EFFECTS OF THE WEST AFRICA EXAMINATION COUNCIL (WAEC) AND THE NATIONAL EXAMINATION COUNCIL (NECO) ORAL ENGLISH SYLLABI ON SECONDARY SCHOOL LEAVERS' SPOKEN ENGLISH IN KOGI STATE, NIGERIA

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ABSTRACT: *The study investigated the effects of the adequacy of WAEC and NECO Oral English Examination Syllabi on secondary school leavers' spoken English in Kogi state, Nigeria. The research is categorically informed by the poor performance of secondary school students in WAEC and NECO Oral English Test and lack of intelligibility in their communications. A survey research design was used for the study. Five schools were sampled for the study. Oral production test was conducted in order to determine students' oral proficiency with criterion-reference and bi-dialectal/transitional approach in view. Findings generally reveal that the two syllabi (WAEC and NECO) were adequate, but the deliberate exclusion of Alternative A Test (listening and speaking) has rendered the Ora English Test unchallenging. Based on the findings, the paper recommends, among others, that the teaching of Oral English should be practise-oriented, involving real life situation instead of only theory that is currently being practiced.*

KEYWORDS: Adequacy, WAEC and NECO, Intelligibility, Oral Proficiency.

INTRODUCTION

The linguistic situation of Nigeria is very complex due to its heterogeneous nature. Scholars have estimated the number of languages spoken in Nigeria to be between 400 - 520 (Jowitt, 1991; Blench, 2014). Owing to the multi-lingual nature of Nigeria, it is difficult to harmonize and adopt a national language (Tomori, 1981; Odumu 1986; and Akanya, 2008). Consequently, English language remains and continues to function and perform the role of official language in Nigeria. Apart from English being an official language it is also a second language in Nigeria. As a matter of fact, English is the medium of instruction from the upper primary school to tertiary level and also taught as a subject at the lower level of primary education (National Policy on Education, 2009).

No doubt, English has come to stay in Nigeria, and as such adopted to serve various purposes: taught in schools over a century, yet the current performance in Nigeria institutions of learning and on the job is abysmal and demands questioning. Scholars have

raised alarm over the poor quality and lack of intelligibility of English spoken by substantial aggregate of students at all facets of education. In retrospect serious concern has been expressed over the declining standard of English language among Nigerian students, particularly the secondary school level. Hence, the west African Examination Council (WAEC) chief Examiners' Report in English Language and literature 2016 and 2017), university researchers, media and commentators lament the poor performance and the inability of the majority of students to articulate constructive English (Adelabu, 1990; Fadimu and Ogundipo 2014; and Oyedotun 2014). The thrust of this study is to investigate one of the basic components of English language examination in Nigeria tagged "Test of Orals" (Oral English) syllabi for WAEC and NECO with a view to ascertain the adequacy of the syllabi.

Statement of the Problem
Pedagogically, the essence of oral English is to ensure the Nigerian students speak English language with pronunciation acceptable and intelligible among fellow students and by native speakers. The National Curriculum for Senior Secondary School (SSS) emphasizes competency. It is therefore, anticipated that school graduates possess minimal communicative ability with maximum intelligibility. The above expectation is on the contrary, thus several Nigerians are worried and disturbed over the inability of school graduates to communicate intelligibly despite the huge investment. It is observed that the standard of English (oral production) is degenerating in the senior grades as well as in the higher institutions for lack of emphasis.

The Oral English paper prior to the Grieves' Report of 1968 was optional until 1988. However, the paper was made compulsory with the sole aim of testing students' knowledge and skills in the basic aspect of oral English, mainly listening and speaking. Jowitt (1996) describes the test as a 'test of knowledge of the system of English sound and relationship between sound and spelling and stress and intonation patterns.' Subsequently, it was short lived based on students' mass failure, and the challenges of logistics and technicalities encountered by the examining bodies. In 1995, another modified paper 3 (Test of Orals) was introduced. By implication, it is this paper that is currently the focus of this research with the view to investigate the adequacy and/or the efficiency of the syllabi.

Research Purpose
The essence of this study is to investigate the adequacy of WAEC and NECO Oral English Syllabi. However, the specific purpose is to recommend ways through which secondary school learners' spoken English can be improved upon to enhance intelligibility, and as well identify the variety of accent taught as spoken English in the Nigerian secondary schools.

