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# ONLINE SESSION / 15.05.2025

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TÜRKİYE LOCAL TIME: 15:00 - 17:00

## HEAD OF SESSION: Franz Hessel

| Authors  | Affiliation                                 | Presentation title  |
|--|---|---|
| Nicholas Prosperi<br>Andrea Morgante<br>Andrea Luzi<br>Enzo Adamo<br>Marta Cianfriglia<br>Elisa Maccari<br>Alessandro Auletta<br>Chiara Bramucci<br>Rosemary Abbagnale<br>Dario Di Nardo<br>Luca Testarelli<br>Rodolfo Reda        | University of Rome La Sapienza              | Clinical outcomes of full-arch implant-supported fixed prostheses in the edentulous maxilla: Implant survival and prosthetic complications        |
| Andrea Luzi<br>Alessandro Auletta<br>Arianna Antonelli<br>Francesco Evolo<br>Nicholas Prosperi<br>Gualtiero Gherardi<br>Valeria Martini<br>Alessio Zanza<br>Sofia Leporale<br>Marta Cianfriglia<br>Luca Testarelli<br>Rodolfo Reda | Sapienza University of Rome                 | Evaluation of clinical and biochemical outcomes in two variants of screw-retained single implant crowns   |
| Chike-Okoli<br>Felicia Chibuogwu<br>Halima Shehu   | Federal University of Technology            | Repositioning the teaching of spoken English in the 21st century secondary schools in Minna metropolis, Nigeria                                   |
| Chahid Slimani<br>Abdellah Bahtat  | Sidi Mohamed Ben Abdellah University        | The impact of innovative healthcare technologies on medical liability   |
| Franz Hessel,  | SRH University                              | Personalized medicine on the rise – Opportunity or risk for worldwide healthcare systems?   |
| Hablass A<br>Hessel F  | SRH University                              | Applications, challenges, and limitations of AI use in healthcare: An analysis of AI responses for drug information                               |
| Mohd Arsh Khan<br>Zeba Ali Mumtaj<br>Saimah Khan   | Integral University                         | Advanced strategies for the removal of pharmaceuticals from wastewater  |
| Muhammad Awais<br>T. Salahuddin<br>Farrukh Riaz<br>Sana Sakinder<br>Moeen Taj  | Mirpur University of Science and Technology | Numerical simulation for the thermal and solutal system of unsteady naturally convective flow of Casson fluid near a vertical oscillating surface |

(All speakers required to be connected to the session 10 min before the session starts)  
Moderator is responsible for ensuring the smooth running of the presentation, managing the group discussion and dynamics.

# **Repositioning the Teaching of Spoken English in the 21<sup>st</sup> Century Secondary Schools in Minna Metropolis, Nigeria**

**By**

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## **Abstract**

The standard of spoken English of a majority of senior secondary school students in Minna, Nigeria, where English is taught and used as a second and official language is a major cause of concern to language educators. One of the skills driving 21<sup>st</sup> century education environment is effective communication. It is, therefore, very important that utmost attention be paid to the teaching and learning of spoken English in the secondary school. The spoken English performance of secondary school graduates does not meet the standard expected of them. The purpose of this paper is to examine the instructional environment of the spoken English class and to proffer repositioning strategies for 21<sup>st</sup> century spoken English instruction. 33 English language teachers in purposively selected public and private senior secondary schools within Minna metropolis were involved in this study. Investigations conducted using the questionnaire, administered on randomly selected 33 English language teachers showed that teaching aids, especially the ones associated with technology do not exist in public schools. Many private schools do not have these aids either. In the face of technological advances, this paper, recommended some strategies that can help to improve the spoken English language learning environment and consequently reposition the teaching of spoken English in Minna metropolis.

**Keywords:** Repositioning, Spoken English, Senior Secondary  
Schools, Repositioning Strategies, Technological tools.



## INTRODUCTION

Teaching spoken or oral English in the Nigerian secondary school is as important as teaching any other school subject. At the secondary level of education, especially at the senior level, learners are expected to exhibit some degree of spoken English competence in their routine interactions. This is in view of the important role of English language as the nation's official language which, in essence, serves as the language of government, politics, law, education and commerce. Whatever the mode of language of discussion, a serious business transaction is sealed up in writing in English language. In some cases, it is the language for social interaction among the elite group. Secondly, English language is a language of prestige in some multilingual countries (especially those colonized by Britain, Nigeria inclusive) with some benefits accruing to individuals who speak it fluently. Also, competence in spoken English is considered a symbol of modernization among Anglophone multilingual youths and an extra advantage for success and social mobility in cultural and complex linguistic and pluralistic societies.

