
**EFFECTIVE USE OF LANGUAGE LABORATORY IN ORAL
ENGLISH CONTEXT IN JUNIOR SECONDARY SCHOOLS**

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Abstract

The paper focuses on the effective use of language laboratory in Oral English context in junior secondary schools. Language laboratory is one of the essential facilities designed for proper teaching and learning of Oral English at all levels of education. Language laboratory is a revolutionary device in the pedagogical sense of the English language. The use of language laboratory enhances learners understanding and efficiency in English language communication and classroom interactions. It is used for efficiency in language learning. The effective use of the device goes a long way in improving the English language performance among the users. This paper highlights among other variables to include; the meaning of language laboratory, the effective use of language laboratory, types of language

laboratory, limitations to the effective use of language laboratory, the teacher and language laboratory, interference in pronunciation and insufficient language laboratory. The conclusion and recommendations on this paper were drawn after extensive discussion on the ideas raised.

Introduction

English language has remained the language of; government, law, administration, Politics, mass media, commerce and all sort of social engagement for people from different language groups in Nigeria, Adeoya (2012). It is the language for Education and a medium of instruction for all subjects. An applicable degree of competence is expected from the learners of English. In various sectors in Nigeria, English language has proven to be a more efficient medium than any of the native languages.

According to Aremu (2012), English language is a medium of communication, like every other language of the world. He added that English language is the native language of some parts of the western world like the great Britain (United Kingdom), some parts of the America (USA). He further describes English language as one of the most spoken languages of the world. Today, English is the lingua franca of Nigeria (Official Language) as Nigeria was colonized by the British people. Also Abdullahi (2013) opines that it is the language introduced to some countries of the world by their colonizers. He added that, the English language is a universal language though not adopted by the entire nations of the world but more than 97% use it as means of communication.

Salihu (2014) also is of the opinion that the English language serves a general means of communication in some areas, mostly where it is generally accepted as their lingua franca. Aliyu (2010) also observed that the English language is said to be the language which originates from British as their native language and it is recognized by the Americans with the exception of South Americans.

For the process of education to function effectively, the school curriculum is taken into consideration. Therefore, curriculum is the term used to indicate a group of subjects or field of study arranged in a particular

sequence. According to Puckett (2009), curriculum is the selection, organization and administration of a body of subject matter designed to lead the students on the same definite life objective.

In spite of the fact that so many aspects of man's knowledge compete today for inclusion as subjects in the school curriculum, at least one modern language continues to maintain the right to a place in the secondary school curriculum. All those who believe that the study of a modern language other than one's own has an important part to play in the development of the adolescent, a part which perhaps today is even more essential than in the past, are content that this should be so Abdullahi (2013). It has been observed that in theory and practice whenever circumstances allow the advantages inherent in such a study are beneficial to children in secondary schools.

Language according to Webster's Encyclopedia Britannica (2018), English Language is the system of use common to people who are of the same community or nation, from the same geographical area or the same cultural tradition. Language is human speech either spoken or written. Whenever there is a human society, there is language. Most forms of human activity depend on the cooperation of two or more persons. A common language enables human beings to work together in an infinite variety of ways.

Lieberman (2014), argues that human language is biologically based as in other primates, and that both humans and animals have innate neural mechanisms which are matched to their respective sound producing mechanisms. Yet most linguists will readily agree that only humans have language proper and that the possession of language put humans at considerable advantage compared with other species.

According to Anibueze, (2011), English Language is a lingua franca. As lingua franca, it is the Language for unification. It is highly established so that the people of varied languages will have purposes to relate together mutually and work in union. A Hausa man may comfortably stay and effectively speak with a Yoruba man or an Igbo man, and vice versa.

It is, therefore worthwhile acquiring mastery of this very important language for whoever does not, has deprived him of access to the world's brightest ideas and modern technologies. In Nigeria today, English remains the language of pedagogy, students can hardly make commendable progress in their studies without adequate mastery of English through which most of the course in primary, secondary and tertiary institutions are taught and examined.

This calls for a system that would be both rudimentary and functional in its approach. This is important for according to Umaru (2005) as a student learns a new Language; very often he does not know how to express what he wants to say. Since the student uses a foreign Language as a medium of communication, he has to start from the scratch to learn the rudiments of the Language. It is natural then that this is the function where the various problems arising from the teaching and learning of the Language meet the need to do so properly. Language teaching, according to Oluikpe (2005) is that the basic criteria for assessing students' proficiency in writing and speaking as generally controlled by the basic grammatical categories such as punctuation, tense, number, gender etc.