Justification for the Study
It is quite imperative to remark that in a plural ethnic community such as Nigeria, the

presence of sociolect cannot be over – ruled. As a result, this study is significant because it addresses the most fundamental aspects of the four language skills in communication (listening and speaking).It is equally important in that it could be useful to examination authorities (WAEC and NECO) to further improve on the present standard of the syllabi and question papers. Moreover, findings will serve as referral to readers and researchers, curriculum planners, policy makers and other stakeholders in setting out attainable objectives. In addition, recommendations are given to improve the syllabi and the teaching of Oral English applying the variables that affect its effective teaching. Above all, this work is intended to challenge students to be diligent and challenge their negative and erroneous notions and attitudes toward second language (L2) learning. Finally, the study would enhance teaching effectiveness.

Research Questions
1. To what extent are the WAEC and NECO examination syllabi of Oral English adequate?
2. Do WAEC and NECO syllabi conform to the National Curriculum for Senior Secondary School objectives?
3. Do the syllabi give prominence to the teaching of Oral English?

Hypotheses
1. The WAEC and NECO syllabi are not the same.
2. Oral English syllabus always conforms to the National Curriculum for Senior Secondary School
3. A good Oral English teacher might not necessarily be a good English speaker.

Variables
Bangbose cited in Jibril (1982) asserts that Nigerians are able to identify a speaker's ethnic group as soon as he speaks a few words of English. This is possible by identifying certain sounds which constitute a problem in terms of accent by the speaker. From the students' oral production, the researcher observed some variations from formal pronunciation. These are attributed to interference from mother tongue (MT). The dental fricatives / θ / and / ð / have been substituted with /d/ and /t/; palatal alveolar sounds where 'things' /θɪŋs/ is pronounced as 'tins'/tɪns/; 'that' / ðæt/ as /dat/. The Igala ethnic group of kogi state substitute the palatal alveolar /s/ for /tʃ /. For example 'such' is pronounced as 'church' /tʃ ɔːtʃ/.
Other variations include /ʌˆʌŋ/   /ɔː   / for onion.*****

In the Nigerian context as a L2 speaker variations could be ethnical and regional (Jibril, 1982). Consequently, the following variables are tested on ethnic rather than regional ground. The variables include the dental fricatives. / θ / / ð / /s/ /δ/****

THEORETICAL FRAMEWORK

Nigeria, a multi-lingual nation with well over 450 languages, is expected to have or speak different varieties of English. As a result of this, the researcher adopts a theoretical approach that takes cognizance of learner's own variety (dialect) and his feelings about it. Sociolinguistic approach of bi-dialectalism theory is adopted in this work. Trudgil (1975) recognizes bi-dialectalism as an approach which sees both Standard English 'variety' and the child's –student's variety as 'valid and good'. The linguistic element is given equal attention and the two are regarded as 'correct'. The two forms are observed as separate varieties; nevertheless the two are seen in most cases as a continuum and are referred to as 'book' language, using language decided on by the teacher. The difference between the two varieties are pointed out and discerned as an interesting fact. In sum, a Non-Standard English (NSE) speaker could be taught how to convert their own variety form into the standard form when required.

Also, Harmer (1983)'s communicative efficiency theory is quite relevant to the study. The main concern is intelligibility. The approach employs the British Standard (BS) in teaching students to convey their ideas and purposes efficiently. Students are not compelled to be model English men but use the Standard English (SE) as a means of communication.In order to realize the above, Performance- referenced testing tool is used in this work. Test performance elicits what the testee has to do during the test, while criterion performance explicates the testee's position in a real life situation.In a nutshell, the work is viewed holistically from the sociolinguistic perspective as oral production is both interactional and transactional. Also, intelligibility requires context and appropriateness to ensure performance. To realize this, a task- based testing approach is used to enhance performance on the job and in higher institutions of study after secondary education.

METHODOLOGY

This study employs the descriptive survey technique. It is designed to elicit data in order to test formulated hypotheses and to respond to questions raised in the study. Five schools were selected from the urban, sub-urban and rural areas in Kogi state, Nigeria. The population of the study consists of 312 registered secondary schools; 285 are public schools while 27 are private. The Stratified random sampling technique was used to select five secondary schools from the study area representing 1.7% of the population. 59 students were selected from each of the schools bringing the number of the students to 295. 5 teachers were sampled from each of the selected schools bringing the number of teachers sample4d for the study to 25 hence, the sample size of 320 respondents was used for the study.

