

ASSESSMENT OF USE OF RESOURCES AND TECHNIQUES IN TEACHING AND LEARNING OF ORAL ENGLISH STUDENTS' LEARNING OUTCOMES IN SENIOR SECONDARY SCHOOLS IN ONDO STATE

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Abstract

The study identified the resources and techniques used in teaching and learning of Oral English in public senior secondary schools of Ondo state and examined the influence of Oral English teaching techniques and resources on performance of students in the selected schools. The study adopted the survey research design. The population for the study comprised students and teachers in public senior secondary schools in Ondo State. One Local Government Area (LGAs) was selected from each of the three senatorial districts in Ondo State. Four public schools were selected from each of the three LGAs using simple random sampling technique, making a total number of 12 schools. One intact class of SSS II students in each school was selected using simple random sampling techniques and their Oral English teachers were purposively selected which comprising 344 students and 12 teachers, making a total of 356 respondents. Three research instruments were used: Teachers' Techniques and Resources Used Questionnaire (TTRUQ), Student Words Transcription Question Sample (SWTQS) and Techniques and Resources Used in Classroom Activity Checklist (TRUCAC). The data collected was analysed using frequency counts, percentage, mean, analysis of Variance and linear regression analysis. The findings of the study showed that the teachers used different techniques in the teaching and learning of Oral English in public senior secondary schools in Ondo State. The techniques include; use of different activities ($\bar{x} = 3.92$), helping students to explore different methods ($\bar{x} = 3.42$) with the threshold of ($\bar{x} = 3.00$). The resources that were used for the teaching and learning of Oral English include; school library 91.00%, specialised Oral English textbook (91.7%) and Charts for teaching Oral English (41.7%). Also, the findings revealed that there is a significant influence of oral English teaching techniques and resources on performance of students in the selected schools ($f = 4.18, p < 0.05$). The study also concluded that the use of adequate combination of both Oral English teaching techniques and resources will significantly enhance the performance of students in Oral English in the study area.

Keywords: Resource, Human Resources, Material Resources, Teaching, Teaching Technique, Learning outcome.

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Introduction

The English language has become Nigeria lingual franca after the British colonisation in Nigeria. The English language is important in many aspects of Nigerian society. Despite the fact that Nigeria is home to numerous indigenous languages, the English is very significant in Nigeria today. It serves as the language of politics, mass media and the language of instruction in Nigeria's school system. From primary school through university, all academic subjects are taught in English, with the exception of language courses. English language proficiency is required at all educational levels in Nigeria. Added to this is the fact that so much importance is attached to the English language in Nigeria as this is reflected in the prime role that the subject plays in the secondary school curriculum. Olagbaju and Senghore, (2022) were of the opinion that since English is used to teach practically every other subject in the curriculum, being able to communicate in the language is necessary for success other subjects offered in the educational system.

The efficiency of the English language depends on the proficiency of users or learner in each of its four fundamental areas: listening, speaking, reading and writing. From the earliest states of education, students are taught these skills with different methods and resources because all these skills (listening, speaking, reading and writing) are indispensable for communication and comprehension. Students that are proficient in these skills are more efficient and effective as English communicators. These four skills are interconnected and built upon one another. Listening and reading help to develop vocabulary and comprehension, while speaking and writing enable the expression and refinement of ideas. All four skills are essential for a full understanding of the English language, and each may affect learners' performance in their examination, if not well learnt. Olagbaju (2015) asserts that passing both internal and external examinations in English language is typically equivalent to being fluent in the language's various skills (listening, speaking, reading and writing). This suggests a link between students' performance in many disciplines offered in the educational system and their learning outcomes in English language examinations.

Of the four skills, speaking is perhaps the most important, as it allows real-time communication and interaction. While reading, listening and writing are all important, speaking allows exchange of ideas and the development of speakers' fluency. With the ability to speak English, the other skills are limited in their usefulness and effectiveness. Students learn oral English as a component of their language proficiency; thus, the suprasegmental and segmental components of the English sound pattern are in the secondary school curriculum. Since the majority of language instructors who are primarily second- language speakers, are not fluent in producing certain English speech sounds, the spoken or oral English component is thought to be the most difficult of all the language skills.

Proficiency in oral English is very important. It is one of the rudiments of English language that enhances listening and speaking skills. Oral English is the means of oral communication and serves as major part of language learning process. This necessitates the

inclusion of oral English in the curriculum of schools and part of every English examination in Nigeria. Today, it is a prominent part of English language syllabuses, particularly in secondary schools, and it is a subsection of the English language paper in the NECO and WEC examinations.