Language teaching in Nigeria has a lot of deficiencies. The major reason for these deficiencies is our English teachers who not only lack the technical know-how but are also non-professionals. A situation where a teacher of the language has no mastery of its grammatical categories, as we see today, does not mean well for the system. Also writing on these problems facing Language teaching, according Regner (2014), ascertains that “many good teachers are adaptive rather than rigid in their approach to teaching children and only loosely base on their instruction on a given method. According to Ozohili (2019) language literally means the “tongue” a human organ used in speaking. Traditionally, language is defined as a system of arbitrary vocal symbols by which thoughts are communicated from one being to another.

According to Robert (2016) the language laboratory is “The center of Language teaching and the teacher helps its operational activities by providing suitable materials and learning situations. We are living in modern world. Language laboratory has the capacity to transmit a complete lesson of prose or poetry. At present language laboratory has been increased and its impact on Educational field. It is a two-way teaching learning process which minimizes pupil's mistakes. It also strengthens the learning of English among students so the investigator is interested to find out the Effectiveness of using Language Laboratory in English among students.

According to Bamisaye (2015), English Language is the language used in Education sector, it is introduced as a subject in first year of the primary school up to secondary school and including the university level; it is a medium of instruction. Therefore it is necessary that student should understand it because of the greater importance attached to it. Most students dread from it

because there are mass failures in the subject, reason been there are no competent teachers to handle the subject and also there are inadequate or no Language Laboratories in most of the Secondary Schools.

Hindu (2014), defines Language Laboratory as a room in a school, college, training institute, university or academy that contains special equipment to help students learn foreign languages by listening to tapes or CDs, watching videos, recording themselves, etc. The Language Laboratory is an audio or audio-visual installation used as an aiding modern language teaching. It was also called Speech and Writing Laboratory. All the four language learning skills (Listening, Speaking, Reading and Writing) are given importance and learners are provided with ample opportunities to practice by listening to the audio programmer and watching the video clips. In other words, a Language Laboratory is a room consisting of instructional technology tools source unit that can disseminate audio, audio-visual, and/or written materials to any number of students at individual seats or carrels, with a wide variety of potential feedback mechanisms to the student, teacher, or other students.

Modern language laboratory is really one of the newest media that is making a lot of impact in our educational system. The language laboratory is an audio or audio-visual installation used as an aid in laboratory each student is able to replay one track of a tape and at the same time record his response on another track. He is then able to rewind the tape to listen to both the master track and the recording to his own response comparing the two recordings.

Introduction of Language Laboratory and its use in Language Learning

According to Hindu (2016), Language Laboratory is defined as a room in a school, college, training institutions, university or academy that contains special equipment to help students learn foreign languages by listening to tapes or CDs, watching videos, recording themselves. The Language Laboratory is an audio or audio-visual installation used as an aid in modern language teaching. It was also called Speech and Writing Laboratory. All the four language learning skills (Listening, Speaking, Reading and Writing) are given importance and learners are provided with ample opportunities to practice by listening to the audio programmer and watching the video clips (Bamisaye 2015). In other words, a Language Laboratory is a room consisting of instructional technology tools source unit that can disseminate audio, audio-

visual, and/or written materials to any number of students at individual seats or carrels, with a wide variety of potential feedback mechanisms to the student, teacher, or other students.

The Language Laboratory is used for language tutorials, which are attended by the students and persons who voluntarily opt for remedial English classes. Lessons and exercises are recorded on a cassette or computer so that the students are exposed to a variety of listening and speaking drills. These specifically benefit students who are deficient in English and also aim at confidence-building for interviews and competitive examinations. The Language Laboratory sessions include word games, quizzes, extemporary speaking, debates and other language skills. These sessions can also be conducted online where many websites provide practice sessions.

