REVUE INTERNATIONALE DE RECHERCHE EN COMMUNICATION, EDUCATION ET DEVELOPPEMENT (RIRCED)

<u>Sous la direction du</u> :

Pr Gabriel C. BOKO &
Dr (MC) Innocent C. DATONDJI

REVUE INTERNATIONALE DE RECHERCHE EN COMMUNICATION, EDUCATION ET DEVELOPPEMENT (RIRCED)

Sous la Direction du :

**Pr Gabriel C. BOKO &
Dr (MC) Innocent C. DATONDJI**

REVUE INTERNATIONALE DE RECHERCHE EN COMMUNICATION, EDUCATION ET DEVELOPPEMENT (RIRCED)

ISSN 1840 – 6874

COMITE DE REDACTION

- Secrétaire à la rédaction :

  Dr Elie YEBOU,

  Assistant des Sciences du Langage et de la Communication, Faculté des Lettres, Langues, Arts et Communication (FLLAC), Université d'Abomey- Calavi, Bénin.

- Secrétaire Adjoint à la rédaction :

  Dr Théophile G. KODJO SONOU,

  Maître-Assistant de Langue et Didactique Anglaises des Universités (CAMES), Traducteur et Interprète, Administrateur de l'Education et des Collectivités Locales, Consultant en Communication et Relations Internationales, Président Fondateur de l'Institut Universitaire Panafricain (IUP), Porto-Novo, Bénin.

COMITE SCIENTIFIQUE DE LECTURE

Président:

Pr Médard Dominique BADA

Professeur Titulaire des Universités (CAMES), Département des Sciences du Langage et de la Communication, Faculté des Lettres, Langues, Arts et communication, Université d'Abomey-Calavi, Bénin.

Membres :

Pr Alaba A. AGAGU,

Professeur Titulaire des Universités (Anglophones), Département des Sciences Politiques et de Relations Internationales, Ekiti State University, Ado-Ekiti, Ekiti State, Nigeria.

Pr Akanni Mamoud IGUE,

Professeur Titulaire des Universités (CAMES), Département des Sciences du Langage et de la Communication, Faculté des Lettres, Langues,

Arts et Communication (FLLAC), Université d'Abomey- Calavi, Bénin.

Pr   Augustin A. AINAMON
Professeur Titulaire des Universités (CAMES), Département d'Anglais, Faculté des Lettres, Langues, Arts et Communication (FLLAC), Université d'Abomey- Calavi, Bénin.

Pr Ambroise C. MEDEGAN
Professeur Titulaire des Universités (CAMES), Département d'Anglais, Faculté des Lettres, Langues, Arts et Communication (FLLAC), Université d'Abomey- Calavi, Bénin.

Pr Essowe K. ESSIZEWA,
Professeur Titulaire des Universités (CAMES), Département d'Anglais, Faculté des Lettres, Arts et Sciences Humaines, Université de Lomé, Togo.

Pr Cyriaque AHODEKON

Professeur Titulaire des Universités (CAMES),
Institut National de la Jeunesse de l'Education
Physique et du Sport (INJEPS), Université
d'Abomey-Calavi, Bénin

Pr Laure C. ZANOU,

Professeur Titulaire de la Faculté des Lettres,
Langues, Arts et Communication (FLLAC),
Université d'Abomey- Calavi, Bénin.
es Universités (CAMES), Département
d'Anglais, Faculté des Lettres, Langues, Arts et
Communication (FLLAC), Université
d'Abomey- Calavi, Bénin.

CONTACTS

Monsieur le Directeur de publication,

Revue Internationale de Recherche en Communication, Education et Développement (RIRCED)
Institut Universitaire Panafricain (IUP),

Place de l'Indépendance, Avakpa -Tokpa,

01 BP 3950, Porto – Novo, Rép. du Bénin ;

Tél. (+229) 97 29 65 11 / 65 68 00 98 / 95 13 12 84 / 99 09

53 80

Courriel : iup.benin@yahoo.com /

presidentsonou@yahoo.com

Site web: www.iup-universite.com / www.iup.educ.bj

LIGNE EDITORIALE ET DOMAINES DE RECHERCHE

1. LIGNE EDITORIALE

La Revue Internationale de Recherche en Communication, Education et Développement (RIRCED) est une revue scientifique internationale multilingue (français, anglais, allemand, espagnol, portugais et yoruba). Les textes sont sélectionnés par le comité de rédaction de la revue après avis favorable du comité scientifique de lecture en raison de leur originalité, des intérêts qu'ils présentent aux plans africain, international et de leur rigueur scientifique. Les articles à publier doivent respecter les normes éditoriales suivantes :

➤ **La taille des articles**

Volume : 18 à 20 pages ; interligne : 1,5 ; pas d'écriture : 12, Time New Roman.

