

A Study of the Use of Computer –Mediated Language Learning on Oral English Pedagogy in Oyo State, Nigeria

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ABSTRACT: *This paper examines the use of Use of Computer –Mediated Language Learning in Oral English Pedagogy in Oyo State, Nigeria through the theoretical foci of Herring’s (2011) Computer- mediated Language Teaching and Nelson’s (2011) Intelligibility in ESL in World Englishes. Questionnaires were administered among 300 students and 30 teachers from 15 purposively sampled secondary schools from 5 geo-political zones of Oyo State. Respondents were gathered through stratified-random sampling technique. Method of data analysis was through simple percentage statistical tool. The findings revealed that there was scarcity of digital gadgets to teach Oral English in Oyo State secondary schools, pedagogy of Oral English is done through improvisation in Oyo State, the pedagogy of the English language in Oyo State schools occurs in an uncondusive environment, and the use of digital tools in teaching oral and other aspects of English is bedeviled by epileptic power supply. It was recommended that government, philanthropist and non-governmental organizations should team up to equip Oyo State secondary schools with automated gadgets to teach Oral English in Oyo State secondary schools so as not only to make learners speak English that is mutually acceptable among Nigerians and internationally intelligible, but also to develop learners’ performance in English in external examinations.*

KEYWORDS: intelligibility in English, oral English pedagogy, computer-mediated language teaching, Oyo state secondary schools, meaning construction

INTRODUCTION

English is a language of the Engles who were referred to as ‘Germanic tribe’ in England. It became a language spoken in a Nigerian multilingual and multicultural society through the coming of the Portuguese slave traders who came to Niger-Delta region in the 15th century. They then introduced the adulterated English called ‘pidgin English’ during the era of King Adolor in Benin City. The usage of English as a real second language in Nigeria later started in 1842 when British and American missionaries came to Nigeria through Badagry, (Adegbite, 2020). English became the language of education, commerce and Christianity when the British s missionaries were using the interpreters to speak to Nigerian people.

Church missionary society (The Anglican) that came from Britain established the first Nigerian Primary School at Badagry and also founded C. M. S. Grammar School in Lagos. In these schools, English was utilized as the language of instruction.

The amalgamation of the Northern and Southern Protectorates in 1914 in Nigeria led to the use of English as the language of administration by the colonial masters. There was also the enactment of the Education Ordinance of 1926 which made the English language the tongue used for teaching, learning processes in the primary and secondary schools in Nigeria. English became the language of Nigerian school curriculum and a means of communication in Nigerian schools. Apart from its role in the education domain, the English language was also used by the missionaries as a means of communication in Nigerian Churches. The Catholic, Methodist, Baptist and Anglican missionaries that came to Nigeria in the mid- 19th century were employing English as a language of evangelization and preaching. This means that English was and is still playing cogent role in the religious domain in Nigeria. Besides the foregoing, English is the language of politics in Nigeria. Right from the mid-10th century, English had been used as the lingua franca in Nigerian political system. It was the language used in the indirect system of government of the British colonial masters who ruled Nigeria between 1914 to 1960. English is still the language of the Nigerian parliamentarians whether at the local, state or federal levels in Nigeria. The language is equally used as the medium of interaction in the banks, markets and at the Nigerian stock Exchange Market. English is also the language of foreign relation in Nigeria.

Besides, English is also used as the medium of communication by the Nigerian journalists and soldiers. It is equally the language of the database in Nigeria. It is the language of research in Nigerian schools. It is important to state here that not only the grammatical aspects of the language is taught in Nigerian schools, the semantics (meaning construction and interpretation), phonology, basic reading and comprehension skills, etc are also taught in Nigerian schools be it at the primary, secondary or tertiary institutions in Nigeria. It has been discovered that the teaching and learning of the phonetics and phonology of English at the Junior Secondary schools in Nigeria is bedeviled by series of problems. The teaching of Oral English in Nigeria is faced by the problems of (i) lack of personnel to teach this aspect of the language, (ii) lack of the automated gadgets to teach the language (iii) lack of good language materials such as textbooks and instructional materials to teach oral English among other things. As a result, this research project is focused at assessing the problems facing the pedagogy of Oral English in Secondary Schools in Oyo State of Nigeria.

