

Impact Of Language Laboratory On Effective Teaching And Learning Of Oral English Language In Secondary Schools

Omotoyinbo Dare Williams

Faculty of Education, Department of Arts Education, Adekunle Ajasin University,
Akungba-Akoko, Ondo State, Nigeria

Abstract: *This study examined the impact of Language laboratory for effective teaching and learning of Oral English in secondary school in Akoko South West Local Government Area of Ondo State. The purpose of the study is to; find out if there are language laboratories available for effective teaching, find out whether there is adequate motive for the use of language laboratory for both teachers and students during Oral English class, find out the benefits of the language laboratories on the effective teaching.*

A descriptive research design was adopted for the study. The sample of the study consisted of 150 secondary school students were selected in 10 different secondary schools in Akoko South West Local Government Area of Ondo State. A self-developed questionnaire was used to collect data from the respondents. Four research questions were raised and answered using frequency counts, mean and standard deviation to answer the research question.

The findings of the study revealed secondary schools do not have enough computer system which depicts various pictures of people performing different actions in oral pronunciation, language laboratories develop students' pronunciation and help them develop natural English-speaking accents, students understand better and perform well with the use of language laboratories through auditory learning which develops the skills of tone, pitch, and loudness and teachers' inefficiency in operating devices in the language laboratory makes them shy away from it.

It was concluded that teachers during oral English class, do not make use of language laboratory as a result of inadequate teaching materials, in addition to that, students are reluctant about using the language laboratory during oral English class, and to crown it all, both teachers and students ignore the use of language laboratory during oral English class. It was therefore recommended that Oral language teachers should not only have the intellectual knowledge of the subject matter. They should know the methodology for imparting the knowledge and efforts should be made to ensure a blend of experimentation with the direct method or that two or more methods be adopted in the teaching of oral English.

Keywords: *Language laboratory, Oral English Teacher, Teaching materials, Effective Teaching, Intellectual knowledge, Student's Pronunciation.*

I. INTRODUCTION

In every human society, the need to communicate is paramount. Language remains the most viable means through which human beings communicate either in written or spoken form. Language serves as a veritable tool of socialization. Language can be described as basically speech. This stems from the fact that no child born into even the most literate societies of the world acquires or learns its mother tongue in no other forms than the aural. All other media of language

such as the visual (written) and tactile (Braille), ones are constructed on the basis of the system of the aural medium (Atoye&Adejuwon, 2015).

As observed by Akinjobi, (2015), language is a systematic means of communicating ideas by the use of sounds, gestures, signs or marks. It is the code used to express oneself and communicate to others. It is the mental faculty or power of vocal communication. Any means of communicating ideas, specifically human speech, and the expression of ideas by the voice and sounds and articulated by the organs of the throat

and mouth is a language. This is a system of combining words to create meaning used by a particular group of people. Language is something specific to human, that it to say, it is the basic capacity that distinguishes human from all other living beings. Language, therefore, remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes (Egwuogu, 2012).

II. BACKGROUND

English language has remained the language of government, law, administration, Politics, mass media, commerce and all sort of social engagement for people from different language groups in Nigeria. It is the language for Education and a medium of instruction for all subjects. An applicable degree of competence is expected from the learners of English. In various sectors in Nigeria, English language has proven to be a more efficient medium than any of the native languages.

According to Aremu (2012), English language is a medium of communication, like every other language of the world. He added that English language is the native language of some parts of the western world like great Britain (united kingdom), some part of the America (U.S.A). Aremu (2012), further describes English language as one of the most spoken languages of the world. Today, English is the lingua franca of Nigeria (official language) as Nigeria was colonized by the British people. Also Abdullahi (2012) opined that it is the language introduced to some countries of the world by their colonizers. He added that, the English language is a universal language though not adopted by the entire nations of the world but more than 97% use it as means of communication. English language serves a general means of communication in some areas, mostly where it is generally accepted as their lingua franca. Aliyu (2010), also observed that the English language is said to be the language which originates from British as their native language and it is recognized by the Americans with the exception of South Americans.

