 24.4% said they sometimes enjoy it while 12.9% said they never enjoyed the oral English class.

In a similar vein, Nonesuch (2006) argues that if this resistance is to be addressed constructively, students who feel resistant to aspects of the learning experience need the opportunity and perhaps encouragement to express it. She cites a small research study that showed that such an approach could be correlated with increased rates of *persistence* of the learner, noting that the more nuanced and accessible their resistance to the teacher and the teaching, the more likely the student was to attend regularly. These results suggest a positive association between conscious, active resistance and regular attendance. It also suggests that the more that conscious resistance is encouraged, the more likely it is that regular attendance will present positive results (Pare, 1994).

Class attendance has a lot of impact on students‟ academic performance and from the research findings‟ it is indicated that students do not normally attend and enjoy Oral English classes therefore, students‟ attitude towards the aspect is negative. From the interview analysis on the question on whether English teachers teach the aspect regularly, the interviewees stated emphatically that most teachers do not pay attention to the teaching and learning of Oral English, especially making it practical to them by playing various audio tapes when teaching is absent. They mentioned that if even it is taught, it is done in abstract. A student commented that:

> I don‟t like the way some of the teachers behave during Oral English lessons. Some of them when you ask questions in class, they ignore you. At times I rely on my friends to help me understand certain things taught in class, so I leave the class whenever we have orals. (student)

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Additionally, another student remarked that:

> Most of our teachers give their notes to some of us to do the copying on the whiteboard for others to copy. They do not even explain to us then, give us work on it. At times, I become confused. Some of us just sit down and would be doing their private reading.

With the question of interest in the teaching and learning of Oral English, majority of the interviewees said they don"t have much interest since its studies cannot be done alone like other aspects. They added that if Oral English is not technical in nature, they would have learnt it themselves like they do with Social Studies; in this regard they have low interest in the learning of that aspect of the English language. One student commented that:

> We don"t have Oral English text materials such as audio tape, past question; we have to pair to share the few available. At times some of us even do not get any to read. (student)

Another remarked that:

> During practical lessons in on Oral English…, we do not have the laboratories which takes it difficult for us to understand the lesson. At times it makes it difficult to identify certain things during examination. (student)

4.1.1.2 Teachers' interest in the teaching and learning of Oral English

This section presents data analysis on teachers" interest in the teaching and learning of Oral English. Table 4.1.2 presents results of analysis of teachers" interest in the teaching and learning of Oral English.

Table 4.1.1.2. Teachers' interest in the teaching and learning of Oral English

SN	Statement	N	Mean	Std. Deviation
1	I like teaching Oral English	35	2.00	.642
2	I involve students in the teaching and learning of Oral English	35	1.91	.818

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3	I practice pronunciation with students	35	1.69	.900
4	I make the teaching of Oral English exciting to students	35	1.54	.611
5	I encourage students to practice oral text outside the class by giving them assignments	35	1.86	.733
6	I pronounce sound correctly during the teaching of Oral English	35	1.69	.758
7	I have a positive attitude towards the teaching and learning of Oral English	35	1.66	.802
8	How I teach Oral English affect the attitude of the students	35	1.91	.818
9	I mix both the British and American accent in the teaching of Oral English	35	3.00	1.000
10	The complexity of the oral text affects students‟ attitude toward the learning and teaching of Oral English	35	2.20	.797

The researcher sought information from teachers on their views about the teaching and learning of Oral English, the responses produced an average mean value of 1.54 that show that most of the respondents have a negative attitude towards the teaching and learning of the Oral English as an aspect of Core English Language. From the responses, 20% said they teach Oral English very often, 60% of the respondents said they teach Oral English often while 20% of the respondents said they teach oral English sometimes.

Evidence from the Table 4.1.1.2 shows that 37.1% respondents said they involve students in the teaching and learning of Oral English very often, 34.3% of the respondents also said they involve their students often while 28.6% of the respondents said they sometimes involve their students. This implies that since most of the respondents do not regularly involve their students in the teaching and learning of Oral English, students‟ attitude towards the aspect is low resulting in a low interest hence a negative attitude towards the

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teaching and learning of Oral English. From the responses, 48.6% of the respondents said they pronounce sound correctly during the teaching of Oral English very often, 34.3% said they often pronounce sound correctly while 17.1% respondents representing few of the respondents said they sometimes pronounce sound correctly during the teaching and learning of Oral English. Since teachers are not sure they use the correct sound pronunciation, it reflects in students‟ attitude towards the teaching and learning of Oral English. As attitudes towards, and perceptions of, teaching pronunciation has shifted over the last two decades, it seems to have gained prominence in academic literature, yet how far this change translates into practice is questionable. Many writers, including Celce-Murcia et al (2010) and Gilbert (2010) have commented on the fact that pronunciation work still seems to be viewed as a supplementary rather than an integral language skill.

4.1.2.1 Students' perception about Oral English

The results from the statistical data analysis on students‟ perception about Oral English in Senior High Schools in Koforidua are presented in Table 4.1.2.1.

Table 4.1.2.1. Students' perception about Oral English

SN	Statement	N	Mean	Std. Deviation
1	Oral English has low marks allocation	700	3.44	1.764
2	Oral English has no significant impact on my grade in WASSCE	700	2.29	1.501
3	I think learning pronunciation is easy	700	3.51	1.530
4	When I speak English, I use what I learnt in pronunciation in the Oral English class	700	3.74	1.532
5	Speaking freely is more important than accurate pronunciation	700	3.27	1.742
6	The teaching and learning of Oral English is boring	700	2.81	1.708

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The researcher found out about students‟ perception towards Oral English. As evident from the table, it was realized that students have positive attitude towards the teaching and learning of Oral English. An average mean of 3.74 was indicated and most respondents gave an average mean between 2.29 and 3.44. Detailed analysis on student‟s perception towards the teaching and learning of Oral English shows that most of the respondents representing 52.7% Disagree that oral English has low marks while few of the respondents representing 47.3 % Agree. According to West African Senior School Certificate Examination (WASSCE)/West African Examination Council (WAEC) syllabus on Oral English, there is an allocation of 30 marks for a 45 minutes paper for School and Private candidates in West Africa. This implies that because students have negative attitude towards Oral English as an aspect of English language, they do not even bother to find out the marks allocated for it and therefore answered the question in an opposite way since the marks allocated to Oral English is low. In response to the significant impact that oral English has on respondents‟ grade in WASSCE, 79.4% Disagree that it has no significant impact on their WASSCE grades while 20.6% said they Agree that Oral English has no significant impact on their WASSCE. On the issue of Oral English being boring, from the responses, 70.5% Disagree that the teaching and learning of Oral English is boring while 29.5% said the teaching and learning of oral English is boring.

From the analysis of the interview results on the view of students towards the teaching and learning of Oral English, it was a general opinion of the students that they had no idea about the teaching and learning of Oral English before coming to SHS. Though they have been taught vowels sounds and other sounds in writings and name identification but not practicing it like it is done in the senior high schools (SHS). They added that most of the lessons were more theoretical than practical. This makes it more difficult for students to understand the teaching and learning of Oral English. One student commented that:

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> We didn‟t have any materials at the basic level to use for practical lessons and we didn‟t even know that it is called Oral English. At times some of us even do not get any to that is being taught. (a student)

In response to the year that interviewee was introduced to the teaching and learning of Oral English, majority of the interviewees said that they were introduced to it in the second semester in their various schools since the first term in Form 1 was packed with administration and registration and orientation procedures.

> Some of the teachers do not even teach the Oral English at all, always comprehension, Grammar and summary are the major areas most teachers concentrate on. Teachers normally call us for Oral practical if questions will be set on it during end of semester exams‟. (Form 2 Business student).

Elliot (1995) confirms this attitude by some teachers stating that teachers find pronunciation to be of very little value in conversational classes and regard it as the least important out of language skills and thus neglect pronunciation teaching to spend time in other language areas. The social context of learners (home and school environment the learners find themselves play a major role in the formation of attitudes (positive or negative) in learners. When the environment is rich, it motivates the learner to learn the target language well and when it is poor it demotivates the learner. Since teachers neglected and paid less attention to the teaching and learning of Oral English in the school, it affected the students hence their negative attitude towards its teaching and learning.

4.1.2.2 Teachers' perception about Oral English

Table 4.1.2.2 presents teachers‟ perception about Oral English. From the questionnaires administered, the following responses were gathered.

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Table 4.1.2.2. Teachers' perception about Oral English

SN	Statement	N	Mean	Std. Deviation
1	Oral English has low marks allocation	35	3.66	2.086
2	Oral English has no significant impact on students‟ grade in WASSCE	35	2.89	1.922
3	I think learning pronunciation is easy	35	3.09	1.269
4	,When I speak English, I use what I learned in pronunciation lessons	35	3.54	1.578
5	Speaking freely is more important than accurate pronunciation	35	2.77	1.437
6	Oral English teaching and learning is boring	35	2.54	1.615

From the field survey, the researcher found out from the listed items in the above table on the perceptions of teachers towards the teaching and learning of Oral English, the result shows that a total mean of 3.66 indicating that teachers have a positive perception about the teaching and learning of Oral English. Further analysis from the frequency shows that 77.1% respondents said that they disagree with the statement that Oral English teaching and learning is boring whereas 22.9% respondents said that they Agree with the statement that Oral English teaching and learning is boring.

