

INFRASTRUCTURAL AND PEDAGOGICAL CHALLENGES OF SPOKEN ENGLISH LEARNING IN SECOND LANGUAGE CONTEXT: NEED FOR INFORMATION COMMUNICATION TECHNOLOGY (ICT) DRIVEN APPROACH

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Abstract

The spoken English is a vital component on which other areas of the English grammar, reading and writing is based. Students who have good communicative and effective communication skills have been known to be more successful within and outside the school. Linguists have attested to the fact that there over 250 ethnic groups and 522 living languages spoken in Nigeria which are not mutually intelligible. The need to communicate is paramount in life. The English language has helped to bridge the gap(s) that could have been created among the diverse multiethnic and multilingual groups in Nigeria. The English language remains the most widely acceptable and the most easily available language for easy communication. The English language is considered a second and official language in Nigeria. It is learnt through formal education and it is the language in which many Nigerian bilinguals conduct their daily activities. It is therefore important that language teaching in Nigeria is geared towards literacy and oracy skills. This study attempts to explore the various infrastructural and pedagogical challenges encountered in the teaching and learning of spoken English in second language context, and also proffer possible solutions that can facilitate and improve the teaching and learning of spoken English in English as a Second Language (ESL) context such as Nigeria; especially in relation to exploring information communication technology (ICT) methods.

Keywords: Infrastructures, Spoken English, Pedagogical, Nigerian Bilinguals, English as a Second Language, Challenges

Introduction

In every human society, the need to communicate is paramount. Language remains the most viable means through which human beings communicate with one another either in written or in spoken form. Language serves as a veritable tool of socialization. Language can be described as basically speech. This stems from the fact that no child born into even the most literate societies of the world acquires or learns its mother tongue in no other forms than the aural. All other media of language such as the visual (written) and tactile (Braille) ones are constructed on the basis of the system of the aural medium (Atoye, 1994). Both past and existing remodeling of the orthographies of many languages is to ensure that they suitably represent their spoken forms. Abercrombie (1967:4) observes that, “the spoken form of language was the form available to mankind for a long time”. Today, there are still innumerable human languages and dialects that have not yet being committed to writing, and are used by their speakers in the aural form only. The spoken form of language is the oldest, the most natural and the most widely and often used as rightly observed by (Adetugbo, 1984). Moreover, the goals of education in a nation cannot be achieved without language. The relevance of the English language as an international language cannot be over emphasized. Burchfield (1985) claims that there is indeed during the twentieth century the adoption of English of varying degrees of adequacy as lingua franca in virtually every country of the world.

Research has revealed that half of all business deals in the world are conducted in English, two thirds of all scientific papers are written in English and over seventy percent of mails are written and addressed in English. Davidson (2007) remarks that 90% of the world’s (6,000) languages are currently threatened by the domination of English. Nigeria, as a common wealth nation adopted English as her official language in order to cope with the increasing global demands. However, as a pluralistic entity, the official number of languages spoken in Nigeria remains elusive. Various official linguistic figures have been posited by linguists. Bamgbose (1971) and Jibril (1982) estimated these languages at about 400 and 200 respectively. Crozier and Blench (1993:4) suggested about 436 languages; Adebija (1998) proposed 400, while Lewis et al. (2013) *Ethnologue* language database, postulate 522 living languages as spoken in Nigeria. The English language has remained the most available language for easy communication in a pluralistic nation such as Nigeria. The need for greater emphasis on the teaching and learning of spoken English arises from certain fundamental changes that have gradually taken place in the interaction pattern amongst Nigerians over the years. The changes have led to the use of English in its spoken form by Nigerians, for both domestic and external purposes and in increasingly inter - personal discourse (Bamgbose, 1995; Ikonta and Madueke, 2006).

Atoye (1994) remarks that one of the consequence of the use of English as the official language as well as the lingual franca in Nigeria is underscored by the fact that two Nigerians from the same language background (Mother tongue) nowadays use English in verbal communication. Regardless of the topic of discourse, switch from their mother tongue to English and vise-versa in the course of a single discussion. Nigerian market women, shopkeepers, food vendors, village farmers etc, now find it necessary to learn to speak English in one form or another in order to cope with their increasing cosmopolitan body of customers. The merging of the diglossic borders between Nigerian MTs and English clearly indicates that English is no more only a written or a school language but has become, for a number of bilingual Nigerians, a language for informal and formal verbal communication as well. English is the

language of instruction and evaluation in the educational institutions (mid-primary school - primary 3 to tertiary level). Apart, it is a teaching subject in all strata of the educational system in Nigeria. Also, it is considered the gateway to academic excellence. This is because proficiency in English is a sine qua non for success in all other subjects (Oladipupo, 2008). Moreover, a credit pass in English is a compulsory requirement for admissions into any course(s) in Nigeria higher institutions. The English language also functions as the language of government and administration in Nigeria. It is the language with which government businesses are conducted. In other words, it is the official language of the government. Both in intra and international frontiers, the English language is use for communication. It is use for writing minutes of meetings, memoranda, official letters, publications, etc (Salami, 2001).

