

Effects of Manipulative Drill on Teacher Trainees' Achievements in Oral English in Enugu State College of Education Technical, Nigeria

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Abstract

Manipulative Drill (MD) is an alternative technique in the teaching of Oral English as opposed to Word-Association Drill (WAD). MD provides practical procedures that boost learners' communicative competence unlike WAD that depends on the teacher as a model. Two research questions and two hypotheses were formulated to guide the study. A quasi experimental study carried out at the Enugu State College of Education Technical, Enugu State. All the 75 year one students of Language Studies Department were used as the population. Oral English Achievement Test (OEAT) was the instrument for data collection which was validated by three experts. The OEAT was trial tested and it yielded a reliability index of 0.74 on the Kuder Richardson (K-R20) statistics. The research questions were answered using mean scores. Hypotheses were tested using the Analysis of Covariance (ANCOVA) at the 0.05 level of significance. All the null hypotheses were rejected. One of the major findings of the study is that the Manipulative Drill (MD) technique had a statistically significant effect on students' achievement in oral English ($\bar{X} = 37.57 \pm 5$ ($\bar{X} = 37.57 \pm 5.45$)). Teacher trainees taught Oral English using MD had higher mean achievement score than those taught with WAD.

Introduction

Learning a language entails analyzing and exploring its intimate details until the information about it is made known. It may also involve analyzing the language, cutting it up into pieces and trying to figure out the grammar rules that make the words act the way they do. This entails a lot of memorization of information that will help in gaining knowledge about grammar and pronunciation rules and so on. Thomas (2020) posits that language learning is an active process that begins at birth and continues throughout life and students learn language as they use it to communicate their thoughts, feelings and experiences, establish relationships with family members and friends and strive to make sense and order of their world. The language learning process involves the application of linguistic knowledge of the structure, the phonology, morphology, the vocabulary and the semantics of the language. Language learning involves learning new ways of thinking and behaviour. It involves learning to live in the culture of the language that is learnt. Language learning is about developing new linguistic and communicative competencies. Classroom instructions are delivered effectively through languages such as the English language.

The English language, apart from becoming a key element in the globalization process, has metamorphosed into an international language of communication (Uloh-

Bethels and Offorma 2019). Emad (2010) notes that English has developed from a foreign to an international language, which plays a significant role in achieving mutual intelligibility and understanding between native speakers and other users of English in the world. Consequently, there is an increasing need for accuracy, fluency and communicative competence in the English language in almost all the countries of the world including Nigeria. English plays a dual significant pedagogical role in Nigeria; as a language of instruction and a subject of study. It is in this light that the teaching and learning of English have become obligatory at all levels of education including the tertiary institutions. This is as enshrined in the National Policy on Education (NPE) by the Federal Government of Nigeria (FRN, 2013).

In Nigeria, English is the formal and instructional language and every Nigerian student need in almost every sphere of his life. It is one of the greatest legacies left by the colonial masters, the British, which is, no doubt, the most cherished. Kwasau (2012) stated that in the Nigerian institutions of higher learning today, the English language is the only language of instruction and communication whose knowledge and skills is much needed to successfully pursue academic studies in different areas of specialization. It is the medium of instruction from senior primary to the University level in the Nigerian schools (National Policy on Education, 2013). Proficiency in the English Language is one of the entry requirements into higher institutions. Even while in the tertiary institution, a study of the English language is compulsory to a certain level in order to assist in understanding and mastery of other subjects. This accounts for the importance students ought to place on the Use of English, a course in the school curriculum that a failure in it may delay their graduation. The English language is needed in Nigeria for individual development, educational advancement, and employment. This is true when the mental exercises that are needed to be accurate in listening, speaking, reading and writing in a foreign language other than the mother tongue are considered. The teaching of the English Language in Nigerian schools and colleges is organized around these four language skills – listening, speaking, reading and writing. The spoken aspect of the English language is what is generally known as the Oral English.

The objectives of teaching English in Nigerian tertiary institutions, according to the Nigerian Educational Research and Development Council (NERDC, 2017), include equipping students with the basic linguistic skills of listening, speaking, reading and writing that will enable students to communicate competently in both the written and spoken forms of English. Of all these linguistic skills, speaking is the most important (Carte and Nuan, 2001). The speaking skill is taught at the tertiary institutions as the spoken or oral English. This is the aspect of English which deals with articulation and pronunciation of English speech sounds, stress, rhythm and intonation.