In spite of the fact that so many aspects of man's knowledge compete today for inclusion as subjects in the school curriculum, at least one modern language continues to maintain the right to a place in the secondary school curriculum. All those who believe that the study of a modern language other than one's own has an important part to play in the development of the adolescent, a part which perhaps today is even more essential than in the past. It has been observed that in theory and practice whenever circumstances allow the advantages inherent in such a study are beneficial to children in secondary schools.

Language according to Webster's Encyclopedia Unabridged Dictionary of the English Language is the system of use common to people who are of the same community or nation, from the same geographical area or the same cultural tradition. Language is human speech either spoken or written. Whenever there is a human society, there is language. Most forms of human activity depend on the co-operation of two or more persons. A common language enables human beings to work together in an infinite variety of ways. Lieberman (2004)

argued that human language is biologically based as in other primates, and that both humans and animals have innate neural mechanisms which are matched to their respective sound producing mechanisms. Yet most linguists will readily agree that only humans have language proper and that the possession of language put humans at considerable advantage compared with other species.

English Language is a lingua franca in Nigeria. As lingua franca, it is the Language for unification. It is highly established so that the people of varied languages will have purposes to relate together mutually and work in union. A Hausa man may comfortably stay and effectively speak with a Yoruba man or an Igbo man, and vice versa. It is, therefore worthwhile acquiring mastery of this very important language for whoever does not, has deprived him of access to the world's brightest ideas and modern technologies.

In Nigeria today, English remains the language of pedagogy, students can hardly make commendable progress in their studies without adequate mastery of English through which most of the courses in primary, secondary and tertiary institutions are taught and examined. This calls for a system that would be both rudimentary and functional in its approach. According to Umaru (2011), as a student learns a new Language; very often, he does not know how to express what he wants to say. Since the student uses a foreign Language as a medium of communication, he has to start from the scratch to learn the rudiments of the Language.

Language teaching, according to Ilechukwu (2014), is the basic criteria for assessing students' proficiency in writing and speaking as generally controlled by the basic grammatical categories such as punctuation, tense, number, gender etc. Language teaching in Nigeria has a lot of deficiencies. A situation where a teacher of the language has no mastery of its grammatical categories, as we see today, does not mean well for the system.

Ozohili (2012) language literally means the "tongue" a human organ used in speaking. Traditionally, language is defined as a system of arbitrary vocal symbols by which thoughts are communicated from one being to another. According to Roberto (2013) the language laboratory is "The center of Language teaching and the teacher helps its operational activities by providing suitable materials and learning situations. We are living in modern world. Language laboratory has the capacity to transmit a complete lesson of prose or poetry. At present language laboratory has increased the impact on Educational field. It is a two-way teaching learning process which minimizes pupil's mistakes. It also strengthens the learning of English among students so the investigator is interested to find out the Effectiveness of using Language Laboratory in English among students. Roessingh and Elgie, (2013), opined that English Language is the language used in Education sector, it is introduced as a subject in first year of the primary school up to secondary school and including the university level; it is a medium of instruction. Therefore it is necessary that students should understand it because of the greater importance attached to it. Most students dread it because there are mass failures in the subject. The reason been there are no competent teachers to handle the subject and also there are inadequate or no Language Laboratories in most of the Secondary Schools.