According to Deepika & Kalaiarasan (2017), Language Laboratory is an audiovisual installation used in modern teaching methods to learn the foreign languages. Perhaps the first Language Laboratory was at the University of Grenoble. In the 1950s up until the 1990s, they were tape based system using reel to reel or (latterly) cassette. But the current installations are generally multimedia computers. The Language Laboratory is a technological break for imparting skills in English Language. The Language Laboratory offers an exclusive result oriented and efficient to enrich the English Language learning process. The multimedia based Language Laboratory help to learn and enhance the language proficiency by sharing the course materials with in a second where the teacher and the students involved effortlessly. The Language Laboratory is developed on the methodology of Listening, Speaking, Reading and Writing skills (LSRW).

Bygate (2017), points out that since the mid-1970s tape-recording has been sufficiently cheap and practical to enable the widespread study of talk whether native speaker talk or learner talk and use of tape recorders in language classrooms. Besides tape recorders, the audio-language laboratory has been highly used in language teaching to make students aware of the characteristics of spoken discourse. The audio-language laboratory has played an important role in language teaching for a long time. Its main objective was to help language students improve the aural-oral skills. With the implementation of the Language Laboratory, many language teachers developed new techniques in order to derive all possible advantages of this tool in the field of applied linguistics.

It is pertinent to recall that tape recorder and Language Laboratories gradually came into existence in the 1950s, they were mainly used for pronunciation, grammar and translation practice, often in the context of courses named as such. During the 1960s, the Language Laboratory rapidly became one of the most innovative audio components ever built; however, just as it became popular among some language teachers, others strongly criticized its use. This situation occurred for two main reasons (Bygate (2017)). Certain language teachers who used the Laboratory failed to implement appropriate activities especially designed for Language Laboratory sessions. Other teachers unprofessionally, get confused in its roles in the language classroom.

Deepika & Kalaiarasam (2017), observe that with the most of advance computer hardware performance and multimedia technology, pure software companies with the experience in teaching software, .providing pure software based Language Laboratory solution. It contains the following advantages: Using “Function Oriented” design concept, divided teaching method, with the user-friendly interface, user can use it easily. By using professional sound technology with video broadcasting function, the Language Laboratory provides a rich environment to learning English Language. Break through the traditional teaching method with the rich teaching material content, the digital Language Laboratory motivates student's learning attitude, providing an interactive learning environment for teaching of learning and teaching English Language.

Similarly, it is observed that language learners feel better with authentic materials helping them involve in the real language as long as we, as teachers, provide them with pedagogical support. Instructors may create tasks from short academic lectures, radio programs, authentic conversations, audio-books, songs, or short stories. In addition, audio-visual equipment should be part of all language courses hi which technology facilitates the teaching-learning process (Kilickaya, 2014), In regard to listening comprehension, most language programs include tape recording, digital data or even computer software in their curriculum.

The language laboratory is a revolutionary device in the pedagogical sense. It is merely a more efficient way of making available to students to spoken form of sounds of the language in a form which he or she can initiate in comparative privacy and which provides flexibility.

Language is a learned activity if we accept the theory that learning is over learning anything less is of no use, if we obey the dictum to get the forms by heart and practice them over and over again, day after day, until they become entirely natural and familiar, then drill work which is essentially done in the laboratory seem inevitable for effective language learning (Stevens, 2019). In 1958, in America, the National Education Act was passed providing for the establishment and strengthening of learning laboratories and the training of teachers in the use of laboratory techniques (Brevins,2015)..

Types of language laboratory

From 1948, the interest in the use of electronic equipment for teaching languages increased greatly. It was at this time that the world “laboratory” came into general use. From the simple tape recorder was evolved the dual channel machine. The language laboratory assists educators in delivering foreign language instruction, and has been through many developmental stages over the years. Few types of laboratories are being focused on here

Traditional/Conventional laboratory: This is the earliest form of language laboratory developed. It makes use of a recorder and cassette tapes to help language learners. The tape usually contains texts or stories read aloud by a native language speaker. There are also listening and speaking exercises that follow in each chapter. The teacher plays back the tape and the learners listen to it and learn the material.

Lingua Phone Laboratory: A lingua-phone laboratory is like conventional laboratory, with a little modernization. The students are given headphones to listen to the audiocassettes that are played back. As regards to the conventional laboratory, the distractions in this laboratory are less so there is certain amount of clarity in listening.