The Emergence of the English Language in Nigeria

Banjo (1996), attempts to trace the history of the English language to the evolution of commerce, religion and education. In the opinion of Ogu (1992:65-68), trade contact between European merchants and the natives in the 15th century is one of the earliest factor responsible for the implantation of the English language in Nigeria. The need for communication between the Portuguese traders who arrived first in the West Coast of Africa and dominated the West African trade for about a century (1475-1575), and the native traders were said to have necessitated the emergence of a kind of 'Pidgin Portuguese', which was used as a language of trade between the parties (Christopherson, 1953; Awonusi 2004:47). Awonusi (2004:49-50) further recognizes that there was the demand for interpreters to serve as links for European traders in their dealings with the natives. Thus, the English traders actually facilitated the training of a number of natives as professional interpreters in England with a view to meeting this demand. This, he claims, brought the English culture and language closer to Nigerians. Besides, with the abolition of slave trade in 1807, some of the freed slaves who settled in Sierra-Leone and Liberia returned to their indigenous homes in Lagos, Badagry and Abeokuta with a level of proficiency in the English language. They did not only serve as clerks and interpreters for European traders but also taught their families and relations the language. This development, Ogu (1992) claims, 'changed the linguistic typology of the West Coast'.

In the same vein, the activity of Christian missionaries was also a significant factor to the entrenchment of the English language in Nigeria. This was observed to have marked the beginning of formal acquisition of the language in Nigeria. Having realised the need to train their converts to read the English bible, the missionaries established schools, which gave the natives exposure to the language. Adetugbo (1979:77) remarked that the English language dominated the curriculum under various sub-heads such as reading, writing, dictation, composition and grammar. Thus, Christian Education in Nigeria became a potent tool for spreading a type of Standard English (Ogu, 1992:71; Oladipupo, 2008).

Furthermore, the entrenchment of British administration in Nigeria further enhanced the use of the language. The colonial masters ensured the deep rooted use of the language by making it the language of administration, education, politics and the language for official purposes. The learning and use of the language by few privileged and educated Nigerians served as models for ambitious indigenes who sought after formal education (Akindele and Adegbite, 2005:57). Other factors responsible for the implantation of English in Nigeria include an educational ordinance declaring English as the language of instructions in schools, the certification system that specified 'a pass' in English for the award of certificates required for employment in government

departments and commercial forms, as well as the negative attitude of Nigerians towards their mother tongues in favour of English (cf Adeyanju, 2004:16).

However, the Northern part of the country was reluctant to accept Western education as a result of religious differences between the Muslim North and the Christian South. The Northerners saw Christian education as inimical to their Arabic education. In view of this, the colonial administration directly took responsibility for the establishment of schools in the north. Also, a separate department of education was created for the north with English natives as teachers in order to enhance quality and standard (see Awonusi, 2004).

The Linguistic Situation in Nigeria

Nigeria is a linguistic entity with over 400 ethnic languages (Akinjobi, 2004). These indigenous languages have been grouped into major and minor languages. While Hausa, Igbo and Yoruba constitute the major languages, languages like Edo, Efik, Ibibio, Kanuri, Esan, Tiv, Fulfude etc are referred to as the minority languages. However, many of these indigenous languages are not mutually intelligible. The advent of the English language in Nigeria has helped to bridge the gaps that could have been witnessed if the indigenous languages that lack mutual intelligibility are spoken and used as lingua franca. Although, the three major languages: Hausa, Igbo and Yoruba are constitutionally recognized as national languages alongside English (Nigerian Constitution 1999, chap. V, Section 55: A 908), none of them is able to match the enviable status English commands in the Nigerian society as a result of the functions it performs. It serves, amongst other functions, as the language of inter-ethnic communication, the language of formal education, the language of governmental administration, the language of commerce and industry, the language of national and international communication (for both national and international conferences), as well as the language of the media (Ogunsiji, 2004 Akindele & Adegbite, 2005; Oladipupo, 2008).