➤ **Ordre logique du texte**

- Un TITRE en caractère d'imprimerie et en gras. Le titre ne doit pas être trop long ;

- Un Résumé en français qui ne doit pas dépasser 6 lignes ; Les mots clés ;

Un résumé en anglais (Abstract) qui ne doit pas dépasser 6 Lignes ;

Key words ;

Introduction ;

Développement ;

Les articulations du développement du texte doivent être titrées et/ou sous titrées ainsi :

➢ Pour le **Titre** de la première section

1.1. Pour le Titre de la première sous-section
Pour le **Titre** de la deuxième section
1.2. Pour le Titre de la première sous-section de la deuxième section etc.

➢ **Conclusion**

Elle doit être brève et insister sur l'originalité des résultats de la Recherche

➢ **Bibliographie**

Les sources consultées et/ou citées doivent figurer dans une rubrique, en fin de texte, intitulée :

- **Bibliographie.**

    Elle est classée par ordre alphabétique (en référence aux noms de famille des auteurs) et se présente comme suit :

    Pour un livre : Nom, Prénoms (ou initiaux), Titre du livre (en italique)
Lieu d'édition, Editions, Année d'édition.

    Pour un article : Nom, Prénoms (ou initiaux), ″Titre de l'article″ (entre griffes) suivi de in, Titre de la revue (*en italique*), Volume, Numéro, Lieu d'édition, Année d'édition, Indication des pages occupées par l'article dans la revue.

    Les rapports et des documents inédits mais d'intérêt scientifique peuvent être cités.

- **La présentation des notes**
- La rédaction n'admet que des notes en bas de page. Les notes en fin de texte ne sont pas tolérées.
- Les citations et les termes étrangers sont en italique et entre guillemets « ».
- Les titres d'articles sont entre griffes ″ ″. Il faut éviter de les mettre en italique.
- La revue RIRCED s'interdit le soulignement.

- Les références bibliographiques en bas de page se présentent de la manière suivante :

Prénoms (on peut les abréger par leurs initiaux) et nom de l'auteur, Titre de l'ouvrage, (s'il s'agit d'un livre) ou ″Titre de l'article″, Nom de la revue, (Vol. et n°1, Lieu d'édition, Année, n° de page).

Le système de référence par année à l'intérieur du texte est également toléré.

Elle se présente de la seule manière suivante : Prénoms et Nom de l'auteur (année d'édition : n° de page). NB / Le choix de ce système de référence oblige l'auteur de l'article proposé à faire figurer dans la bibliographie en fin de texte toutes les sources citées à l'intérieur du texte.

Le comité scientifique et de lecture est le seul juge de la scientificité des textes publiés. L'administration et la rédaction de la revue sont les seuls habilités à publier les textes retenus par les comités scientifiques et de relecture. Les avis et opinions scientifiques émis dans les articles n'engagent que leurs propres auteurs. Les textes non publiés ne sont pas retournés.

La présentation des figures, cartes, graphiques…doit respecter le format (format : 15/21) de la mise en page de la revue RIRCED.

Tous les articles doivent être envoyés à l'adresse suivante : iup.benin@yahoo.com ou presidentsonou@yahoo.com

NB : Un auteur dont l'article est retenu pour publication dans la revue RIRCED participe aux frais d'édition par article et par numéro. Il reçoit, à titre gratuit, un tiré-à-part et une copie de la revue publiée à raison de cinquante mille (50 000) francs CFA pour les francophones ; cent mille (100 000) francs CFA pour les anglophones de l'Afrique de l'Ouest ; 180 euros ou dollars US.

2. DOMAINES DE RECHERCHE

La Revue Internationale de Recherche en Communication, Education et Développement (RIRCED) est un instrument au service des chercheurs qui s'intéressent à la publication d'articles et de comptes

rendus de recherches approfondies dans les domaines ci-après :

- Communication et Information,

- Education et Formation,

- Développement et Economie,

- Sciences Politiques et Relations Internationales,

- Sociologie et Psychologie,

- Lettres, Langues et Arts,

- sujets généraux d'intérêts vitaux pour le développement des études au Bénin, en Afrique et dans le Monde.

Au total, la RIRCED se veut le lieu de rencontre et de dissémination de nouvelles idées et opinions savantes dans les domaines ci-dessus cités.

LE COMITE DE REDACTION

EDITORIAL

La Revue Internationale de Recherche en Communication, Education et Développement (RIRCED), publiée par l'Institut Universitaire Panafricain (IUP), est une revue ouverte aux enseignants et chercheurs des universités, instituts, centres universitaires et grandes écoles.

L'objectif visé par la publication de cette revue dont nous sommes à la quatrième publication est de permettre aux collègues enseignants et chercheurs d'avoir une tribune pour faire connaître leurs travaux de recherche. Cette édition a connu une légère modification au niveau du comité de rédaction où le Professeur Titulaire Gabriel C. BOKO, devient le Directeur de Publication et le Professeur (Maître de Conférences), Innocent C. DATONDJI est le Rédacteur en Chef.

Le comité scientifique de lecture de la RIRCED est désormais présidé par le Professeur Médard Dominique BADA. Ce comité compte désormais huit membres qui sont tous des Professeurs Titulaires.