From the analysis, it implies that most of the respondents do not see the teaching and learning of Oral English as boring therefore, they have a positive attitude towards its teaching and learning. It is evident from the table that 51.4% respondents said they Disagree to the assertion that Oral English has low marks while 48.6% respondents Agree that Oral English has low marks. Though the marks allocated is not encouraging, it helps push a candidate up to a certain grade. The researcher sought to find out from respondents if Oral English has no significant impact on students WASSCE grade, 63.2% respondents representing majority of the population said they Disagree with the assertion while 37.1% respondents representing

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few of the population Agree with the assertion that Oral English has no significant impact on students WASSCE grade.

4.1.3.1 Misconception towards the teaching and learning of oral English

This section discusses the misconceptions students have towards the teaching and learning of Oral English in Senior High Schools in Koforidua. The data presented in the Table 4.1.3.1 will be interpreted in detail.

Table 4.1.3.1. Students' misconception about the teaching and learning of Oral English

SN	Statement	N	Mean	Std. Deviation
1	Children learn Oral English faster than adults	700	3.83	1.833
2	It takes 1-2 years to acquire the English language	700	3.01	1.547
3	Students who read aloud well are interested in the teaching and learning of Oral English	700	3.56	1.677
4	Students who appear to speak English well are able to pronounce words correctly	700	4.01	1.629
5	Students who are silent in class do not understand anything about the teaching and learning of Oral English	700	2.66	1.650
6	Students who appear to speak English well are fluent in the teaching and learning of Oral English	700	4.14	1.635

Most of the respondents gave an average answer to the question items with a mean which fall within 2.66 to 3.01. This item sought to find out students‟ misconception towards the teaching and learning of Oral English, an aspect of Core English which produced a mean of 4.14 which indicate students have a wrong opinion about the teaching and learning of Oral English. On the view that children learn English faster than adult, it is evident from the table that few respondents representing 38.4% disagree with the statement while most respondents representing 61.6 said they Agree that children learn English faster than adults. This implies

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that students have already made up their minds on the acquisition of the Oral English as they believe children are at a greater advantage of acquiring lessons in Oral English than adults hence their negative attitude towards its teaching and learning. However, this perception is disputed by Stern (1991) who posits that the mature and mentally healthy adult who is relaxed, self-critical and humorous will cope better with the demand for language learning than a static or state-conscious person who lacks self-awareness or humor and who feels a sense of deprivation in the early stages of language learning.

On the statement that students who speak well are able to pronounce words correctly during Oral English lessons, few of the respondents representing 38.4% said they disagree with the statement whereas most of the respondents representing 65.8% said they agree with the statement. This implies that students have already concluded in their minds that if you are not fluent in the speaking of the English language automatically it will affect your learning and acquisition of Oral English. In reviewing some of the previous research, Behzadi and Fahimniya (2014) examined the impact of two approaches to teaching pronunciation, vis-à-vis intuitive-imitative and analytical linguistic, on the fluency of speaking between students.

An experimental research design was used to conduct and gather data for their investigation. The research included 60 intermediates Iranian EFL learners. Two groups from the target college population were randomly selected for the study. A paired series of pre-and post-pronunciation tests were used to collect data. The findings were analyzed using a paired t-test and a significant number was registered. Varasarin (2007) also investigated the impact of pronunciation training on the development of pronunciation and spoken intelligibility between students. His analysis consisted of 2 consecutive cycles. The first was used to educate five teachers in pronunciation techniques and language techniques. By the end of the first cycle, teachers were tested, and the findings clearly suggested that the pronunciations of the teachers as well as their speech trust and correctness were also improved. Many teachers

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who have undergone the training were required to teach four students in the second cycle. Interestingly, similar results were obtained by the students. The results show the importance of pronunciation training in the context of the learning of Thai languages. The empirical literatures related to the study make it clear that correctness in pronunciation and fluency in speaking and reading help students to pronounce words correctly their misconception about Oral English negatively affect the teaching and learning of Oral English.

The primary object of the study was to uncover how students‟ background affects their misconception towards the teaching and learning of Oral English. In response to the first question posed, most of the interviewees came from different cultural and geographical backgrounds. Therefore, they have different intonations and accents which clearly affect their pronunciation, hence the negative attitude towards the teaching and learning of Oral English. This assertion is confirmed by Avery and Ehrlich (1992). They posit that mother-tongue sound patterns are translated into the foreign language. When the sound is absent in the native sound inventory, the learners might not be able to pronounce the sounds. The variations of sound rules in the native language vary from the target language. An accent is “the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially” (Crystal, 2003, p. 3). Accentedness, a “normal consequence of second language learning” (Derwing & Munro, 2005, p. 383), is a “listener‟s perception of how different a speaker‟s accent is from that of the L1 community” (p. 385). Analysis from the interviewees show that Students background has great impact on their pronunciation and it‟s the teacher‟s responsibility to put in effort to shape it to fit into the native speaker‟s accent.

4.1.3.2 Teachers misconception about the teaching and learning of Oral English

Table 4.1.3.2 presents data on the misconceptions teachers have about the teaching and learning of Oral English. Items from the lists in the table show that majority of the

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respondents have a wrong opinion about the teaching and learning of Oral English as indicated in the table with a mean value of above 3.37.

Table 4.1.3.2. Teachers' misconception about the teaching and learning of Oral English

SN	Statement	N	Mean	Std. Deviation
1	Children learn Oral English faster than adults	35	4.00	1.534
2	It takes 1-2 years to acquire the English Language	35	3.37	1.352
3	Student who reads aloud well understands the teaching and learning Oral English	35	4.14	1.630
4	Student who appears to speak English well is able to pronounce words correctly	35	4.06	1.626
5	Student who is silent in class does not understand anything about the teaching and learning of Oral English	35	3.80	1.844
6	Student who appears to speak English well is a fluent in the teaching and learning of Oral English	35	3.86	1.768

Analysis from the frequency shows that 34.3% of the respondents said they Disagree with the statement that children learn Oral English faster than adult, 65.7% respondents representing majority of the population Agree that children learn Oral English faster than adults. This response from some of the teachers suggest that they are of the view that students in the SHS find it difficult to learn the aspect faster because majority of them did not have the opportunity to grasp it at their childhood age and therefore refuse to pay attention to it.

On the assertion that students who read aloud well understand the teaching and learning of Oral English, 28.6% of the respondents said they Disagree with the assertion while 71.4% of the respondents representing majority of the population said they Agree with the assertion. This implies that students who read well and pronounce words correctly do well

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in the teaching and learning of Oral English. From the analysis, 25.7% respondents said students who speak English well are able to pronounce words correctly while 74.3% of the total respondents representing the majority of the population said that they Disagree with the statement that students who speak English well are able to pronounce words correctly. From the frequency analysis, it is clear that majority of the respondents have a wrong opinion about the teaching and learning of Oral English hence the negative attitude towards its teaching and learning.

From the interview responses, the researcher sought to find out about teachers‟ background and how it affects students‟ attitude in the teaching and learning of Oral English. The fact that most of the respondents came from University of Education, Winneba (UEW) and University of Cape Coast (UCC), two higher educational institutions noted for their expertise in teacher training was significant, but as to whether these respondents actually studied the related courses to prepare them to teach Oral English at the SHS level is another issue worth addressing. As regard to their educational backgrounds, the researcher found that most of the teachers have first degrees. This means there is still room for self-improvement by way of further education to return to teach the aspect better and more professionally than they are currently doing to improve students‟ attitude towards the teaching and learning of Oral English. In the view of their field, the researcher found out from the interview section that some teachers offered English language related courses and therefore have difficulties in the teaching and learning of Oral English.

Most of the teachers from the interview section confirm that they have different background since they belong to different ethnic groups. With its effect on the teaching and learning of Oral English, most teachers said it affects them someway since some tribes cannot pronounce certain words correctly. They noted that in a multilingual environment, the confusion begins when students start learning the English language with its own set of

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patterns and rules. This phenomenon contributes to the problems associated with teaching and learning process of English language in general, and with Oral English in particular.

> Excessive mother-tongue use, they argued, accounts for students framing what they want to say in their mother tongue and then translating into English, often resulting in mistakes. Another direct effect of multilingualism on students‟ acquisition of oral skills observed is that when they are assigned to perform a speaking task, they tend to think about the topic in their mother tongue. (a teacher)

4.1.4 Summary

This section has presented factors that influence Senior High School students‟ attitude towards the teaching and learning of Oral English. It has shown that some teachers mainly did not have much interest in the teaching and learning of the oral aspect of the English language and therefore could not motivate students enough to develop a positive interest towards the teaching and learning hence, students‟ negative attitude towards the aspect. Again, it was evident that both teachers and students had wrong opinions about the teaching and learning of the aspect which contributed immensely to their negative attitude.

4.2 Challenges associated with the teaching and learning of Oral English

Challenges are encountered in the teaching and learning of certain aspects of English Language which Oral English is no exception. In this section, the researcher finds out the various challenges‟ students encounter in the teaching and learning of Oral English. From the responses from both teachers and students, pronunciation difficulty is realized; they also lack audio and visual materials to enhance the teaching and learning of Oral English. These challenges have gone a long way to affect students‟ attitude towards the teaching and learning of Oral English from the findings of this study.

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4.2.1.1 Factors that hinder the teaching and learning of Oral English

This section presents data analysis from the respondents on the factors that hinder the teaching and learning of Oral English. Table 4.2.1.1 presents results of statistical analysis regarding challenges that teachers and students encounter in the teaching and learning of Oral English.