Computer Assisted Language Laboratory (CALL): There are two brands of this laboratory: Computer Assisted Language Laboratory (CALL) and Web Assisted Language Laboratory (WALL). The first one is CALL, which uses the computer to teach language. Computer Assisted Language Laboratory. The entire course module is already stored in the computer. The language course resources are already downloaded on the computer and are presented to students according to the features available in the system. Compared with CALL, WALL is almost the same as CALL with one difference that is, in WALL system, computers are connected to the internet. In WALL, the teacher

as well as students can browse any resources from the internet during the teaching learning process. (Wilson, & Thayalan, 2017) There are many arid kinds of language laboratories like The Dial Access Lab, Mobile Lab, Wireless Lab, Remote control lab.

Kinds of Installation

The various types of installation may be classified in different basis. There is the classroom with fixed machines used for foreign language classes. The true laboratory consists of a separate from specifically designed to contain the equipment and used only for language practice. In the case of the special laboratory there are essentially two varieties.

The first consists of centrally controlled recording and play back machines from which the sound is sent by wire to each student at his position. There may be several machines with different programmes given simultaneously (Lezson, 2014).

The second type of installation consists of booths in each of which there is a record played controlled by the student himself. The two types may be combined of course.

(a) The Classroom Installation

A normal classroom is equipped with a certain number of audio-visual devices controlled by the teacher. Each student at his desk is provided with earphones. The phonograph, tape recorder and microphone will be in front of the room. There may also be a screen and a motion picture projection as well as a strip film projector (Pimslear, 2015),

(b) The Middle Installation

Because of its expensive nature, the lack of space and the school programme, it will be advisable to employ the mobile units. A certain number of “wagon” that is, tables on wheels will be used with a small sound proof partitions containing a play back machine, a microphone and a tape recorder. When needed these five or six wagons are wheeled into the front of the classroom.

(c) The listening Laboratory

One step closer to the real language laboratory is the listening room. It may be provided with sufficient listening posts for an entire class. If it is installed in the library, the uses of earphones will prevent disturbing other

students. For effective use of the listening laboratory a teacher or monitor should be in charge.

Advantages of the Language Laboratory

Arguing for the advantages of the language laboratory, Chabbert (2017) sees it as a place where Texts can be played several times and with the teacher in collaboration, students learn better and faster. The language laboratory gives the student the opportunity to express simple ideas in his own words and this will enable him to gain confidence in his oral ability. The use of the laboratory aids language in the following ways:

1. Practically all the objectives of language course can be achieved in the laboratory.
2. The near ideal pronunciation of native speakers is always available. That is why Harding (2018), states that the laboratory offers the possibilities for teaching pronunciation, intonations, reading as well as drilling in the use of grammatical forms and structures.
3. The students is accustomed to different kinds of voices-male and female, old and young, coarse and fine etc. In the conventional classroom he hears only his teacher's voices.
4. The students can listen over and over again.
5. Students practice individually during the whole period. In the class he generally recites or speaks but a few minutes at each session.
6. The device in the laboratory allows for immediate correction. The student can compare his performance at once with the master record. The teacher can identify habitual errors by listening to the student's recordings.
7. It relieves the teacher of many tasks such as dictation.
8. By constant repetition and oral drill the student acquires with use a new set of speech habits-real objective of learning of foreign language.

The Availability of the Language Laboratory

One thing is always clear, that the availability of materials or resources for teaching and the readiness of the learner go hand-in-hand. Hence the availability of adequate teaching facilities helps to enhance and encourage students towards any task.

The use of the language laboratory by the teachers in teaching students depend on a large extent on the availability of useful and up-to-date resource

materials including tape recorders and the related materials in the language laboratory (Dianus,2016). Good materials will produce good outcome. Therefore the availability of adequate facilities in the teaching and learning of English language will go a long way in fostering positive impact on the student's performance.

Thereupon, Ubakwe, (2009) points out the necessity of using instructional materials to make the teaching and learning of oral English more meaningful. He said that the growth of technology, especially in the area of electronics, has provided more precise tools for studying the sounds of a language laboratory is an essential if not indispensable requirement for effect teaching of modern language.

On the other hand, Ihenacho (2017), laments that the non-existence of the language laboratory in Nigeria has impeded effective teaching and learning of oral English. It is a pity to say that a country like Nigeria be precise has little or no language laboratory.

Limitations of the Laboratory

Some scholars are of the view that some the language laboratory does not offer any miraculous solution to language training and cannot produce the finished product of near-native speaker of a second language, it should be eradicated. Ruley (2014) disagreed in the notion that the language laboratory in collaboration with the teacher, the students learn faster and better when he said that the laboratory is no more efficient teaching method (aid) than any other teaching devices. Every mechanical device has its advantages and disadvantages.