Therefore, if these points are to be upheld, there is a strong need to explore the infrastructural and pedagogical challenges encountered in the teaching and learning of spoken English in Nigeria, as well as suggest ways for improving spoken English teaching and learning in ESL classroom.

Infrastructural Challenges

Infrastructure as used in this context, operationally relates strictly to educational equipments and facilities as well as Information Communication Technology equipment (ICT) that can help to facilitate spoken English teaching and learning in ESL context such as Nigeria. Osarhiemen (2011) defines infrastructures as the basic facilities, services and installations as well as the ideas and propositions needed for the proper functioning of any society while Rodriquez and Wilson (2000) define ICT as the set of activities facilitated by electronic means through processing, transmission and display of information. According to them, ICT has become a vital tool for facilitating and enhancing the process of education and learning worldwide. Going by this definitions, the required infrastructures and ICT facilities needed for the teaching and learning of spoken English in Nigeria, include computer hardwares such as desktop computers, mainframe laptops, magnetic disks, tapes, optical disks, (CD/DVD), flash, television, radios, camera, loudspeaker, microphones, telephone etc. (Dirisu, 2009). Other facilities required includes language laboratory, uninterrupted electricity supply, modern and adequate school buildings, good furniture, among other equipments. Aduradola and Bodunde (2011) remarks that modern day system used for teaching and learning can no longer rely entirely on the print

medium, which was formally the principal instructional material. According to them, the classroom atmosphere should be conducive enough to enhance adequate interaction and integration between teachers and learners on one hand, and among learners on the other hand.

However, in an ESL classroom such as Nigeria, it has been observed that schools established are not adequate (especially the so called government primary and secondary schools). Classroom arrangement in Nigerian schools is not conducive enough for effective language teaching. Spoken English course is a technical course that requires some technicalities in its teaching. There are numerous schools in an ESL classroom such as Nigeria that make use of the crude chalk board (i.e. blackboard) even in the 21st century for teaching and learning. A close observation from several primaries, secondary and some higher institutions of learning in an ESL classroom reveal the condition in which these students learn. Many of these students do not have furniture and yet learning is expected to take place. The Spoken English course cannot be taught in such an unconducive environment. Also, the fact remains that most Nigerian bilinguals learn the English language in a classroom setting which is acquired naturally in its native domain. Thus, the arrangement of about forty-fifty to sixty students in a classroom is a big setback to the effective teaching and learning of spoken English in an ESL classroom.

Moreover, there are numerous schools that teach spoken English without an effective standard language laboratory. The teaching and learning of spoken English in an ESL context like Nigeria may never be effective in such a situation. This stems from the simple fact that majority of the spoken English teachers themselves are second language learners and users of the language. The provision of a language laboratory would help to serve as an effective instrument for teaching the subject. Audio tapes, cassettes, CD roms etc from native sources could be listened to and used as immediate tools and feedback to achieve efficiency by the teachers and the learners with the use of the language laboratory.

In addition, inadequate power supply is a big infrastructural challenge in the teaching and learning of spoken English in an ESL classroom. Even in the 21st century, there are numerous schools that do not have electricity supply. A few ones that have are often interrupted. Spoken English can be taught effectively in a situation where there is adequate power supply. The reason for this is not far-fetched, with adequate power supply; the spoken English teacher can access the internet for vital information or teaching materials which may be needed during the teaching and learning process; especially now that the world has become a global village. For instance, with adequate power supply, the language teacher can easily access the internet for a computerized speech laboratory that can help to provide basic information on the segmentals and suprasegmentals of the English language. Moreover, the function of the speech laboratory cannot be overemphasized as it is a necessary tool, if not compulsory for teaching spoken English in an ESL context like Nigeria. Students/learners would not only perceive the English sounds but also visualize what they perceive through the computerized speech laboratory.