Table 4.2.1.1. Factors that hinder the teaching and learning of Oral English on the part Students

SN	Statement	N	Mean	Std. Deviation
1	Unclear pronunciation by the teacher	700	3.80	1.775
2	Lack of audio tape for practicing	700	4.33	1.753
3	Lack of technical staff to assist in solving technical problems	700	4.16	1.631
4	Little time allocation for the teaching and learning of Oral English	700	4.36	1.627
5	Lack of qualified majored phonology teachers to handle the aspect	700	3.92	1.684
6	Authentic videos with native and non-native speakers	700	3.80	1.669
7	Irregular practical text	700	4.25	1.644
8	Scarcity of Oral text materials	700	4.35	1.627
9	Inadequate sound laboratory	700	4.44	1.621

The researcher finds out from students the various factors that hinder the teaching and learning of Oral English. The researcher realized from the responses that unclear pronunciation indicated a mean value of 3.80 and lack of qualified phonology teachers also produced a mean value of 3.92 with the total mean of 4.44.

From the table, assertions from students indicate that the above factors hinder the teaching and learning of Oral English since all the mean values fall above 3.0 hence, the negative attitude of students towards the teaching and learning of the aspect. Furthermore,

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from the frequency analysis, the challenges shown in the responses of the students shown that, 42.5% of the respondents disagree with the statement that unclear pronunciation by the teachers is one of the challenges they face in the teaching and learning of Oral English while 57.6% Agree that unclear pronunciation by the teacher affects the teaching and learning of Oral English. This implies that the teacher is one of the contributing factors that serve as motivation for students‟ to develop a positive attitude towards the teaching and learning of Oral English but from the analysis, majority of the students Agreed that teachers come out with unclear pronunciation which kill their interest in that aspect of the English Language.

Oral English mostly goes with practice with certain logistics. The first material needed after having the text is an audio tape to play. With it being one of the factors that hinder the teaching and learning of Oral English, 29.8% of the respondents Disagree that they lack audio for practicing while 70.1% Agree that they lack audio tape for practicing Oral English. Since the teaching and learning of Oral English is practical base, lack of important logistics will hinder the teaching and learning of the subject therefore the negative attitude towards the teaching and learning of Oral English. Since time is one of the important factors that give room for extensive practice, the researcher finds out from the respondents on the time allocated for the teaching and learning of Oral English. From the responses, 25.4% of the respondents Disagree that little time is allocated for the teaching and learning of Oral English whereas 74.6% Agree that there is little time allocated for the teaching and learning of Oral English. This implies that since it has already been confirmed in this study that little mark is allocated for this aspect of the English language, little time and attention is also given to it and hence the low interest on the part of the students to develop interest in it and see its relevance.

Ali (2015) investigated the impact of a designed language course of pronunciation among Saudi students who had problems when pronouncing some English vowels. He found

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that the course material was prepared to improve the students' awareness of the letter-sound relationship of English vowels. The course comprised of three lists of English, namely mono-syllabic, disyllabic and multisyllabic words. These words were used as pre- and post-test to measure the students‟ progress before and after the experiment. Students from AlBaha University in Saudi Arabia were selected for the study. They have had no exposure whatsoever to any kind of native English utterances. Students were asked to pronounce words according to what they have been given and taught in the course introduced to them. Results revealed that the students‟ joint pronunciations of the English vowels in mono-syllabic and disyllabic words improved. However, students faced some difficulties in pronouncing and deciphering vowel sounds in multi-syllabic words. Although the results of this study were positive and promising to a certain extent, it is more advisable to use a greater amount of listening practice and input as good strategies to develop students' awareness of pronunciation.

From a face to face interview with the students‟ on their attitude towards the teaching and learning of Oral English, the students concluded that they would have love it if the necessary logistics for its teaching and learning were available for use so as to increase their interest in the teaching and learning of the aspect. The absence of these logistics has largely contributed to students‟ lack of interest. They also added that most teachers do not pay attention to the teaching of Oral English therefore creating in the minds of the students that, this particular aspect of the language is not all that relevant and after all the marks allocated to it has no significant impact on the English language paper in their WASSCE exams.Respondents Agreed that better principle must be employed in the teaching and learning of Oral English, qualified teachers, or aspect teaching, sound laboratory for practical and oral English text and logistics should be provided to arouse students interest in the

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teaching and learning of Oral English not only for academic purpose but also to help students in their act of public speaking and future endeavour:

> If they provide us with the necessary tools and materials, we will enjoy the teaching and learning of Oral English than teachers not engaging us in any practical activities (Student).

Elliot (1995) attests to this assertion positing that teachers do not have the background or tools to properly teach pronunciation and therefore it is not taught well to students hence, the inability of students to enjoy the Oral English class.

4.2.1.2 Factors that hinder the teaching and learning of Oral English on the part of teachers

This section presents data analysis of the factors that hinder the teaching and learning of Oral English by teachers. Table 4.2.1.1 presents results of statistical analysis regarding these factors

Table 4.2.1.2. Factors that hinder the teaching and learning of Oral English on the part of Teachers

SN	Statement	N	Mean	Std. Deviation
1	Inadequate teaching and learning materials	35	4.71	1.487
2	No workshops and refreshers course on Oral English for English teachers	35	5.03	1.224
3	Lack of qualified majored phonology teachers to handle the aspect	35	4.86	1.537
4	Authentic videos by native and non-native speakers	35	4.97	1.098
5	Irregular practical text	35	4.89	1.430
6	Inadequate sound laboratory	35	5.03	1.248

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From the table, a total mean value of 5.03 representing majority of the population Agree that the factors hindering the teaching and learning of Oral English affect students‟ attitude towards the teaching and learning of Oral English. 21% of the total respondents representing a few of the population said they disagree with the assertion that inadequate teaching and learning materials affects students attitude towards the teaching and learning of Oral English while 79% of the respondents representing majority of the population said that they Agree that inadequate teaching and learning materials is one of the factors that affect students attitude towards the teaching and learning of Oral English. 14.3% respondents Disagree with the statement that they lack qualified phonology teachers while 85.8% said they Agree with the statement that they lack phonology teachers. This implies that most English language teachers do not specialize in the aspect of Phonology therefore its teaching becomes difficult for most teachers hence the effect on students‟ attitude towards the aspect. 14.4% respondents representing few of the population Disagree that irregular practical text does not affect students‟ attitude towards the teaching and learning of Oral English While 85.7% respondents forming the majority of the population Agree that irregular practical text affect students‟ attitude towards the teaching and learning of Oral English.

From the interview session, a teacher from one of the selected schools conceded that he did not have any formal training in the relevant field. Few of them admitted to having received training in a relevant area to teach Oral English. This is what he said:

> I studied English language as a minor course in the university and I was not exposed to the oral aspect of the language (a teacher)

4.2.2.1 Difficulties associated with the teaching and learning of Oral English

The views of students were sought concerning learning difficulties associated with the teaching and learning Oral English. The discussion outlined a vivid description of what

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students think about the statements in the questionnaire. Table 4.2.2.1 presents the results of analysis of these difficulties.

Table 4.2.2.1. Difficulties students face in the teaching and learning of Oral English

SN	Statement	N	Mean	Std. Deviation
1	My teacher uses British accent in the teaching and learning of Oral English.	700	3.53	1.759
2	My teacher uses American accent in the teaching and learning of Oral English.	700	2.96	1.699
3	I have difficulty in listening.	700	3.30	1.692
4	I have difficulty in pronunciation.	700	3.36	1.615
5	My teacher‟s pronunciation is not always clear.	700	3.43	1.779

Evidence from the table shows that responses from few respondents with a mean value of 2.96 Disagree that learning difficulties in the teaching and learning of Oral English affect students‟ attitude towards the teaching and learning of Oral English. Most of the responses representing the mean value of 3.36 Agree that learning difficulties in teaching and learning Oral English have a negative effect on students‟ attitude towards the teaching and learning of Oral English. This implies that the teaching of Oral English is very technical and requires specialization in it. Therefore, a master of it must know all the learning techniques before teaching, possibly there is a need for aspect teaching.

Since learning difficulties in teaching and learning of Oral English can result from the way a teacher pronounces words when teaching, analysis was conducted on the kind of accent teachers use in teaching and learning of Oral English, Findings from the various frequencies revealed that 47.8% of the respondents Disagree that British accent is used by their teachers in teaching Oral English while 52.2% of the respondents said they Agree with the statement that British accent is used by their teacher. The researcher also sought analysis from the students on the usage of American accent in the teaching and learning of Oral

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English. According to Götz (2013), intelligibility may have as much to do with the overall impression of a speaker as it has to do with the intrusiveness of their accent which is similar to the notion of „comfortable intelligibility" „perceived fluency". We should know that native-like pronunciation may be an ideal goal only for some learners and not for all learners. Out of the total respondents, 65% said their teachers use American accent in the teaching and learning of Oral English whereas 35% said their teachers use American accent in the teaching and learning of Oral English.

From the responses, it is clear that most students do not even know the difference in the accent usage therefore; they will find it difficult to pronounce words in an Oral text and this will result in the students" negative attitude towards the teaching and learning of Oral English. According to Harmer (2001), the lack of high quality, suitable teaching and learning materials and the lack of time to practice pronunciation are the major reasons that cause teachers not to pay enough attention to English pronunciation. Teachers think that they have too much to do and pronunciation instruction just wastes their time. Some teachers believe that their students can learn correct pronunciation without particular pronunciation instruction.