So, despite the existence of major indigenous languages in Nigeria, English language enjoys a wider geographical spread than any other. In Nigeria, an estimated four hundred indigenous languages are spoken (Iwara, 2008), but English language is the most patronized in inter-ethnic and intra-linguistic interactions. From the fourth year in primary school, English language is gradually introduced as a medium of instruction through secondary and tertiary education, in line with the provisions of the National Policy on Education. It is also a compulsory subject of study from the upper primary to the senior secondary school. A "credit" pass in English at "O" level examination is a prerequisite to admission into any Nigerian tertiary institution to study any course. The broad goal of secondary education in Nigeria is "to prepare the individual for useful living within the society and higher education", according to the National Policy on Education (2014) Section 5 (21). Useful living, it is believed, involves a reasonable degree of social

interaction within and outside the indigenous setting. It also involves ability to understand other people's expression and to be understood by others too. Thus, Otabor (2014) stated that the aim of teaching spoken English must be to inculcate in learners the ability to express themselves clearly, in flexible conversational English, the features of which are nationally and internationally acceptable. However, many secondary school students, especially at the senior level, find it difficult to express themselves in English language, both in speech and writing. It is against this back-drop that this paper examined the instructional environment of spoken English at this level, in order to determine the repositioning strategies that run with 21<sup>st</sup> century teaching and learning tools for more effective teaching and learning of spoken English in Nigerian senior secondary schools, with special focus on Niger State metropolis.

### **Challenges Confronting the Teaching of Spoken English**

Many secondary school students do not seem to have a good grounding in speech skills but have rather been taken over by the 'road-side' and 'market place' English language versions such that they find it difficult to use the acceptable form. Many reasons can be responsible for this. Firstly, the phenomenal growth in the number and population of schools since the inception of free primary education in Nigeria and the consequent pressure to produce more teachers resulted in deployment of incompetent language teachers who also needed to be linguistically educated themselves. Abiri (1983) also argued that many of these teachers who can hardly speak comprehensible English themselves are naturally incapable of teaching their students to speak better. Some of them did not receive any formal training on spoken English teaching.

Secondly, it should be noted that spoken English language instruction has not been accorded full recognition as other areas like grammar, writing and reading. Rather, it is incorporated into English reading comprehension units. While students are tested on these



areas in terminal and promotional tests, spoken English has no test time of its own. Moreover, the examining and matriculating bodies emphasize a *credit* pass in English, which widely covers grammar, writing, reading and comprehension but spoken English is not assessed. The Nigerian National Examinations Council (NECO) which is a reputable examination body has what it calls *Test of Orals*, a spoken English language examination for senior secondary schools even though it is also a written exercise. This lack of attention to oral competence has the tendency to make students pay less attention to spoken English.

It may not be out of place here to note that very few secondary schools, if any at all, are prepared for spoken English instruction in this modern era. It is rare to see a secondary school that has spoken English facilities like language laboratory, tape recorder, audio-visual projector or even textbooks specifically designed for this purpose. Yet, native speaker models are unavailable and there is no substitute to imitate or copy for drill. Some scholars believe that lack of instructional aid can hinder opportunities for developing speaking skills (Chen & Goh (2011); Otabor, (2014); Anyiendah, (2017).

A well-recognized setback in spoken English performance of secondary school learners is local language interference. There is always the tendency for some learners' native sounds to interfere with those of English either as a result of nonexistence of similar sounds in the mother tongue or language of the environment because of similarity in articulation between the native sounds and those of English. Unless such a learner is consciously taught to articulate the second language correctly, he may find it difficult to understand a native speaker and also to be understood by the native speaker. Some interference problems could be phonological, i.e., the vowel and consonant distinction problem, they could be stress, intonation patterns, rhythm patterns – all being constituents of spoken English.