Furthermore, Phonologists have claimed that the English suprasegmentals (stress, rhythm and intonation) are problematic to many second language users of English based on the fact that most Nigerian languages are tonal and lack vowel reduction (syllable timed) while the English language is a stress language with the Standard British English rhythm being stress-timed (See Roach,2000; Akinjobi, 2006; Akindele, 2013, 2015). Adejuwon (2003) and Atoye (2005) further note that deviant stress and intonation pattern of Nigerian English speakers have adversely affected the intelligibility level of Nigerian English. The availability and use of the computerized speech laboratory will give access to teachers and the learners to access computer software materials from native sources to make the teaching of the English suprasegmentals and learning

more practical oriented. Learners will be able to perceive and pronounce the stress and intonation patterns from native speakers listened to. The goal here is not for Nigerian bilinguals to speak the way native speakers do but to approximate towards proficiency, fluency and good communicative competence and performance. This becomes necessary because speaking English without the appropriate stress and intonation tunes is like speaking most Nigerian languages which are tonal with the wrong tone, as it could lead to communication breakdown. The spoken English teacher can only teach with effectiveness the English segmentals and suprasegmentals through the use of a computerized language laboratory. However, in a situation where there is inadequate power supply, this becomes a herculean task.

Pedagogical Challenges

Linguists have observed that the way Nigerians speak and write the English language differs remarkably from the Standard English form which is supposed to be the norm and the reference point in a second language context such as Nigeria. Akinjobi (2011) observed that the area where the differences are most noticed is in the spoken form since it is basically performance, and that this is because the native speakers acquire spoken English naturally while the Nigerian speakers as well as users of the language learn it. According to her, while the native speaker is expected to have intuition about what is right or wrong in the English language which is his mother tongue, the Nigerian speaker/user has to learn its appropriate use. Thus, she submits that the question of linguistic competence becomes irrelevant in the second language context where the speakers, rather than possess the intuition have to learn the rules in the classroom. In view of this, it will be important to look at the pedagogical challenges that are impediments to the teaching and learning of spoken English in Nigeria, so that solutions could be proffered to improve on the teaching and learning strategy and overall on its use.

Mother Tongue Interference

Sotiloye (1992:137) is of the opinion that interference is “the improper use of linguistic elements of one language in another”. That is the carryover of an (L1) pattern into L2. ESL users may insert a vowel in between consonants because most Nigerian languages operate an open syllable system, and does not allow consonant clusters. Bamgbose (1971) also defines interference as “an instance of deviation from the norm of either language occasioned by contact”. That is the influence of one on another resulting in systematic repatterning of features from the languages influenced. This implies that in the cause of learning a second language, features are transferred from the first language (L1) to the second language (L2) in the process of speaking it. Interference could be intra or inter. It is intra when the interference features are within the same language, and inter when there is a transfer of L1 system into L2. Interference affects all levels of language: phonology, morphology, syntax, semantics, accent, etc. Phonological interference is exhibited at either the segmental level or the suprasegmentals. For instance, many Nigerian languages do not have the dental fricatives /θ/ and /ð/ of English, ESL users may tend to replace these consonants with the alveolar plosives / t / and / d / of their mothertongue. Also, the voiceless palato-alveolar affricate /tʃ/ of English is also foreign to ESL users of English. Some Nigerian users of English may substitute / tʃ / with /ʃ / and the vowel /ʌ / with /ɔ/. For instance, Hausa sounds system does not have the phoneme /p/, pronouncing a word like people for an Hausa Bilingual may be problematic, and the tendency is that he pronounces /fifu/ instead of /pipl/.

At the suprasegmental level, interference problem is highly noticed in the speech of many ESL speakers of English in Nigeria. This stems from the fact that the English language has been identified to be a stress-timed language in which strong and weak syllables alternate in an English speech, unlike Nigerian English which has been identified as syllable-timed where every syllable is given equal prominence (Cruttenden, 1986; Roach, 2000; Akinjobi, 2006). Below are a few examples of some English words that are stressed wrongly by Nigerian speakers of English as observed by (Atoye, 1991; Atoye and Adejuwon, 2010; Akindele, 2011):

Nigerian English	Standard British English
concenTRATE	CONcentrate
abdiCATE	Abdicate
copuLATE	COpulate
prohiBIT	proHIbit
exhiBIT	exHIbit
moderNISE	MOdernise
moraLISE	MORalise
plagiaRISE	PLAgiarise

Inadequate Spoken English Teachers

Before and immediately Nigeria got independence in 1960, majority of the English language teachers were native speakers of English, the standard of English teaching and learning was high. After independence, though, a crop of English language teachers was available, the need for more English language teachers in our primary and secondary schools as well as higher institutions of learning continued to rise. The question that arises is that out of the many graduates of colleges of education and universities, how many are interested in teaching, learning and specializing in the aspect of spoken English as a result of the challenges involved. The fact is that there is indeed a gross inadequacy in the number of teachers who study the spoken aspect of English, as this invariably has a way of affecting the manpower need of this aspect in English language teaching and learning in Nigeria.