4.2.2.2 Difficulties teachers encounter in the teaching and learning of Oral English

This section presents data analysis of difficulties teachers face in the teaching and learning of Oral English. The results of analysis on these are presented in Table 4.2.2.2.

Table 4.2.2.2. Difficulties teachers encounter in the teaching and learning of Oral English

SN	Statement	N	Mean	Std. Deviation
1	I use British accent in the teaching and learning of Oral English	35	4.43	1.632
2	I use American accent in the teaching and learning of Oral English	35	3.37	1.816
3	I have difficulty in projection	35	3.23	1.573

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4	I have difficulty in pronunciation	35	3.09	1.738
5	My pronunciation is not always clear	35	3.20	1.982

From the table, an average mean of 3.23 representing majority of the respondents said they agree there are learning difficulties in the teaching and learning of Oral English. Difficulties in pronunciation and the use of accent has become a problem in the teaching and learning of Oral English in Senior High Schools. 65.7% respondents disagree that they have difficulty in pronunciation while 34.2% out of the total population Agree that they have difficulty in pronunciation. 60% of the respondents Disagree with the statement that they always pronounce words clearly while 40% Disagree with the statement that their pronunciation is not always clear. Another worrying but interesting finding from the interview is that pronunciation is a major component of the Oral English course, and can also be one of the most difficult. While it is heartwarming to know that most teachers said they teach pronunciation; it would be important to further examine how well they manage that aspect of the course. From the interview, a teacher said:

Students pronouncing words as they see them written is my greatest challenge

The tendency of students pronouncing English words as they see them written is not surprising. As observed in earlier literature review, English words are not spoken exactly as they are written; spelling of some words have little or no bearing at all on the way they are pronounced (Keli-Delataa, 2007). Unlike most of the local languages that the students speak, there is a high rate of incompatibility between English sounds and spelling. Since some teachers studied English related courses and do not have much interest in the teaching and learning of Oral English, students‟ attitude towards the oral aspect of the English language decreased hence the negative attitude towards its teaching. This finding also affirms the observation of Richards (2015) that poor quality teaching is a contributory factor to learner

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difficulty in acquiring good pronunciation skills in English. Difficulty or inability to read was also identified as a possible cause by two (6%) of the respondents, a situation Richards (2015) ascribes to lack of motivation and personal factors. Sparks & Glachow‟s work (1991) on personality found similar results. They state that students with motivation to learn with positive attitudes towards the target language and its speakers were more successful than were students with less positive attitudes

4.2.3.1 Students views on learning pronunciation for communicative purposes

The results regarding students‟ views on learning pronunciation for the purpose of communication are presented in Table 4.2.3.1.

Table 4.2.3.1. Students' views on learning pronunciation for communicative purposes

SN	Statement	N	Mean	Std. Deviation
1	I think more emphasis should be given to proper pronunciation in class.	700	4.70	1.569
2	I think learning English pronunciation is not a waste of time.	700	4.68	1.536
3	I‟m concerned with my progress in learning English pronunciation.	700	4.60	1.577
4	I would rather spend class time working on communicating in my second language, instead of spending time on practicing English pronunciation.	700	2.81	1.645
5	Communicating is much more important than sounding like a native speaker of English.	700	3.64	1.566
6	I try to imitate native English speakers as much as possible.	700	3.88	1.526

The researcher enquired on the purpose of pronunciation in the teaching and learning of Oral English and the significant role it plays in human communication. Munro, Derwing and

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Morton (2006, p. 112) define the three-term concepts as follows: "*intelligibility* refers to the extent to which a speaker"s utterance is actually understood, whereas *comprehensibility* refers to the listener"s estimation of difficulty in understanding an utterance". They further distinguish both from *accentedness which* is "*t*he degree to which the pronunciation of an utterance sounds different from an expected production pattern" (p. 112). They added „although comprehensibility and accentedness are related to intelligibility, they are partially independent dimensions of L2 speech.

An utterance that is rated by a listener as heavily accented, for instance, might still be understood perfectly by the same listener. Furthermore, two utterances that are fully intelligible might entail perceptibly distinct degrees of processing difficulty, such that they are rated differently for comprehensibility. The responses from the respondents with a mean value of 2.81 indicate that they Disagree with the assertion that pronunciation aids the purpose of communication whereas a mean of 4.70 show that they Agree to the statement that pronunciation aids the purpose of communication. According to Butler-Pascoe & Wiburg (2003), the goals of teaching pronunciation are to develop English that is easy to understand and not confusing to the listener, develop English that meets persons" needs and that results in communicative competence, help learners feel more comfortable in using English, develop a positive self-awareness as non-native speakers in oral communication, develop speech consciousness, personal speech monitoring skills and speech adjustment strategies that help learners develop in and out of the class. Also, Burns (2003) argues that since English Language is becoming increasingly the language used for international communication, it is important that English speakers, whether native or non-native speakers, are able to effectively share meaning. In reality, the unrealistic expectation that learners should sound and talk like native speakers is fast disappearing in recent discussions of English-language teaching. According to him, it is more important that speakers of English can achieve:

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• Intelligibility (the speaker produces sound patterns that are recognisable as English)

• Comprehensibility (the listener is able to understand the meaning of what is said)

• Interpretability (the listener is able to understand the purpose of what is said).

The researcher sought from the students whether emphasis should be given to proper pronunciation during the teaching and learning of Oral English. 17.4% out of the total respondents said that they Disagree with the statement while 82.5% of the respondents said they Agree with the statement. The researcher sought from the students if they try to imitate native speakers, 34.8% out of the total respondents said they Disagree with the statement while 65.1% of the respondents said they Agree on the view that native speakers must be imitated. Learning is by imitation and role play; therefore, majority of the respondents believe that if they try imitating native speakers, they will arrive at pronouncing words correctly. Morley (1991) expressed that teachers do not teach but facilitate learners‟ learning in pronunciation. The role of a teacher is like a coach, a speech coach, and a pronunciation coach. The pronunciation coach has the critical role of checking and guiding modifications of spoken English at two levels (a) speech production, and (b) speech performance. If the role of the teacher is to coach and facilitate then is the responsibility of the students to imitate and since most students Agree with the statements, it affirms the fact that they think much prominence should be given to the learning of pronunciation since it plays a significant role in human communication.

4.2.3.2 Teachers views on learning pronunciation for communicative purposes

This section presents data on teachers‟ views on learning pronunciation for Communicative Purposes. The results of the analysis in this regard are presented in Table 4.2.3.2.

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Table 4.2.3.2. Teachers views on learning pronunciation for communicative purposes

SN	Statement	N	Mean	Std. Deviation
1	I think more emphasis should be given to proper pronunciation in class	35	4.29	1.792
2	I think learning English pronunciation is not a waste of time	35	4.57	1.852
3	I'm concerned with students' progress in learning English pronunciation	35	4.63	1.664
4	I would rather spend class time teaching other aspect of English, instead of spending time on practicing English pronunciation	35	3.74	1.821
5	Communicating is much more important than sounding like a native speaker of English	35	3.66	1.830
6	I try to imitate native English speakers as much as possible to teach oral English	35	3.83	1.689

25.8% respondents disagree that learning pronunciation is not a waste of time while 74.2% agree that learning pronunciation is not a waste of time. 17.2% respondents Disagree with the statement that teachers are concern with students‟ progress in learning pronunciation while 82.9% said they Agree with the statement that students‟ progress are their concern in teaching and learning of English pronunciation. 42.8% respondents disagree that they would spend time teaching other aspect than Oral English while 57.1% respondents Agree to the statement.

4.2.4 Summary

This section presented challenges associated with the teaching and learning of Oral English. It was reported that both teachers and students found it difficult to access materials for the teaching and learning of Oral English. Also, some students also complained of finding it difficult to hear correct pronunciation, be it the American accent or the British accent. Additionally, students also complained about logistics that were not available to make the

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teaching and learning of Oral English interesting since it is practical based. On the other hand and teachers also complained about inadequate materials for oral practice. Again, they lamented that teachers are not allowed to teach their preferred aspects and there is no well-furnished laboratory which can accommodate large classes. The findings also show that students have a negative attitude towards the teaching and learning of the aspect and the teachers also a negative affective disposition towards the different types of challenges that the teaching and learning of the aspect face.

4.3 Strategies to encourage students towards the teaching and learning of Oral English

This section dealt with the strategies to encourage students towards the teaching and learning of Oral English. The data collected from the interview and the questionnaires show that there is much to be done to encourage students in the teaching and learning of Oral English. The researcher deduced from the findings that aspect teaching, provision of well-furnished sound laboratory, free oral resources, time allocation and more practical text must be introduced to the teaching and learning of Oral English. Most of the selected schools did not have access to these facilities to help develop students‟ interest in the teaching and learning of this aspect of the subject. From the analysis, it is clear that these strategies and techniques are not inculcated in the teaching and learning of Oral English, therefore, the poor attitude of students towards its teaching and learning.

4.3.1 Techniques to develop students' interest in the teaching and learning of Oral English

The results regarding techniques to develop students‟ interest in teaching and learning of Oral English is presented in Table 4.3.1.