Similarly, a major challenge confronting effective teaching of spoken English is teacher incompetence in the teaching of spoken English. Chen & Goh (2011) and Otabor (2014) identified teacher's lack of competence and mastery of techniques of knowledge

impartation as well as low self-efficacy as factors that frustrate the teacher with respect to oral English proficiency. Teacher incompetence can bring about avoidable ridiculous ambiguities while trying to substitute for native speakers. Apart from these, Anyiendah (2017), however, identified open verbal criticism of learners as capable of diminishing learner's confidence level and self-esteem and can keep them away from the learning environment because some of them might believe they would never be able to approximate the native speaker accent.

There could still be other unspecified problems that may have to do with students own psychological dispositions. They believe that as long as the uncoordinated blend of native and Nigerian standard speech versions enable them to communicate, they feel comfortable and contented. Thus, they believe that English language is another man's language, and that their deficiency in it cannot significantly affect their progress in life. This is where the home environment becomes a factor. Many a time, these students attend schools from illiterate environments which do not encourage the use of a second language. So long as a second language learner consistently interacts with local language speakers outside the school environment, all the problems of second language learning associated with the native language use may be difficult to overcome. For instance, a child who grows up in a language situation where /h/ is silent in the initial position will also drop /h/ sound in *hear*, *house*, *high*, etc., in initial English position. Similarly, the absence of vowel sounds /  $\Theta$ ,  $\Lambda$  /, diphthongs /  $i\text{ə}$ ,  $v\text{ə}$  / and the dental fricative / $\theta$ / in many Nigerian languages will hinder ESL learners of this background from acquainting themselves with correct production of English sounds (Fasanmi, 2011).

One other hindrance to teaching of spoken English is the attitude of administrators towards it. Titi (2004) observed that while the education authorities realise the importance of teaching oral English in schools, they find themselves unable and/or unwilling to provide enabling environment or necessary funds to support effective teaching and testing of the



subject. This may have been responsible for the seeming neglect of effective spoken English teaching programme in the secondary school system. In a state like Niger, for instance, no public school has any spoken English teaching facility aside textbooks. Yet, many students lack recommended English textbooks. This absence of relevant learning materials for both practical and theoretical use, coupled with deficient English language background of learners, is compounding the problem of spoken English teaching and learning, apart from frustrating the efforts of the teacher. Lack of commitment on the part of relevant parties involved in language education process is one of the major problems hindering effective teaching of spoken English in schools.

Government and private school owners should equip schools established and owned by it. It must be willing and able to provide necessary learning materials, namely, language laboratory, projectors, video and tape recorders in schools.

Many public and private schools are not equipped with modern teaching equipment which depends on internet access to function. The 21<sup>st</sup> century education is internet based because of interconnectivity of global learning activities of the century. Connection to global learning hub, needs power supply. Internet and power provision are fundamental factors driving education in this modern world and in their absence, much may not be achieved. In this 21<sup>st</sup> Century, there are many digital tools dedicated to language learning which can take learners to the target language communities while within the classroom. There are virtual classrooms and pre-recorded videos now on the internet where language learners can model sounds and drill themselves after classes in the target language while at home.

### **The Problem**

In the face of growing concerns over the low level of English language expressions of secondary school students, and despite concerted efforts being made by educators to improve students' spoken English language skills, very many secondary school students especially at the senior level, are unable to communicate meaningfully in spoken English.



The efforts of language educators do not seem to be achieving much competency in students. When some of them are engaged in conversation, the glaring communication disability becomes obvious. Thus, this paper investigated the factors militating against the achievement of oral communication competency with the view to repositioning the teaching of spoken English in Nigerian secondary schools. School type is investigated in this study as a moderator variable.

### **Objectives of the Study**

The objectives of the study are to:

1. investigate English language teacher qualifications in the selected schools in Minna metropolis;
2. determine the teaching aids currently used by English language teachers in the spoken English classroom in Minna metropolis.
3. investigate the availability of modern digital instructional tools for spoken English language instruction in selected secondary schools in Minna metropolis;
4. investigate allocation of time to spoken English instruction in the selected schools in Minna metropolis
5. recommend repositioning strategies for a more effective teaching of spoken English in Nigerian secondary schools

### **Theoretical Framework**

This work is guided by the theory of Behaviourism, propounded by Skinner in 1938 which concerns itself with objective observable behaviour that has a strong commitment to the role of experience in shaping behaviour. Here, behavioural adaptation is explained in terms of habit built up through behavioural conditioning where patterns are repeated until they become automatic. Thus, the behavior of speaking correctly would be a consequence of being raised in an environment in which correct language models were present and in which children's speech errors were corrected. The role of the teacher and the school would be to

provide learners the enabling environment that would expose them to achieve the desired learning objectives in form of learning materials, like video models, tape recorded models, projectors, language laboratory, among others. In this 21<sup>st</sup> Century, however, technological tools are being deployed for more effective learning, thus, inculcating more acceptable forms in the repertoire of the learner.