However, there are common noticeable mistakes among the English language learner today, which includes mispronunciation, bad intonation and inaccurate portrayal of phonetic sounds. For example, most students confuse the length and characteristics of vowels. Due to these issues, oral English instruction and learning have become essential, even necessary, prerequisites for evaluating a learner's proficiency in language acquisition and usage.

The teaching and learning of oral English in secondary schools encompasses a variety of techniques designed to cultivate students' abilities in speaking and listening. An effective technique is to integrate interactive activities, such as role-plays, debates, and group discussions. These activities promote students' engagement in diverse speaking situations and enhance their proficiency in expressing concepts with clarity. Another method involves utilising multimedia resources, including movies and audio recordings, to expose pupils to a variety of accents and conversational styles. This can improve their ability to comprehend spoken language and offer examples of proper pronunciation and intonation.

Incorporating regular presentations and public speaking exercises is beneficial for developing confidence and fluency. Teachers can enhance students' participation in oral English practice by selecting themes that captivate their interest. Feedback is essential. Therefore, giving constructive and precise comments on students' oral performance enables them to identify their strengths and areas that need improvement subsequently, it is crucial to provide a nurturing classroom atmosphere in which kids can freely express themselves without apprehension of criticism. Promoting peer input and fostering informal conversation also enhance the dynamism and efficacy of the spoken English learning process.

As a result, it is evident that English language learners are mostly faced with the problems of mispronouncing words and good pronunciation of English phonemes either by virtue of mother tongue interference, learners' deficiency or teachers' lack of content knowledge of what they are teaching according to Uwadiogwu (2019), majority of teachers were only concerned with the child's ability to speak 'error free' grammar and never bothered about how well the pronunciation was done. Phiri (2021) believes that learning English language requires more than just understanding grammar rules and attending lectures. Spoken English is instead learnt via dialogue and discussions. Emphasis on the rules of grammar over pronunciation has hindered the learners from acquiring enough proficiency for day-to-day communication purposes.

Resource in education is refers to the services, tools and materials that are available to support teaching and learning process. Having access to sufficient and appropriate resources is important to ensuring good learning experience. Resources can be physical or human. Physical resources constitute tangible items like textbooks, computer, and all the tool and

materials that are essential for learning, while human resource are the people who support education, such as teachers, administrators and counselors.

Teachers are charged with the organization and implementation of many activities in oral English language class and they are the one to effectively use all the available physical resources to enhance the teaching of oral English. According to Alford, (2021), the majority of teachers lack the necessary abilities and mindsets to effectively instruct oral English. As a result, several problems that have influenced the students' inefficiency and slow pace have made oral English instruction quite burdensome. These issues include inadequate training, mother tongue interference, inadequate teaching methods, insufficient practice and lack of adequate facilities. The majority of students in our secondary school's deal with one or more of these issues. Some, particularly those from impoverished and rural environments, are weak while majority of students in a well civilised area use language proficiently.

Despite significant contribution to the prominence of oral English by different phonetic and phonology schools and inclusion of oral English in West African School Certificate and National Examination Council, there are still many observable irregularities in some students and teacher communication. As a result, the teachers either completely avoid teaching the spoken portion of the language or only teach the portions that work for them. Additionally, some educators impart their own pronunciation faults of English speech sounds to their students, the majority of whom are second language learners. This is point to the fact that a child in Nigeria would typically have learnt one or more native languages before learning English as a required subject and the primary language of teaching in schools. This may be the reason why the majority of Nigerian students have poor spoken English proficiency and are greatly influenced by mother tongue (MT) interference.

Many efforts to increase the students' oral English performance in Ondo State has focused mainly on the creation of the tangible components of education, such as classrooms, school furnishings, and school buses to transport students to schools. It is disheartening to learn that despite all of these measures, students have not performed well in English language, particularly in external examinations. According to researchers (Tom-Lawyer, 2014; Olagbaju, 2015), a significant portion of students in senior secondary and postsecondary education continue to score poorly in English language. The ongoing and rising rates of student failure in English language can be attributed to a number of factors related to teachers, such as poor educational background and lack of experience (Olagbaju 2019), the use of ineffective teaching methods and techniques, lack of resources or inefficient use of them (Olagbaju, 2015), and more.

