



INSTRUCTION DELIVERY AT SECONDARY SCHOOL LEVEL USING TAPE RECORDER

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Abstract

This study examines the 'Instructional Delivery at Secondary Level using Tape recorder on Students' performance in Oral English. The increase in the inability of students to cope with and comprehend components of Oral English i.e. vowels, Consonants, Stress and Rhyme necessitated the search for a more effective teaching strategy to improve their level of understanding and performance. A total of 80 students in Senior Secondary one (1) were randomly selected. The design adopted was pretest post test Experimental – Control design. Students from one school formed the experimental group. They were taught using the conventional teaching method. The research instrument was validated and its reliability determined as 0.98. T-test was used to analyze the data. Results reveal that the use of tape recorder was a more effective strategy than the chalk and talk teaching method in enhancing students understanding and performance of Oral English. Based on these findings, it was recommended that the use of tape recorder as an instructional delivery strategy should be adopted by teachers in Nigeria Secondary Schools. And government should provide ICT multimedia facilities like tape recorders, video recorders, projectors, etc to facilitate teaching and learning in our school especially for Oral English.

Keywords: Tape recorder, Oral English, Vowels, Consonants, Stress and Rhymes.

Introduction

ICT encompasses computer hardware and software, network and several other devices (Video, audio, photography, camera etc) that convert information (text) images, sound, motion and so on into common digital form.

In view of this, demodharan and Rengerajan (2007) submitted that technology is changing the classroom experience. That ICT has made many innovations in teaching and learning process so as to accommodate needs of today's students who are mostly digitally literate or "ICT compliant." It was noted with dismay that the use of ICT/Computers based instruction in schools is still something of novelty in most Africa countries. For example, in Nigeria, statistics shows that about 70% of Senior Secondary School Students have never touched computer not to talk of experiencing teaching learning activities which are computer based (Kuti, 2006). It is also observed that the influence of ICT on education is to enhance the ability of each learner to generate access, adopt and apply knowledge and information to solve complex problems (Ajayi, 2008, Nwachukwu, 2006). In the same vein Liverpool (2002) stressed the uses of ICT in teacher education and divided them into four forms: ICT as object, ICT as assisting tools, ICT as media of teaching and learning and ICT as a tool for organization and management in schools.

- (a) ICT as object, it refers to learning about ICT, mostly organized in specific courses such as "Computer education". Learners familiarize themselves with hardware and software. Here, what is being learned depends on the types of education and the level of the students, the aim is computer literacy.
- (b) ICT as an assisting tool. ICT is used as a tool for example, carrying out assignments, collecting data and documentation, communicating and conducting research. Typically, ICT is used independently from the subject matter.
- (c) ICT as a medium for teaching and learning: ICT serves as a medium for teaching and learning: ICT serves as a medium through which teachers can teach and learners can learn. It may be in form of drills, simulations, practice, tutorial, exercises and education networks. So tape recorder falls in this category

because it enhances, imbibes, and facilitate those components in making learning more meaningful.

- (d) ICT as a tool for organization and management: This refers to the use of ICT in handling school records, like time-table, attendance, fees collection, examination results and general communication.

Anthony as cited in Abubakar (2001) related that many of the problem that arise in learning to write are simply problems of finding proper written equivalent for the various features of speech. The sound system of English comprises of the segment features (consonants and vowels, which are also called phonemes) and the suprasegmental features (stress, intonation and rhythm). WAEC (2004) ascertained that the spellings of English words are a clumsy attempt to reproduce the sound of our voices. The punctuation of sentences and the setting of paragraphs are designed to give some approximation of the pause and intonation we use automatically to give shape and point to our speaking.

Also, Farrant (1976) submitted that at an early stage, if a method that will improve oral communication is imbibed, performance of students at even tertiary level will improve; they will understand what they read and can express and answer questions in oral and written forms perfectly, similarly Ogunranti et al (2002), argued that the failure rate in English Language at public examinations is frighteningly high. That, the fact that inability to communicate fluently in English leads to poor performance in other subjects which is even more pathetic. However, the overall effect is that students complete schools without good results that will earn those further studies or lucrative employment. They become drop-outs, delinquents, criminals and undesirable elements. Many parents, educators, scholars and Nigerian citizens have shown concern on what to do to reverse the situation.

Charles (2001), asserted that measures have been taken by researchers and language experts to overcome this disturbing problem. Titeloye (2004), agreed that today, English Language textbooks include speech/oral work to be studied and many English language teachers use reading aloud as their main weapon in the battle to improve learners oral expressions.