Oral English is very essential for all persons and for all purposes, as it enables one to use the English Language very well, almost like the native speakers. It is very necessary for learners of the English Language to master the use of oral English well in order to be good models of the language. However, as important as the oral English is in the learning of English, it is still a neglected area in the English language teaching which only focuses on the first year of study through the introduction of the target language alphabet and sound system and is given less importance after the introductory stage.

Gilakjani (2012) noted that oral English is the basis of communication and should be valued in the same weight as other components and skills of language such as grammar and writing. It is also considered as a priority since language is fundamentally a medium of communication which should be understood by all. He also stressed that a person with an unintelligible pronunciation may run the risk of not being understood by others.

Factors contributing to lack of interest in the teaching and learning of Oral English range from those posed by the students, non-use of appropriate technique, interference from the learners' first language and the complex nature of Oral English itself to the evaluation of proficiency in the skill. Ayuba (2012) added that it is neglected because of its complexity, dearth of scientific foundation, insufficient teaching materials, the absence of non-native speakers with formal expertise in pronunciation and opposing ideas concerning the teaching of Oral English. Other facts of neglecting oral English in language classrooms arise from the teachers' doubt about how to teach it and lack of interest in the topics. Most learners believe that they do not need special lessons in Oral English as their productivity does not depend on the ability to speak. The introduction of speech organs which ought to have been acquired in the primary and secondary levels were not given much attention in the curriculum. The phonemes of the oral English were introduced without any teaching on their production for lack of time and facilities such as a standard language laboratory.

Where the teacher has to make do with open classrooms, a large number of students await him, and the proper assessment of the students' progress in pronunciation was almost impossible. In secondary school terminal exams like West African Examination Council (WAEC), National Examination Council (NECO), General Certificate in Education (GCE), the Chief Examiners' reports on Oral English are overshadowed by the general reports on the English Language. Even as the Chief Examiners explain in details, the performances in grammar and writing, not much time was dedicated to Oral English so as to enable teachers and learners alike to know the areas of failure to be able to channel their efforts toward them. For instance, the WAEC Chief Examiner's report (2015) pointed out in details, the students' inability to grasp the basic grammar such as tense, concord, spelling and complementation without any mention of students' performance in oral English.

Furthermore, most institutions, focus on grammar and syntax to the disadvantage of the oral aspect of the English language for getting that proper pronunciation, not only does our speech intelligible, but also establishes rapport with the listeners. Ayabu (2012) noted that the character of a man is either revealed or concealed through his speech unless, of course, he has the discipline to conceal his emotions. Good grooming is essential in the communicative life of an individual because one is addressed, not only the way one dressed up, but also the way one speaks. Most of these grooming is expected to take place in Oral English classes to learners for various educational sectors including teacher trainees in institutions of higher learning.

Teacher Trainees and Training Activities

Teacher Trainees refer to persons learning the teaching skills and knowledge needed for a teaching job. Teacher Trainees are also students undergoing a course of study in the

universities, particularly in the Faculty of Education for Bachelor in Education degree, Colleges of Education for Nigeria Certification in Education (NCE) or any other tertiary institutions that offer education as a programme of study for certification in education. The training periods range from three to four years, depending on the institution. These students automatically become teachers on successful completion and graduation from the programme.

There is a long standing and ongoing debate about the most appropriate term to describe these activities of training teachers. Eaton, Gereluk, Dressler & Becker (2017) noted that the term teacher trainee or teacher training, which may give the impression that the activity involves training a person to undertake relatively routine tasks, seems to be losing ground to teacher education with its connotation of preparing a person for a professional role as a reflective practitioner. Bera (2014) noted that in many countries, initially, Teacher Education takes place largely or exclusively in institutions of higher learning.

Other pathways are also available. In some countries, it is possible for a person to receive training as a teacher by working in a school under the guidance of an accredited experienced practitioner. Those who undergo such training are intended to become teachers on graduation. Part of their training includes oral English designed to enable them possess good mastery of communicative skills so as to attain certain levels of communicative competence. This oral English is taught through related courses like Introduction to Phonetics and Phonology, which has to do with the production of vowels and consonant sounds. The teaching of the production of the consonant and the vowel sounds include the supra-segmental features of sounds and sound realization.

Oral English - Introduction to Phonetics and Phonology

Oral English is studied in institutions of higher learning at 100 level (year 1) through related courses such as – Introduction to Phonetics and Phonology, a course offered in the Colleges of Education in Nigeria. The introduction to Phonetics and Phonology (known as ENG 112 in Enugu State College of Education, Technical) is an aspect of Oral English taught in colleges of education in Nigeria. The objectives of this course as stipulated by the National Commission for Colleges of Education (NCCE) minimum standard are to expose students to relevant training in phonetics and phonology. It stressed the use of segmental and supra-segmental phonemes of English in the language laboratory and reduction, to the minimal level, the mother tongue (MT) interference in speech at the supra-segmental level (Federal Republic of Nigeria, 2012).