Confusion on the Variety to Teach

The geographical spread of the English language across the globe has brought about the emergence of many versions of the English language. Among the varieties observed by scholars are: British English, American English, South African English, Ghanaian English, Nigerian English, etc. In Nigeria, there is in use the British English, American English and Nigerian English. Teachers encounter problems on the choice of varieties to teach as Nigerian English users speak and write these varieties. Though, it has been observed that the British English serves as a model for second language users of English like Nigeria but with globalization, American English has greatly influenced the spoken English of majority of Nigerians, especially the Nigerian youths. On the other hand, Nigerian English is as well gaining ground among Nigerian Linguists. The concept of Nigerian English as a noticeable variety of the British

English, and it is gradually becoming noticeable amongst the ‘New Englishes’. The classification of this variety has been a matter of interest to many linguists who have written extensively on the subject matter. The criteria employed in the selection of a variety are based on education, ethnic, social, and linguistic factors (Brosnahan, 1958; Banjo, 1971; Adesanoye, 1978; Bamgbose, 1982; Jowitt, 1991; Akindele and Adegbite, 2005).

The fact that it is important to identify the varieties of spoken and written Nigerian English and the categories of users of each variety as observed by these scholars is indeed reasons why some of these criteria could not be strictly adhered to in a stereotyped manner. For instance, Brosnahan’s classification of varieties was based on education as a delimiting factor for identifying the speaker of a variety; the question is that there are speakers who perform below or above the expected level of competence based on their education. Several linguists have argued that each Nigeria speaker of English, operating at whatever level produces a mixture of well-formed and deviant usage. They argued that these days, primary and kindergarten pupils from homes where they are exposed to correct use of English frequently produce well-formed sentences whereas; there are educated users of English who exhibit errors in their usage (Atoye, 2005; Iyere, 2007). The question is where then is the line to be drawn?

Establishing a standard in the written form may be an easier task than in the spoken form where the twin problem of intelligibility and acceptability are much more acute. The spoken English teacher finds himself/herself in a state of confusion as to the variety to teach, most especially when it is discovered that there has not been much effort to approve a variety as a model and the varieties are gaining ground every day. Subsequently, West African Examination Council - an examination body in Nigeria for instance, recommends that either American or British English be accepted in as much as the candidate adhere to a particular variety in his/her style.

Inconsistency in Educational Policy

Often times, educational policies are made in Nigeria but its implementation do not stand the test of time before it is changed. Earlier before now, the policy on the teaching, learning and evaluation of the spoken English in Nigeria was the one that involves a purely practical evaluation where the students have to listen to some tapes in native English accent based on the segmental and suprasegmental aspects of the English language. Nigerian learners of English were tested based on production and perception. This policy did not stand the test of time as it was changed to paper testing for an oral English examination which is a wrong method of accessing spoken English. Thus, the incessant changes in the educational policies in Nigeria have in no small measure affect the spoken English teaching and learning in Nigeria.

Furthermore, other factors that have affected the teaching and the learning of spoken English in Nigeria include: poor teaching method, inadequate time allocation in the teaching of spoken English in primary and post primary schools in Nigeria compared to grammar, comprehension, and essay teaching, adapting foreign theory to our language challenges, overcrowding in class, as well as students attitude are some of the pedagogical related problems observed to be a major challenge in the teaching and learning of spoken English in ESL context like Nigeria.

The Task and Role of The Language Teacher in ESL Classroom

Byrne (1986) is of the opinion that a major task of teaching foreign language such as the English language in the classroom setting is because to a large extent, we are attempting to teach in the classroom what is naturally acquired and learnt outside the classroom setting. Naturally, the classroom is supposed to be the ideal and convenient place for imparting knowledge and for developing many educational skills. Therefore, the language teacher is saddled with the responsibility of not just informing the students about the language, but also develops their ability to use the language for a variety of communicative purposes. To develop the skills needed, the spoken English teacher has to cope with the size of the classroom (i.e forty or more), the classroom sitting arrangement, which is usually in clustered manner especially in public schools, thereby impeding the easy movement of the teacher during lessons, and the number of hours available for oral work. The syllabus, which does not give adequate preference for oral work but incorporated into grammar lessons, as well as the examinations that may discourage one from giving adequate attention to the spoken language (i.e alternative to practical) instead of oral form, thereby making it difficult to measure competence and performance in spoken English use among English as Second language learners). As a result of the conditions identified above, the language teacher should bear in mind that it is not an easy task to provide effective oral drill in large classes. It is therefore important for him/her to have a good understanding, and a firm grasp of the wide range of techniques and procedures through which oral ability can be developed. These techniques according to experts will help to accommodate language learning to the unfavourable environment of the classroom. The language teacher like any other teacher has the responsibility to create the best conditions for learning in the classroom environment. This makes the teacher a means to an end (i.e. an instrument to see that learning takes place). In addition, the language teacher has specific functions to perform at different stages of the learning process; especially as regards the teaching of the spoken form of English in an ESL environment like Nigeria.