Pr Gabriel C. BOKO &
Dr (MC) Innocent C. DATONDJI

17

3.0. Contributeurs d'Articles

N°	Nom et Prénoms	Articles contribués et Pages	Adresses
1	**Bruno M. K. DOUSSOH** **&** **Pr Dodji AMOUZOU VI**	Le vécu du stigmate homosexuel Au benin : l'homosexualité entre affirmation et dissimulation **22-69**	Laboratoire d'analyse et de recherche Religions, Espaces et Développement (LARRED) ; Université d'Abomey-Calavi/Bénin [1]medessekb@yahoo.fr [2]Dodji1975@yahoo.fr
2	**Dr Emmanuel A. ADENIYI**	Didactique de grammaire pour les apprenants anglophones : Proposition et adoption de 'DADD 'pour résoudre quelques	Département de la Linguistique, Village Français du Nigéria (The Nigeria French Language Village} P.M.B.1011,

		difficultés. **70-100**	Ajara-Badagry, Lagos, Nigeria.
3	**Dr Temidayo ONOJOBI**	Vers une typologie militante : une étude comparée dans *Juletane* et *le Bistouri des larmes* **101-133**	Department of foreign languages Olabisi Onabanjo University, Ago-Iwoye.
4	**Joseph Ajibola ADELEKE (Ph. D)**	Importance of emotional intelligence as a factor of motivation for children learning french in nigerian schools **134-160**	Nigeria French Language Village, Badagry, Lagos State, Nigeria. josephadeleke@yahoo.com

5	**Dr Ola MABEKOJE**	Effects of audio-lingual and total physical response instructional scientific oral methods on senior secondary school students' academic achievement of supra-segmental features of English **161-196**	Department of english studies, College of Humanities Tai Solarin University of Education, Ijagun, Ijebu-Ode
6	**Ogungbola, M.A. Aliyu J. A. & Gbadamosi, R.O.**	French, moral and civic education as panacea for good governance and national security **197-217**	Department of French Emmanuel Alayande College of Education, Oyo jibreelakanji@gmail.com
7	**Dr Emile Noudéhouénou ANATO**	Référents socio-culturels de la désertion du marché de Bonou-centre	Département de Sociologie-Anthropologie (DS-A),

		dans la commune de Bonou **218-264**	Faculté des Sciences Humaines et Sociales (FASHS) Université d'Abomey-Calavi (UAC) BP : 18 Attogon, Bénin Email : emileanato@yahoo.fr
8	**Peter ONI** (***Ph.D***)	Réalisme et modération comme fondements du politique chez Montesquieu **265-288**	Department of Philosophy University of Lagos Email: onipeter@hotmail.com pioni@unilag.edu.ng

EFFECTS OF AUDIO- LINGUAL AND TOTAL PHYSICAL RESPONSE INSTRUCTIONAL SCIENTIFIC ORAL METHODS ON SENIOR SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT OF SUPRA-SEGMENTAL FEATURES OF ENGLISH

Dr Ola MABEKOJE

Department of English Studies, College of Humanities

Tai Solarin University of Education, Ijagun, Ijebu-Ode,

Ogun State, Nigeria

ABSTRACT

The low performance annually recorded in the English language examinations, particularly at the secondary school level has been linked to ineffective teaching methods usually employed by language teachers to teach oral English. Besides, the failure rate consistently observed in oral English examinations was as a result of inadequate strategies adopted to teach this aspect of the English language. Hence, this study examined the effects of the Audio-Lingual and Total Physical Response Instructional Scientific Methods on Senior Secondary School Students Academic

Achievement in Oral English, with a view to determining which of the methods is best suited to teach Oral English at the secondary school level.

A pretest- posttest, control group quasi experimental design was adopted for the study. Twenty-four Senior Secondary Schools were randomly selected from the senior secondary public schools in Ijebu-Ode Local Government Local Area of Ogun State. In all, a population of one hundred and twenty (120) participants was selected for the study. The instrument that used was Achievement Test in Oral English. Six hypotheses were formulated and tested at 0.05 Alpha levels. The data obtained were analyzed using Analysis of Covariance and Multiple Classification Analysis.

The results showed that participants that were exposed to the Audio-Lingual Scientific Instructional Methods performed brilliantly well than those exposed to Total Physical Response Scientific Instructional Method and the Conventional Teaching Method in Oral English. It is concluded that the Audio-Lingual Scientific Instructional Methods has the potentials of becoming a veritable innovative method of teaching oral

English in our schools, particularly at the secondary schools that is the thrust of this experimentation.

It is recommended that language teachers should adopt the Audio-Lingual Scientific Instructional Methods in teaching oral English in our secondary schools. Also, it is recommended that experienced language teachers who specialize in Oral English be made to teach oral English aspect of the English Language in our schools. Additionally, in-service training, conferences, lectures, workshops and seminars be organized regularly for language teachers in order to assist them learn more of current, up-to-date and innovative approaches, methods and techniques of teaching and learning oral English in our schools, and of which can positively obliterate the incessant failure rate that is annually recorded in English Language examinations at the secondary school educational level.

Key words: audio-lingual method, total physical response method, supra-segmental features, academic achievement, instructional process.