Hindu (2006), defined Language Laboratory as a room in a school, college, training institute, university or academy that contains special equipment to help students learn foreign languages by listening to tapes or CDs, watching videos, recording themselves, etc. The Language Laboratory is an audio or audio-visual installation used as an aid in modern language teaching. It was also called Speech and Writing Laboratory. All the four language learning skills (Listening, Speaking, Reading and Writing) are given importance and learners are provided with ample opportunities to practice by listening to the audio programmer and watching the video clips. In other words, a Language Laboratory is a room consisting of instructional technology tools source unit that can disseminate audio, audio-visual, and/or written materials to any number of students at individual seats or carrels, with a wide variety of potential feedback mechanisms to the student, teacher, or other students Asade, (2000). Modern language laboratory is really one of the newest media that is making a lot of impact in our educational system. The language laboratory is an audio or audio-visual installation used as an aid in laboratory each student is able to replay one track of a tape and at the same time record his response on another track. He is then able to rewind the tape to listen to both the master track and the recording to his own response comparing the two recordings (Hmoud,2014).

III. STATEMENT OF THE PROBLEM

Due to the increasing nature of poor academic performance of secondary school students especially in external examinations like WAEC, NECO, NABTEB or JAMB, many educationists tend to shift the blame on the students' lack of interest in the subject being discussed, interference of mother tongue, lack of constant practice by the students, lack of orientation and facilities as well as shortage and limited accessibility to relevant books. The cause of this negative development is certainly because a lot of energy are being channeled only towards the learners' problems, and not to the problem of teaching.

The main concern of this investigation is to identify the impact of language laboratory on the effective teaching and learning of Oral English. The inquiry will also look at the efforts that have been put in place to tackle the problem of teaching Oral English, which however have not yielded much practical solution. The factors affecting Oral English with the use of language laboratory range from teacher incompetence, inadequate instructional materials, disgust for the emphasis on the British accent, poor teaching skills, poor motivation for the students, to other problems which could have been caused by school proprietors or the government. Also, the most serious problem confronting learners of a second language is that the language is not widely used in their immediate environment. As a result, the learner has no exposure to the language of his immediate environment has many teachers made up of the people with whom he interacts daily. Therefore, it is necessary to examine the impact of language laboratory for effective teaching and learning of Oral English in secondary schools.

PURPOSE OF THE STUDY

The main objective of this research is to impact of language laboratory for effective teaching and learning of Oral English in secondary school while the specific objectives are to:

- ✓ find out if there are language laboratories available for effective teaching and learning of oral English in secondary schools.
- ✓ find out whether there is adequate motive for the use of language laboratory for both teachers and students during oral English class.
- ✓ find out the benefits of the language laboratories on the effective teaching and learning of oral English in junior secondary schools.

RESEARCH QUESTIONS

- ✓ Are there enough language laboratories for the effective teaching and learning of oral English in secondary schools in Akoko South West Local Government Area?
- ✓ Is the use of laboratory make learning effective for both teachers and students during oral English class?
- ✓ How does the use of language laboratory improve the auditory performance of the students in the class

THE CONCEPT OF LANGUAGE LABORATORY

The Language Laboratory is an audio or audio-visual installation used as an aid in modern language teaching. It was also called Speech and Writing Laboratory. All the four language learning skills (Listening, Speaking, Reading and Writing) are given importance and learners are provided with ample opportunities to practice by listening to the audio programmer and watching the video clips.

Deepika and Kalaiarasan (2012), viewed that Language Laboratory is an audiovisual installation used in modern teaching methods to learn the foreign languages. Perhaps the first Language Laboratory was at the University of Grenoble. In the 1950s up until the 1990s, they were tape based system using reel to reel or (latterly) cassette. But the current installations are generally multimedia computers. The Language Laboratory is a technological break for imparting skills in English Language. The Language Laboratory offers an exclusive result oriented and efficient to enrich the English Language learning process. The multimedia based Language Laboratory help to learn and enhance the language proficiency by sharing the course materials with in a second where the teacher and the students involved effortlessly. The Language Laboratory is developed on the methodology of Listening, Speaking, Reading and Writing skills (LSRW).