The objectives as outlined by the NCCE have not in any way been achieved as the teaching of oral English is still neglected and ignored as could be seen in the continued poor performance of students in external examinations. This is attributed to the fact that not many oral English teaching strategies, techniques are available to teachers in the classroom. A pronunciation course is considered an elective course in the Colleges of Education. The argument, probably, could be that English pronunciation is not important at all, for very few tests would require students to show abilities related to pronunciation or speaking. Both students and teachers believe that spending time on pronunciation is useless because it would be difficult, if not impossible for students to hear differences in

the production of minimal pairs. Dalton (2002) opined that oral English is simply ignored in the curriculum of some Colleges of Education and is even described as “the Cinderella of language teaching”. This means that an often low level of emphasis was placed on this very important language skill. The effect of this is a serious slide in the performances of students.

Hence the purpose of this study is to find out the difference in students’ achievement in oral English using Manipulative and Word-Association techniques of teaching oral English. The study will examine the performances of teacher trainees taught with each technique, respectively.

The cause of this failure has also been attributed to the conventional technique of teaching adopted by teachers of Oral English. In the teaching of Oral English, so many techniques such as mobility, saturation, comparative and substitution drills have been introduced and adopted in the past. Among the various techniques of teaching Oral English is the Word-association drill also. In this type of drill, the teacher pronounces some vocabularies and the students repeat them or are asked to practice them. Then, the teacher writes down more vocabularies and pronounces the English phonemes. After the teacher pronounces one phoneme, the students are asked to predict what the phonemes are, based on the written word. The word-association drill as a technique does not provide the students enough varying opportunities to master the pronunciation activities as the students’ knowledge and mastery are only dependent on the model provided by the teacher. Once the teacher fails to give the accurate and appropriate novel utterances the students who are at the mercy of their teachers and who have little or no input continue in the perpetual communicative error. This is assumed to have contributed to the continued low performances of students in oral English examinations. When this occurs, it can be harder to train the students in a different method of speaking and methodology. Therefore, the need arises for a more effective technique of teaching oral English which manipulative drill can provide.

The rampant failure in the oral form of the second language or foreign language teaching has made it necessary to credit new techniques. The old written exercise has been supplemented by the oral exercises. There are techniques and devices to develop oral English; and there are others to develop reading and writing, but there is a particular one that will enable teachers achieve better academic performance which is Manipulative drill. Yu (2013) noted that prior to the formalization of language drills in language instructions good oral mastery through mere repetition has not been possible. It is in this context that the need for a discussion on Manipulative drills was felt to be essential.

The Manipulative Drill (MD) is primarily intended for oral practice. Language habits are acquired through prescription. If one wants to communicate in an effective manner, the manipulation of language structure is necessary. So language patterns are repeated to the point of memorization so as to establish them as habits. The Manipulative drill adopts the several procedures that are practical in nature including the following:

- 1) Emphasize the stressed syllable by using visual effects: thicken, capitalize, underline, or colour the stressed syllable. For example,
today toDAY today today (colour)

- 2) Use of Rubber Band- Pull a wide rubber band between the thumbs while saying a word. Stretch it out during the stressed syllable, but leave it short during other syllables.
- 3) Tapping, clapping or playing simple rhythm instruments. Give a strong beat on the stressed syllable and weak beats on the other syllables.

Successful language instruction expects an automatic use of language manipulation by the learners (Haycraft, 2012). In the Word-Association drill, without having a grammatical analysis the learner will respond by analogy, whereas in Manipulative drill unless the learner understands the features involved in the language manipulation he will not be able to give a correct and complete response. This understanding of the feature is what makes the learning internalized in the learner. Manipulative drill takes the learner into available procedure that helps boost his communicative competence.

In Manipulative Drill students first hear model dialogue either read by the teacher or on tape, containing the key structures that are the focus of the lesson. They repeat each line of the dialogue individually and in chorus. The teacher pays attention to pronunciation, intonation and fluency. Correction of mistakes of pronunciation is direct and immediate. The dialogue is memorized gradually, line by line. A line may be broken down into several phrases or words if necessary. The dialogue is read aloud in chorus one half saying one speaker's part and the other half responding. The students do not consult their books throughout this phase.

