

The Effect of Discussion Method of Teaching on Nigerian Secondary School Students' Performance in English Test of Orals

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Abstract—Test of Orals is an aspect of English Language, a requisite subject for Nigerian secondary school students to pass at a credit level before gaining admission for university education. However, increasing failure in the performance of the Nigerian secondary students in the English Language has been attributed to the consistent poor performance in the aspect of Test of Orals. Consequently, this mixed-methods research examined the effect of the discussion method of teaching on the Nigerian secondary students' performances in the Test of Orals. An intact class of 24 students were pretested, and then posttested after an intervention. Students' performances in the pretest and posttest were quantitatively analysed via paired sample t-test. This was followed by collecting qualitative data from the tested students by interview on how they perceive the effect of the discussion method of teaching. While the quantitative result generally revealed that the discussion method of teaching was effective in improving the students' performances in the 'Test of Orals', the qualitative result revealed that the intervention programme was effective as it made the English Language course interesting. Thus, it is recommended that discussion method of teaching can be used to help students improve their performances in 'Test of Orals'.

Index Terms—English test of orals, discussion method of teaching, Nigerian secondary school students, performance

I. INTRODUCTION

In West African Senior Secondary School Examination (WASSCE), 'Test of Orals' is Paper III under 'English Language' (Banjo et al., 2013). It has been argued that the promotion of effective use of English in communication requires the incorporation of 'Oral Test' into the overall assessment of students' language proficiency (Naeini, 2011). Yet, the Test of Orals has remained the most difficult aspect of English language for Nigerian secondary school students (Okoro, 2017). While some scholars have attributed the increasing failure in English language in WASSCE to the fact that Received Pronunciation (RP) is still being very much foreign to Nigerians, some other scholars link it to students and teachers' non-proficiency both in 'performance' and 'competence' (Josiah & Essien, 2015; Olajide & Olaniyi, 2013).

When the Test of Orals was introduced, the examination used to be conducted orally. Students were put to speech production test perception tests. Later, the Test of Orals was changed and simplified to a mere identification of speech sounds and remains so till date. The Test of Orals, as paper III of English Language examination in Nigerian senior secondary school, has been existing for 26 years. However, little attention has been given to the implementation of intervention programmes that can target the improvement of students' performance in Test of Orals. Studies that have focused on Test of Orals include Olajide and Olaniyi (2013), Josiah and Essien (2015), and Ibrahim and Bello (2020). These studies, however, did not focus on the improvement of Nigerian students' performance in Test of Orals. Further, even the recent study of Ibrahim and Bello (2020) was not an experimental one. Rather, it was intended to only reveal the effect of the Test of Orals on the teachers' teaching methods. To show gaps in previous studies, Pennington (2021) has noted that "Although the amount of research on pronunciation teaching is steadily increasing, there is still much more to explore about the effects and effectiveness of different approaches at different stages of learning and levels of proficiency" (p. 3).

In view of the very scarce attention given to experimental methods that investigate the English Test of Orals in L2 contexts, especially in Nigeria, this study was carried out to address the following research questions:

Q1: How does the discussion method of teaching improve the Nigerian senior secondary school students' performance in English Test of Orals?

Q2: How do Nigerian senior secondary school students perceive the effectiveness of the discussion method of teaching in improving their performance in Test of Orals?

II. LITERATURE REVIEW

This section starts with an overview of Test of Orals in WASSCE. This overview highlights the historical development of Test of Orals and the components of this test. This is followed by a review of previous studies and the theoretical background that supports the study. The review of previous was done to identify gaps in previous studies.

A. Test of Orals in WASSCE

The Test of Orals is made of 60 questions and carries 30 out of the 180 marks assigned to the English Language examination. Until 1995, WASSCE in English language used to be divided into two sections only: 'Essay' and 'Objectives'. Although the English language was seen by students as a difficult subject then, the co-option of oral English later as paper III makes it even more difficult for students (Banjo et al., 2013). However, the need to co-opt the Test of Orals into the WASSCE English language was necessitated by the idea that a student can only be proficient in English when he/she performs both in English writing and speaking (Suleiman & Adam, 2019). This confirms the conclusion of Taeduck and Finch (1998) which emphasises that promoting the use of English requires the incorporation of 'Oral Test' into the overall assessment of students' English proficiency.