According to Shelly, Cashman, Gunta and Gunta (2006) who advocated that originally one other feature of teaching oral English with tape

recorder is that the recorder concept provides listening comprehension as well as oral production exercises that can make classroom learning active. Also, Otegbayo (2006), stated that Audio tape is strong in the teaching of language in imaginative experience and idea and in the direct teaching designed to enlist the active participation of the learners.

Ayogu (2003) identified the following advantages of audio-tape instructional package in education:

- (i) Audio tape stimuli provide audio realism of face to face class.
- (ii) It gives learner the ability to see and hear an instructor, offers opportunity for behavior modeling demonstration and instruction of abstract concepts.
- (iii) It can be presented to a group of students, to individuals or for self study.
- (iv) It has the ability to repeat a performance instantly and display "Live" what is recorded, portability, slow-action and self-pacing for individual learning activities.
- (v) Audio tape package facilities and enhance the level of performance in the understanding of Schiostomaisis.

The objective of this study was to determine the effect of tape-recorder. Instructional delivery on the performance of Senior Secondary School Students in some components of oral English i.e. vowels, consonants, stress and rhyme. Specifically, the study was designed to address the following research questions: Will the effect of instructional delivery at Senior Secondary one (1) Level using tape-recorder improve student's performance in listing, reading and writing skills of vowels and consonants sounds? Will the effect of instructional deliver at Senior Secondary one (1) using tape-recorder result in differential performance of students in pronouncing correct words through stress production skills and spelling of similar words (Rhymes)? Based on these research questions the null hypotheses formulated were: (1) There is no significant difference between the mean performance scores of experimental and control groups on listening, reading and writing skills of vowel and consonants sound and (ii) there is no significant difference between the mean performances of experimental and control group on pronouncing correct words through stress production skills and spelling of similar words (Rhymes).

Chinedu and Nzewunwa (ND) defined tape recorder as an audio teaching aid. In view of this, Michael (ND) stated that tape recorder uses cassettes tapes to record learning experiences in class or from radio or television documentaries, which can be replayed in class or home. He explained further that the cassette tape recorder is a very popular instructional aid. According to Aguokogbuo (2000) the advantages of tape recorders as follows:

- (a) The tape recorder is simple to operate, (b) it is cheaper than most other projected and/or electronic equipment.
- (b) It is usually portable and can be transferred from one place to another.

Ogunmilade, (1984) indicated that another advantage of tape recorder is that a recorded tape can be used over and over again instead of being discarded every time something is recorded on it. Consequently, he explained that if the trail recording is not good or if a programme is not permanently recorded, that the tape is not wasted, but can be erased and used for recording other things. However, the disadvantages of tape recorder include: (a) it is an audio medium and appeals to the sense of hearing only, therefore limiting students' comprehension of information. Compared with television, which appeals to the sense of sight and sound; this is a big disadvantage (b) Recorder tapes become bad when not used often and could damage the play head of the player as a result.

According to Stone (1991) the use of audio tape is essential in the oral skills class. For receptive skills development, the audiotape is the easiest and cheapest way for students to listen to a variety of speakers on a variety of topics in a variety of genres – dialogues, interviews, lectures, stories, songs, and poems. For productive skills, the audiotape recorder is the most accessible piece of voice recording equipment. That all these allow students to create dialogues and practice them with other students.

Otegbayo (2006), claimed that audiotape is strong in the teaching of language, in imaginative experience and ideas, and in the direct teaching designed to enlist the activities participation of the learners or audience. The need to incorporate associated visual aids with audiotape recording becomes necessary for effective learning to take place in view of the teeming population of learners in classroom.

Audiotape recordings have been used by many scholars and researcher such a Saidiku (1997), Ayogu (2000) and Olumba (2010), who prepared

audiotape lessons and used it to teach students. The results showed that those who were taught with audiotape did better than those taught through conventional method.

Onyegebu (1999) confirmed that audiotape package enhanced the level of performance in the understanding of schiostomaisis.

Sample and Sampling Technique

Two schools were randomly selected. The population of the study was all SS I students in both schools since English is a core subject. There were 1,265 SS I students in the two schools. In each school, a special number (for the purpose of the study) was assigned to all eligible students i.e SS I irrespective of whether they were in science, art or commercial class. Balloting was used to randomly select 40 students from each school. Consideration was not given to gender-based since it was not a factor in the study.