Bygate (2011) pointed out that since the mid-1970s tape-recording has been sufficiently cheap and practical to enable the widespread study of talk whether native speaker talk or learner talk and use of tape recorders in language classrooms. Besides tape recorders, the audio-language laboratory has been highly used in language teaching to make students aware of the characteristics of spoken dis

IV. THE BACKGROUND OF LANGUAGE LABORATORY

Bygate (2011) expanded on this and says that when tape recorder and Language Laboratories gradually came into existence in the 1950s, they were mainly used for pronunciation, grammar and translation practice, often in the context of courses named as such. During the 1960s, the Language Laboratory rapidly became one of the most innovative audio components ever built; however, just as it became popular among some language teachers, others strongly criticized its use. This situation occurred for two main reasons. Certain language teachers who used the Laboratory failed to implement appropriate activities especially designed for Language Laboratory sessions. Other teachers confused its role in the language classroom.

Deepika and Kalarasan (2012), opined that with the most of advance computer hardware performance and multimedia technology, pure software companies with the experience in teaching software, providing pure software based Language Laboratory solution. It contains the following advantages: Using "Function Oriented" design concept, divided teaching method, with the user-friendly interface, user can use it easily. By using professional sound technology with video broadcasting function, the Language Laboratory provides a rich environment to learning English Language. Break through the traditional teaching method with the rich teaching material content, the digital Language Laboratory motivates student's learning attitude, providing an interactive learning environment for teaching of learning and teaching English Language.

Kilickaya (2004) explained that language learners feel better with authentic materials helping them involve the real language as long, as teachers, provide them with pedagogical support. Instructors may create tasks from short academic lectures, radio programs, authentic conversations, audio-books, songs, or short stories. In addition, audio-visual equipment should be part of all language courses by which technology facilitates the teaching-learning process. In regard to listening comprehension, most language programmes include tape recording, digital data or even computer software in their curriculum. The language laboratory is a revolutionary device in the pedagogical sense. It is merely a more efficient way of making available to students to spoken form of sounds of the language in a form which he or she can initiate in comparative privacy and which provides flexibility. Stevens (2014) rightly pointed out that language is a learned activity. If we accept the theory that learning is over-learning, anything less is of no use, if we obey the dictum to get the forms by heart and practice them over and over again, day after day, until they become entirely natural and familiar, then drill work which is essentially done in the laboratory seem inevitable for effective language learning.

In 1958, in America, the National Education Act was passed providing for the establishment and strengthening of learning laboratories and the training of teachers in the use of laboratory techniques.

TYPES OF LANGUAGE LABORATORY

From 1948 the interest in the use of electronic equipment for teaching languages increased greatly. It was at this time that the world "laboratory" came into general use.

The language laboratory assists educators in delivering foreign language instruction, and has been through many developmental stages over the years. Few types of laboratories are being focused on here:

TRADITIONAL/CONVENTIONAL LABORATORY: This is the earliest form of language laboratory developed. It makes use of a recorder and cassette tapes to help language learners. The tape usually contains texts or stories read aloud by a native language speaker. There are also listening and speaking exercises that follow in each chapter. The teacher plays back the tape and the learners listen to it and learn the material

LINGUA PHONE LABORATORY: A lingua-phone laboratory is like conventional laboratory, with a little modernization. The students are given headphones to listen to the audiocassettes that are played back. As regards to the conventional laboratory, the distractions in this laboratory are less so there is certain amount of clarity in listening.

COMPUTER ASSISTED LANGUAGE LABORATORY (CALL): There are two brands of this laboratory: Computer Assisted Language Laboratory (CALL) and Web Assisted Language Laboratory (WALL).

The first one that is CALL uses the computer to teach language. Computer Assisted Language Laboratory. The entire course module is already stored in the computer. The language course resources are already downloaded on the computer and are presented to students according to the features available in the system.

Compared with CALL, WALL is almost the same as CALL with one difference that is, in WALL system, computers are connected to the internet. In WALL, the teacher as well as students can browse any resources from the internet during the teaching learning process. (Wilson, &Thayalan, 2007). There are many and different other kinds of language laboratories like The Dial Access Lab, Mobile Lab, Wireless Lab, Remote control lab, etc.