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Table 4.3.1. Techniques to develop students' interest in the teaching and learning of Oral English

SN	Statement	N	Mean	Std. Deviation
1	Aspect teaching must be encouraged.	700	4.57	1.507
2	Provide well-furnished sound laboratory.	700	4.86	1.408
3	Free tools or resources for oral English.	700	4.77	1.376
4	Allocate more time for the teaching and learning of Oral English on the time table.	700	4.72	1.365
5	Adequate practical training in the use of sounds at the pre-service education level	700	4.66	1.437
6	Motivate students through the act of public speaking.	700	4.86	1.449

With regard to the strategies that must be used in encouraging students in the teaching and learning of Oral English, most of the respondents producing a mean value above 4.57 Agree that aspect teaching, furnished sound laboratory, motivation, free oral resources tool and adequate practical text are the techniques needed to develop students interest in the teaching and learning of Oral English. Adrian Underhill"s way of teaching pronunciation defends the idea that training pronunciation should be a visible and a muscular activity. According to Underhill (2011), teachers keep teaching pronunciation as a mental activity, not as a muscular one. And that is why so many students have difficulty in pronouncing sounds correctly. What teachers should do to this problem is to make teaching pronunciation a physical activity, in other words, to find the ties between a mental knowledge of sounds and to connect this knowledge to pronunciation muscles. As Underhill (2011) adds, using mimes, gestures and silent models increases student"s awareness of finding the pronunciation muscles, a method which is similar to a process of speaking with deaf people (and being intelligible even without using a voice). By using the phonetic chart, Underhill (2011) does not intentionally

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aim to teach the phonetic symbols. He claims that the purpose of using the phonetic signs is to help students to remember the sounds easily. However, even though he uses the phonetic chart in order to help students to remember the sounds, students finally subconsciously acquire also the phonetic symbols.

As part of the techniques to develop students‟ interest in the teaching and learning of Oral English, aspect teaching is one of the techniques considered. Aspect teaching deals with teachers sharing the various aspect of the language based on what they majored in at the university or mastered in and are comfortable to teach it. Out of the total respondents, 16.3% Disagree that aspect teaching is not one of the techniques use to encourage students interest in the teaching and learning of Oral English while 83.7% representing the majority of the respondents said they Agree to the statement that aspect teaching encourages students‟ interest in teaching and learning of Oral English. This implies that since most of the teachers have their specialized areas it is good to encourage aspect teaching to develop students‟ interest in the teaching and learning of Oral English.

With regard to teachers‟ interest in the provision of well-furnished laboratory, 15.1% of the respondents representing a few of the population Disagree with the assertion while 84.9% said they Agree with the statement that well-furnished laboratory will encourage students to develop interest in the teaching and learning of Oral English. A well-furnished laboratory has all the requisite logistics and materials that deal with sound, pronunciation and listening. Students of today love manipulating, therefore with the available logistics and materials in the laboratory; it will encourage students to visit the laboratory during lesson times and at their own private times to practice hence students‟ interest will gradually rise in the teaching and learning of Oral English. From the responses, 14.1% out of the total respondents Disagree with the statement that much time should be allocated for the practices of Oral English while 85.8% of the respondents Agree to the statement that much time should

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be allocated for them to practice as practice makes a man perfect. From the interview, it was observed that most teachers do not have a particular technique they use in teaching Oral English, most of the interviewees said they use the appropriate techniques where necessary while few of the interviewees said they resort to recorded materials on a particular technique used so that they play it for students to listen. Transcription and sentence stress have been one of my major techniques in the teaching and learning of Oral English

4.3.2 Provision of logistics to aid the teaching and learning of Oral English

This section presents data on the provision of logistics to aid the teaching and learning of Oral English. The results of the statistical analysis are presented in Table 4.3.2.

Table 4.3.2. Providing logistics to aid the teaching and learning of Oral English

SN	Statement	N	Mean	Std. Deviation
1	Aspect and team teaching must be encouraged	35	5.03	1.339
2	Provide well-furnished sound laboratory	35	5.46	.919
3	Free tools/resources for Oral English	35	5.23	1.087
4	Allocate more time for the teaching and learning of Oral English on the time table	35	5.23	1.190
5	Adequate practical training in the use of sounds at the pre-service educational level	35	5.14	1.115
6	Use of role play as a teaching method	35	4.89	1.451

From the table, an average mean value between 4.89 and 5.46 representing the majority of the respondents Agree that provision of various logistics will enhance the teaching and learning of Oral English. Analysis from the frequency tables highlights detail analysis on percentages. On the view of aspect and team teaching, 11.5% of the respondents said they Disagree with the statement that it must be encouraged while 88.6% of the respondents said they agree with the statement that team aspect and team teaching must be encouraged in the teaching and learning of Oral English.

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Well-furnished sound laboratory is one of the major tools that encourages the teaching and learning of Oral English. Out of the total respondents, 2.9% Disagree on the view that the provision of well-furnished sound laboratory does not encourage the teaching and learning of Oral English whereas 97.1% of the respondents representing the majority of the population Agree that a well-furnished sound laboratory encourages the teaching and learning of Oral English. Oral English deals with sound and pronunciation and therefore, if the school has a well-furnished laboratory, it will encourage and interest teachers to assign works and projects to be taken up at the laboratory by students therefore, positive attitude towards the teaching and learning of Oral English. The classroom set up for the teaching and learning of Oral English takes a lot of time before the actual teaching, fixing of the electrical gargets to play the sounds among others. The time allocated for the teaching and learning of Oral English is just 30 minutes on the timetable. From the responses, 5.8% of the respondents said they Disagree with the statement that more time should be allocated for the teaching and learning of Oral English while 94.4% forming the majority of the respondents said that more time should be allocated for the teaching and learning of Oral English. Oral English teaching deals with both theory and practical therefore, from the findings; the researcher believes that if much time is given to the teaching and learning of Oral English, it will help develop a positive attitude in students.

From the interview, most teachers said that it is difficult to organize Oral English practical sessions since materials such as Public Address system, previous oral tapes and its associated texts among others are not readily available. This, however, hinders the teaching and learning of Oral English. A teacher lamented that:

> We need language sound laboratory managed by an expect just like the one at University of Ghana language Center and other universities in the Senior High Schools so that we can transmit what we have practiced at the university with the

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students to increase a positive attitude in the teaching and learning of Oral English. (A teacher)

In support of this, Harmer (2001) notes tha the lack of high quality, suitable teaching and learning materials and the lack of time to practice pronunciation are the major reasons that cause teachers not to pay enough attention to English pronunciation.

4.3.3 Materials to encourage the teaching and learning of oral English

Table 4.3.3 presents results of data analysis on materials to encourage the teaching and learning of Oral English.

Table 4.3.3. Materials to encourage the teaching and learning of Oral English

SN	Statement	N	Mean	Std. Deviation
1	Students must be allowed to use gadget in school to practice the learning of Oral English.	700	4.51	1.688
2	Students must be provided with audio visual materials in the teaching and learning of Oral English.	700	4.92	1.377
3	Students must be given additional time in the practices of Oral English at the laboratory.	700	4.73	1.415
4	Students must be allowed to use mobile phones to accept some of the Oral tapes of past questions for practice.	700	4.46	1.688
5	Parent must provide Oral materials for practice at home.	700	4.70	1.462

With the use of materials to aid students interest in the teaching and learning of Oral English most of the respondents of a mean value of 4.70 Agreed to the assertion that students must be allowed to use gadgets that help in the teaching and learning of Oral English since oral English lessons mostly deal with the usage of audio and visual materials. The views of respondents on the use of gadgets by students to encourage students‟ interest in the teaching

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and learning of Oral English were sought through the administration of the questionnaires. From the responses, 22.3% out of the total population said they disagree with the statement since students can use these gargets for non-academic purpose while 77.4 said students must be allowed to use such gargets to develop their interest in the teaching and learning of Oral English. Again, the researcher sought from students if they Agree or Disagree on parents providing oral materials for practice at home, 17.8% Disagree that parents are to provide oral materials for practice while 82.2% said they agree on the statement that parents must provide oral materials for practice at home. It was emphasized that parents should be able to provide these materials even at home so that if the students are not using it in school it will be beneficial at home since learning has no boundaries.

4.3.4.1 Activities to enhance students' involvement in the teaching and learning of Oral English

This section deals with the development of activities to enhance students" involvement in the teaching and learning of Oral English. Results of the statistical analysis are presented in Table 4.3.4.1.

Table 4.3.4.1. Activities to enhance students' involvement in the teaching and learning of Oral English

SN	Statement	N	Mean	Std. Deviation
1	Phonetic transcription method	700	4.06	1.669
2	Tongue twisters	700	4.18	1.605
3	Minimal pair drills method	700	3.99	1.501
4	Sentence drills	700	4.33	1.466
5	Visual reinforcement	700	4.19	1.539
6	Vowel shifts and stress shifts drill	700	4.45	1.508

The researcher sought views from students on activities that will enhance their involvement in the teaching and learning of Oral English. An average mean of 3.99 to 4.33 was produced.

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This implies that most of the respondents Agreed with activities such as phonetic transcription, tongue twisters, sentences drills, shift drill as means to enhance students involvement in the teaching and learning of Oral English. As it has already been mentioned by Tennant (2007, p. 2), it is always advisable to identify the pronunciation problems in the concrete study group before incorporating any of the pronunciation activities into the class,.