When the Test of Orals was introduced, the examination was indeed conducted orally. In other words, students were put to test on speech production and perception. Later, the Test of Orals was changed to mere speech sounds identification and remains so till date.

Test of Orals is intended to examine the oral performance of a senior secondary school III (final year) student in English language. Having gone through the rigor of discussions accompanied by drills, imitations and reinforcements, for about three years, it is the expectation of the examining body that candidates have already acquired the basic phonological skills enough in almost all aspects of spoken English to enable them perform well and confidently in the Test of Orals. There are usually seven sections in the WASSCE Test of Orals. These are serially listed below:

1. Choosing the word that has the *same vowel sound* as the one represented by the letter(s) underlined.
2. Choosing the word that has the *same consonant sound(s)* as the one represented by the letter(s) underlined.
3. Choosing the word that *rhymes* with the given word.
4. Choosing the one that has the *correct stress*.
5. Identifying the one with the *different stress pattern*.
6. Choosing the one to which the given sentence is the appropriate answer.
7. Choosing the word that contains the sound represented by the given phonetic symbol.

B. Related Studies

In L2 contexts, both teachers and students agree that the development of oral communication abilities is an important aspect for L2 learners (Singay, 2020). Further, researchers argue that pronunciation is an essential element of L2 learners' communicative competence (Nguyen et al., 2021). From the view point of standard English ideology, the possibility of L2 learners to pronounce English words perfectly has been ruled out because L1 and L2 learners of English always vary in various aspects including pronunciation of English words (Crystal, 2003). For this reason, classical phoneticians such as Jones, Gimson, and Roach adopted imitation as the underlying method for teaching English pronunciation using articulatory and auditory phonetics (Eka, 1996, 2000).

Various studies have examined the effectiveness of some methods of teaching English pronunciation. Using a first-hand 'classroom observation' method, Tergujeff (2012) surveyed pronunciation teaching of Finnish teachers of English as a foreign language in Finland and found out that they mostly use teacher-centred method characterised by imitation and teacher correctness. In the Nigerian context, Usman and Mustafa (2014) quantitatively reported that the challenges of teaching pronunciation include teachers' ineffective method of teaching, influence of mother tongue, and lack of appropriate teaching materials. Very few studies have examined the effectiveness of the discussion method. For example, in the Omani EFL context, Abdalbaki et al. (2018) examined the role of the discussion method of teaching on the development of EFL Omani students' linguistic and academic performance. They revealed that the discussion method can encourage students be active in class because of the constant interaction between the teacher and students. They also reported that the students benefited from the discussion methods in terms of improvement of their achievement. In the Nigerian context, a simple quasi-experiment conducted by Chukwurah et al. (2020) reported that the discussion method is effective in teaching Physical and Health Education to junior secondary school students as it proved to improve learners' performances. How effective using the discussion method in teaching 'Test of Orals', however, remains unexamined.

Theoretically, this study is supported by two competing theories that explain how language is learnt: behavioural and cognitive (Mitchell et al., 2019). In practice, however, both theories complement each other in the language learning process (Choi & Nunan, 2018). In line with the behavioural theory, Nunan (2015) views L2 learning as the process by which at least one second or foreign language is learnt informally through interaction with environment and formally through classroom situation. In this study, the experimental intervention was used within the broad background theory of behaviourism, which asserts that language must be taught before it is learnt.

Thus, this study was conducted to further deepen the understanding of language in contact, leading to the learning of English as a second language by Nigerian secondary school students, starting from 1980s. Being an experimental

intervention study, it hopes to bring into effect how using an effective method in teaching an oral aspect of English to secondary school students will impact the education system of Nigeria.