V. KINDS OF INSTALLATION

The various types of installation may be classified in different basis. There is the classroom with fixed machines used for foreign language classes.

The first consists of centrally controlled recording and play back machines from which the sound is sent by wire to each student at his position. There may be several machines with different programmes given simultaneously.

The second type of installation consists of booths, in each, there is a record-player controlled by the student himself. However, the two types are combinable.

✓ THE CLASSROOM INSTALLATION

A normal classroom is equipped with a certain number of audio-visual devices controlled by the teacher. Each student at his desk is provided with earphones. The phonograph, tape

recorder and microphone will be in front of the room. There may also be a screen and a motion picture projection as well as a strip film projector.

✓ THE MIDDLE INSTALLATION

Because of its expensive nature, the lack of space and the school programme, it will be advisable to employ the mobile units. A certain number of “wagon” that is, tables on wheels will be used with a small sound proof partitions containing a play back machine, a microphone and a tape recorder. When needed these five or six wagons are wheeled into the front of the classroom.

✓ THE LISTENING LABORATORY

One step closer to the real language laboratory is the listening room. It may be provided with sufficient listening posts for an entire class. If it is installed in the library, the uses of earphones will be disturbing other students. For effective use of the listening laboratory, a teacher or monitor should be in charge.

VI. ADVANTAGES OF THE LANGUAGE LABORATORY

Arguing for the advantages of the language laboratory, Pimsler (2005), saw it as a place where Texts can be played several times and with the teacher’s collaboration, students learn better and faster. The language laboratory gives the students opportunity to express simple ideas in his own words and enables him to gain confidence in his oral ability. Akindele (2012), noted that the laboratory aids language in the following ways:

- ✓ Practically all the objectives of language course can be achieved in the laboratory.
- ✓ The near-ideal pronunciation of native speakers is always available. That is why Harding(2008), stated that the laboratory offers the possibilities for teaching pronunciation, intonations, reading as well as drilling in the use of grammatical forms and structures.
- ✓ The students is accustomed to different kinds of voices- male and female, old and young, coarse and fine etc. In the conventional classroom he hears only his teacher’s voices.
- ✓ Students practice individually during the whole period. In the class he generally recites or speaks but a few minutes at each session.
- ✓ The device in the laboratory allows for immediate correction. The student can compare his performance at once with the master record. The teacher can identify habitual errors by listening to the student’s recordings.

VII. THE AVAILABILITY OF THE LANGUAGE LABORATORY

The availability of materials or resources such as language laboratories for effective teaching and learning will improve learners performance. Since these resources are not

found in most secondary schools, it affects effective teaching and discourages students towards any task (Hmoud, 2014).

The use of the language laboratory by the teachers in teaching students depend on a large extent on the availability of useful and up-to-date resource materials including tape recorders and the related materials in the language laboratory. Good materials will produce good outcome. Therefore, the availability of adequate facilities in the teaching and learning of English language will go a long way in fostering positive impact on the student’s performance (Ilechukwu,2014),

Ubahakwe (2003) pointed out the necessity of using instructional materials to make the teaching and learning of oral English more meaningful. He said that the growth of technology, especially in the area of electronics, has provided more precise tools for studying the sounds of a language laboratory is an essential if not indispensable requirement for effect teaching of modern language.

Ihenacho (2001), lamented that the non-existence of the language laboratory in Nigeria has impeded effective teaching and learning of oral English. It is a pity to say that few schools in Nigeria has little or no language laboratory.