From the foregoing, it may be said that the majority of research works at raising students' spoken English proficiency has concentrated on the personalities of teachers and the instructional methodologies they choose to use. However, quality learning can take place when good instructional strategies are effectively combined with teaching resources. Pedagogical tools such as ICT, language lab, audio/radio equipment, slides, projectors,

charts, and other teaching aids are a few examples of these teaching rescues. Teaching and learning activities in oral English can be rather direct and teacher-centered, without incorporating a variety of educational resources. In most Ondo State schools, oral English instruction is based on textbooks and is primarily concerned with helping students to pass examinations rather than developing communicative skill in the language. This approach may not be as engaging or effective for students.

More research must be done on instructional and initiatives that will enhance oral English instruction in Ondo State's senior secondary schools. Numerous researchers have looked into the connection between students' achievement, teachers' efficacy, and instructional materials (technical, electronic, or manual). According to Faloye (2022), if the approach or instructional strategy used will be successful, then using the right teaching resources is crucial to the teaching process. It is unacceptable to compromise the usage of instructional resources for the sake of implementing cutting edge teaching techniques. When teaching oral English, it is crucial to make use of resources like ICT, language labs, charts, and other teaching aids like dictionaries, audio-based media, or cassettes.

In a similar vein, Olagbaju and Popoola, (2020) asset that contemporary technology can be used as a tool to facilitate easy, engaging, instructive, and fascinating teaching. Information and Communication Technology (ICT) have significantly change dhow teachers teach and the way students learn. Electronic resources like computers, interactive whiteboards, overhead projectors, and other gadgets can be utilized in the classroom to improve instruction, raise student achievement, and provide a more engaging learning environment. They further attest that ICT can help solve problems related to teaching and learning, facilitate the transfer and memory of knowledge, and assist students in overcoming the social challenges associated with relying solely on the chalk-and-talk mode of education.

It is clear that the majority of technologically based teaching tools, like interactive whiteboards, language labs, and ICT, are not readily available in majority of the schools in Nigeria. Nonetheless, the majority of students have internet connection and android-powered smartphones. Clearly, the majority of the examined researches have primarily addressed teachers' proficiency in oral English, the learning environment and the disparity between public schools and private schools' communication skill, without considering the usage of both physical and human resources in teaching Oral English. Hence, there is need to research into resource usage in oral English in teaching and learning outcome in senior secondary schools in Ondo State, Nigeria.

Statement of the Problem

Many educational stakeholders have so much concern about the poor performance of students in English language examinations in WASSCE and other public examinations. Numerous studies have been conducted din these areas as a result of the various elements that academics have identified as contributing to this issue, including teaching resources and attitudes towards learning. Despite the praiseworthy nature of these endeavours, the issue of subpar

English ability endures among students. This may be because oral English and the materials used to teach it in Nigeria have received less attention in earlier research on the subject of English language education.

Though many emphases are put in the senior secondary school curriculum on the teaching and learning of oral English, it has been discovered that some schools give it little thought, and the teachers mostly focus on correct sentences structure over pronunciation this is why most oral English evaluations still result in student failure and there are common noticeable mistakes in teachers and students' pronunciation when speaking. Numerous academics have looked into the challenges that students in secondary schools typically experience when learning oral English. Janks (2014) noted that the majority of teachers lack the attitude, expertise, and abilities necessary for teaching oral English effectively. Furthermore, according to Williams (2020), the majority of schools lack the audio-visual resources such as televisions, radios, tape recorders, CDs, earphones, microphones, cubicle mirrors, that should be included in the instructional materials in order to concretize learning.

However, the effective utilization of resources in teaching oral English remains a critical concern because it significantly influences the learning outcomes of the students. Despite the availability of diverse materials and tools, there exists an unresolved discrepancy in identifying and implementation of the most suitable resources form the little adequate resources to enhance oral English proficiency. This discrepancy raises questions about the optimal selection, accessibility, and utilization of human and physical resources in teaching and learning of oral English. Insufficient clarity on which resources yield the most significant impact on learning outcomes impedes the improvement of oral English skills which has hindered the learner communication competence and academic performance.

The students' poor pronunciation and observable difference in oral English performance of public senior secondary school students necessitate the study of availability, adequacy and resource usage in oral English teaching. Regardless of the instructional technique sued, teaching tools are crucial to learning. Thus, it is necessary to examine the resource usage in teaching oral English and learning outcome in public and private senior secondary schools in Ondo State, Nigeria.

Purpose of the Study

The purpose of this study is to establish resource usage in oral English teaching and how it affects learning outcome in senior secondary schools in Ondo State. The specific objectives of the study are to:

- (a) identify the resources and techniques used in teaching and learning of oral English in public senior secondary schools in Ondo State;
- (b) determine the influence of oral English teaching techniques and resources on performance of students in the selected schools.