Analysis from the frequency table indicates that 28.1% out of the total respondents Disagree with the use of phonetic transcription method in the teaching and learning of Oral English. 71.2% of the respondents Agreed that the use of phonetic transcription method in the teaching and learning of Oral English. Majority of the respondents are of the view that drills will be very useful if inculcated in the teaching and learning of Oral English. Apart from the drills, teachers should help their learners to be familiar with both the American and British English and learners should be able to understand both varieties‟ pronunciation (Kolokdaragh, 2010). Teachers should therefore incorporate pronunciation in other language activities because it will help learners to adapt themselves to the sound systems of a new language and overcome their affective problems related to the learning of English language (Kolokdaragh, 2010). They should also set obtainable goals that are appropriate for the communication needs of the learners. Lastly, they should act as speech coaches during pronunciation, give feedback to their learners, and encourage them to improve their pronunciation (Thanasoulas, 2002).

4.3.4.2 Activities teachers use to enhance students' involvement in the teaching and learning of Oral English

The results of analysis regarding activities teachers use to enhance students‟ involvement in the teaching and learning of Oral English are presented in Table 4.3.4.2.

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Table 4.3.4.2. Activities teachers use to enhance students' involvement in the teaching and learning of Oral English

SN	Statement	N	Mean	Std. Deviation
1	Phonetic transcription method	35	4.09	1.422
2	Tongue twisters	35	3.91	1.314
3	Minimal pair drills method	35	4.43	1.501
4	Sentence drills	35	3.80	1.812
5	Visual reinforcement	35	4.34	1.110
6	Vowel shifts and stress shifts drill	35	3.86	1.478

On the activities to enhance the teaching and learning of Oral English, a mean value of 4.34 representing majority of the population said the various drills help to increase students" interest in the teaching and learning of Oral English. On the other hand, a detailed analysis of it showed that 34.3% of the respondents said they Disagree with the assertion that phonetic transcription is one of the methods teachers use in enhancing students interest in the teaching and learning of Oral English while 65.8% said they Agree with the assertion. Oral English heavily relies on pronunciation and transcription of the various words. If these are practiced well, they will enhance the teaching and learning of Oral English and in the end develop a positive attitude towards it.

The tongue is one of the major human parts that is used effectively in the teaching and learning of Oral English. If the tongue is not twisted well, pronunciation may be wrong. Therefore, in the teaching and learning of Oral English, practicing how to twist the tongue to pronounce words correctly is one of the major factors that enhances the teaching and learning of Oral English. From the responses from the frequency table, 28.6% of the respondents representing minority of the respondents Disagree with the assertion that tongue twisting as a method is one of the activities that helps to enhance the teaching and learning of Oral English

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while 74.1% said they Agree with the assertion that tongue twisting as a method is one of the major activities that enhance the teaching and learning of Oral English.

From the interview, teachers in the selected schools conceded that they have not had any formal training in the relevant field. Few of them admitted to having received training in a relevant area to teach Oral English. This finding confirms Broughton et al"s (1980) observation of the practice where many teachers who have no specific training in the field are assigned to teach Oral English for the simple reason that their spoken English is "good", or perhaps because they are native speakers of English. Teaching Oral English is as technical as teaching other subjects and must therefore be assigned to persons who have had the requisite training in Linguistics or the Teaching of English as a Second Language (TESL) so as to make the teaching and learning of Oral English interesting and to create a positive attitude in students towards it .

> Organizing regular or periodic training seminars for teachers of Oral English and engaging experts to teach the course at the JHS level. (a teacher)

4.3.5 Summary

This section has shown that there are factors when implemented and practiced by teachers and students will go a long way to affect the attitudes of their students towards the teaching and learning of Oral English. Students generally seek for the use of oral gargets for regular listening of Oral English recorded tapes which is an attempt by their teachers to help them improve their listening and pronunciation skills. Management of schools also see the use of phones and other gargets as very useful tools in the teaching and learning of Oral English but fear students are not going to use them for the intended purposes. However, teachers agreed that management should build a well-furnished laboratory for students to practice in school with the assistance of a teacher since the teaching and learning of the aspect is technical. Both students and teachers agreed that if the necessary logistics are

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provided, it will help encourage them to have interest in the teaching and learning of the aspect which will also help develop a positive attitude in students towards its teaching and learning.

4.4 Conclusion

This chapter has discussed the students‟ attitude towards the teaching and learning of Oral English. Oral English can be one of the toughest aspects of a language to master for learners in Senior High Schools and one of the least popular aspects of English language for teachers to tackle in the classrooms. All learners will do well in learning Oral English if the teacher and the learner share in the entire learning process together. Success will be accomplished if individual teaching and learning goals have been set for each other. Work has demonstrated, and current pedagogical pronunciation theory maintains that, intelligible pronunciation is regarded as an integral component of communicative competence. With this in mind, the instructor must then set realistic goals which are relevant and suitable for the learner's communication needs. In other to develop positive attitude towards the teaching and learning of the Oral English, the necessary logistics and materials for the subject must be provided to attract students and also to help teachers not to teach in abstract but to make its teaching practical and enjoyable hence, developing a positive attitude in both students and teachers towards the aspect.

On the strategies to encourage students in its teaching and learning, the learner must always become a part of the cycle of learning and being actively interested in their own learning. The course material should be incorporated into the communication curriculum, with the material reflecting suprasegmental instruction, connecting pronunciation with listening comprehension, and enabling practical pronunciation. The feedback given to the students will motivate them to improve their pronunciation, with the instructor acting as a 'speech coach' rather than as a mere pronunciation checker. When these requirements are met,

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all learners will be expected to learn the pronunciation of a foreign language well within their specific aims. Considering the pedagogical implications of this research, the research concluded and suggested that teachers should seek to raise learners' knowledge of different techniques in teaching Oral English and help them develop their trust rather than sticking to the negative attitude towards the aspect.

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CHAPTER FIVE

SUMMARY, RECOMMENDATIONS, AND CONCLUSION

5.0 Introduction

The present study sought to examine the attitudes of students towards the teaching and learning of Oral English in Senior High Schools in Koforidua. The study aimed at exploring the various research questions to ascertain the views of students and teachers through the use of questionnaires and interviews. In all, 700 students and 35 teachers of English, making a total sample of 735 were recruited from seven senior high schools in the Koforidua township to respond to questionnaires for analysis. Also, 35 students and 35 teachers of English from the seven schools were selected for interview sessions. The information gathered was evaluated using SPSS and thematic analysis. This chapter discusses the summary of the findings, as well as factors that influence students‟ attitude towards the teaching and learning of Oral English. It also discusses the pedagogical implications of the results and suggestions for future research.

5.1 Summary of findings

Attitude is regarded as a system of “psychology” in which learners benefit or disadvantage a specific situation. Language learning can never be isolated from the attitudes of the students (Al-Noursi, 2013; Eshghinejad, 2016). This assertion gives credence to the assertion that attitude is of great importance in every learning situation. It generally means that when students have positive attitude, it gives rise to great success in the teaching and learning of Oral English. On the other hand, students tend to be unsuccessful when the attitude is negative, and this goes a long way to affect them. The outcomes of this research are discussed according to the research questions as follows:

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5.1.1 Factors that influence senior high school students' attitude towards the teaching and learning of oral English

The findings showed that factors such as lack of qualified teachers to teach Oral English in the schools, low mark allocation for Oral English in the English language paper, low teacher commitment (Teachers relegate the teaching and learning of the aspect to the background and concentrate on the other aspects of English Language) and lack of teaching and learning materials were discovered to be contributing factors that influenced the attitude of students towards the teaching and learning of Oral English. The analyses suggest that students have poor attitude towards the teaching and learning of Oral English while teachers do not feel comfortable with its teaching. As such, both tend to have a negative attitude towards its teaching and learning. It is evident from the responses on attendance of Oral English class that 38.9% of the respondents indicated that they attend the class very often; 24.1% agreed that they often attend the class; 19.6% said they sometimes attend, while 17.4% responded that they never attended the Oral English class. This affirms their dislike for the aspect which is attributed to various factors.

On the other hand, the analysis revealed that most of the teachers do not involve their students in the teaching and learning of Oral English as they do not teach to meet the expectations of the syllabus. From the analysis, this inability may be attributed to the lack of teaching/learning and other study materials. This is because most of the schools lacked the needed materials and logistics that make the teaching and learning of Oral English interesting. It was drawn from the responses where 20% of the respondents said they teach Oral English very often, 60% of the respondents said they teach Oral English often while 20% of the respondents said they teach oral English sometimes. In conclusion, it was evident that teachers were not interested in the teaching because they did not have control over the subject matter but had no option than to teach it. This gap has a great impact on the students

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and it does not urge them to develop interest in its learning, hence, the negative attitudes of both students and teachers towards the teaching and learning of Oral English.

5.1.2 Challenges associated with the teaching and learning of Oral English

The pronunciation target of teachers and students is a considerable factor when it comes to the teaching and learning of Oral English. Overall, some students indicated that their goal was to sound like an English native speaker. However, they had a problem with getting the pronunciation of their teachers. This may be due to the difficulty teachers encounter in trying to achieve a native-like pronunciation. From the interview, there were indications that students mostly become confused if their teachers use the American or the British accent. The responses of the students show that 57.6% students agree that unclear pronunciation by the teacher affects them and it kills their interest in the aspect. From the analysis, it was revealed that logistics needed for the teaching and learning of oral English are not available, giving rise to their low interest in the learning of that aspect of English.