Hence, there is a realization that early exposure to spoken language is deemed primary in the development of the speech repertoire an individual. Thus, a good grounding in speech work is seen as naturally constituting a good basis for learning to speak and write in a well-planned language course. The spoken English performance of secondary school students may have fallen short of expectation for a variety of reasons, ranging from teaching or learning difficulties, particularly for those with limited English background.

### **Population and Sampling**

Minna metropolis comprises two local government areas of Chanchaga and Bosso, with a total number of 30 public senior secondary schools. 22 of them which are considered model schools were targeted for study. Private secondary schools established not less than fifteen years ago were also targeted for study. There is a total of 43 English language teachers in both the public and private schools taking the senior classes in the 2023/2024 academic session. Out of this number, 20 teachers were randomly selected and studied in the public schools, one teacher for each school, while 13 teachers were similarly selected and studied in the private schools.

### **Instrumentation**

A total of thirty-three (33) copies of questionnaire were administered on 33 selected English teachers in the selected schools. The questionnaire has ten items designed to elicit answers on teachers' demographic status, availability of spoken English instructional facilities. The instrument was face and content validated and tested for reliability. Respondents were first detailed about the rationale for the study by the researcher before



the actual administration of questionnaires which were filled and returned the same day. The duration of the study was two weeks and was conducted school by school and person to person.

### **Data Analysis**

Simple descriptive statistics of percentage was used for analysis of the data collected from the sampled English language teachers.

## Result

Result of the analysis of the questionnaire items are presented below:

| S/NO   | YES                     | NO                      |                        |
|--|-------------------------|-------------------------|------------------------|
| 1. Did you receive any training on teaching spoken English?                      | 30 (90.9%)              | 3 (9.1%)                |                        |
| 2. If yes, how long have you taught it?  | 1 – 3 years             | 12 (40%)                |                        |
|  | 4 – 6 years             | 5 (16.7%)               |                        |
|  | 7 – 10 years            | 9 (30%)                 |                        |
| 3. Did you receive any training on teaching spoken English?                      | YES<br>22<br>(66.7%)    | NO<br>8<br>(24.2%)      | NEUTRAL<br>3<br>(9.1%) |
| 4. Do you have specific time allocated to teaching spoken English?               | YES<br>11<br>(33.3%)    | NO<br>22<br>(66.7%)     |                        |
| 5. The following teaching facilities are available for spoken English class      | YES                     | NO                      |                        |
| Video Equipment  | -                       | 33 (100%)               |                        |
| Language Laboratory  | 3 (9.1%)                | 30 (90.9%)              |                        |
| Audio Machine  | 4 (12.1%)               | 29 (87.9%)              |                        |
| Tape Recorder/CD   | 2 (6.1%)                | 31 (31.9%)              |                        |
| Charts   | 2 (6.1%)                | 31 (93.9%)              |                        |
| None of the above  | 22 (66.7%)              | 11 (33.3%)              |                        |
| 6. If your answer to No. 4 is „Yes“, how many hours are you allocated in a week? | 1 Hour<br>22<br>(55.6%) | 2 Hours<br>4<br>(36.6%) | 3 Hours<br>2<br>(18%)  |



7. Which of these listed equipment would you prefer for teaching spoken English?

| Language laboratory | Audio machine/Tape recorder | Video Machine | Charts | All of the Mentioned |
|---------------------|-----------------------------|---------------|--------|----------------------|
| 21<br>(63.6%)       | 5<br>(15.1%)                | 5<br>(15.1%)  | -      | 0 (0%)               |

8. What is the degree of mother tongue interference on students' spoken English?

| Very Much      | Moderate      | A Little      | Not at All  | Neutral   |
|----------------|---------------|---------------|-------------|-----------|
| 18<br>(54.54%) | 8<br>(24.24%) | 4<br>(12.12%) | 3<br>(9.1%) | 0<br>(0%) |