Also, 3 students were selected per school for oral production. This is to identify and assess students' communicative efficiency, fluency, accent and/or phonological

competence. The result is interpreted as Highly intelligible (HI) – (range 60-70), Intelligible (1) – (range 50-59), and Non intelligible (NI) below average oratory at the bottom extreme.

The instrument is a production test titled 'Students Oral Production Questionnaire' (SOPQ). The students' oral production is designed to identify the variety of English spoken as well as ascertain if it conforms to the standard stipulated in the curriculum.The questionnaire has two sections. Section one was meant to elicit information on the bio-data of respondents. The second section constitutes items on the adequacy of the content of the WAEC and NECO Oral English Syllabi and their availability in schools. The instrument was subjected to face-validation while content validity was established using test blue print. To establish its reliability, the instrument was trial tested using 40 students sampled from an equivalent group in CMML Secondary school, Anyigba, Kogi State, Nigeria. The reliability co-efficient was established using the Kudar Richardson formula 20, which yielded a reliability index of 0.76. This is high enough and therefore the instrument is reliable.

In order to collect data from the respondents, the instrument was administered by the researcher to the respondents and collected within a space of time. The students' oral production is conducted with the assistance of the HOD, and the teachers of English language. The research questions were answered using frequency counts and simple percentage, while the hypotheses were tested using criterion-referenced performance test or direct performance referenced test.

RESULTS

The results are presented on the tables below:
STUDENT RESPONSE TO THE QUESTIONNAIRE
Table 1:1 student poor performance in oral English

Options	Frequency	percentage
Interference from mother tongue	36	12.2
Lack of qualified teachers of English	54	18.3
Lack of practice on students part	40	13.6
All of the above	165	55.9
Total	295	100

Table 1 above states the reason for students' poor performance in oral English. 36 students representing 12.2% indicates interference from MT as responsible , 54% an equivalence of 18.3% identified lack of qualified teachers,13.6% representing 40 students claimed lack of practice, while 165 students 55.9% indicated all of the above. The above results agree with Jibril and Awobuluyi (1998) who reported that all of the above options

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are the factors affecting performance in oral English.

Table 1:2 Oral English always is taught when WAEC and NECO examinations are approaching.

OPTIONS	FREQUENCY	PERCENTAGE
Yes	105	35.6
No	150	50.8
Undecided	36	12.2
Non respondent	4	1.4
Total	295	100

Table 1:2 indicates that 105 respondents, representing 35.6% responded in the affirmative, 150 (50.8%) students said No, while 36students 12.2% are undecided.4 did not respond at all representing 1.4%

Table 1:3 Frequency distribution on the reason students cannot speak intelligibly

OPTIONS	FREQUENCY	PERCENTAGE
The students background	70	23.7
They cannot master standard pronunciation	30	10.2
There is a serious interference from the local language	87	29.5
They are ridiculed	18	6.1
They are not taught	24	8.1
All of the above	66	22.4
Total	295	100

The table reveals 70 (23.7%) respondents could not speak intelligibly because of their background. 30 students 10.2% claimed they could not master standard pronunciation. 87 (29.5%) out of 295 students indicate serious interference from the local language. On the other hand, 18 respondents, representing 6.1% state they were being ridiculed. 24 students (8.1%) denied they were not taught. While 66

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(22.4%) said all of the above mentioned reasons were responsible for lack of intelligibility.

Table 1:4 Frequency distributions on what is responsible for students' inability to speak English well.

Option	Frequency	Percentage
The teaching method /techniques	115	40.0
The target language is very complex	40	13.6
The students' exposure	48	16.3
The L1 interference	5	1.7
All of the above	78	26.4
Non of the above	9	3.0
Others	-	-
N=	295	100

To answer the question above, 115 students 40.0% indicated teaching method/technique to be responsible, 40 respondents who represent 13.6% claimed the target language is very complex..48students 16.3% indicated students exposure, only 5(1.7%) students said L1 interference, 78(26.4%) students indicated all of the above, while 9 students who represented 3.0% said none of the above.