Research Questions

Based on the objectives of this study, the following research questions were asked and answered:

- (a) What are the techniques used in teaching and learning of oral English in senior secondary schools in the Ondo State?
- (b) What are the resources used in teaching and learning of oral English in senior secondary schools.

Research Hypothesis

The following null hypothesis was formulated:

H₀₁: There is no significant influence of oral English teaching techniques and resource usage on the performance of students in schools.

Methodology

The study employed the descriptive survey research design. This is because it has the ability to gather information from a representative sample of the population and depict the current situation without altering variables. The population for the study comprised all senior secondary school oral English students and teachers in public senior secondary schools in Ondo State, Nigeria. There are 394 public secondary schools in Ondo State with 146,770 senior secondary school students as documented by the Ondo State Ministry of Education's Medium Term Sector Strategy (2025). The sample for the study consisted of students and teachers in public senior secondary schools in Ondo State. One Local Government Area (LGAs) was selected from each of the three senatorial districts in Ondo State. Four schools were selected from each of the three LGAs using simple random sampling techniques, making a total number of 12 schools. One intact class of SSS II students in each school were selected using simple random sampling techniques and their Oral English teachers were purposively selected which comprising 344 students and 12 teachers, making a total of 356 respondents. Three research instruments comprising two questionnaires, a test and one observation checklist were used for data collection. The instruments are: Teacher's Techniques and Resources Used Questionnaire (TTRUQ), Students Words transcription Question Sample (SWTQS) was also developed for the students and Techniques and Resources Used in Classroom Activity checklist (TRUCAC) was used by the researcher to elicit information on the techniques and instructional resources used in the teaching of Oral English. Data collected was analysed using appropriate descriptive and inferential statistics.

Results

The data collected was inputted and analysed using the statistical Package for Social Sciences (IBM SPSS 26). The data are presented in charts and frequency table and analysed using simple percentage, mean, ANOVA and regression. The result obtained from the analysis is used to answer the research questions and hypothesis set for the study and discussed extensively.

Demographic characteristics of the respondents.

Table 1.1 Demographic Characteristics of Respondents (Students)

Characteristics		Frequency	Percentage
Sex of students	Male	167	48.5
	Female	177	51.5
	Total	344	100
Age of students	10-15	80	23.3
	16-20	257	74.7
	21 and above	7	2.0
	Total	344	100.0
Sex of Oral English teacher	Male	4	33.3
	Female	8	66.7
	Total	12	100

Table 1.1 presents the demographic characteristics of the respondents. The table shows that 167(48.5%) of the students were male while 177(51.5%) were female. Also, it shows that 80(23.3%) were between the age bracket of 10-15 years old, 257 (74.7%) were between the age bracket of 16-20 while 7 (2.0%) were either 21 years or above. Furthermore, the table shows that 4 (33.3) is male oral English teacher while 8 (66.7%) said that their oral English teacher is a woman.

Research Question One: What are the techniques used in teaching and learning of oral English in public and private senior secondary schools in the State?

This research question was addressed by the section C of the Teachers' Techniques and Resources Used Questionnaire.

Table 2.1: Techniques used in teaching and learning of oral English in public and private senior secondary schools in Ondo State

S/N	Statement	AA	O	S	Se	Mean
1.	I engage students in different activities when teaching oral English	1 8.3	9 75.0	2 16.7	- -	3.92
2.	I help students explore different method in solving oral English problem	1 8.3	3 25.0	8 66.7	- -	3.42
3.	I provide students with in-depth guidance on each sound pronunciation	6 50.0	1 8.3	5 41.7	-	3.92
4.	I ask open-ended question to	1	4	6	1	3.42

	promote students' engagement	8.3	33.3	50.0	8.3	
5.	I vary style and approach of teaching oral English	1	2	8	1	3.25
		8.3	16.7	66.7	8.3	
6.	I encourage student to sue received pronunciation while communicating	3	3	2	4	3.42
		25.0	25.0	16.7	33.3	

Table 2.1 presents the techniques sued in teaching and learning of oral English in public senior secondary schools in the State. The table shows that 9(75.0%) of the teachers said that they often engage students in different activities when teaching oral English. Also, 8 teachers (66.7%) said that they sometimes help students explore different method in solving oral English problem. Furthermore, 6(50.0%) of the teachers responded that they always provide students with in-depth guidance on each sound pronunciation. Also, 6(50.0%) of the teachers responded that they sometimes ask open-ended question to promote students' engagement. Lastly, 8 teachers (66.7%) agreed that they sometimes vary style and approach of teaching oral English.