Statement of the Problem

The teaching and learning of Oral English in Nigerian schools are faced or be- devilled by series of problems. One of the problems is the scarcity of well-trained and computer-literate English language teachers to properly teach Oral English in Nigerian schools. The modern method of teaching the English language requires not only the mastery of the subject matter but also the knowledge of the use of digital tools like software packages, computer, projector and other automated gadgets to teach Oral English. According to Herring (2012), the proper teaching of any modern language like English or German requires the ICT Knowledge.

However, many Nigerian teachers of English are ‘focillised’ by the pronunciation of words in their mother tongues and cannot properly pronounce some English phonemes. For instance, many Hausa speakers of English often pronounce /P/ - the voiceless bilabial plosive as /f/ - voiceless, labio-dental plosive. For example, ‘people’ is pronounced by them as ‘/fipl/’ instead of “pip/”. Besides, English language is taught in large classrooms which debars students understanding of subject-matter. These are the problems which this study is focused to examine.

Justification of the Study

Different scholars that have studied the pedagogy of English as a second language in Nigeria have focused their research on the effects of parental attitudes on students’ performances in the English language (e.g Oyetade,2001), effects of students’ asynchronous online communication on their performances in English language (e.g Aremu, 2020), effects of the use of ICT on the teaching and learning of the English language (e.g Aremu ,2012, 2014), and the effects of the learning environment on learners’ achievement in the English language (Babatunde,Ubong&Ekah,2016).

It can be observed that scanty study exists on the assessment of the teaching and learning of Oral English in Oyo State of Nigeria. This study therefore attempts to fill the existing lacuna in research in the pedagogy of English as a second language in some Nigerian socio-cultural contexts. The study is also significant at expanding the research on the usage and the pedagogy of English in a second language Nigerian context.

The History of the English Language in Nigerian Education Curriculum

English became the language spoken in Nigeria as a result of the British and American missionary activities that started in the early part of 19th century in the country. The Christian missionaries that came in 1842 to Badagry established the first primary school in the town. Those Christian missions of the Church Missionary Society from England (also known as the Church of the Anglican or Engles called Anglican) founded the first secondary school in Nigeria called C. M. S. Grammar School, Bariga, Lagos (Adegbite, 2020 p.16) . The British colonial masters then had the intention of carrying out three main activities of Christianizing, civilizing and commerce (3Cs) in Nigeria. Made them recruited interpreters to talk to the native chiefs (Akindele and Adegbite, 1992).

Prior to the amalgamation of Southern and Northern Protectorates, Sudan Interior Mission came to the northern part of Nigeria . Sudan Interior Mission later metamorphosed into two Christian missions. Evangelical Church of West Africa (ECWA) and United Missionary Church of Africa (UMCA). These two Christian missions expanded the growth of Western education in cities like Jebba, Ilorin, Kaduna, Sokoto, Kano, Maiduguri, Minna, and some other parts of Northern Nigeria while the Catholic missionaries helped in the growth of western education in the Niger Delta and Eastern Nigeria. (Akindele and Adegbite, 1992).

The enactment of Education ordinance of 1926 and Phelp-Stroke Commission in Nigeria led to the adoption of English as the language of Nigerian Education and the establishment

of Yaba College of Technology in 1937 and the University College, Ibadan in 1948. English language then became an important subject in Nigerian schools. It was made a yardstick for admission to Nigerian primary and secondary schools as well as the tertiary institutions. (Adegbite, 2020).

METHODS OF TEACHING ENGLISH LANGUAGE

There are different methods of teaching English as a second language in Nigeria. These are (i) Bilingual method (ii) Audio-lingual method, (iii) Grammar-Translation Method, (iv) Audio-visual method, (v) Eclectic or Integrated method (vi) Computer Mediated method (vii) Direct or Immersion method and (viii) Communicative competence Approach or teaching English as communication. The grammar translation method of teaching the English implies the user of rote-learning approach to teach the language. It is the oldest method of teaching English. This method has been criticized by scholars to be a prescriptive (instead of descriptive) approach of teaching English language. It also has demerit of now encouraging or developing the communicative competence of learners of English as a second language. It often develops the linguistic competence of the learners of English as a second language (Aremu, 2012).