9. Do students prefer the use of mother tongue to English language in the school?

|                |               |               |             |             |
|----------------|---------------|---------------|-------------|-------------|
| 12<br>(36.36%) | 8<br>(24.24%) | 9<br>(27.27%) | 3<br>(9.1%) | 1<br>(3.0%) |
|----------------|---------------|---------------|-------------|-------------|

10. Do students show interest in spoken English lesson?

|                |               |               |             |           |
|----------------|---------------|---------------|-------------|-----------|
| 14<br>(42.42%) | 8<br>(24.24%) | 8<br>(24.24%) | 3<br>(9.1%) | 0<br>(0%) |
|----------------|---------------|---------------|-------------|-----------|

## DISCUSSION

From the analysis of items presented above, 90.9% of English language teachers teach spoken English in their schools with only 40% of them having 1-3 years teaching experience. 66.7% of respondents received formal training in spoken English instruction by virtue of Phonetics and Phonology course which they took in their respective tertiary institutions but 24.7% of respondents was not trained in spoken English instruction. Similarly, 66.7% of them have no specific time allocated for the teaching of spoken English. 40% and 30% of respondents have taught spoken English between 1 and 3 years respectively, while 30% have taught between 7 and 10 years. 55.6% of respondents spend

one hour per week to teach spoken English while 36.6% spend two hours weekly on spoken English lesson. Only 18% of respondents spend up to 3 hours teaching spoken English weekly.

On the availability of instructional facilities in schools, no school investigated has video equipment. Only 9.1% of the respondents use language laboratory while 12.1% use audio machines. 6.1% of respondents use tape recorder/CD while another 6.1% of respondents have only charts available for spoken English instruction. 66.7% of respondents have none of the facilities mentioned above for instruction. This clearly shows the neglect of the spoken aspect of English language teaching.

However, majority of teachers (63.6%) said that they would prefer to use language laboratory while 15.5% would prefer the use of audio machine/tape recorder. The remaining 15.5% would prefer to use video machines for instruction.

However, 54.54% and 24.24% of respondents rated students' commitment 'very much' and 'moderate' respectively while 36.36% and 24.24% of respondents rated students' preference for the use of mother tongue outside class 'very much' and 'moderate' respectively. Only 27.27% of respondents rated mother tongue preference outside class by students 'a little'. Students show 'very much' interest in spoken English lessons, according to 42.42% of respondents while 24.24% and yet another 24.24% of them rated students' interest 'moderate' and 'a little' respectively.

The result of this investigation indicated that there is cause to worry about the teaching of spoken English in the secondary school in Niger State. Minna is the capital of Niger State and the most urbanized part of the state. It is believed that if the state of spoken English lesson environment is this poor in Minna, then findings here agree with earlier findings and observations of scholars in language studies (Chen & Goh, 2011; Otabor, 2014; Anyiendah, 2017) that the absence of instructional facilities coupled with teacher



incompetence, constitute a major setback to effective teaching of spoken English in second language situation.

## Repositioning Strategies

To reposition the teaching of spoken English in the secondary school, the following recommendations are hereby proffered:

1. Educational structure is moving from brick and mortar classroom to digital, using mobile technologies (Gambari, 2021). The advent of e-learning has pulled down the many barriers to learning like geographical barriers, security issues, class size problem, race or ethnicity nationality problem, gender issues, distance and so on.
2. On the top of employer's ranking of the skills required for employment in 21<sup>st</sup> century is communication, which includes verbal and written skill as The United Nations also noted. (The UNESCO (2014). In view of this, language teaching and learning should now focus more on students' ability to understand, use and produce language in a variety of forms, for a variety of purpose, e.g., making requests, relaying information and messages to others in clear and unambiguous ways, understanding, instructions, rather than focusing on verbs and vocabulary lists.
3. Learning environment is going virtual/online because of the availability of digital resources, even as classrooms gradually lose their walls. So, teaching and learning could happen effectively outside via online, offline or blended, in both real and virtual spaces.
4. Teaching approach should shift from teacher centredness to learner centredness, from individualized to collaborative learning thereby creating learner networks and communities.
5. Educational content will also shift from content-based to outcome-based. In the new dispensation of English language learning, there should be clear demonstrations of the impact that language learning has on students.
6. Delivery technology should move from blackboard to whiteboard, to smartboard to no board (mobile devices), to now include computers, laptops, ipods, ipads, tablets, smartphones, TVs, among others.
7. Learning devices should shift from lesson notes to electronic resources, including texts, images, audio, video animation, thereby, making learning innovative and engaging, even extending to online communities.
8. The evolving face of 21<sup>st</sup> Century English language classroom is such that with the availability of these different capacity technologies for English language learning, the English language physical classroom will become more democratic as technology is changing the way that people live and learn. The major implication of technological



advance in English language teaching and learning is that learners can now acquire the knowledge they desire without the teacher's interference or dictates.