In summary, the techniques used by the teachers in the teaching and learning of oral English in public senior secondary schools in Ondo State is vary and include; use of different activities, helping students to explore different methods, in-depth guidance on sound pronunciation and asking open-ended questions.

Research Question Two: What are the resources used in teaching and learning of oral English in public senior secondary schools in the State?

The techniques and resources used in Classroom activities checklist was designed to answer this research question. The section B consisted of instructional resources expected to be used for teaching and learning in secondary schools.

Table 3.1a: Availability of resources used in teaching and learning of oral English in public Senior Secondary Schools in the Ondo State.

S/N	Material Resources	Available	Unavailable
1.	School library	12 100	-
2.	Specialized oral English textbook	11 91.7	1 8.3
3.	English pronouncing dictionary	4 33.3	8 66.7
4.	Language laboratory	-	12 100
5.	Overhead projector	-	12 100
6.	Electric board	-	12 100
7.	Computer sets for language teaching	-	12

8.	Internet facilities	2	100
		16.7	10
9.	Programmable toys	1	83.3
		8.3	11
10.	Charts for teaching oral English	12	91.7
		100	-

Table 3.1a shows the availability of resources used in teaching and learning of oral English in public senior secondary schools in the Ondo State. The table shows that all the 12(100%) schools that were observed have school library readily available. Also, specialized Oral English textbook was available in 11(91.7%). In addition, English pronouncing dictionary was available in only 4(33.3%) out of the 12 schools. Furthermore, none of the schools have the following resources available language laboratory, overhead projector, electric board, computer sets for language teaching. Furthermore, internet facilities were available in only 2(16.7%). Programmable toys were available in only one (8.3%) of the schools. Lastly, charts for teaching oral English were available in all the 12 schools that were accessed.

3.1b: Use of resources teaching and learning of oral English in public senior secondary schools in the State

S/N	Material Resources	Used	Unused
1.	School library	10	2
		83.3	16.7
2.	Specialized oral English textbook	10	2
		83.3	16.7
3.	English pronouncing dictionary	3	9
		25.0	75.0
4.	Language laboratory	-	12
			100
5.	Overhead projector	-	12
			100
6.	Electric board	-	12
			100
7.	Computer sets for language teaching	-	12
			100.0

8.	Internet facilities	2	12
		16.7	100.0
9.	Programmable toys	1	11
		8.3	91.7
10.	Charts for teaching oral English	5	7
		41.7	58.3

Table 3.1b presents the resources that were used for teaching and learning of oral English in public senior secondary schools in the State. The table shows that school library was actively used for teaching and learning of oral English in public and private senior secondary schools in 10(83.3%) out of the 12 schools that were assessed. Also, 10(83.3%) of the schools make use of specialized oral English textbook. In addition, 3(25.0%) of the schools made use of English pronouncing dictionary for teaching oral English the table further showed that none of the schools made use of the following resources for the teaching and learning of oral English; language laboratory, overhead projector, electric board, computer sets for language teaching and internet facilities. Furthermore, 1 of the schools used programmable toy. Lastly, only 5(41.7%) of the schools made use of charts for teaching oral English.

In summary, the resources that were used for the teaching and learning of oral English in public senior secondary schools in study area include; school library, specialised oral English textbook, English pronouncing dictionary and charts for teaching oral English.

Hypothesis One (H_{01}): There is no significant influence of oral English teaching techniques and resources on performance of students in the selected schools.

To analyse this hypothesis, the responses to the teaching techniques and resources was compared to the performance of the students in students Words Transcription Question Sample (SWTQS) The result of the analysis is presented in table 4.6.

Table 4.1: Influence of oral English teaching techniques and resources on performance of students in the selected schools

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	8632.768	2	4316.384	4.177	.016 ^b
Residual	352398.488	341	1033.427		
Total	361031.256	343			

a. Dependent Variable: SWTQS

b. Predictors: (constant), Resources, Techniques

Table 4.1 presents the regression analysis of the influence of oral English teaching techniques and resources on performance of students in the selected schools in Ondo State. The table showed that the influence of teaching techniques and resources on performance of students in oral English was significant ($f = 4.18$, $p < 0.05$) at a p-value of 005. This therefore means that the null hypothesis that was earlier stated was rejected. The alternative hypothesis was therefore restated that there is a significant influence of oral English teaching techniques and resources on performance of students in the selected schools.