III. METHOD

A. Research Design

Effective educational policies are informed by research findings, especially the experimental ones involving hypothesis formulation and testing, change-based intervention through the combined use of quantitative and qualitative data (Hsieh et al., 2005). This study is a sequential mixed-methods research which consists of two phases: quantitative and qualitative (Creswell & Cresswell, 2018). While the first phase was a quasi-experimental, the second phase was qualitative. This design could provide a better understanding of the two concerns of this study: quantitative and qualitative. In the first phase, the one-group pretest-posttest design was used, where only one group of participants was exposed to an intervention programme (Phakiti, 2015). They were tested before and after the intervention. In the qualitative phase, participants were interviewed to explore their perceptions of the effectiveness of the intervention programme and its effect on the improvement of their performance in 'Test of Orals'.

B. Context and Participants

The school chosen to be the place of this study, as inquired, used to perform very low in the English Language Senior Secondary School Certificate Examination. As the class comprised students from the three major linguistic groups in Nigeria, it made the experimental phase of this study national in outlook. The choice to use the class of final year students was made because they were going to write their terminal examination and were therefore perceived to have had the relatively high motivation to participate in the study, especially in the quasi-experimental phase.

Nigerian secondary school students were the study population, from where the sample was drawn. It was specifically the Senior Secondary Students III of High Standard Secondary School, Jos-South, Plateau, Nigeria. The final year class comprised 29 students, with 18 (62%) females and 11 (38%) males. But in the end 5 failed to be consistent in attendance for various, unavoidable reasons. Consequently, 24 participated in the study. Out of this, 15 (62%) were females and 9 (38%) males. Their ages ranged between 17 and 20. They were diverse in sociolinguistic background in a way that most of them come from the host state – Plateau, speaking different Plateau native languages, with Hausa as their lingua-franca. Others were 6 Igbo and 5 Yoruba native speakers. Presence of the Hausa, Igbo and Yoruba – the three major Nigerian languages, and their native speakers shows the urbanised nature of the sample. Essentially, this reason and the constant low performance of the school in English Language West African Senior School Certificate Examination justified the choice of the sample. The 24 students used as the sample was justified by the standard of class size in Nigeria, requiring 20 to 30 students in a class.

The study was conducted using an intact class, which Phakiti (2015) described as an existing group of students used for an experiment. As opposed to between-class experiment where one will be a control class and the other an experimental class, this research is an in-class experiment where the group was tested before and after an intervention of the discussion teaching method (Atkinson et al., 2019).

C. The Intervention Programme

In the context of this study, intervention directly means teaching. Although discussion method was used for the intervention, it is called intervention because it was conducted on purpose to find out whether its desirable effect was observed in the trial students' performance (Nagengast et al., 2018). In language teaching, while method is the formal procedure used to orderly teach language items to students based on a selected approach, technique is a specific strategy used in teaching the language items as dictated by the nature of the entire classroom at hand (Richards & Rodgers, 2014). Both teaching method and technique, as Richards and Rodgers noted, are informed by the teaching approach, which is the nature of the subject to be taught.

In this study, the teaching technique used in the intervention was 'faulty analogy'. Okoro (2017) applied this philosophical concept to describe the well-known inconsistency between speech and writing in English. For example, letter 'a' in 'data' is respectively represented in speech as /eɪ/ and /ə/. Same 'a' in 'many', 'ball' 'courage', 'bad' and 'father' are realised differently as /e/, /ɔ:/, /ɪ/, /æ/ and /ɑ:/. A combination of the letters 'ea', 'see' 'eo'. 'oe' 'ey', 'ei' and 'ie', for example, respectively as in 'sea'. 'See' 'people' 'amoeba', 'key' 'receipt' and 'belief' are realised the same as /i:/. The words 'write', 'wright', 'rite' and 'right' are pronounced in exactly the same way with different spelling and meaning. This is why Okoro describes the effect of this RP standard on the Nigerian English pronunciation as 'tyranny of faulty analogy' between the English speech and writing.

The intervention teaching method used in this study was 'discussion method' and the intervention teaching technique was 'faulty analogy'. The discussion method allows free expressions of different views in a classroom situation where learners are encouraged to voluntarily participate in the discussion (Abdulbaki et al., 2018). It allowed the students to freely exchange wide range of opinions about the lesson topic as led, tolerated and facilitated by instructor (Orlich et al., 2012). Some features of the discussion method are tolerance, discovery, expression, varieties, agreement, disagreement, activeness, interaction, creativity, analysis, self-confidence, and learning (Orlich et al., 2012). Arguably, the discussion

method is the result of rigorous combination of the four broad teaching methods of learner-centred, teacher-centred, content-centred and interactive-centred.