INTRODUCTION

The problem of students' poor performance and low achievement in secondary school subjects have been a major source of concern and interest in the Nigerian educational sector, and the need for intervention has been acknowledged by all the stakeholders. Recent trend in students' performance in English language examinations have lent more credence to the reality of continued decline in students' performance. Among the factors identified are poor study habit, anxiety, poor self-concept, poor motivation and poor teaching methodology. It is worrisome to note that a high percentage of students completing secondary school education can hardly or better still pronounce English words satisfactorily. Pronunciation fallacies are easily observable in their spoken mode of communication As rightly observed in the Chief Examiner's report(Nigeria) of 2007, that 'tests on oral English, lexis and structure and essay writing are three main aspects of language learning that have continually posed problem to students in English language examinations, and which have resulted in the perennial poor performance in the

subject,' Jibowo (2007) also corroborates the above observation by reiterating that 'phonological, grammatical and lexical aspects' are peculiar problematic areas for English language learners.

Different approaches have evolved as a result of different conceptions of the nature of language and how it can be taught and learnt. Notable among them are: Classical, Structural, Functional-notional, and the Situational approaches. These approaches are hinged on various methods that include: Grammar translation, Direct method, Silent-Way, Suggestopedia and Community Language learning methods, just to mention a few. There are a lot of strategies a classroom teacher can employed to teach the supra-segmental features of English. Some methods and techniques had been adopted in the past to teach oral English but of which little or no achievements were recorded. Some of the methods include: using recording as a model. A teacher that has a fluent command of English can serve as a model to teach the oral aspect of English, particularly its prosodic features. However, a teacher whose pronunciation is faulty can use recorded materials to teach some aspects

of supra-segmental features of English to students. The teacher plays the difficult words on the tape recorder and then monitors the activities of the students. However, this teaching aid has been seen as ineffective as lacking the flexibility of a live teacher. Other strategies include: using mirrors, hand signals and flashcards.

The inability of some language teachers at marshalling their teaching properly in language classes accounted for low comprehension of the acquisition of necessary rudiments of language development, particularly the phonological aspect of the language, which invariably affects the communicative abilities of some of the learners (Mabekoje, 2009). It was recently that attention was given to developing communication skills because it was assumed that proper language use is measured by proper manipulation of the various skills and techniques of language skills. Research has also shown that proper language use entails proper and effective demonstration of the knowledge of the four language skills, namely: listening, speaking, reading and writing. Actually, the acquisition of the basic language skills of the target language is paramount, for they play

crucial role in human learning and communicative abilities. The question now arises: how can a language teacher help learners learn or acquire these basic language skills, particularly oral language skills and strategies? The answer to this problem is not far-fetched, language teachers should strive to improve their teaching skills through the acquisition of innovative methods and techniques of teaching English Language through regular training and re-training of teachers funded by government.

Linguists have demonstrated the primacy of speech over other language skills. This is further authenticated by the realization that in real life oral communication is more frequently used than written communication. It appears however, that the importance of oral communication is not adequately reflected in the way teachers of English teach the various aspects of the language in the classroom especially in the second language situation. Many teachers tend to favour the teaching of structure, grammar, reading and writing at the expense of the skills of listening and speaking. In few cases teachers manage to teach the segmental features.

Many students of English as a second language and even their teachers cannot communicate orally with intelligibility and comprehensibility. Teachers lack adequate proficiency in the language and as such produce students whose oral communication is defective. There is the need to provide teachers and pre-service teachers' opportunity to improve their knowledge of English language especially the oral skills component.

Language proficiency demands that the users of the language should be sufficiently competent in the four basic skills of the language. It has been observed that learners of English as a second language find the speaking skills (oracy skills) more difficult than other language skills. English is taught in schools by mostly non-native speakers who are not very competent in the language especially the oral aspect. As a result, most teachers tend to shy away from teaching oral communication. This vicious cycle needs to be broken if learners of English as a second language, especially in developing countries, will be able to cope with the ever increasing demand of English as a national and international language. To be able to speak and listen in a

second language situation, it is clear that language learners need something other than just phonemic correctness. What seems important is the ability to comprehend and produce in a near-native-like fashion aspects of pronunciation such as stress, intonation, rhythm and pacing, and to use gestures and body language appropriately; in other words, to have both linguistic and sociolinguistic competence (Arowosegbe, O.I. 2005). In many cases, however, pronunciation teaching still focuses on discrete phonemic awareness and production.

In the light of the above submission, it is germane and important to arrive at a reliable instructional method that could be employed by language teachers to make teaching and learning of oral English facile. Hence, this study contrasted the Audio-Lingual Method (ALM) and the Total Physical Response (TPR) with the Conventional Traditional Method of teaching oral English, with a view of determining which one is most effective in teaching oral English in our secondary schools. The two methods, thus, the Audio-Lingual Method (ALM) and the Total Physical Response (TPR),

were so chosen because there have never been empirical experiments on the two methods, particularly the ways they were contrasted in this study. Moreover, the two methods are student-centred instructional strategies, and finally the two methods are scientific in nature because the two methods involve the manipulations of kinesthetic sensory organs of the learners.