Bilingual approach of teaching English signifies the use of a mother-tongue and in teaching English as a second language, while audio-lingual approach of teaching English presupposes the use of the public address system and microphone in teaching English language. Audio-lingual approach is often used in teaching large class of students. This method has the disadvantage of making learners to lose concentration in the class. Audio-visual method of teaching English is the use of television gadgets in teaching the English language. This method often makes learners to easily understand what is taught in the class. Besides, computer-mediated approach implies the use of virtual discourse or teleconferencing in teaching the English language. It is the most recent approach of teaching English through the cyberspace interaction. According to Herring (2012), English language can be taught through the use of cyberspace interaction or computer-mediated discourse. This approach is often used synchronously and asynchronously. It allows the teaching of English through online or digital tools like Twitter, Zoom, Instagram, etc. This approach has been used by teachers of English in Nigeria in 2020 as a result of the pandemic of Covid-19 in the world. This method is equally called ICT method of teaching the English language (Aremu 2014).

Eclectic or Integrated approach to teaching English as a second language implies the use of different two or more methods together in the teaching and learning of English as a second language. On the other hand, direct or immersion method of teaching English signifies the use of field trip or excursion in teaching specific topics in the English language pedagogy in a Nigerian second language context. For example, when a teacher of English as a second language has taken his or her students to Kainji Dam to teach them registers of engineering, he or she has utilized direct or immersion approach to teach the language. Communicative competence approach of teaching English refers to teaching English as communication. It refers to the use of spelling drills, playlets, debating programme, impromptu speeches, essay

writing competition and reading competition to teach English as a second language. This approach often improves the communicative competence of learners of English as a second language (Aremu (2014).

Software packages and digital tools like projector and Ipads are used in contemporary time, in the teaching and learning of Oral English. The segmented and supra-segmented phonemes of English are packaged as software used in the language laboratory to teach English language. Students are often directed to pronounce English phonemes, words and sentences so as to make each of them speak the Received Pronunciation (RP) of the English language. The non-native learners of English are often told to internalize the way their teachers pronounce English phonemes, words and expressions. Problems of wrong stressing of words and sentences are often corrected by teachers of English who serve as role models in the English language classes in Nigerian socio-cultural contexts. ICT packages and applications like CD-Roms, video conferencing, word processors, blogs, etc are used in teaching oral English. Video-conferencing is a Cyberspace interaction package used as animated tool in teaching learners of English in different classes by a teacher. This tool is used in developed nations like the US, Germany, Britain, etc to teach the English language. This method has equally been introduced to Nigerian schools, colleges and tertiary institutions.