Another challenge was that teachers did not feel sufficiently knowledgeable about English pronunciation and thus were not adequately equipped to deal with problems and consequently avoided teaching it. Several teachers referred to feelings of anxiety, alluding to inadequate awareness and preparation. Some suggested that they wanted to spend more time on pronunciation in class, but their inability to correctly pronounce words was an inhibition. The plurality of views of teachers can be linked to their interpretations of what constitutes pronunciation practice as shown by uncertainty in the responses they gave on the questionnaires and in the interviews.

5.1.3 Strategies to encourage students towards the teaching and learning of oral English

The study also delved into strategies that should be implemented to encourage the teaching and learning of Oral English. On the part of the students it was recorded that school

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management and stakeholders must ensure the provision of oral learning materials with well-furnished sound laboratories for regular practice with the teacher. It was gathered from the interviews that most of the schools did not have access to these facilities to help develop students‟ interest in the teaching and learning of this aspect of the subject. It is clear that these strategies and techniques are not inculcated in the teaching and learning of Oral English; hence, the negative attitude of students towards its teaching and learning. From the analysis, it was gathered that 15.1% of the respondents disagreed with the assertion that there is the need for the laboratories while 84.9% said they agree with the statement. Those who agree further indicated that the presence of the equipment will encourage students to develop interest in the teaching and learning of Oral English.

Most teachers were also of the view that since the Oral aspect of the English language is more technical, there is a need for aspect teaching. This means that teachers who focus on specializing in Oral English at the university or have sufficient knowledge can teach it to boost students‟ interest to a positive attitude towards its teaching and learning. This is evident from the responses where 16.3% disagreed that aspect teaching is not one of the techniques used to encourage students‟ interest in the teaching and learning of Oral English while 83.7% representing the majority indicated their agreement with the statement that aspect teaching encourages students‟ interest in teaching and learning of Oral English.

5.2 The role of students' attitudes in the teaching and learning of Oral English

Students‟ attitudes play a very significant role in the teaching and learning of oral English. This is because the success or failure of the teaching and learning of the oral aspect of the language depends largely on the kind of attitude students have towards it. If the attitude is positive, it motivates learners to be successful. On the other hand, if it is negative, learners become demotivated and learning becomes difficult and impossible. The findings of this research work show that students generally have a negative attitude towards the teaching and

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learning of Oral English. This attitude of students discourages them from attending the Oral English class. In the even that they are forced to attend, they refuse to pay attention to the teacher. This is evident in the responses they gave on their attendance to Oral English classes: 38.9% said they often attend the class, 61.1% said they sometimes attend Oral English class while 17.4% responded that they never attend class.

For this reason, Nonesuch (2006) argues that if this resistance or refusal to attend class is to be addressed constructively, students who feel resistant to aspects of the learning experience need the opportunity and perhaps the encouragement to express it and develop an interest. She cites a small research study that showed that such an approach could be correlated with increased rates of *persistence* on the part of the learner, noting that the more nuanced and accessible their resistance to the teacher and the teaching, the more likely the student was to attend the class regularly. These results suggest a positive association between conscious, active resistance and regular attendance. It also suggests that the more that conscious resistance is encouraged, the more likely it is that regular attendance will present positive results (Pare, 1994). Class attendance has a lot of impact on students‟ academic performance and from the findings of the present study, it is indicated that students do not normally attend and enjoy Oral English classes; therefore, students‟ attitude towards Oral English is negative.

5.3 Pedagogical implications

The findings of this research can be used to provide some pedagogical implications. It can help language developers, syllabus designers and decision makers to develop programmes and design syllabi and create interesting textbooks that will encourage students to pronounce words correctly and fluently speak the English language. The study‟s main results have significant consequences for teaching English language in particular and the teaching and learning of Oral English in the Ghanaian ESL classroom. The marked disparity

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between the pronunciation objectives of teachers and students highlights the need for teachers who are specialized in the aspect to teach it. Also, teacher training institutions should focus on training teachers in the aspect. Teachers must not only be concerned with teaching towards only exams but for use in their daily lives.

Moreover, as most students want more Oral English practice time, it is important that teachers create a lot of separate teaching slots on their timetable to teach it. Teachers should also give it more prominence as they do to the other aspects. The prospect of more slots of overt teaching of Oral English or an emphasis on patterns of spelling and pronunciation will go a long way to help reduce the anxiety in the Oral English class. It was apparent from the findings that inadequate Teaching and learning materials (T/LMs), teaching not done well to achieve the objectives of the syllabus and the lack of appropriate logistics are some of the school-related factors that contribute to poor attitude towards the teaching and learning of Oral English Senior High schools in Koforidua. Hence, teaching and learning materials needed to make the teaching and learning of Oral English interesting should be made available in the schools.

5.4 Suggestions for future research

Since pronunciation practice expectations differ, further studies such as a combination of observations and follow-up discussions, can provide valuable insights into pronunciation practice interpretations. This can also help gauge the understanding of terminology by the teachers in this field. To better understand the discrepancy between the specified goals for pronunciation of learners and teachers, it would be worth investigating if there is disparity between practice and perception; for example, examining the use of correction by teachers and contrasting it with their views on correcting mistakes that hinder intelligibility. In addition, it would be worth researching into factors affecting the expectations of students to discover if the perceptions of difficulty by teachers have a significant impact on the learning

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objectives of students in Oral English. Finally, a more detailed research on the perceptions and effects of teacher training is required to determine whether a supplementary course is required to provide more guidance in the knowledge of oral English rules or patterns, and how to effectively teach them.

5.4 Conclusion

Over the past years, the place of Oral English in the Ghanaian classroom has drastically changed in terms of the teaching methodology. This research was a small-scale study conducted among students at the Senior High School studying Oral English as an aspect of English Language and the results in this sense must be seen. This research indicates that the importance of learning Oral English is undisputed, but that there are major gaps between the attitude of the students and the teachers about their position in the classroom. These include different attitudes towards correction as well as expectations of what constitutes the practice of Oral English which, in effect, is derived from the various objectives of the students and the teachers. These gaps can be resolved only when there is an improved awareness in this area. This would go a long way to introduce more effective Oral English practice in the classroom, for the good of both students and teachers alike.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR STUDENTS

Dear student,

The researcher wishes to engage you to help give some information on this research questionnaire. It is aimed at collecting data to help the researcher assess students‟ attitude towards the teaching and learning of Oral English in Senior High Schools in Koforidua. The researcher requests you to kindly respond to this questionnaire by giving us your views on the issues raised. You are assured that the data you share would be treated with strict confidentiality.

Thank you.

SECTION A: DEMOGRAPHIC DETAILS

Please tick the correct answer from the options provided.

1. Please indicate your age group

Below 15 years [ ] 16 to 20 years [ ] 21 to 25 years [ ]

2 Indicate your gender

Male [ ] Female [ ]

3. Indicate the category of your level

SHS 1 [ ] SHS 2 [ ] SHS3 [ ]

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SECTION B: STUDENTS' ATTITUDE TOWARDS ORAL ENGLISH

Please use the following scale to indicate the extent to which you agree with the following statement by ticking the appropriate box.

Very often=1, Often= 2, Sometimes=3 Never=4

Students' interest in the teaching and learning of Oral English.					
SN	**Statements**	**1**	**2**	**3**	**4**
1	I attend Oral English class.				
2	I enjoy Oral English class.				
3	I am motivated by the way my teacher teaches me Oral English.				
4	My teacher gets bored with me when I don"t pronounce certain words correctly in Oral English Class.				
5	I practice Oral English outside the classroom.				
6	I pay attention to sound during the teaching of Oral English.				
7	Oral English affects my performance in the English Language paper.				

Strongly Disagree =1, Fairly Disagree = 2, Disagree=3 Strongly Agree=4, Fairly Agree=5, Agree=6

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Students' perception about Oral English							
SN	**Statements**	**1**	**2**	**3**	**4**	**5**	**6**
8	Oral English has low marks allocation.						
9	Oral English has no significant impact on my grade in WASSE.						
10	I think learning pronunciation is easy.						
11	When I speak English, I use what I learned in pronunciation in the Oral English class.						
12	Speaking freely is more important than accurate pronunciation.						
13	The teaching and learning of Oral English is boring.						

Misconception towards the teaching and learning of oral English							
SN	**Statements**	**1**	**2**	**3**	**4**	**5**	**6**
14	Children learn Oral English faster than adults						
15	It takes 1-2 years to acquire the English language						
16	Students who read aloud well understand						

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	the teaching and learning of Oral English.						
17	Students who appear to speak English well are able to pronounce words correctly.						
18	Students who are silent in class do not understand anything about the teaching and learning of Oral English.						
19	Students who appear to speak English well are fluent in the teaching and learning of Oral English.						

SECTION C: CHALLENGES TOWARDS THE TEACHING AND LEARNING OF ORAL ENGLISH.

Factors that hinder the teaching and learning of Oral English.							
SN	**Statements**	**1**	**2**	**3**	**4**	**5**	**6**
20	Unclear pronunciation by the teacher.						
21	Lack of audio tape for practicing.						
22	Lack of technical staff to assist in solving technical problems.						

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23	Little time allocation for the teaching and learning of Oral English.						
24	Lack of qualified majored phonology teachers to handle the aspect.						
25	Authentic videos of native and non-native speakers.						
26	Irregular practical text.						
27	Scarcity of Oral text materials.						
28	Inadequate sound laboratory.						

Learning difficulties in Oral English							
SN	**Statements**	**1**	**2**	**3**	**4**	**5**	**6**
29	My teacher uses British accent in the teaching and learning of Oral English.						
30	My teacher uses American accent in the teaching and learning of Oral English.						
31	I have difficulty in listening.						
32	I have difficulty in pronunciation.						
33	My teacher‟s pronunciation is not always clear.						