Discussion of Findings

The findings of the study showed that the techniques used by the teachers in the teaching and learning of oral English in public senior secondary schools in Ondo State is varied and include; use of different activities, helping students to explore different methods, in-depth guidance on sound pronunciation and asking open-ended questions while teaching. This therefore implies that the teachers use different activities such as repetition/production of the oral pronunciation of the word/phrases, the teachers ask students questions and allow the students to ask questions as pertaining to the subject matter at hand.

This finding is in line with the findings of Afandi (2018) who found out that use of songs, using poems and rhymes to teach oral English, active participation of students in classroom activities, storytelling techniques, group work, dialoging, dramatization and reading out loud of selected texts while teaching were the techniques that were used in teaching oral English and to effectively enhance the performance of the students in oral English. Rasa (2015) found that teachers mostly teach spoken English through role play and group discussions, the results of their study were comparable. Furthermore, almost 50% of educators instruct spoken English through conversation or interview techniques.

The findings of the study also showed that the resources that were used for the teaching and learning of oral English in public senior secondary schools in Ondo State include; school library, specialized oral English textbook, English pronouncing dictionary and charts for teaching oral English. However, the study revealed that language laboratory, overhead projector, electric board, computer sets for language teaching not available at all in the schools which led to not being used for teaching and learning of oral English in the schools. Also, despite the availability of internet facilities in some of the schools, it was not being used in any of the schools for the teaching and learning of the subject. This simply implies that many of the needed resources for the teaching of oral English in the schools were not available. While those that were available were not maximized.

This finding agrees with the findings of Afandi (2018) who found out that textbooks was the most used resources for the teaching and learning of oral skills. Afandi (2018) further found that newspaper/magazine cutting, flashcards, vocabulary tree and pictures/photographs were other resources that were used for the teaching and learning of oral English. Afandi (2018) pointed out that many of the needed instructional resources were not readily available in the schools which are necessary for the teaching and learning of the subject. Furthermore,

this could lead to poor performance of the students in the subject. The finding also agrees with the findings of Adeyemo (2024) who found that there were no enough instructional resources for the teaching and learning of English language. Adeyemo (2024) revealed that the most available was textbook while resources such as graphs and charts, tape recorder, audio CD and projector were not available in the schools.

The findings of the study also showed that there was a significant influence of oral English teaching techniques and resources on performance of students in the selected schools. The result showed that the teachers engaged the students in classroom activities while teaching them oral English. Although, the study revealed that individual of teaching techniques has influence on the performance of students in oral English while resources had no significant influence on the performance of students in the subject. This might be because the teachers used several different techniques in teaching the students oral English, whereas, the teachers had no access to instructional resources which can be used to teach oral English in the study area.

This finding agrees with the findings of Maugo and Malusu (2019) who found out that the strategies used in teaching oral English had significant influence on the performance of students in the subject. This finding also agrees with the findings of Afandi (2019) who found out that the use of instructional resources had no significant influence on the performance of students in oral English which was caused by the unavailability of teaching rescues in the schools.

This finding however negates the findings of Adelodun and Asiru (2015) who found that instructional resources played a pivotal role in improving the academic achievement of students who were perceived to have performed very high in English language. This finding also disagrees with the findings of Robinson and Mphalanzi (2023) who found out that learners had problems understanding oral communication as well as pronunciation which included intonations, sounds and stress spatters. He found out that this was as a result of the teaching methods and techniques not having significant influence on the performance of students in oral English.

Conclusion

The study concluded that the needed resources for the teaching and learning of oral English in Ondo State public schools were inadequate. The study also concluded that the use of the adequate combination of both oral English teaching techniques and resources will significantly enhance the performance of students in oral English in the study area.

Recommendations

From the findings and conclusion of this study, these recommendations are given:

1. Adequate resources that will be used for the teaching and learning of oral English should be made available to both public secondary schools. This will cater for the

dearth of resources that can enhance the performance of students in oral English in the study area.

3. Adequate pre-service and in-service training should be given to teachers who specializes in teaching oral English on the importance of using instructional resources for the teaching and learning of oral English. Also, they should be trained on how to improvise the instructional resources when the realia are not available in the schools.
4. Proper and adequate monitoring of schools should be done by both ministry of education and local school administrators so as to ensure the teachers make use of the right instructional resources while teaching in the schools.
5. Adequate use of resources is needed to enhance the performance of the students as the findings of the study showed that there is not influence of resources on the performance of students in oral English.

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