THE IMPACT OF THE LANGUAGE LABORATORY ON STUDENT’S PERFORMANCE

Fawowe (2016), called the language laboratory a kind of practice field, the use of the language laboratory is based on the nation that understanding and speaking are the prime essentials in acquiring foreign language. Since we learn what we do, extensive and systematic practice in learning and speaking is necessary. The fundamental aim of the laboratory is to provide much and regular practice in listening to models, in imitating these models and in repetitive oral drills. Ubahakwe (2003) pointed the necessity of using instructional materials to make the teaching and learning of oral English more meaningful. He observed the growth of technology especially in the area of electronics has provided more precise tools for studying the sounds of language. Constant listening, builds up the ability to understand the foreign language. Oral drills strengthen the ability to speak fluently. The main advantages of the use of language laboratory are the fact that it provides practice in the spoken language, it can accomplish what the ordinary classroom cannot. It increases the quality and the quantity of student’s performance.

VIII. THE CONCEPT OF THE ENGLISH LANGUAGE

According to Aremu (2012) English language is a medium of communication, like every other language of the world. He added that English is the native language of some parts of the western world like the great Britain (united kingdom), some part of the America(USA) etc. he further described the English language as one of the most spoken languages of the world. Today, English language is the lingua franca of Nigeria (official language) as Nigeria was colonized by the British people.

Also Abdullahi (2012) opined that English language is the language introduced to some countries of the world. He added that English language is a universal language, though not

adopted by the entire nations of the world, but more than 97% uses it as means of communication.

IX. RESEARCH DESIGN

Descriptive survey research design was adopted for this study. It is used to describe characteristics of population or phenomenon being studied. This enables the information to be obtained from a representative sample of the population.

POPULATION

The population comprises of all secondary schools in Akoko South West Local Government area, Ondo State.

SAMPLE AND SAMPLING TECHNIQUE

The sample for this study consist of one hundred and fifty (150) secondary school teachers from ten (10) different secondary schools in Akoko South West, Ondo State. This study uses simple random sampling technique to choose the respondent in order to evenly cut across the ten (10) different secondary schools in Akoko South West, Ondo State, and as much as possible, cover both male and female oral English teachers in each of the respective schools of contact. Ten (10) oral English teachers each were selected from ten (10) different schools through simple random sampling technique. In all, One Hundred and Fifty (150) oral English teachers formed the sample.

RESEARCH INSTRUMENT

The instrument used for data collection is a self constructed questionnaire for the purpose of this study. It has two sections: "A" and "B". Section "A" deals with the teachers' bio-data and section "B" consists of items drawn in line with the research questions drafted in chapter one of this research work. The questionnaire is the close-ended type to indicate the level of agreement and disagreement to the statement using 4-point like scale of response format of Strongly Agree (SA); Agree (A)Disagree (D) and Strongly Disagree (SD).

X. METHODOLOGY

On the presentation and analysis of data, the researcher uses frequency tables and percentages to depict the responses of the respondents to a particular view. The data was analyzed using the weighted mean in a four-point scale (SA, A, SD, D.) for the research questions.

$$= \frac{\{SA+A+SD+D\}}{N} \text{ OR } \frac{fx}{N} = \frac{4+3+2+1}{4}$$

$$= 10/4 = 2.50$$

Any item with a mean score of 2.50 and above was accepted and hence a positive answer, while any mean below 2.50 was rejected and hence regarded as a negative. Therefore, 2.50 was regarded as the decision point for the items in tables of research questions.

XI. RESULTS OF RESEARCH QUESTIONS

RESEARCH QUESTION 1: Are there enough language laboratories for effective teaching and learning of oral English in secondary schools in Akoko South West Ondo State?