However, the learner-centred modern teaching method demonstrated by the following features of personal relationship was adopted in the intervention programme of this study: (1) fostering personal relationships with students, (2) obtaining regular feedback from them, (3) motivating students to work through effective classroom leadership, (4) showing special attention to certain types of students, and (5) handling miscellaneous interpersonal issues (Bhatt, 2007).

D. Data Collection and Analysis

The experiment continued to the end when the third meeting was held. In this last meeting, the intact class explained (described) their condition after the entire intervention as compared to their condition before the intervention. Procedures for data collection began with introducing the intervention programme to the intact class by the principal as a normal lesson in English 'Test of Orals' to be taught. The intact class was then pre-tested using 2006, 2007 and 2008 sets of past questions of the English 'Test of Orals' (refer to Appendix). The scripts were marked and recorded, and the results given to the class. This was followed by the intervention programme, which continued and ended with the posttest. The scripts were marked and recorded, and then given to the intact class. On this note, participants were interviewed to explore their perceptions on the effectiveness of the intervention programme. The data of pre-test and posttest were analysed using descriptive statistics and paired-sample t-test in SPSS version 24. On the other hand, the qualitative data which were obtained through interviews were both transcribed, coded and analysed thematically based on thematic analysis method as proposed by Braun and Clarke (2006).

IV. RESULTS

A. Research Question 1

To address the first research question, data on students' performance in 'Test of Orals' before and after the implementation of the intervention programme were gathered and analysed. The data included 24 students' scores in these tests. The paired samples t-test was used to identify the differences between students' performance before and after the implementation of the intervention programme, which is the discussion method. Before the use of paired sample t-test, the researchers made sure that the five assumptions of this statistical test were achieved. The first assumption is that the dependent variable should be continuous (i.e., interval or ratio level). This was achieved because we measured students' performance using their scores in the test before and after the intervention. The second assumption is that the subjects in each group are the same. This means that the subjects in the first group (pre-test) are also in the second group (posttest). The third assumption is the random sample of data from the population. This was achieved in the study because 24 students were selected randomly. The fourth assumption is that the paired values should achieve approximate normal distribution. The fifth assumption is that there are no outliers in the difference between the two related groups.

The outcome of paired sample t-test is presented in Tables 1 and 2. As shown in Table 1, which shows the descriptive statistics of the two variables, there are differences in the means of pretest and posttest because the mean of the scores in the pre-test is 6.13 while it is 6.88 in the scores of the posttest. However, to identify whether these differences are statistically significant, paired sample t-test was run using SPSS version 24. The result of this statistical test is displayed in Table 2. As shown in Table 2, $t(23) = -4.50$, $p < 0.005$. Due to the means of the two scores (pretest and posttest) and the direction of the t -value, it can be concluded that there was a statistically significant improvement in students' scores following the use of the discussion method in teaching from 6.13 ± 0.992 to 6.88 ± 0.900 ($p < 0.005$).

TABLE 1
PAIRED SAMPLES STATISTICS

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Pretest	6.13	24	.992	.202
Posttest	6.88	24	.900	.184

TABLE 2
PAIRED SAMPLES TEST

PAIRED SAMPLES TEST								
Pair 1	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest – Posttest	-.450	.989	.202	-1.168	-.332	-3.715	23	.001

B. Research Question 2

To understand participants' perceptions of the effectiveness of the discussion method on the improvement of their performance in the 'Test of Orals', the participants were interviewed at the end of the intervention programme. Participants were asked about three issues that are related to the discussion method. These three issues are (1) the difficulty of 'Test of Orals' before the implementation of discussion method, (2) their evaluation of the discussion

method, and (3) their perceptions of the effect of this method on the improvement of their performance in the 'Test of Orals'.