PART11 THE SYLLABUS:
THE TEACHERS/ HEAD OF THE DEPARTMENT (HOD) RESPONSE

S/No	Questionnaire item	No of responses out of 17									
		Agree	%	Disagree	%	Yes	%		%	Uncertain	%
1	The content of WAEC and NECO syllabi is adequate	16	94.1	-	-	-	-	-	-	1	5.9
2	Oral English syllabi facilitate students spoken English	-	-	-	-	11	64.	3	17.	3	7.6
3	The choice of alternative B for both public and private schools in Nigeria has	8	47.2	2	11.	2	11.	-	-	7	41.

	effect on the students' spoken English									
4	WAEC and NECO syllabi do not conform to the objective stated in the curriculum	3	17.6	11	64.	-	-	-	-	3	17.
5	Test of oral is basically theoretical	13	76.5	3	17.	-	-	-	-	1	5.9
6	The sixty questions WAEC and NECO are not adequate to test students proficiency	-	-	-	-	10	58.	5	29.	2	11.
7	Emphasis on phonetic does not affect students spoken English	4	23.5	12	70.	-	-	-	-	1	5.9
8	The non-inclusion of alternative A or Oral production in Nigerian syllabi is of no significant effect on the spoken English of secondary school graduates	1	5.9	13	76.	-	-	-	-	3	17.

Item 1 above shows if the content of WAEC and NECO syllabi is adequate, 16 respondents(94.1) responded positively, while the remaining 1 (5.9%) was undecided.

Item2 states that oral English syllabi facilitate students spoken English, 11 teachers answered in the affirmative, representing 64.7%. 17.6% students said no, while s*** teachers 17.6% were undecided.

Item 3 also states that the choice of alternative 'B' for both public and private schools in

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Nigeria was the best. 8 teachers, representing 47.2% agreed. 2 (11.8) disagreed, while 7 respondents, representing 41.2% were uncertain.

Item 4 indicates that the syllabi do not conform to the objective of senior secondary schools' English curriculum. 3 (17.6%) respondents agreed, 11 (64.8%) teachers disagreed and 3 teachers (17.6%) were uncertain.

Item 5 states that tests of orals is basically theoretical 13 respondents who represent 76 .5% responded in the affirmative, 3 teachers 17.6% denied it was not theoretical, while 1(5.9%) teacher was uncertain.

Item 6 sought to ascertain whether sixty questions each for both the WAEC and NECO examinations are adequate to test students' proficiency or performance, 10 teachers 58.8% responded in the affirmative. 5 (29.4%) said NO, while 2(11.8%) were uncertain.*****

Item 7 indicates that emphasis on phonetics does not affect students' spoken English, 4 (23.5%) agreed, 12 (70.6%) teachers disagreed, while 1 (5.9%) teacher is uncertain.

Item 8 said the non-inclusion of alternative 'A' or oral production in Nigerian syllabi is of no significant effect on the spoken English of secondary graduates. 1(5.9%) respondent agreed, 13 (76.5%) teachers disagreed, while 3 (17.8%) were uncertain

STUDENTS' ORAL PRODUCTION
Each student was asked to speak for three minutes on the topic of choice from the four alternatives. This is in conformity with a criterion-referenced performance test which is a real life task.

Table 1: Number of respondents by topic:

Topic	Respondent	Percentage
The food i like best	3	20
The happiest moment in My life	1	6.7
My first day in secondary school	6	40
My best friend.	5	33.3
	15	100

The interview assessment scale was adopted for simple analysis and rating (Baker 1989)

Figure 1:1 **interview Assessment Scale**

Band	Rating
9	Expert
8	Very good non native speaker
7	Good speaker
6	Competent speaker
5	Modest speaker
4	Marginal speaker
3	Extremely limited speaker
2	Intermittent speaker
1/0	Non-speaker

Intelligibility is being understood by a listener at a given time in a given situation (kenworthy (1987). Factors that affect intelligibility include self-correctness, hesitation and grammatical restructuring, speaking too fast or quickly and familiarity and exposure. Also itemised are sources of intelligibility problems, such as sound substitution, sound deletions and sound insertions and link between words.

On assessment of the quality and intelligibility of spoken English by some Nigerians who have achieved high level of proficiency, Banjo cited in Jowitt (1991:21) comments:

> *The question we should ask is not whether we speak better or poorer*
> *English than our forebears, immediate or remote, but rather whether*
> *our total proficiency in English is equal to the task demanded of it in*
> *present day Nigeria.*

Dustan (1969) expresses fear that M.T interference has rendered English spoken by Nigerian internationally unintelligible. He suggested the ideal standard of oral English examination purpose should be internationally intelligible ''Nigerian English.''

The analysis of students oral production shows three (3) students, that is 20% spoke on 'the food I like best', 1 (6.7%) spoke on the topic 'the happiest moment of my life.' On the topic 'my first day in the secondary school, 6 students spoke, representing 40%, while 5 students (33.3%) chose 'my best friend.'