S/ N	STATEMENTS.	Strongly Agree		Agree		Disagree		Strongly disagree		\bar{x}	SD
		No	%	No	%	No	%	No	%		
1	The school has a language laboratories for effective teaching and learning of oral English.	37	24.7	30	20.0	48	32.0	35	23.3	2.31	1.18
2	The school has recording speakers to record rhythm, stress patterns and listen to the students' speech.	30	20.0	35	23.3	37	24.7	48	32.0	2.19	1.21
3	The school has a computer system which depicts various pictures of people performing different actions in oral pronunciation with the help of power point presentation.	28	18.7	30	20.0	44	29.3	48	32.0	2.14	1.15
4	The school has a reliable language lab that provides a number of audio, video and reading exercises to test students' skill levels.	16	6.7	26	10.8	60	18.8	67	44.7	2.28	1.22
5	The school has audio clips to transcribe in the lab for students' listening and writing skills	20	13.3	16	10.7	38	25.3	66	44.0	2.21	1.11
6	The school has recording tape to listen to the audiocassettes being played to listen to students speech	34	22.7	49	32.6	46	30.7	21	14.0	2.35	1.07
7	There are availability of TV, LCD, CDs, DVD and Internet for effective teaching and learning of oral English	50	33.3	29	19.3	61	40.7	10	6.7	2.38	1.04
Weighted mean score = 2.26											

Source: Field Survey, 2019
Table 1: Showing the availability of language laboratories for effective teaching and learning of oral English in secondary schools

The result in table 5 revealed the respondents' responses towards the availability of language laboratories for effective teaching and learning of oral English in secondary schools with a weighted mean score of 2.26 which is lower than the standard mean score of 2.50. All of the items from 1, 2,4-7 depict lower means scores of 2.31, 2.19, 2.28, 2.21, 2.35 and 2.38 which are lower than standard mean score of 2.50, indicating that there are not enough language laboratories for effective teaching and learning of oral English in secondary schools in the study area. Item 3 which is the lower mean score of 2.14, indicated that the school has not enough computer system which depicts various pictures of people performing different actions in oral pronunciation with the help of power point presentation.

RESEARCH QUESTION 2: Is the use of laboratory make learning effective for both teachers and students during oral English class?

S N	STATEMENTS.	Strongly Agree		Agree		Disagree		Strongly disagree		\bar{x}	SD
		No	%	No	%	No	%	No	%		
8	Language laboratories enhances the listening skills of students.	40	26.7	44	29.3	32	21.3	21	14.0	22.7	.56
9	Language laboratories make students attentive than in the theory class.	41	27.3	52	34.7	32	21.3	25	16.7	21.7	.88
10	Language laboratories gives freedom to students to learn at their own pace.	44	29.3	46	30.6	38	25.3	22	14.7	21.5	.68
11	Communication through the use of language laboratories builds self confidence in students	48	32.0	35	23.3	23	15.3	37	24.7	20.0	.77
12	Language laboratories develops the skill of presentation with power point.	44	29.3	48	32.0	28	18.7	18	12.0	20.0	.72
13	Learning stress pattern, phonetics and grammar in language lab give shy and self-conscious students a chance to practice.	37	24.7	48	32.0	30	20.0	20	13.3	23.3	.74
14	Language laboratories develop students' pronunciation and help them develop natural English-speaking accents.	55	36.7	61	40.7	40	26.7	19	12.7	28.3	.49
Weighted mean score =		2.61									

Source: Field Survey, 2019

Table 2: Effectiveness of Language Laboratories for effective teaching and Learning of Oral English

The Result in table 2 revealed the respondents' responses towards the effectiveness of language laboratories for effective teaching and learning of Oral English with a weighted mean score of 2.61 which is higher than the standard mean score of 2.50. All of the items from 8 -13 depict higher means scores of 2.56, 2.52, 2.54, 2.58, 2.66 and 2.61 which are higher than standard mean score of 2.50, indicating that the use of language laboratory makes learning and teaching more effective for both teachers and students during oral English class. Item 14 which is the higher mean score of 2.83, indicated that language laboratories develop students' pronunciation and help them develop natural English-speaking accents.

RESEARCH QUESTION 3: How does the use of language laboratory improve the auditory performance of the students?