When the interviewees were asked about the difficulty of 'Test of Orals' before the implementation of discussion method, most of them revealed that 'Test of Orals' was the most difficult part among the three parts of English Language subject. For example, John, one of the interviewees, stated that "everybody in this class found 'Test of Orals' very difficult". When Chinonye, another interviewee, was asked about the same issue, he pointed out saying, "I used to find it very difficult and boring too. I did not even like it when it was the time for the class". These representative quotations from the interviews can obviously reveal how difficult the 'Test of Orals' was for Nigerian students. This was before the implementation of the discussion method of teaching.

Further, interviewees were asked about their perceptions of the implementation of the discussion method in their English classes. Based on the analysis of the interviews, most of the interviewees showed that the intervention programme made them enjoy English classes. Additionally, they showed their interest in having some extra classes that employ this intervention programme. For example, Kelvin, one of the interviewees, stated that "I now enjoy it but it is a bit confusing. Can we have some more examples?" John also declared "we do not mind having some extra lessons". Some interviewees pointed out that the intervention programme turned their oral English classes into interesting ones. For example, Titi, one of the participants stated that "it is difficult but interesting. I think I am beginning to understand it". Chike, another interviewee, stated that "I think I can now be sure of answering some questions in oral English". Thus, interviewees expressed their genuine interest in the development of the oral English after receiving instruction using the discussion method. They justified this showing that the intervention programme boosted their desire to ask questions, interact with the teacher, and build their self-confidence.

The third issue that was the target of the interviews was understanding students' perceptions of the effect of the discussion method on their performance in the 'Test of Orals'. The analysis of the interviews reflects that the discussion method was useful and effective in the improvement of students' performance in 'Test of Orals'. For example, Aderemi compared the pre-test with the posttest in terms of their difficulty. He pointed out that "the second test was not as difficult as the first one because we were taught how to understand the test". Kwanam, another interviewee, stated that "If we will be taught in this way, we are sure of passing the examination". These representative quotations from the interviews can clearly express students' realisation that oral English is not all that difficult as erroneously conceived before the implementation of the discussion method. Additionally, the students noted that at the end of the intervention programme they can feel the confidence to write and pass the oral English examination. These qualitative findings of positive responses from the interviewees altogether go to support the quantitative findings reported earlier.

V. DISCUSSION AND CONCLUSION

This study examined an issue that has not been adequately addressed in previous studies. Specifically, the study examined the effect of the discussion method of teaching on students' performance in the 'Test of Orals'. Further, the study explored how participants perceived the effectiveness of the discussion method. The analysis of both the quantitative and qualitative data could clearly show that there is a significant or rather remarkable improvement generally in students' performance in the 'Test of Orals' due to the application of the discussion teaching method. These findings support those reported in previous studies (e.g., Abdulbaki et al., 2018; Chukwurah et al., 2020).

Results of this study uphold the significant improvement in the Nigerian students' performance in the English 'Test of Orals' after the intervention. The significant improvement was signalled by paired-sample test results which compared students' scores before and after the employment of the discussion method of teaching. Furthermore, this was supported by the positive responses in interviews with the students at the end of the intervention. As shown in this study, Nigerian students used to perceive the oral English as a difficult subject due to the ineffective method of teaching them. To further prove the effectiveness of the discussion method of teaching on the Nigerian trial students' performances, inquiry after analysing their final examination results which showed that most of the students recorded better performance. Hence, the School Management is encouraged to implement the discussion method of teaching in the following year to help students to be prepared effectively for the examination of the English Language 'Test of Orals'. Compared to the traditional method of teaching which is a one-way channel of communication where the teachers' task is to present the topic and explain the content to the students (Richards & Rodgers, 2014), the discussion method was found to be useful for improving students' performance in the 'Test of Orals' and in promoting learning (McKeachie & Svinicki, 2006).

Since most of the participants have shown some significant improvement in oral test, it is safe to claim that the discussion method of teaching can be effective. This became clear because most of the participants attested to the fact that they did appreciate both the subject-matter and the discussion method. Therefore, it is recommended that discussion method of teaching blended with technique of tyranny of English pronunciation should be used in teaching the English Language 'Test of Orals' in Nigerian secondary schools. All things being equal, it is expected that when the method and technique are applied to cover all aspects of the English Language 'Test of Orals', teaching and learning of oral English will be easier and more interesting to make Nigerian secondary students perform creditably in the 'Test of Orals'.