METHODOLOGY

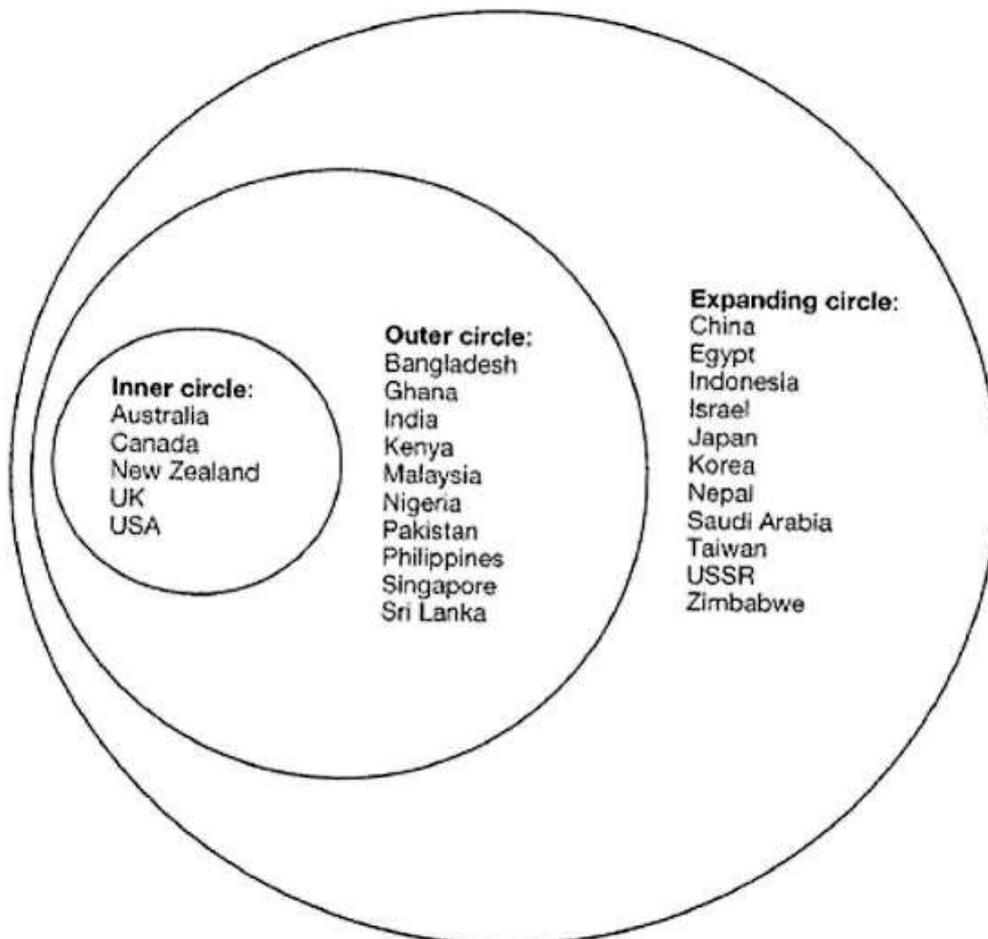
The design of this research is purely descriptive. Questionnaires were administered among 300 randomly selected students and 45 teachers in 15 purposively sampled schools from the five geo-political zones of Oyo State. Ibarapa, Oyo, Oke-Ogun, Ogbomoso and Ibadan. The purposively selected schools are: Igbo-Elerin Grammar School, Ibadan, Deeper Life High School, Ibadan, Queen School, Apata, Ibadan, School of Science, Idere; Igboora High School; Obaseeku Grammar School, Eruwa; Iseyin District Grammar School; Baptist High School, Saki; Okeho-Iganna Grammar School, Okeho; Best Legacy College, Oyo, Olivet Baptist High School, Oyo; Federal Government Girls' College, Oyo; Ogbomoso Grammar School, Ogbomoso; Smith Baptist College, Ogbomoso and Ogbomoso Girls High School, Ogbomoso. Three of these purposively sampled schools are private schools while the rest are public schools. Besides, three of these schools (Federal Government Girls' College, Oyo; School of Science, Idere and Queen School, Apata Ibadan) are unity schools. In each of these purposively sampled schools, questionnaires were administered among 20 randomly selected students and 3 randomly sampled English language teachers. Stratified random sampling technique was used for the selection of respondents. Besides the foregoing, simple percentage statistical tool was used for analysis of the gathered data. The theoretical perspectives of the study hinge on Herring's (2001) concept of computer-mediated interaction and Nelson (2011) intelligibility in World Englishes

Theoretical Framework

The theoretical framework of the study hinges on Nelson's theory of Intelligibility in World Englishes and Herring's theory of Cyberspace Interaction (or Computer-Mediated

Interaction). These theories are applicable to the pedagogy of oral English. The term 'intelligibility' is generally used to address the complex of criteria that describe how useful someone's English is when speaking or writing (Nelson, 2011, p. 1). The term 'Englishes' according to Kachru's (1985) three concentric circles of English signifies that English language has three groups of speakers in the world: (I) the inner circles, (ii) outer circles and (iii) expanding circles (iv) expanding circles. 'Intelligibility' implies the extent to which the speaker's intended meaning in an utterance is understood by the audience' (Nelson, 2011, p. 10).

'Intelligibility' is an essential topic in the teaching and learning of English as a L₂ because since there are different Englishes in the world, speakers of English from different cultures often find it difficult to understand each or one another as a result of (i) different articulation of English sounds by them, (ii) production of new hybrids of English lexicons by the speakers of English in the world. Munro and Darwing (1995) suggest that accommodation must be used by L₂ users of English in order to speak English that is mutually acceptable in their environment and internationally intelligible. The notion of 'accommodation' refers to 'exploring the dynamics interplay between speakers and hearers L₂ speakers of English will strategically make adjustment in their speech which leads to convergence with or divergence from their interlocutors' speech.



Kachru (1985) gives the following concentric circles of English

The inner circles of English language users are native speakers of the language from USA, UK, Canada, New Zealand, and Australia. The outer circles of English users are from former British colonies like Ghana, India, Nigeria, Philippines, Sri-Lanka, etc the expanding circles of English users are from China, Egypt, Indonesia, Japan, Taiwan, Thailand, United Arab Emirates etc. As a result, speakers of English in the world must always pronounce English words and expressions that is closer to the received Pronunciation or native speakers variety of the language. This will make the English language used by them to have international intelligibility. To be international intelligible in English language usages implies to speak English that is easily understood by people from the inner, outer and expanding concentric circles of English (Kachru, 1985).