SN	STATEMENTS	Strongly Agree		Agree		Disagree		Strongly disagree		\bar{x}	SD
		No	%	No	%	No	%	No	%		
15	Giving learner customized techniques to score better in oral English tests and exams	47	31.3	45	30.0	28	18.7	18	12.0	25.3	.69
16	The direct sound transmission gives step by step guidance from the teacher to the students with clarity.	47	31.3	52	34.7	26	17.3	25	16.7	25.7	.62
17	It enriches and increases the pace of comprehension as students coaching is purely based on the level of study.	48	32.0	35	23.3	37	24.7	20	13.3	25.8	.77
18	The students understand	52	34.7	62	41.3	20	13.3	16	10.7	27.8	.49

better and perform well with the use of language laboratories through auditory learning which develops the skills of tone, pitch, and loudness. Language laboratories give auditory and visual learning parity to students to perform better in Oral English.
Weighted mean score = 2.60

Source: Field Survey, 2019

Table 3: Use of language laboratory in improving the auditory performance of the students

The result in table 3 revealed the respondents' responses towards the use of language laboratory in improving the auditory performance of the students with a weighted mean score of 2.60 which is higher than the standard mean score of 2.50. All of the items from 15, 16, 17 and 19 depict higher means scores of 2.53, 2.57, 2.58 and 2.55 are higher than standard mean score of 2.50, indicating that language laboratory improves the auditory performance of students. Item 18 which has higher mean score of 2.78, indicated that students understand better and perform well with the use of language laboratories through auditory learning which develops the skills of tone, pitch, and loudness.

XII. DISCUSSION OF FINDINGS

Based on the findings, it was revealed that 150 teachers participated in the study in which the majority of the respondents are female teachers. The study revealed that the majority of teachers have HND/B.SC./B.ED as their qualification, with 6-10 years of teaching experience.

Research question One stated that; are there enough language laboratories for effective teaching and learning of oral English in secondary schools? Revealed secondary schools do not have enough. This study is in line with the findings of Hmoud (2014), who observed that the availability of materials such as language laboratories for effective teaching and learning will improve learners' performance. Since these resources are mostly not available in secondary school, this will affect effective teaching and discourage students towards any task. Similarly, Ilechukwu (2014), noted that the use of the language laboratory by the teachers in teaching students depend on a large extent on the availability of useful and up-to-date resource materials including tape recorders and the related materials in the language laboratory. Good materials will produce good outcome.

Research question Two stated that; will the use of language laboratory make learning effective for both teachers and students during oral English class? Revealed that language laboratories develop students' pronunciation and help them develop natural English-speaking accents. This study is in line with the findings of Akindele (2012), that language laboratory allows for immediate correction and the student can compare his performance at once with the master-

record as the teacher identifies habitual errors by listening to the student's recordings.

Moreover, research question Three stated that, how does the use of language laboratory improve the auditory performance of the students? Revealed that students understand better and perform well with the use of language laboratories through auditory learning which develops the skills of tone, pitch, and loudness. This study is in line with the findings of Bygate (2011), that pointed out that using language laboratories enabled language students improve the aural-oral skills, and through auditory learning, develop the skills of tone, pitch, and loudness.

XIII. CONCLUSION

Findings show that teachers, during oral English class, do not make use of language laboratory as a result of inadequacy, in addition to that, students are reluctant using the language laboratory during oral English class, and to crown it all, both teachers and students ignore the use of language laboratory during oral English class.

Teaching and learning of oral English in secondary schools would have improved, but there is no language laboratory in most schools.

XIV. RECOMMENDATIONS

From the findings, it is recommended that:

- ✓ there should be provision for language laboratory in schools to foster effective teaching and learning of oral English,
- ✓ stakeholders in Education should make implementation on using language laboratory in curriculum planning. Proper training should be given to teachers/instructors and students on how to use language laboratory equipment,
- ✓ government and private enterprises should assist in the provision of language laboratory equipment to enhance teaching and learning of oral English,
- ✓ English language teachers should not only have the intellectual knowledge of the subject matter, they should know the methodology for imparting knowledge.

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