1. It is costly
2. The main danger is that the procedures may become monotonous. If the student's alertness is not maintained, he may become drowsy and half listen to the teacher or model. Monotony can be avoided by:
 - a. Avoiding the use of lengthy recordings
 - b. Introducing musical selections
 - c. Providing opportunity for student's participation.

This can be done by pausing at intervals for students to repeat. It can also be done by letting the students record his own voice on the record or tape it will improve learners efficiency in Oral English learning.

The Teacher and the Language Laboratory

The machine cannot replace the teacher that is why Pimslear (2015) states that the laboratory supplements the teacher and makes his effort more fruitful. The teacher is useful in the following ways.

1. The teacher is linked by the headphones to every student. Since her voice is heard by the students she has a closer relationship. She commands complete attention.
2. The teacher deals with a group in which everyone is participating eagerly.
3. Instruction is on an individual level because there is an intimate private interchange between the teacher and the learner.
4. The teacher can build up certain qualities that are lost in the classroom namely self evaluation and criticism on the part of the student. The student pronounces words; he is allowed to evaluate and criticize himself based on what he has heard the teacher or model say.

Teaching Method

Most English teachers are conservative and find it difficult to apply varied methods in the teaching of the language. This attitude is a setback on the level of performance of the students. Due to lack of organized blending of teaching methods, the students do not participate actively in the learning of the language.

According to Saunders (2011), whatever is practicalized is better remembered in learning.

The statement above goes on to emphasize the importance of applying varied methods such as the use of audio visual-aid; language laboratory and employing the activity method for the desired effect.

Francis (2008:11) in discussing the direct method says:

Direct method is one of the most widely known, its main characteristics are used for everybody vocabulary: Grammar taught by situation are the use of many new items in the same lesson to make the language sound natural and encourage normal conversation. Oral teaching of grammar and vocabulary concrete meaning through objects abstract ones through association of ideas. Extensive listening and limitation until terms become automatic. First few weeks should be devoted to pronunciation and all oral reading matters first presented orally.

According to Nwodo (2012:41) in discussing speaking, states that:

The teacher should make it abundantly clear to the students that their ability to speak well is an important factor in every aspect of their lives. Therefore, both the teacher and the learners should make conscious effort to attain proficiency in oral expression. It is at this level that conscious and concerted efforts should be made to teach students phonetics and phonology of the English language. There is every need for secondary schools to be equipped with language laboratory because it is not enough to teach students how to position their speech organs to articulate sounds. The language laboratory offers the learner the opportunity of listening to recorded materials rendered by native speakers in numerous language environments. Such an opportunity is indeed very useful in view of the globalization phenomenon. When the learner able to understand the recorded voice of a native speaker, he becomes better equipped for international intelligibility in the language.

Effects of Language Laboratory on Learners in Language

Like Fadiran (2017), calls the language laboratory a kind of practice field, the use of the language laboratory is based on the notion that understanding and speaking are the prime essentials in acquiring foreign language. Since we learn what we do, extensive and systematic practice in learning and speaking is necessary.

The fundamental aim of the laboratory is to provide much and regular practice in listening to models, in imitating these models and in repetitive oral drills. Ubakwe (2009) points the necessity of using instructional materials to make the teaching and learning of oral English more meaningful. He said that the growth of technology especially in the area of electronics has provided more precise tools for studying the sounds of language. Constant listening will build up the ability to understand the foreign language. Oral drills will strengthen the ability to speak fluently. Brown (2009) says that there may be some teachers who language learning. The main advantages of the use of the language laboratory are the fact that it provides practice in the spoken language. The language laboratory, then, can accomplish what the ordinary classroom cannot. It increases the quality and the quantity of the student's performance.

The Student in the Laboratory

Pimslear (2015) reviewed the functions of the language laboratory in a foreign language instruction with particular reference to spoken language in his article on “The foundation of the language laboratory, he says: The language laboratory could create good basic speech habits with collaboration of the teacher, bringing about an acceptable pronunciation

With the mechanical equipment every pupil is able to get active language practice throughout the period. No student is left out in the practice even the dullest among the student. As the model or the teacher pronounces the words the students follow suit.