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Learning Pronunciation for Communicative Purpose							
SN	**Statements**	**1**	**2**	**3**	**4**	**5**	**6**
34	I think more emphasis should be given to proper pronunciation in class.						
35	I think learning English pronunciation is not a waste of time.						
36	I‟m concerned with my progress in learning English pronunciation.						
37	I would rather spend class time working on communicating in my second language, instead of spending time on practicing English pronunciation.						
38	Communicating is much more important than sounding like a native speaker of English.						
39	I try to imitate native English speakers as much as possible.						

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SECTION D: STRATEGIES TO ENCOURAGE STUDENTS' ATTITUDE TOWARDS THE TEACHING AND LEARNING OF ORAL ENGLISH.

Techniques to develop the attitude of students towards the teaching and learning of Oral English.							
SN	**Statements**	**1**	**2**	**3**	**4**	**5**	**6**
40	Aspect teaching must be encouraged.						
41	Provide well-furnished sound laboratory.						
42	Free tools/resources for oral English.						
43	Allocate more time for the teaching and learning of Oral English on the time table.						
44	Adequate practical training in the use of sounds at the pre-service education level.						
45	Motivate students through the act of public speaking.						

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Materials to encourage the teaching and learning of oral English.							
SN	**Statements**	**1**	**2**	**3**	**4**	**5**	**6**
46	Students must be allowed to use gadget in school to practice the learning of Oral English.						
47	Students must be provided with audio visual materials in the teaching and learning of Oral English.						
48	Students must be given additional time in the practices of Oral English at the laboratory.						
49	Students must be allowed to use mobile phones to accept some of the Oral tapes of past questions for practice.						
50	Parent must provide Oral materials for practice at home.						

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Activities to enhance students' involvement in the teaching and learning of oral English							
SN	**Statements**	**1**	**2**	**3**	**4**	**5**	**6**
51	Phonetic transcription method						
52	Tongue twisters						
53	Minimal pair drills method						
54	Sentence drills						
55	Visual reinforcement						
56	Vowel shifts and stress shifts drill						

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APPENDIX B

QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam,

Dear student,

The researcher wishes to engage you to help give some information on this research questionnaire. It is aimed at collecting data to help the researcher assess students‟ attitude towards the teaching and learning of Oral English in Senior High Schools in Koforidua. The researcher requests you to kindly respond to this questionnaire by giving us your views on the issues raised. You are assured that the data you share would be treated with strict confidentiality.

Thank you.

SECTION A: DEMOGRAPHIC DETAILS

Please tick the correct answer from the options provided.

1. Please indicate your age group

Below 30 years [ ] 31 to 35 years [ ] 36 to 40 years [ ] 40years and above

2. Indicate your gender

Male [ ] Female [ ]

3. How long have you been teaching English?

a) Less than 5 years [ ] **b)** Between 5 and 10 years [ ] **c)** Over 10 years [ ]

4. What is your highest level of education qualification?

a) Post graduate level [ ] **b)** University [ ] **c)** Tertiary College [ ] **d)** Secondary [ ]

5. Are you a professional English teacher?

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a) Yes [ ] No [ ]

5. What is your major?

a) Language b) Literature

SECTION B: STUDENTS' ATTITUDE TOWARDS ORAL ENGLISH

Please use the following scale to indicate the extent to which you agree with following statement by ticking the appropriate box.

Very often=1, Often= 2, Sometimes=3 Never=4

Teachers' interest in the teaching and learning of Oral English					
SN	**Statements**	**1**	**2**	**3**	**4**
1	I like teaching Oral English				
2	I involve students in the teaching and learning of Oral English.				
3	I practice pronunciation with students.				
4	I make the teaching of Oral English exciting to students.				
5	I encourage students to practice oral text outside the class by giving them assignment. .				
6	I pronounce sound correctly during the teaching of Oral English.				
7	I have positive attitude towards the teaching and learning of Oral English.				

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8	How I teach Oral English affects the attitude of the students				
9	I mix both the British and American accent in the teaching of oral English.				
10	The complexity of the Oral text affects students‟ attitude towards the learning and teaching of oral English.				

Students' perception about Oral English

Strongly Disagree =1, Fairly Disagree = 2, Disagree=3 Strongly Agree=4, Fairly Agree=5, Agree=6

Students' perception about Oral English							
SN	**Statements**	**1**	**2**	**3**	**4**	**5**	**6**
11	Oral English has low marks allocation.						
12	Oral English has no significant impact on my grade in WASSCE.						
13	I think learning pronunciation is easy.						
14	When I speak English, I use what I learned in pronunciation in the Oral English class.						
15	Speaking freely is more important than accurate pronunciation.						
16	Oral English teaching and learning is boring						

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Misconception towards the teaching and learning of oral English							
SN	**Statements**	**1**	**2**	**3**	**4**	**5**	**6**
17	Children learn Oral English faster than adults						
18	It takes 1-2 years to acquire the English language						
19	Students who read aloud well understand the teaching and learning of Oral English.						
20	Students who appear to speak English well is able to pronounce words correctly.						
21	Students who are silent in class do not understand anything about the teaching and learning of Oral English.						
22	Students who appear to speak English well are fluent in the teaching and learning of Oral English.						

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SECTION C: CHALLENGES TOWARDS THE TEACHING AND LEARNING OF ORAL ENGLISH.

Factors that hinder the teaching and learning of Oral English.							
SN	**Statements**	**1**	**2**	**3**	**4**	**5**	**6**
23	Inadequate teaching learning materials						
24	No workshops and refresher courses on oral English for English teachers						
25	Lack of qualified majored phonology teachers to handle the aspect.						
26	Authentic videos of native and non-native speakers.						
27	Irregular practical text.						
28	Inadequate sound laboratory.						

Teaching and learning difficulties in Oral English							
SN	**Statements**	**1**	**2**	**3**	**4**	**5**	**6**
29	I use British accent in the teaching and learning of Oral English.						
30	I use American accent in the teaching and learning of Oral English.						
31	I have difficulty in projection.						
32	I have difficulty in pronunciation.						
33	My pronunciation is not always clear.						

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Learning Pronunciation for Communicative Purpose							
SN	**Statements**	**1**	**2**	**3**	**4**	**5**	**6**
34	I think more emphasis should be given to proper pronunciation in class.						
35	I think learning English pronunciation is not a waste of time.						
36	I‟m concerned with students‟ progress in learning English pronunciation.						
37	I would rather spend class time teaching other aspects of English, instead of spending time on practicing English pronunciation.						
38	Communicating is much more important than sounding like a native speaker of English.						
39	I try to imitate native English speakers as much as possible to teach Oral English.						

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SECTION D: STRATEGIES TO ENCOURAGE STUDENTS' ATTITUDE TOWARDS THE TEACHING AND LEARNING OF ORAL ENGLISH.

Strongly Disagree =1, Fairly Disagree = 2, Disagree=3 Strongly Agree=4, Fairly Agree=5, Agree=6

SN	Statements	1	2	3	4	5	6
40	Aspect and team teaching must be encouraged.						
41	Provide well-furnished sound laboratory.						
42	Free tools/resources for oral English must be provided.						
43	Allocate more time for the teaching and learning of Oral English on the time table.						
44	Adequate practical training in the use of sounds at the pre-service education level.						
45	Use of role play as a teaching methods						

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Materials to encourage the teaching and learning of oral English.							
SN	**Statements**	**1**	**2**	**3**	**4**	**5**	**6**
46	Teachers must allow students to use gadgets in school to practice the learning of Oral English.						
47	Teachers must provide students with audio visual materials in the teaching and learning of Oral English.						
48	Teachers must give additional time to students to practice of Oral English at the laboratory.						
49	Teachers must allow students to use mobile phones to accept some of the Oral tapes of past questions for practice.						
50	PTA must ensure the provision Oral materials for practice at home.						
51	GES must increase the time and marks allocated for Oral English.						

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Activities teachers use to enhance students' involvement in the teaching learning of oral English							
SN	**Statements**	**1**	**2**	**3**	**4**	**5**	**6**
52	Phonetic transcription method						
53	Tongue twisters						
54	Minimal pair drills method						
55	Sentence drills						
56	Visual reinforcement						
57	Vowel shifts and stress shifts drill						

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APPENDIX C

INTERVIEW GUIDE FOR STUDENTS

1. Did you have any idea of oral English before coming to SHS?
2. If yes, who introduced you to it?
3. Which year were you introduced the teaching and learning of Oral English?
4. How has it helped your speaking?
5. How often are you taught this aspect of the language?
6. What is your level of interest in the Oral English?
7. What is your attitude towards the teaching and learning of Oral English?
8. Does your teacher have positive attitude towards the teaching of Oral English?

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APPENDIX D

INTERVIEW GUIDE FOR TEACHERS

1. Which part of the country are you coming from?
2. How does your background affect the teaching of Oral English?
3. How does cultural and social background of the students affect the teaching and learning of Oral English?
4. How do you see students‟ attitude towards the learning of Oral English?
5. What techniques do you use in delivering your Oral English lessons?
6. What necessary logistics are available in facilitating the teaching and learning of Oral English?
7. How does the teaching of Oral English help improve pronunciation and communication skills of students?
8. In your opinion, how can you make the teaching of Oral English interesting?