The dialogue is adapted to the students' interest or situation through changing certain key words or phrases. This is acted out by the students. Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Drills are made use of to help the learners grasp the structural points and help them to internalize these structures. It is through constant repetition and manipulation that a language could be mastered and the features of the target language developed as habits. It is obvious that manipulative drill plays an extremely significant role in language teaching. Just as the gradation of vocabulary and structure is essential in order to make the instructional materials more effective, it is equally essential, if not more, to present the drills and exercises in a graded manner from simple to complex. By so arranging, the learner will have the facility of mastering the simple or easier aspect first and gradually proceed to the complex or difficult aspect. In so doing, the learners will have very little to manipulate in the initial stages and the degree of manipulation gradually increases as one proceeds gradually from the simplest drill to complex and more complex ones.

Other variables that have been found to contribute to students' mastery of oral English include students' achievement and gender. Achievement is the extent to which a student, teacher or institution has achieved in their short or long-term educational goals. Bossaert, Doumen & Verschueren (2011) assert that it is commonly measured through examination or continuous assessment, but there is no general agreement on how it is best evaluated or which aspects are most important. The achievements of students can be low or high and has been recognized as a natural phenomenon in the school. Some students fail to do well because of not being interested in either the content presented or

the instructional resources used. The weaknesses students exhibit in some school subjects confirms that something is wrong in the way such subjects are taught. There is also a tendency to focus on production as the main problem affecting learners. Moreover, if the English sound is not clearly received, the brain of the learner converts it into the closest sound in their own language. Students' achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Successful instruction of standards results in students' achievement. Understanding the factors that can impact a student's ability to learn is equally important and one of such factors is the gender of the students.

Gender refers to the socially constructed roles, behaviour, activities and attributes that a given society at a given time and place considers appropriate for men and women, and boys and girls and the relationship between them (Iheke, 2006). Gender can also be looked at as both physical and biological qualities imbued in a human being by nature which classifies human beings into two categories (sexes) – males and females Gender defines and differentiates what women and men, girls and boys are expected to be and do (their roles, responsibilities, rights and obligations). While there are very distinct biological differences between boys and girls and these can create different needs and capacities for each, these differences do not in themselves lead to or justify unequal social status or rights. The distinct roles and behaviours that are defined for boys and girls in a society may give rise to gender inequalities, differences between men and women that systematically favour one group. Gender can be a key determinant of who does what, who has what, who decides, who has power and who even gets education or who does not.

Gender has been found to be related to language learning. The role of gender in language learning achievement has generated a lot of interest lately. Researches show that the gender of a learner is significant in assessing his or her achievement in a language class. The variation has been the subject of a lot of research. Female speakers tend to use more prestigious forms of oral English than male speakers even within the same social and economic background and girls achieve more than boys in foreign language acquisition (Offorma 2016).

The strategy that can offer this opportunity of effective understanding of oral English may be constant manipulation. In all drills, learners have no or very little choice over what is said, so drills are a form of very controlled practice. There is one correct answer and the main focus is on getting it right. That is on accuracy. There is also the possibility of groups or pairs of students engaging in language drills together. In using the manipulative drill as a technique, structural patterns that are capable of creating and developing unconscious correct habits in learners are presented. Drill that suit the interest and maturational levels of the learners and drill whose contents are related and sufficient to help learners internalize the chosen structures in oral English are also presented through the Manipulative drill. It is against this backdrop that this study examined the effect of Manipulative drill on Teacher Trainees' Achievement in oral English. Two research questions and hypotheses are formulated to guide the study.

Research Questions

1. What are the performances of Teacher Trainees' taught oral English using Manipulative drill?
2. What is the interaction effect of Manipulative drill and gender on Teacher Trainees' mean achievement scores in oral English.

Research Hypotheses

HO₁: There is no significant difference in the mean achievement scores of Teacher Trainees' taught oral English using manipulative drill and those taught with a word - association drill.

HO₂: There is no significant interaction effect of manipulative drill and gender on Teacher Trainees' achievement in oral English.

Research Method

The study employed the quasi-experimental research design. Specifically, it is the non-randomized, control group, pre-test, post-test design. This design was adopted because the students that were used for the experiment were already in intact classes and randomization would disrupt the existing structure in the school, thus posing some administrative problems.

Area of the Study

This study was carried out in Enugu State, Nigeria. Enugu state is located in the South East of Nigeria. It is bounded by five states- Anambra and Abia in the south, Ebonyi, Kogi and Benue states in the north. The residents were made up of mostly civil servants, business men and women and students. The study was carried out at the Enugu State College of Education Technical, (ESCET). This institution was chosen because it is an educational institution that trains students who will become teachers of oral English on graduation and has Language Studies Department.