In the traditional classroom each student advances at the same pace. Each one must cover the same amount of material there is little possibility for differentiation in the language laboratory, however, it is possible to provide for different levels of learning and to adjust the rate of progress to the capacity of the learner. Brilliant and dull students are recognized and they have a sense of identity for example, a set of students may understand the difference in the pronunciation of the sound. The following sounds according to Ihenacho (2017) pose challenges to the learners.

/tʃ/ and /dʒ/ as in Church and Judge.

/θ/ and /d/ as in thank and thing

While another set of students may find it difficult. The equipment allows the students to study until they master it. The teachers are human beings. At the end of the day they are tired Hence, the student can get additional practice by making use of the laboratory in free period and regular school hours. The laboratory provides the additional practice by making use of the laboratory in free periods and after regular school hours. The laboratory provides the additional practice which is so necessary for efficient language learning (Fadiran, 2017)

The student is faced with something impersonal and loses the feeling of self consciousness. Those qualities and acts of the teacher which may produce an unpleasant reaction on the part of the students such as impatience, sarcasm, critical comments and the giving of a grade is absent. Because of this privacy, the student is not embarrassed when he makes errors. Students have the tendency to laugh, insult or look down on students who make costly mistakes. A student who uses /r/ instead /l/ and /l/ Instead of /r/ is likely to be mocked by his fellow students. He is brought as close as possible to the

speaker either his teacher or native voice on the tape or recorder. Hearing is stressed. Since language is basically sound, the sense of hearing must be appealed to more than any other (Ihenacho, 2017).

Challenges with the Use of the Language Laboratory

Despite its advantages, the laboratory does not solve all the problems in the teaching of foreign languages. Since it is after all, a collection of machines, it cannot replace the teacher. It can be a very effective aid but it is and must remain an auxiliary device. The views of Brown (2009; 32), indicates that; the language laboratory is costly to install so also is the cost of maintenance. Secondly, the lack of trained teachers to handle the language laboratory is one of the problems encountered. Finally, extreme care is needed in choosing the tapes and recorders. If materials are not good it affects the laboratory.

There are challenges that actually led to the inception of the language laboratory. It did not just evolve. The learning laboratory was built to help alleviate the problems second language learners encounter. One of these problems is the interference of the mother tongue. The interference of the mother tongue has hampered the learning of the foreign language a great deal. With the language laboratory this problem can be curbed or reduced to a great level.

Mother Tongue Interference

A child's mother tongue is his first language, the language spoken by his immediate community. It is the first learned language of a child, the language of his heart, home and friendship. This is the language in which he learns to express himself.

It is universally accepted that a child learns best in his mother's milk. That is why Jerome Brunner emphasized the importance of mother tongue. He said that: it is extremely important for school children to grasp the way of using language in a more expanded form in which they can talk about things, bring up associations and identify an object in its connotation.

The child in his pre-school years acquires the linguistic principles of the language of immediate environment and consequently in the first three years of primary education this language is used as a medium of instruction in the first three years of the primary school in Nigeria.

A conscious study of related literature reveals a number of impacts the language laboratory has on an effective learning of the English language as second language (oral English). The language laboratory is there to help pin point and correct the errors brought by the interference's of the mother tongue muses.

The structure of the Igbo language however, differs from that of the English language. It creates problems for the Igbo child who finds it difficult to adapt to the second language when it is introduced as a means of instruction. It is noted that the difficulties that occur in our learning and use of a foreign language are caused by the interference of our mother tongue. Whenever the structure of the foreign language differs from that of the mother tongue we expect difficulty in learning and error in performance (Brown, 2009).

The interference of the mother tongue occurs in the phonology, morphology, syntax and semantics of the English language. Our concentration is going to be based on the phonology and partly the semantics of the English language because these are simply the areas oral English covers.

Interference in Pronunciation (phonology)

The term phonology as earlier defined has to do with the sound system of the English language. This involves the individual phonemes and their pronunciation. Much research has been carried out on the phonological difficulties encountered by the Igbo speaking learner of the English Language. Atuonwu (2006) brought out some phonological difficulties peculiar to Igbo speaking students. Her emphasis was on the extent the Igbo phonological patterns affect the study of spoken English by Igbo-speaking students. For the Igbo speaking students learning English, pronunciation problems are encountered where sounds in the mother tongue are difficult from sounds in English; pronunciation problems do not exist where sounds in the Igbo language and the English language are similar.