1. WHAT MAKES AUDIO-LINGUAL METHOD AND TOTAL PHYSICAL RESPONSE SCIENTIFIC?

The two methods involve the use of kinesthetic sense. Kinesthetic sense is an ability to be aware of muscular movement and position. By providing information through receptors about muscles, tendons, joints, and other body parts, the kinesthetic sense helps control and coordinates activities such as walking and talking. The kinesthetic system is one part of the two parts of the sensory system. This system primarily is used to help a person stay balanced and coordinate his or her movements. It is related to physical movement and knowing of the body, including the brain's motor cortex,

which controls bodily motion. Movement in joints of our bodies is possible in part by the kinesthetic system. Kinesthesia is important because of the functions it completes for our body associated to balance movement. Without the kinesthetic system, our body parts would feel as though they were not attached to our body. It would seem as if the body parts were just taking up space around us only that we wouldn't feel it. Also, a person who suffers from the loss of the kinesthetic system would be a very slow mover as well as being slumped. As shown, the kinesthetic system is an important feature of our complex body system that is required to maintain movement. Humans possess three specialized types of neurons responsive to touch and stretching that help keep track of body movement and position. The first class, called Pacinian corpuscles, lies in the deep subcutaneous fatty tissue and responds to pressure. The second class of neurons surrounds the internal organs, and the third class is associated with muscles, tendons, and joints. These neurons work in concert with one another and with cortical neurons as the body moves.

2. EXPECTED BEHAVIOURAL OBJECTIVES OF LEARNERS OF THE SUPRA-SEGMENTAL FEATURES OF ENGLISH

Relative competence in the prosodic features of English is the dependent variable in the study. As such, it is necessary to enumerate the various expectations from the learners of the supra-segmental features of English. Learners should be to demonstrate the following specific skills and strategies:

· Recognize the roles of stress, rhythm and intonation in conveying meaning in English.

· Produce natural English stress patterns, using loudness, length and vowel quality to differentiate between stressed and unstressed words and syllables.

· Use pauses, stress and linking of words to produce natural English rhythmic structures.

· Use appropriate intonation to convey meaning.

· Produce and comprehend reduced forms of words and phrases.

· Understand speech containing pauses, corrections and other performance variables.

· Use facial expressions, body language and other non-verbal cues to help decipher a speaker's intended meaning.

· Use non-verbal cues – including facial expressions and body language – to enhance their own ability to convey meaning.

· Monitor their own oral production and use strategies like pause fillers, stalling devices, self-correction and backtracking to enhance the clarity of the message.

· Use listening strategies like guessing at meanings and appealing for help.

· Use strategies for beginning, sustaining and ending a conversation.

· Handle with confidence (but not necessarily with ease) speech acts like complaining, requesting and apologizing.

· Use politeness strategies that are appropriate for the situation.

3. UNDERSTANDING THE ENGLISH SUPRA-SEGMENTAL FEATURES

At this juncture, it is pertinent to discuss briefly each of the prosodic features of English. The essence of teaching the supra-segmental features of English is to improve learners' clarity and accuracy of spoken communication and also to help learners develop effective communication skills. Therefore, language teachers can assist learners: to identify supra-segmental features of spoken English, reproduce them and be able to evaluate whether they did it well. Regular and evaluative exercises should cover pause groups, pitch change, word and syllable stress, and linked words, and also in minimal pairs and syllable recognition. By this, teachers can evaluate whether learners have produced sounds acceptably.

➢ **Stress:** Stress is the sound difference achieved by pronouncing one syllable more forcefully than another; for example, the difference between 'record (noun) and re'cord (verb).Thus, stress is the force with which a syllable is produced. It should be noted

that syllables do not have the same force of articulation. Four major types of stress are identified: unmarked tonic stress, emphatic stress, contrastive stress, and new information stress. An important prosodic feature, 'stress' applies to individual syllables, and involves, most commonly, loudness, length, and higher pitch. Stress is an essential feature of word identity in English. It is evident that not all syllables of a polysyllabic English word receive the same level of stress; in connected speech, usually two levels of stress appear to be perceptible, to non-native speakers in particular, regardless of the number of syllables: stressed and unstressed. What is known as the primary stress is regarded as the stressed syllable, while the rest, secondary, tertiary, and weak, are rendered as unstressed syllables.

➤ **Tone:** This is a unit of speech bounded by pauses, of music and rhythm, associated with the pitch of voice. This certain pattern of voice movement is called 'tone'. A tone is a certain pattern, not an arbitrary one, because it is meaningful in discourse. By means of

tones, speakers signal whether to refer, proclaim, agree, disagree, question or hesitate, or indicate completion and continuation of turn-taking, in speech. Consequently, the phenomena of intonation in English should have a piece of utterance, intonation unit, as its basis to study all kinds of voice movements and features. Every intonation unit has a type of tonic stress: (unmarked) utterance-final tonic stress, or emphatic, or contrastive, or new information stress, the last of which is more frequently used in utterances given to wh-questions. Further, intonation units have typically one of these tones; fall, low-rise, high-rise, and fall-rise. Tones are assigned to intonation units in relation to the type of voice movement on the tonic syllable. Finally, all intonation units have to be spoken in one of the three pitch levels: high, mid, and low.