9. Classroom strategies and methods should reflect a change in the goals of teaching spoken English. Classroom approaches will focus learner autonomy and collaborative dispositions. It also includes appreciating and celebrating students' demonstration of knowledge in clear and tangible ways, celebrating individual talents, skills and aptitudes (Eaton, 2010). The ESL classroom should provide the value of language learning through stories and speech in demonstration of speaking and presentation skills as well as clear articulation of ideas. There could be second language speech contests, debates, poetry readings and storytelling. This can also lead to students demonstrating language learning by making their own videos, podcasts, blogs, wikis, portfolios. These are some ways they can reflect the impact of language learning on their lives. They can use technology to share with others how productive/creative they have become rather than being just consumers of technology, through their technology backed creations and arts and projects.
10. In addition to technology use in the spoken English classroom, there should be provision in the English language curriculum where contrastive study of English and learner's native language alphabet sounds would be made and only trained teachers should be assigned to take up the task.
11. Students should be encouraged to join the global learning hub through the internet as a way of acquiring the standard phonetic forms
12. Teachers should engage students in classroom dialogues and oral work connected with visual pictures, description of objects, asking and answering questions, giving short talks and taking part in discussions. Discussions can be based on comparison of items in one situation with items in another situation. Descriptions can also be made of simple objects in the room or school, items at home or in the street or at a more difficult level of process or procedure, or even a complex level of concept or abstract.
13. There should be regular specific hours allotted to oral English lessons.

14. Government and other school owners should ensure that qualified teachers who have received professional training in the teaching of spoken English language are employed in the secondary school. Training on digital learning and WebQuest should constitute a major teacher development programme. Occasional in-service digital learning should be mounted to expose and connect qualified teachers with online language learning communities to ensure that they are always current and active.
15. More importantly, spoken English should be considered important enough to be taught and examined in certificate examinations. A policy statement that should pronounce spoken English language a subject in certificate examinations will encourage students to work towards the target model.
16. In the face of lack of teaching equipment for teaching of spoken English, teachers can quickly seek help online to maintain quality teaching.

### **Conclusion**

From the foregoing, it is important that teaching spoken English in the secondary school should be taken seriously if the desired goal of spoken language competency will be achieved. Enormous neglect has been made of the teaching and learning of spoken English but this paper believes that there are still opportunities to reposition the teaching/learning environment of spoken English, taking advantage of the emerging technologies to make positive impact in the spoken English class environment. If appropriate attitudes are adopted by government, school owners, teachers and students to this cause, secondary school students in Niger State can compete comfortably with their counterparts elsewhere in the world in the area of spoken English.

### **Recommendation.**

There must be proper exposition of sounds and sound systems of the first and second languages for contrastive purposes. Areas of difficulty should be focused and properly



taught through drills. In fact, workbooks should be developed and used for spoken English so that while students imitate from video and other aids, they can also write the sound symbols.

Teachers also should avail themselves the opportunity of getting in contact with native speakers either through the internet (diskettes, cassettes, and video) or even through live chats. Teachers must know enough to teach. They should encourage their students to speak often in English. They should engage students in classroom dialogues and oral work connected with visual pictures, description of objects, asking and answering questions, giving short talks and taking part in discussions. Discussions can be based on comparison of items in one situation with items in another situation. Descriptions can also be made of simple objects in the room or school, items at home or in the street or at a more difficult level of process or procedure, or even a complex level of concept or abstract.

On the part of students, they can escape from speaking with difficulty if they make up their minds to change their perceptions and accept the speech models given them. Constant practice is the key to mastery of all languages. These strategies, this paper believes, can greatly help to reposition the teaching of spoken English language in the secondary school if religiously applied.

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