ORAL PRODUCTION BY SCHOOL

Table 2:**1 transcription of the recording**

School	BNAGS,GBOLOKO	GRAMMAR	FLUENCY	REMARKS
Speaker	Accent /pron	grammar	fluency	Remarks
A	My best friend			
1	Guy, future, doctor, colleagues	A guy that like. He respect he do advice me, he do make sure, he use to do	Speed okay	Band 3 Extremely limited speaker

2	The food i like best	Something like that...	Short of words	Band2 intermittent speaker
3	My first day in the secondary school.	-was my happy day -she don't	Speed mean	Band 2 intermittent speaker
B	GSSS OGUMA			
	My first day in the school			
1	-happy(pron)	-I found it happy because i am happy -one teacher teach -was very an exciting moment	Speed normal	Band 3 extremely limited speaker
2	My best friend --tings (pron)	We do use to do -My humble believe -Respective friend	Speed okay	Band 3 extremely limited speaker
3	My first day in the secondary school.	-Lack initiative	Slow speed	Band 4 marginal speaker
C	ASCO AJAOKUTA			
1	My first day in the secondary.	-My likeness for the school was bright	Speed normal	Band 6 competent speaker
2	The food i like best. –attached (pron) – product (v) -onion, fork	- you know as you know -you know -it give out	Speed slow	Band 3 extremely limited speaker
3	My best friend Intelligent nature –brilliant nature -Bird, work in pairs -serious	-In his own personality	Speed okay	Band 4 marginal speaker

D	GSSS, LOKOJA			
1	My best fiend - Lecture, such - Serious	-He do in the class Take an encouragement from such person Make things in a cooperating way.	Speed normal	Band 3 extremely limited speaker
2	My first day in the secondary school	Some of them helped me	Speed okay	Band 3 extremely limited speaker
3	My happiest moment	-	Speed okay	Band3 extremely limited speaker
E	C.M.C,LOKOJA			
1	My first in the school	-she explain -she advice me -i advice her She call	Speed okay	Band 3 extremely limited speaker
2	The food i like best		Speed okay	Band 5 modest speaker
3	My best friend	-i don't do so thing -she advise me -she play table tennis	Speed okay	Band 3 extremely limited speaker

On table 2:1 above, out of 15 (100) student sampled for the oral interview, only one student representing 6.7% was assessed as a competent speaker (6) from ASCO Ajaokuta. The speaker maintained theme of discussion and was reasonably fluent. Generally, the speaker was considered as intelligible because he possesses the ability to initiate and discuss freely.

1 student, representing 6.7% was a modest speaker (band5). The main problem was that the speaker was deficient in the mastery of language pattern and style. The speaker lacks flexibility and initiative; often the interviewer interfered with the interlocutor, despite this, her spoken English was intelligible.

2 (13.3%) students from GSS Oguma and ASCO,Ajaokuta (public and private) spoke on 'my first day in the school' and 'my best friend' respectively. They were classed under marginal speaker (band 4). The speakers had difficulty in speech flow, though fluent and lacked initiative. However, they tried to show mastery over their subject matters.8 students, representing 53.3% were identified as extremely limited speakers (band 3). The speakers failed to produce continuous discourse. Table 2:1 above shows the set of students who were faced with accent or pronunciation difficulty such as guy, future, doctor, colleagues, attached, fork, nature, work etc. Other problem areas were grammatical, concord, subject/verb agreement, for example, a guy that like, he respect etc. Utterances /mannerism such as you know, as you all know, take an encouragement from such personality etc. was observed. The accent/pronunciation and grammatical blunders as well as mannerism have rendered the speakers unintelligible.

Also, 3 students equal 20%from public and private schools were intermittent speakers (band 2). They were characterised with sporadic speech, poor pronunciation and grammatical problems for example, attached fork, she don't. Based on the Bakers rating, band 2 and 3 are rated non intelligible. The above speakers cut across all the ethnic groups selected. All of them have variants /t/ /d/ /o/ /d/ for instance, [tings] [onions] [den].Bassa-komu speakers have the variant vowel (7) / / for central vowel /10 / in words like nature, lecture. The Igala speakers also used the variant / tʃ / for /s/ as in 'church' for 'such.' Although the selected students spoke on different subject matters, the requirements were still the same. The system of measurement that is, direct –performance referenced test or criterion referenced test is quite relevant as it deals with real life situation. In other words, the topics are diverse and deals with practical daily issues.