➢ **Pitch:** Pitch is one of the acoustic correlates of stress. From a physiological point of view, pitch is primarily dependent on the rate of vibration of vocal cords. When the vocal cords are stretched, the pitch of voice

increases. Pitch variations in speech are realized by the alteration of the tension of vocal cords. The rate of vibration in vocal cords is increased by more air pressure from the lungs. In an overwhelming majority of syllables that are stressed, a higher pitch is observed. Therefore, loudness to a certain extent contributes to the make-up of pitch. That is, higher pitch is heard louder than lower pitch. Further, syllable length tends to contribute to the perception of the utterance-final tonic stress more than pitch because of the natural decline of speech force as it comes to conclusion, contrary to acoustic facts.

➢ **Intonation Units:** An 'intonation unit' is a piece of utterance, a continuous stream of sounds, bounded by a fairly perceptible pause. Pausing in some sense is a way of packaging the information such that the lexical items put together in an intonation unit form certain psychological and lexico-grammatical realities. Typical examples would be the inclusion of subordinate clauses and prepositional phrases in intonation units. Intonation has three important

features: division of a stream of speech into intonation units, selection of a syllable of a word, which is assigned the 'tonic' status, and selection of a tone for the intonation unit. To this list, another feature can be added: pitch range, or key.

4. UNDERSTANDING THE AUDIO-LINGUAL TEACHING METHOD

With the outbreak of World War II armies needed to become orally proficient in the languages of their allies and enemies as quickly as possible. This teaching technique was initially called the Army Method, and was the first to be based on linguistic theory and behavioral psychology. Based on Skinner's Behaviorism theory, it assumed that a human being can be trained using a **system of reinforcement**. Correct behaviour receives positive feedback, while errors receive negative feedback. This approach to learning is similar to the Direct Method, in that the lesson takes place entirely in the target language. Emphasis is on the acquisition of patterns in common everyday dialogue.

The Audio-lingual Method was widely used in the 1950s and 1960s, and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. These patterns are elicited, repeated and tested until the responses given by the student in the foreign language are **automatic.** The Audio-lingual Method is still in use today, though normally as a part of individual lessons rather than as the foundation of the course. These types of lessons can be popular as they are relatively simple, from the teacher's point of view, and the learner always knows what to expect. Some of the most famous supporters of this method were Giorgio Shenker, who promoted guided self learning with the Shenker method in Italy, and Robin Callan, who created the Callan method. This extensive memorization, repetition and over-learning of patterns were the key to the method's success, as students could often see immediate results, but it was also its weakness.

5. FEATURES OF AUDIO LINGUA METHOD

-New material is presented in dialogue form.

-There is dependence of mimicry, memorization of set phrases, and over learning.

-Structures are sequenced by means of contrastive analysis and taught one at a time.

-Structural patterns are taught using repetitive drills.

-There is little or no grammatical explanation, grammar is taught by inductive analogy rather than deductive explanation.

-Vocabulary is strictly limited and learned in context.

-There is much use of tapes, language laboratories and visual aids.

-Great importance is attached to pronunciation.

-Very little use of the mother tongue by teachers is permitted.

-Successful responses are instantly reinforced.

-There is great effort to get students to produce error-free utterances.

-There is a tendency to manipulate language and disregard content.

-Drills are used to teach structural patterns

-Set phrases are memorised with a focus on intonation

-Grammatical explanations are kept to a minimum

-Vocabulary is taught in context

-Audio-visual aids are used

-Focus is on pronunciation

-Correct responses are positively reinforced immediately

6. INSTRUCTIONAL PROCESSES OF AUDIO-LINGUAL METHOD

-Dialogue memorization (Students memorize an opening dialogue using mimicry and applied role-playing)

-Backward build-up or expansion drill (Teacher breaks a line into several parts, students repeat each part starting at the end of the sentence and "expanding " backwards through the sentences and adding each part in sequence)

181

-Repetition drill (Students repeat teacher's model as quickly and accurately as possible)

-Chain drill (Students ask and answer each other one-by-one in a circular chain around the classroom)

-Single -slot substitution drill (Teacher states a line from the dialogue, then use a word or a phrase as a "cue" that students, when repeating the line, must substitute into the sentence in the correct place)

-Multiple-slot substitution drill (Same as the Single- slot drill, except that there are multiple cues to be substituted into the line)

-Transformation drill (Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement, etc)

-Question-and-answer Drill (Students will be made to answer or ask questions very quickly)

-Use of minimal pairs (Using contrastive analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the

learners. Students are made to pronounce and differentiate the two words)

-Complete the dialogue (Selected words are erased from a line in the dialogue in which students must find and insert)

7. UNDERSTANDING THE TOTAL PHYSICAL RESPONSE (TPR) METHOD

Originally developed by James Asher, an American professor of psychology, in the 1960s, Total Physical Response (TPR) is based on the theory that the memory is enhanced through association with physical movement. It is also closely associated with theories of mother tongue language acquisition in very young children, where they respond physically to parental commands, such as 'pick it up' and 'put it down'. TPR as an approach to teaching a second language is based, first and foremost, on listening and this is linked to physical actions which are designed to reinforce comprehension of particular basic items. It is a language method that combines information and skills through the use of the

kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation.