Conclusion and Recommendations

Arising from the above observations, this study explores empirically the pedagogical and infrastructural considerations that would help to improve the teaching and learning of spoken English in ESL context like Nigeria; where it has been observed that there are about five hundred and twenty-two living languages spoken in Nigeria without mutual intelligibility (Lewis et.al 2013; Akindele, 2015).

- The language teacher should be considerate enough to explain critically the length differences in Standard English vowels as well as the vowels with double articulation. The distinction between vowels /I / and /i: /, /a: / and /æ / must be well taught as in (sheep/ship, bead/bid, greed/grid, pat/part fat/fart, etc. ESL students should be encouraged to spread their lips more widely in the production of the English phonemes with the diacritics dots to show length.
- Attention should be paid to those vowels which are not articulated in most Nigerian mother tongues. For instance, the schwa vowels which many linguists have confirmed to be rarely used in Nigerian spoken English should be critically taught. The difference in length should be emphasized. The students should also be made to note that the vowels /ə / and /e:/ are the most used vowels of English, and that the short vowel /ə / would never

occur in stressed syllables, so that it never contrast with the long central vowel /ə:/ which occur in stressed syllables.

- Spoken English teachers should make it clear to ESL learners that durational difference in Standard British English and Nigerian English is crucial for intelligibility. Also, the language teacher should try as much as possible to discourage the notion that clarity involves near spelling pronunciation.
- Consonant clustering is a significant feature of the English language but this is rarely observed in most Nigerian languages. Therefore, special attention should be paid to ESL users on the sequence of consonants (i.e. s plus initial p,t,k, with l, r, w, j) that can string together in the English language (see, Roach 2000:71).
- The spoken English teacher may use the framework of an electronic text which could be in form of dialogue or prose passages that contain the segmental phonemes and the suprasegmental features (stress, rhythm and intonation) from native sources. The aim of the language teacher is to exploit the linguistic context presented in this way to the best advantage by mastering the rules which are embodied in it (see Byrne, 1986).
- ESL users should be encouraged to cultivate the right attitude towards near accuracy and develop effective communicative competence. As the clamour of this paper is towards spoken English that is intelligible socially, nationally and internationally
- Finally, in every modern society, the strength of development anchors much on the provision of basic educational infrastructures. Education is like a bed rock of a nation's development. A nation which refuses to educate her citizens is heading towards a time bomb. The three tiers of government in Nigeria should see it as necessary to provide adequate funding for schools in Nigeria at all levels. Government is supposed to be a continuum, therefore, government should make sure that good educational policies are well implemented and avoid the principle of inconsistency in educational policies as it does more harm than good. Stake holders, philanthropists, Non-governmental Agencies and organizations should help to assist government in the funding of schools in Nigeria. Experts have observed that there is no fall in the standard of education in Nigeria and that the problem with our educational system is about our attitude to it. Nigeria is a country that is blessed with natural resources but there seems to be misplaced priority.
- Also, Nigeria is a multilingual entity, therefore, the fear of domination of the major ethnic groups on the minor ones have been a major language challenge in Nigeria. The English language is seen as bridging the gap between the multi-ethnic languages which are not intelligible in Nigeria. However, considering the sensitive functions of the English language in Nigeria (i.e it is the language of education, business and commerce, administration, and second language for most Nigerian bilinguals), the teaching of spoken English can be made more effective in Nigeria with the provision of adequate teaching and learning materials like modern and adequate school buildings (with standard classroom furniture), standard language laboratories (with computer gadgets and micro phones), good and adequate power supply, and availability of software materials from native sources that can be used as illustrations for teaching the oral form of the English language; since a standard variety (i.e. a reference point like the Oxford English Dictionary) has not yet been established for Nigerian English.

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