This concept of intelligibility in English usage is relevant to the teaching and learning of phonetics and phonology of English in a second language context like Nigeria because having the knowledge of this theory will facilitate the teachers of English in Nigeria to understand ‘what to teach?’ ‘Who to teach?’ and ‘How to teach’ in Oral English class.

Herring's (2001) concept of Cyberspace Interaction which is also called Computer Mediated Communication (CMC) is also a relevant theory to be applied in the teaching and learning of Oral English in Nigeria since digital tools like projectors, Ipads, laptops etc are now contemporary gadgets used in the teaching and learning of Oral English. 'Cyberspace' is coined from 'cybernetics' (i.e 'scientific study of how information is transmitted through the digital tools like computer, cell phone ,etc'.) and 'space' (i.e, ' platform through which we can interact') , Taiwo, 2001. CMC or cyberspace interaction is the use of digital gadgets to facilitate online or global communication. In the teachings and learning of English in the recent time, Oral English is taught in the digitalized language laboratories in which digital tools like projectors, computer, Ipads, and software packages are used to teach different skills of English; speaking, writing, reading, and listening. Herring (2011) explains that computer-mediated software packages such as teleconferencing and use of digital platforms such as Instagram, Zoom, etc are useful digital tools that can be used to improve the learners' proficiency in English language. The analysis of data in this study therefore revolves round Herring's (2011) concept of CMC and Nelson's (2011) theory of intelligibility in the world Englishes.

Data Analysis

The analysis of the gathered data for this study revealed the following 'Fig 1', and 'Fig 2':

Fig 1: Analysis of the responses of Students respondents to questionnaires.

S/ N	Variables	A	CA	N	D	SD
1	There are enough digital tools to teach Oral English in Oyo State secondary schools.	92 (30.67%)	20 (3.67%)	06 (02%)	108 (36%)	34 (11.33%)
2	There are insufficient digital tools to teach Oral English in Oyo State secondary schools.	102 (34%)	34 (11.33%)	04 (1.33%)	92 (30.67%)	22 (7.33%)
3	Only few schools have digital tools like projectors, laptops, etc to teach Oral English in Oyo State secondary schools.	128 (42.67%)	58 (19.33%)	02 (0.66%)	72 (24%)	40 (13.33%)
4	Teachers of English in Oyo State often teach Oral English through improvisation	132 (44%)	66 (22%)	04 (1.33%)	68 (22.66%)	30 (10%)

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	because of scarcity of digital gadgets.					
5	There are insufficient English language teachers to teach Oral English in Oyo State secondary schools.	142 (47.33%)	68 (22.66%)	02 (0.66%)	58 (19.33%)	30 (10%)
6	There are enough English language teachers to teach Oral English in Oyo State secondary schools.	58 (19.33%)	30 (10%)	02 (0.66%)	142 (47.33%)	68 (22.66%)
7	English language teachers in Oyo State are promptly paid by the government.	162 (54%)	70 (23.33%)	04 (1.33%)	38 (12.66%)	26 (8.66%)
8	English language teachers in Oyo State are not promptly paid by government.	26 (8.66%)	38 (10.66%)	04 (1.38%)	164 (54.66%)	68 (22.66%)
9	Most English language teachers in Oyo State secondary schools teach Oral English and other aspects of the subject through virtual discourse as a result of Covid – 10 pandemic.	68 (22.66%)	164 (54.66%)	02 (0.66%)	28 (9.33%)	38 (12.66%)
10	Only few English Language teachers who have ICT knowledge could use virtual discourse to teach Oral English during COVID -19 pandemic.	164 (54.66%)	68 (22.66%)	04 (1.38%)	38 (12.66%)	26 (8.66%)
11	Rural secondary schools in Oyo State that lack electricity find it difficult to use virtual discourse to teach Oral English.	68 (22.66%)	164 (54.66%)	02 (0.66%)	28 (9.33%)	38 (12.66%)
12	Only private secondary schools and unity secondary schools in Oyo State	40 (13.33%)	26 (8.66%)	04 (1.38%)	66 (22%)	164 (54.66%)