Taking into account the small sample of this study, future investigations can focus on testing the effectiveness of the discussion method of teaching through recruitment of a larger sample of students. As this study employed the one-group

pretest-posttest design, future researchers may choose to test the effectiveness of the discussion method of teaching using quasi-experimental designs where both control and experimental groups can be used.

APPENDIX

June 2006 WASSCE English Language III

Test of Orals (Objectives Test)

Section 1

From words lettered A to D, choose the word that has the **same vowel sound** as the one represented by the letter(s) underlined. An example is given below.

Example: seat A. sit B. cite C. set D. key

The correct answer is **D** because only **key** contains the same vowel sound as the one underlined in **seat**.

1. sit A. quilt B. clique C. marine D. sardine
2. wed A. days B. says C. meal D. deal
3. card A. bat B. hat C. class D. glad
4. bought A. grouse B. loss C. worse D. horse
5. who A. bull B. wood C. rush D. lose
6. serve A. harp B. come C. journey D. beg
7. man A. dam B. basket C. parch D. park
8. bottle A. holy B. prowess C. grower D. modern
9. cut A. butcher B. touch C. pouch D. pull
10. should A. push B. mould C. cousin D. glad
11. great A. neighbour B. meat C. lead D. peasant
12. boat A. comfort B. host C. golf D. mother
13. boil A. mail B. sour C. coin D. mayor
14. fair A. sheer B. here C. heir D. fear
15. ear A. chair B. wear C. cheer D. earnest

Section 7

From the words lettered A to D, choose the word that contains the **sound** represented by the given phonetic symbol. An example is given below.

Example: /i/ A. yell B. holy C. boy D. idiot

The correct answer is **C** because only **boy** contains the sound represented by the given symbol.

51. /æ/ A. mango B. market C. branch D. plant
52. /ɒ/ A. border B. bother C. boring D. brother
53. /u:/ A. full B. bush C. shampoo D. wool
54. /ɜ:/ A. courage B. favour C. perhaps D. scourge
55. /ə/ A. warning B. party C. exhaust D. grandeur

June 2007 WASSCE English Language III

Test of Orals (Objectives Test)

Section 1

From words lettered A to D, choose the word that has the **same vowel sound** as the one represented by the letter(s) underlined. An example is given below.

Example: seat A. sit B. cite C. set D. key

The correct answer is **D** because only **key** contains the same vowel sound as the one underlined in **seat**.

1. park A. thank B. heart C. fact D. mass
2. cause A. work B. cork C. mock D. double
3. bat A. plant B. pass C. rank D. taste
4. bull A. shook B. root C. crude D. bulk
5. bread A. please B. head C. bead D. great
6. ooze A. ruse B. blood C. good D. took
7. lick A. police B. women C. machine D. seek
8. hum A. fond B. don C. onion D. romp
9. curse A. luck B. brought C. courteous D. fault
10. away A. doctor B. angry C. addict D. banking
11. wear A. bait B. pair C. dear D. near
12. faith A. weight B. piety C. said D. guide
13. deer A. dare B. merely C. hair D. fairly
14. gatt A. mount B. board C. hoard D. whole
15. fowl A. sow B. tow C. now D. know

Section 7

From the words lettered **A** to **D**, choose the word that contains the **sound** represented by the given phonetic symbol. An example is given below.

Example: /ɪ/ **A.** yell **B.** holy **C.** boy **D.** idiot

The correct answer is **C** because only **boy** contains the sound represented by the given symbol.

51. /e/ **A.** pays **B.** says **C.** weight **D.** heinous

52. /i:/ **A.** sit **B.** people **C.** hymn **D.** jeopardy

53. /æ/ **A.** mad **B.** pass **C.** class **D.** dance

54. /u:/ **A.** douse **B.** route **C.** rough **D.** dough

55. /ɔ:/ **A.** lock **B.** naught **C.** drought **D.** watch

June 2008 WASSCE English Language III

Test of Orals (Objectives Test)

Section 1

From words lettered **A** to **D**, choose the word that has the **same vowel sound** as the one represented by the letter(s) underlined. An example is given below.