A typical TPR activity might contain instructions such as 'walk to the door', and 'open the door'. The students are required to carry out the instructions by physically performing the activities. Given a supportive classroom environment, there is little doubt that such activities can be both motivating and fun, and it is also likely that with even a fairly limited amount of repetition basic instructions such as these could be assimilated by the learners, even if they were unable to reproduce them accurately themselves.

8. FEATURES OF TOTAL PHYSICAL RESPONSE

-The teacher directs and students "act" in response.

-Listening and physical response skills are emphasized over oral production.

-Interrogatives are also heavily used, whenever possible,

- Humour is injected into the lessons to make them more enjoyable for learners.

-Students are not required to speak until they feel naturally ready or confident enough to do so.

-Grammar and vocabulary are emphasized over other language areas. Spoken language is emphasized over written language.

9. INSTRUCTIONAL PROCESSES INVOLVED IN TOTAL PHYSICAL RESPONSE METHOD

-Using commands to direct behaviour (The use of commands requiring physical actions from the students in response is the major teaching technique),

-Role reversal (Students direct the teacher and fellow learners).

-Action sequence (Teacher gives interconnected directions which create a sequence of actions. As student progress in proficiency, more and more commands are added to the action sequence. Most everyday activities can be broken down into a sequence of actions.

10. METHODOLOGY USED IN THE STUDY

10.1. Research Design

The study employed a pre-test-post-test control group quasi experimental design.

Variables in the Study

(a) The independent variables in the study are:

- Audio-Lingual Oral Language Instructional Method
- Total Physical Response Oral Language Instructional Method
-Conventional Method

(b) The dependent variable in the study is:

-Academic Achievement (Learning Outcome)

10.2. Sample and Sampling Technique

All senior secondary schools in Ijebu-Ode Local Government Area of Ogun state, Nigeria, formed the target population for the study. For the purpose of fair representativeness, the schools involved in this study were selected using the stratified random sampling on the basis of the urban and rural dichotomy. Twenty-four

Senior Secondary Schools were randomly selected from the senior secondary public schools. In all, a population of one hundred and twenty (120) participants was selected for the study.

10.3. Research Instrument

A measuring instrument achievement test was designed for use. The Achievement Test in English Prosodic Features was designed for both pre-treatment and post-treatment assessments. The test contained 50 items, intended to establish students' knowledge of oral English.

10.4. Validity and Reliability of Instrument

The research instrument that was used for the study was given to experts for face, content and constructs validity of each item. Also, appropriate statistical means were used to determine its reliability co-efficient. The process of the item analysis of the achievement test involved discrimination and difficulty indices.

The test was administered to a sample of 80 students that were in SS1 of a school using test-retest procedure, adopting Cronbach Alpha technique. After two weeks of the first test, the questionnaire was re-administered to the same group of SS1 students. The scores of the two separate tests were correlated using Pearson's moment correlation coefficient and a correlation of 0.83 was obtained. Also, a reliability co-efficient of 0.82 was obtained for the achievement test.

10.5. Research procedure

The study was implemented over a period of twelve weeks. The pre-test specifically designed for the purpose of the study was first administered. Each experimental group was structured to reflect the nature and dynamics of the language method. Teachers' roles and students' activities were clearly stated. Each of the groups addressed the same instructional objectives based on the same chosen topics and exercises.

At the twelfth week, the teacher administered the post test for both experimental and control groups. The post test was a domain-referenced test that covered the

learning outcome and competencies tagged for the period of investigation. During the administration of the instruments, students were seated to conform to normal test administration.

11. SUMMARY OF FINDINGS

-The participants exposed to the Audio-Lingual Method perform well than those exposed to the Total Physical Response Method and the Convention Teaching Method.
- Also, the participants exposed to the Total Physical Response Method perform well than those exposed to the Convention Teaching Method.

12. DISCUSSION OF RESULTS

Many findings have confirmed the effectiveness of the Audio-Lingual Method over other language methods such as the Direct Method, Silent-way Method, and Grammar-Translation Method (William, D.199).

Apart from the above some scholars have identified some potential weaknesses inherent in the Total Physical Response Method approach, which could have been

largely responsible for the outcome of the findings in the study. These are discussed below:

- First, from a purely practical point of view, it is highly unlikely that even the most skilled and inventive teacher using the TPR method could sustain a lesson stage involving commands and physical responses for more than a few minutes before the activity became repetitious for the learners, although the use of situational role-play could provide a range of contexts for practising a wider range of lexis (Adebayo, A.G 1995, Ellis, R. 2003).

- Secondly, it is fairly difficult to give instructions without using imperatives, so the language input is basically restricted to this single form (Dickerson, W. 1989, Gass, S, Selinker, L. 2001).