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	have the required digital gadgets to teach Oral English in Oyo State.					
13	Both private and public secondary schools in Oyo State have digital tools to teach Oral English	164 (54.66%)	68 (22.66%)	02 (0.66%)	42 (14%)	24 (8%)
14	Many English language teachers in Oyo State are now ICT literates and can use digital tools to teach Oral English.	172 (57.33%)	56 (18.66%)	04 (1.33%)	40 (13.33%)	28 (9.33%)
15	Learners of English as a second language in Oyo State always easily understand and easily recollect what they learn in Oral English class when the pedagogy of Oral English is facilitated by digital gadgets like use of projectors, Ipads, laptops, C-D Roms, etc.	182 (60.66%)	62 (20.66%)	04 (1.33%)	34 (11.33%)	18 (6%)
16	Use of digital gadgets has no relation with students understanding in Oral English classes in Oyo State secondary schools.	40 (13.33%)	30 (10%)	06 (02%)	170 (56.66%)	50 (16.66%)
17	If students are properly taught in Oral English classes in Oyo State schools it would enable them to speak English that will be internationally acceptable.	162 (54%)	62 (20.66%)	02 (0.66%)	36 (12%)	38 (12.66%)
18	Many learners of English as a second language perform poorly in Oral	164 (54.66%)	60 (20%)	04 (1.33%)	36 (12%)	36 (12%)

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	English classes in Oyo State secondary schools because of their poor socio-economic background and because of their lack of interest.					
19	Since many secondary schools lack power supply, Oyo State Government needs to provide each secondary school with a generator and digital tools like projectors and laptops to teach Oral English.	172 (57.33%)	60 (20%)	06 (02%)	34 (11.33%)	28 (9.33%)
20	Oyo State Government has provided the necessary English language textbooks for each teacher to teach Oral English.	186 (62%)	62 (22.66%)	02 (0.66%)	36 (12%)	14 (11.66%)

Fig 2: Analysis of the questionnaires of Teacher-Respondents to the Pedagogy of Oral English in Oyo State Secondary Schools.

S/N	Variables	A	SA	N	D	SD
1	There are insufficient English teachers to teach Oral English in Oyo State.	20 (66.66%)	04 (13.33%)	02 (6.66%)	02 (6.66%)	02 (6.66%)
2	There are enough English teachers to teach Oral English in Oyo State.	02 (6.66%)	02 (6.66%)	02 (6.66%)	20 (66.67%)	02 (6.66%)
3	There are scarcity of digital tools to teach Oral English in Oyo State Secondary Schools.	18 (60%)	06 (20%)	02 (6.66%)	02 (6.66%)	02 (6.66%)

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4	There are enough digital tools to teach Oral English in Oyo State Secondary schools.	02 (6.66%)	02 (6.66%)	02 (6.66%)	18 (60%)	06
5	English language teachers are not promptly paid in Oyo State.	02 (6.66%)	02 (6.66%)	02 (6.66%)	22 (73.33%)	02 (6.66%)
6	English language teachers are promptly paid in Oyo State.	22 (73.33%)	02 (6.66%)	02 (6.66%)	02 (6.66%)	02 (6.66%)
7	Oyo State Government needs to supply rural secondary schools in the State power generator, and digital tools to teach Oral English.	18 (60%)	06 (20%)	02 (6.66%)	02 (6.66%)	02 (6.66%)
8	The use of digital tool cannot boost students' performances in Oral English	02 (6.66%)	02 (6.66%)	02 (6.66%)	06 (20%)	18 (60%)
9	Since Oral English is just an aspect of the English language developing students' skills in it cannot improve their competence in the language.	02 (6.66%)	02 (6.66%)	02 (6.66%)	18 (60%)	06 (20%)
10	Developing students' skill in Oral English will not only improve their performance in the Spoken English, it will develop their interest and performance in SSCE English	20 (66.66%)	04 (13.33%)	02 (6.66%)	02 (6.66%)	02 (6.66%)

FINDINGS AND DISCUSSION

From analysis in Fig 1 and 'Fig 2', it can be discovered that many (47%) student-respondent believed that there are insufficient English language teachers to teach Oral English in Oyo

State secondary schools; while 66.6% of teacher-respondents shared the same view. This implies that Oyo State Government needs to employ more teachers to teach English language so as to improve the students' poor standard in English as a second language in the state. Second, from 'Fig 1', it can be deduced that many (44.67%) students' respondents held the opinion that only few secondary schools in Oyo State of Nigeria have digital tools like projectors, laptops and the language pedagogy software packages to teach Oral English language. Forty-four percentage (44%) of these respondents also believed that many teachers in Oyo State teach Oral English language through improvisation as a result of lack of digital gadgets to teach the subject. From the analysis in 'Fig 2' it can be deduced that many (60%) teacher-respondents believed that there are scarcity of digital tools like language software packages, laptops or computer, projectors etc to teach Oral English in Oyo State secondary schools. The significance of this is that Oyo State Government needs to procure the necessary digital language pedagogy software packages, projectors and computer hardware to teach Oral English language in Oyo State secondary schools.