Example: seat **A.** sit **B.** cite **C.** set **D.** key

The correct answer is **D** because only **key** contains the same vowel sound as the one underlined in **seat**.

1. feast **A.** head **B.** caprice **C.** suffice **D.** practice

2. apple **A.** carry **B.** rather **C.** can't **D.** market

3. cost **A.** country **B.** associate **C.** month **D.** bother

4. sick **A.** marine **B.** tribunal **C.** knowledge **D.** vital

5. bullet **A.** bush **B.** hoof **C.** rude **D.** cull

6. mood **A.** crux **B.** crude **C.** book **D.** took

7. bed **A.** weight **B.** receive **C.** leisure **D.** height

8. supper **A.** don **B.** dove **C.** hovel **D.** super

9. lawn **A.** word **B.** purse **C.** wan **D.** sword

10. car **A.** aunt **B.** rack **C.** plan **D.** gaunt

11. tie **A.** chief **B.** relief **C.** buy **D.** belief

12. shout **A.** tough **B.** should **C.** drought **D.** mould

13. say **A.** heifer **B.** heinous **C.** either **D.** says

14. know **A.** stroll **B.** cloth **C.** rot **D.** loss

15. hear **A.** swear **B.** bear **C.** pear **D.** fear

Section 7

From the words lettered **A** to **D**, choose the word that contains the **sound** represented by the given phonetic symbol. An example is given below.

Example: /ɪ/ **A.** yell **B.** holy **C.** boy **D.** idiot

The correct answer is **C** because only **boy** contains the sound represented by the given symbol.

51. /ɪ/ **A.** pays **B.** says **C.** weight **D.** heinous

52. /æ/ **A.** sit **B.** people **C.** hymn **D.** jeopardy

53. /ɜ:/ **A.** mad **B.** pass **C.** class **D.** dance

54. /ɒ/ **A.** douse **B.** route **C.** rough **D.** dough

55. /əu/ **A.** hostel **B.** bone **C.** roster **D.** dove

June 2009 WASSCE English Language III

Test of Orals (Objectives Test)

Section 1

From words lettered **A** to **D**, choose the word that has the **same vowel sound** as the one represented by the letter(s) underlined. An example is given below.

Example: seat **A.** sit **B.** cite **C.** set **D.** key

The correct answer is **D** because only **key** contains the same vowel sound as the one underlined in **seat**.

1. member **A.** lorry **B.** country **C.** tailor **D.** expect

2. levy **A.** lever **B.** weaver **C.** weapon **D.** reader

3. fool **A.** foot **B.** book **C.** push **D.** move

4. bottle **A.** watch **B.** cover **C.** son **D.** water

5. lawn **A.** pot **B.** love **C.** paltry **D.** laugh

6. worry **A.** story **B.** honey **C.** sorry **D.** roster

7. cart **A.** panel **B.** wrap **C.** plant **D.** scam

8. grow **A.** lock **B.** novel **C.** hostel **D.** gross

9. soil **A.** joyful **B.** chamois **C.** abattoir **D.** onion

10. grey **A.** sew **B.** parent **C.** gauge **D.** pause

11. leap A. peasant B. vehicle C. stealth D. mess
12. good A. room B. loom C. full D. null
13. serve A. curtsy B. surprise C. current D. courtship
14. hear A. rare B. learn C. beef D. deer
15. cow A. arrow B. low C. how D. mow

Section 7

From the words lettered A to D, choose the word that contains the **sound** represented by the given phonetic symbol. An example is given below.

Example: /ɪ/ A. yell B. holy C. boy D. idiot

The correct answer is C because only **boy** contains the sound represented by the given symbol.

51. /ə/ A. music B. mouthful C. problem D. colleague
52. /ɪ/ A. expert B. extort C. exile D. exercise
53. /ɜ:/ A. port B. cord C. sort D. work
54. /u/ A. should B. rude C. boom D. doom
55. /ʌ/ A. ozone B. orange C. oven D. glory

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