The instrument for the study prepared and recorded by the researcher through past question papers of Senior Secondary Certificate Examination Council (WAEC) and National Examination Council (NECO). Each test item had four options (A-D) and only one of the options was correct, each correct answer (option carried two and half (2 1/2) marks). The instrument was validated by five experts of English Language. Its reliability coefficient was determined as 0.98 using test-retest methods.

Before the commencement of the experiment a pretest was administered to both groups to determine whether they were of the same level of intelligence, particularly with regards to their previous knowledge of oral expression. Then the researcher used their English teachers to handle the teaching in both schools for five weeks. The Experimental Group was exposed to the Tape-recorder treatment while the lessons were being taught. The Control Group was taught the same topics using the conventional method of talk and chalk only. A posttest was given to both groups at the end of the treatment to determine whether there were differences in their acquired skills (listening, reading, writing, stress production and spelling of similar words). The data which were analyzed using t-test. The means and Standard Deviation of both experimental and Control Groups provide the bases of comparison in determining whether or not Tape-recorder Instructional delivery could improve learning.

Table 1: Pretest Performance of Experimental and Control Groups

Variables	N	Mean (x)	Standard deviation (SD)	D F	T-Value calculated	T-Value Critical	Remark
Experimental Group	40	21.33	5.65	39	0.68	1.68	Significant
Control Group 'B'	40	22.08	4.04				

Not significant at the 0.05 level

From the table, the calculated t-value (0.68) is less than the t-value critical (1.68). This indicated that there is no significant difference between the mean score of the experimental groups (21.33) and the mean score of the Control Group (22.08) at the 0.05 significant level ($t=0.68/df=39, P>0.05$). This therefore, meant that the students in both groups were found to be equivalent with respect to their prior knowledge.

Table 2: posttest result for experimental and Control Groups on listening, reading and writing skills of vowels and consonant sounds.

Variables	N	Mean (x)	Standard deviation (SD)	D F	T-Value calculated	T-Value Critical	Remark
Experimental Group	40	60.6	7.5	39	10.06	1.68	Significant at 0.05
Control Group 'B'	40	44.1	7.2				

Significant at $P>0.05$ level

The mean scores of 60.6 and 44.1 showed a different in performance because the calculated t-value (10.06) at 0.05 level was greater than t-critical of (1.68) favoring the Experimental Group. Based on these results the null hypothesis which states that there is no significance difference between mean scores performance of experimental and Control Groups, on listening, reading and writing skills of vowels and Consonant sounds was rejected. This means that the experimental group performed significantly better than the Control Groups.

Table 3: The posttest result of experimental and Control Groups on pronouncing correct word through stress production skills and spelling of similar words (Rhymes).

Variables	N	Mean (x)	Standard deviation (SD)	D F	T-Value calculated	T-Value Critical	Remark
1	40	57.8	6.30	39	9.56	1.68	Significant at 0.05
Control Group 'B'	40	42.5	7.96				

Significant at $P > 0.05$ level

The mean scores of 57.8 and 42.5 showed a difference in performance because the calculated t-value (9.56) at 0.05 level was greater than t-critical of 1.68 favouring the experimental group. Based on these results, the null hypothesis which states that, there is no significant difference between experimental and Control Groups on pronouncing correct word through stress production skills and spelling of similar words (Rhymes) was rejected. This means that the experimental group performed significantly better than the control group.

Conclusion

In the light of the above major findings, if the exposure to Tape-recorder in instructional delivery of the students used for the study and in such a limited period of time could result in such a striking performance, it stands to reason that under normal classroom setting, Tape-recorder as an instructional delivery method would prove to be very efficient and effective in improving student's level of understanding and performance in oral English.

Recommendations

To ensure effective use of Tape recorder instruction delivery, it is therefore recommended that;

- (i) The use of tape recorder as an instructional delivery strategy be adopted by teachers in Nigerian Secondary Schools.
- (ii) English teachers should study and harness appropriate and familiar gadget (media) in their instructional delivery to enhance and facilitate better understanding and performance of English Language techniques.

- (iii) Instructors of English Language should be conversant with previous knowledge of students and make efforts to build on them.
- (iv) Authors of English textbooks should include relevant and familiar media in their books for presenting specific techniques or principles in Oral English. This will make students' learning more meaningful and encourage them to read on their own.
- (v) Government should provide ICT multi-media facilities like tape recorders, video recorders, projectors, etc to facilitate teaching and learning in our schools especially Oral English.

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