Third, the analysis in 'Fig 1' and 'Fig 2' also revealed that many (66.66%) student-respondents held the view or opinion that developing students' skill in Oral English in Oyo State secondary schools will not only improve their performance and competence in spoken English and make them speak the English language that will be internationally intelligible, but it will also improve their performance in the senior secondary school English language examination. Hence, Oyo State Government needs to equip our secondary schools with language pedagogy software packages and digital hardware tools to teach Oral English. Fourth, the analysis in 'Fig 1' and 'Fig 2' equally showed that many (57.33%) student – respondents held the opinion that Oyo State government needs to provide the rural secondary schools with necessary power generators, computer software and hardware packages to teach Oral English because many rural secondary school students could not enjoy the pedagogy of Oral English language as a result of lack of these digital or automated gadgets.

Besides, many (60.66%) teacher – respondents believed that learners of English as a second language in Oyo State of Nigeria easily understand and easily recollect what they are taught when the pedagogy of the phonetics sand phonology and other aspects of English language is facilitated by use of digital or automated gadgets like projectors, Ipads, language software packages, laptops, CD-Roms etc. As a result, Oyo State Government should provide the necessary software and hardware digital packages to teach Oral English and other aspects of the language in the state secondary schools.

Moreover, the findings in the analysis of questionnaire administered among 300 students-respondents revealed that many (54.6%) student respondents believed that few English language teachers who are ICT literates and could use cyberspace interaction to engage in asynchronous and synchronous language pedagogy could use virtual discourse to teach Oral English and other aspects of the language to prepare Oyo State 2020.WASSCE and SSCE candidates for their external examinations. The significance of this is that use of cyberspace language pedagogy which is a modern computer-mediated approach to English language

teaching and learning has been introduced to Oyo State. Oyo State Government then needs to quickly procure the necessary computer- mediated software and hardware packages to teach not only Oral English but other aspects of the language in Oyo State secondary schools.

Recommendations

Oyo State Government, education policy makers and non-governmental organizations should team up together in equipping Oyo State secondary schools with necessary digital and automated gadgets like language pedagogy software packages, CD-Roms, projectors, Ipads, desktops, laptops and other digital tools to teach the students the phonetics and phonology and other aspects of the English language. Parents'-Teachers Association in each school can equally help by providing this digital tools to use computer-mediated approach in teaching Oral English. Second, Oyo State Government and non-governmental organizations as well as the philanthropist and patriotic Nigerians can equally team up together in procuring each secondary school in Oyo State with a power generator to teach Oral English and to use cyberspace discourse to teach the meaning comprehension, meaning construction, reading and writing skills in the English language. Each secondary school in Oyo State should also be provided with a security man who will help provide security for the school as well as assisting n helping checking students' misuse of ICT facilities in engaging in cyber-crimes. Third, Oyo State Government needs to continually send the English language teachers in the state to engage in in-service computer training to learn the different skills of using the software and hardware digital packages to teach the phonetics and phonology as well as the meaning construction and meaning interpretation in the English language. The significance of this in-service training will not only make English language teachers to be role models, it will improve the performance of Oyo State students in their WASSCE and SSCE as well as making them speak the English language which will be mutually acceptable among Nigerians and internationally intelligible.

CONCLUSION

This paper studies the pedagogy of Oral English in Oyo State secondary schools. It was discovered through this study that necessary digital tools are not properly utilized in Oyo State secondary schools as a result of scarcity of digital or ICT gadgets like projectors, language pedagogy software packages, computer etc to teach the phonetics and phonology and other aspects of English language. Besides, the findings also revealed that the pedagogy of Oral English in Oyo State is bedeviled by lack of enough personnel and lack of power supply. It was therefore recommended that Oyo State Government education policy makers, philanthropist' and patriotic Nigerians should team pup together in equipping Oyo State secondary schools' wits.h digital gadgets to teach Oral English. The provision of these facilities in Oyo State secondary schools will develop students' proficiency in English as a second language and will equally improve Oyo State students' performance in SSCE,

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