DISCUSSION OF FINDINGS

The study attests to the lack of intelligibility in the spoken English of some users of English language at the labour market and higher education level in Nigeria indeed is a great concern to researchers, parents and examiners. The poor performance recorded in English language paper yearly show case this fact. The analysis of the students' oral production revealed that SSS students as L2 learners, no matter the degree of proficiency, could be identified with one difficulty or another. Furthermore, the unintelligibility and poor performance is predominantly in the phonological (pronunciation) area and grammar (concord).

Findings also revealed that interference from mother tongue; Pidgin English and local language contribute immensely to poor pronunciation. This is proven as students production was sampled from different background in kogi state, for instance; Yoruba, Igbira, Igala, Bassa-Nge (Nupe) and Bassa-Komu. Also, students' questionnaire showed interference from MT, lack of qualified teachers of English, practice on the students' parts, attitude as well that of the teachers were fundamental factors to poor performance in oral test and in spoken English generally. Further findings disclosed substantial numbers of

secondary schools relied greatly on graded textbooks which include no model cassette for demonstration, thereby rendering oral English theoretical (table 2).

Generally, the research revealed that amount of exposure might affect spoken English. The choice of rural, sub-urban and urban areas has shown minimal difference in terms of exposure. The distinction depends on individual goal or purpose. Private (Mission) schools performed better than the public schools as shown by the study. For student to be proficient and efficient in spoken English, they need to acquire the tool of British Standard English pronunciation. Quite importantly, it should encompass all aspect of spoken English (listening and speaking).It is obvious from the study that Nigerian school leavers can communicate intelligibly with one another. They however require bi-dilectalism to be construed internationally. In the teachers' analysis, the content of WAEC is grossly inadequate; although the teachers responses were in the affirmative, the responds to item six in the same section support the finding that test of orals basically is theoretical. The syllabi do not provide criterion-referenced test. In other words, only the skill of recognition is tested. It is an unarguable fact, oral English is speech and listening and speaking should be basic to the development of the syllabus.

Findings has shown clearly, that the sixty(60) items each in WAEC and NECO oral English examination only test students' ability to relate symbols to sounds. The implication of this is that students only study to pass examination and not for communication purpose. It is very important therefore to include oral production as the success or failure in the examination might be analogous to the outside world.   In addition, the study showed the significance of alternative 'A' as against the current oral English paper which remains absolutely mere knowledge acquisition.

On the issue whether WAEC and NECO oral test conform to the National Curriculum for SSS objectives, the study unequivocally and explicitly showed both are at polarity. The National Curriculum objective for teaching spoken English emphasised competency in English language as well` promote the art of spoken English medium for national and international communications'. Consequently, the aim and rationale is defeated by the present status of oral test.

CONCLUSION

This study has shown that apart from the inadequacies of the syllabi, lack of qualified indigenous teachers, interference from MT, negative attitude and prejudice to English people's culture by teachers, students and society, inadequate instructional materials, exposure and background are responsible for students' poor performances in the oral English test and in real life interaction and transaction. In essence, this study not only confirms the above assertions but further reveals other factors such as undefined standard of pronunciation (accent) on the Nigerian Secondary Schools and the goal for which oral English is being taught is not categorically and explicitly stated in a measurable term to

both the teachers and students.

RECOMMENDATIONS

In order to solve the problems of the WAEC and NECO syllabi inadequacies, improve the teaching and learning of Oral English and spoken English intelligibility, the following recommendations are made.

- The teaching of Oral English should be practice-oriented involving real life situation instead of theory.
- Considering the needs of Oral English in Nigeria; the learner, context of use and the content of the syllabus must be in tandem with the set goals. A deviation from the set goals of Oral English teaching could make the output inefficient.
- Since the test items seem insufficient, Alternative 'A' (Oral production) should be added to embrace all aspects of Oral English.
- Government should provide all the logistics needed on the training and examination of Oral English taking into cognizance the importance of English in Nigeria's education..
- The Ministry of Education (MOE) should send the teachers currently with insufficient qualifications for in-service training. This would address the issue of insufficient number of qualified teachers of Oral English.
- While the Government and teachers perform their own roles, parents should provide their wards with relevant and necessary learning tools; encourage them to pay attention to their homework and practice at home. Moreover, the enlightened parents should avoid communicating with their wards in pidgin and substandard English.

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