- Thirdly, the relevance of some of the language used in TPR activities to real-world learner needs is questionable (Fraser, H. 2000).

- Finally, moving from the listening and responding stage to oral production might be workable in a small group of

learners but it would appear to be problematic when applied to a class of 30 students (Adrian Akmajian, Richard Demers, Ann Farmer, Robert Harnish, 2010).

In defence of the approach, however, it should be emphasized that the TPR method was never intended by its early proponents that it should extend beyond beginner level. Although in theory it might be possible to develop it by making the instructions lexically more complex. Short TPR activities, used judiciously and integrated with other activities can be both highly motivating and linguistically purposeful. Careful choice of useful and communicative language at beginner level can make TPR activities entirely valid. Many learners respond well to kinesthetic activities and they can genuinely serve as a memory aid. A lot of classroom warmers and games are based, consciously or unconsciously, on TPR principles (Celce-Murcia; Brinton; Archibald, J. 1995; Goodwin, J. 1996).

13. RECOMMENDATIONS

- Owing to the findings of this study, it has been confirmed that the adoption of both the Audio-lingual and Direct method of teaching Oral English in Senior Secondary Schools will bring about better performance in the academic achievements of students.

- In-service training, conferences, lectures, workshops and seminars should be organized regularly for language teachers since language is dynamic and not static. Also, English language teachers' resource centre should b established in order to equip teachers for the challenges of teaching Oral English.

- It is evident that a good model for the students to emulate enhances better performance in Oral English class; as a result teachers should act as good models so that students can pronounce the sounds correctly and clearly.

Furthermore, language teachers can also present authentic speech samples and natural discourse for learners' study. This will assist learners and also support social interaction and effective communication.

- Moreover, teachers could supplement with useful activities to support discussion by assigning topics that could reveal deficiencies in learners and thereby offer prognostic solutions to them.

- Any feature of intonation should be analyzed and discussed against a background of this phenomenon: tonic stress placement, choke of tones and keys are applicable to almost all intonation units.

- In order to understand the role of stress and its patterns of occurrence in English words, language teachers can consider structural units that organize English syllables. Metrical feet play a fundamental role in English phonology. Just as syllables provide an external organizational framework for phonemes, so 'feet' provides an external organizational framework for syllables.

CONCLUSION

The importance of speech to other language skills cannot be over emphasized and as such an in- depth

study of the oral English is necessary. The production of sounds in English and other features of the spoken English should be diligently studied by learners, particularly at a time when language learning task is geared to instant interpersonal communication with efficiency and precision; the teaching of the English prosodic features could not have gone unnoticed in the preparation of English teaching curricula. The supra-segmental features of speech, a major feature of communication, have usually been avoided by teachers, partly due to the unduly little importance attached to its teaching, and partly due to the unavailability of a concise, salient, practical and workable framework. It has been observed that language teachers are not in control of practical, workable and trustworthy strategies through which the prosodic features could be effectively taught, in order to make its learning comprehensible. Consequent on the above observations, this article discussed various instructional strategies and has observed that the Audio-lingual method is a reliable and innovative tool that can be use by language teachers to teach oral English.

REFERENCES

Adebayo, A.G (1995): *"Modern European and Nigeria Language in Contact"* in Owolabi, K. Language in Nigeria. Group Publishers, Ibadan. Pp. 232.

Akmajian A., Demers R., Farmer A., Harnish R., (2010): Linguistics- An Introduction to Language and Communication. U.S.A. MIT Press, Cambridge MA. *Fifth Edition*. pp 130-131

Archibald, J. (1995). A longitudinal study of the acquisition of English stress. Calgary Working Papers in Linguistics, 17, 1-10.

Arowosegbe, O.I. (2005): *Relationship between learner's mother tongue and the effective learning of the second language in language teaching and learning.* A book of readings. Edited by Jibowo. AV Bountry Press. Ltd. Ibadan.

Carol, J (1999): *Guidelines for a language and culture learning programme,* London, Macmillian Press. Pp. 14 – 19.

Goodwin, J. & al (1996). Teaching pronunciation: A reference for teachers of English to speakers of other

languages. Cambridge, England: Cambridge University Press.

Dickerson, W. 1989. Stress in the Speech Stream: The Rhythm of Spoken English. Urbana: University of Illinois Press.

Ellis, R. (2003), Task-based language learning and teaching. Oxford: Oxford University Press.

Gass, S. & Selinker, L. (2001). Second language acquisition: An introductory course, Mahwah, New Jersey: Lawrence Earlbaum.

Kenworthy, J. 1987. Teaching English Pronunciation, London: Longman.

Mabekoje O., (2009). 'Obliterating the problems of English Language Teaching and Learning' Educere: Journal of Educational Research Vol. 4 pp 122-135.

Mabekoje O., (2009). Comprehensive Language and Communication Studies

Tunigraphic Prints, Ijebu-Ode, Ogun State, Nigeria. pp 67-69

William, D (1990): *English language teachings:* An Integrated Approach, Ibadan: Spectrum Books Ltd.