The phonemes in the Igbo language are different from those in the English language. In the Igbo language, there are eight vowel and they are all monothongs while in the English language there are 20 vowels, twelve (12) simple vowels and eight (8) diphthongs. Also the dental fricatives which exist in the English language are absent in the Igbo language. That is learning English the child comes across certain phonemes that do not exist in his mother

tongue. For example: /l/ may be substituted with /r/ and /r/ with /l/. This is called metathesis.

From the above it is concluded that of phonological interference for the Igbo speakers are:

- (i) That sounds which exist in Igbo and at the same time in English do not create problems for the Igbo speakers learning English,
- (ii) That sounds which exist in English but do not exist in Igbo creates problems for the Igbo speaking students learning English. The analysis of some possible causes of phonological difficulties encountered by Igbo speaking students in the learning of oral English concluded that the misplacement of the place of articulation for some vowels and consonants voicing some of the voiceless sounds, inadequate foundation of the English language in the lower (junior) classes of the secondary schools, ignorance and lack of good teachers and lack of students participation in activities that involve effective use of oral English are the cause of the phonological difficulties encountered by Igbo students in the learning of oral English (Atuonwu, 2006).

Interference in meaning (Semantics)

Meaning is the act of making sense. When one's speech is in line with the conventions of given language and at the same time makes sense, that speech is said to be meaningful.

The mother tongue interference is the act of making meaning because; the second language learner transfers his knowledge of Igbo language directly to the English language. This is known as transliteration. For example, an Igbo learner may translate "Enwere m Obi abua maka ya" as "I have double mind about it". The latter is not an English expression, for example;

O na-eme aka abua-He does two hands

O bu mbe-He is a tortoise

Anya m di n'iro-my eyes are outside

Nigerian languages have a syllable structure that is radically different from that of English. That is, English combines its phonemes to form syllables in a way that is different from that of Nigerian languages. In most Nigerian languages, consonant is immediately followed by a vowel as in baba, which is consonant (C), vowel (V), or CVCV. English on the other hand, can have a string of consonants in a syllable without any vowel intervening. This

phenomenon is known as consonant clustering (Okolo, 2013) the following are typical examples;

CV as in 'be'

CCV as in 'stay'

CCV as in 'strong'

Another problem for Nigerians learning English is that the music of English speech is different from the music produce by the speech of most Nigerian indigenous languages. What we have called 'music' is a combination of what linguists refers to as stress and intonation.

The first refers to the way the speaker raise or lowers the volume of his voice. The syllable written in capitals in these words show that part of word that is stressed (a) Import (b) inPORT. Transferring the stress from position (a) to (b) changes the meaning of the word. Intonation refers to the modulation for the voice. This is, the way the speaker makes his voice rise or fall as he speaks. English speaking persons can by modulating their voice in the correct way, make a difference between:

(a) He has here: and

(b) He was here.

Both stress and intonation combine to give the native speech of every language a type of music that is peculiar to it. Because the music of English speech is radically different from the music of Nigerian languages, many Nigerian learners tend to transfer the music of their own language into English. This again results in interference (Tiffen,2016).

Conclusion

The discussion on this paper showed that how teachers currently use language laboratory in teaching oral English in the present schools. The lack of language laboratory in schools has actually reduced the academic performance of students in oral English class in schools. Neither the teachers nor the students have the driving skills or joy for using the language laboratory for effective teaching and learning Oral English in schools. The use of language laboratory improves the auditory performance of the students in schools where the language laboratory is made available for learners. Teachers' inability to operate and use the language laboratory often cause more harm than good in the field of Oral English language teaching.

Recommendations

The following recommendations are made based on the contents of the research paper.

1. That the Government and Educational planners should provide facilities for training more English teachers in junior secondary schools on how to use the language laboratories.
2. English language teachers should not only have the intellectual knowledge of the subject matter, but should also be aware of the methodology for imparting the knowledge.
3. The Government and Ministry of Education should make provisions for refresher courses during long vacation to bring the language teachers in tune with modern methodology.
4. The researcher also recommends that efforts should be made to ensure a blend of experimentation with the direct method or that two or more methods be adopted in the teaching of Oral English for effective delivery among the users.

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