Population of the Study

The population of this study consists of all the year one students offering English in the Department of Language Studies of the Enugu State College of Education Technical. There are seventy-five (75) year one students from the Enugu State College of Education Technical. This population is made up of 46 female and 29 male students.

Sample and Sampling Technique

All the seventy-five (75) year one students of the Language Studies Department, Enugu State College of Education Technical Enugu for the 2019/2020 academic year were used for the study. The school has a Language Studies Department. The criterion for this selection was based mainly on the higher institution in the state that has department of language studies. In assigning the experimental and control, the 53 students from the Enugu State College of Education Technical who gained admission after one-year remedial course became the experimental group while the 22 students who gained

admission through JAMB became the control group. Both groups possess the same intelligence quotient (IQ). This was achieved through the tossing of a coin.

Instruments for Data Collection

The instrument used to collect data for the study was the Oral English Achievement Test (OEAT). The Oral English Achievement Test (OEAT) is a 50-item dichotomously scored instrument constructed by the researcher, which tested students in various ways English sounds appear in words. The test has two parts. Part A provided for the bio-data of the research subjects, while Part B was the actual test. The actual test had four sections and they were based on the Table of Specification/Test Blue Print drawn for the purpose. The Table of Specification/Test Blue Print has both the content dimension and the ability process dimension. The content dimension was made up of four units to be taught during the quasi-experiment. They were drawn from the National Commission for Colleges of Education (NCCE) Minimum standard. On the other hand, the ability process dimension was sub-divided into knowledge and comprehension (lower order) and application (higher order) levels of Bloom's taxonomy of educational objectives.

The content areas do not receive equal weight because some are wider in scope than the others. As a result, the first two content areas were assigned 15 and 10 questions each, while the last two content areas were also assigned 10 and 15 questions each to make a total of 50 questions for the test. 20% of the questions are from the knowledge level; 20% are from the comprehension level; while 60% are from the application level. Application questions take the major chunk because Oral English is mostly tested in the applied form.

The questions in the OEAT were distributed as follows in the five sections: Test A has 15 questions and it dealt with emphatic stress. Test B has 10 questions. It tested students' ability on intonation. Section C has 10 questions and it tested students' ability on Narratives. Test D has 5 questions, which tested the students' ability on listening comprehension test. They also tested students' ability to apply their knowledge of Oral English in choosing the words that contain the same sound or stress pattern as the one given. Test E has 10 questions and it tested the students' ability on Intonation Pattern. They contain the application questions. Students read sentences and applied the different tones in sentences.

Validation of the Instrument

The Oral English Achievement Test (OEAT) was subjected to face validation. However, (OEAT) was further subjected to content validation. The instrument was presented to five specialists. Two of them are in Language Education; two in Educational Measurement and Evaluation and one from Educational Psychology.

For the face validation of OEAT, the specialists were requested to examine the clarity of the instructions given; check the framing of the questions and their suitability to Year 1 students; determine whether the marking scheme is accurate; check the adequacy and relevance of the purpose research questions, hypotheses and lesson plans with regard to instruments; and suggest any modifications to improve the face validity of the instrument.

For the content validation of the OEAT, the experts were requested to examine the test items generated in relation to the Test Blue Print and Table of Specification and make recommendations. The table of Specification/Test Blue Print contains columns for knowledge and comprehension (lower order level) and application (higher order level). These are the levels of cognitive domain contained in the achievement test.

Reliability of the Instrument

In order to determine the reliability of the instruments, the researcher administered the OEAT to 20 students from the Institute of Ecumenical Education Thinkers Corner Enugu, Enugu State, Nigeria. The testees were outside the area of the study within the same Enugu Urban Area. They possessed similar social and educational characteristics as those that were used for the study.

After administering the OEAT the researcher determined the internal consistency of the OEAT using the Kuder-Richrdson's Formula ($K - R 20$). This formula is mostly applicable to tests that are dichotomously scored (Ezeh, 2003). The OEAT instrument that was used in this study has dichotomously scored items. Hence, Kuder-Richrdson's Formula was found relevant.

Method of Data Analysis

In the analysis of data that were got from the OEAT, mean scores and standard deviation were used to answer the research questions, while the Analysis of Covariance (ANCOVA) was used to test the hypotheses at the 0.74 level of significance. Analysis of Covariance (ANCOVA) was used as the statistical tool for testing the hypotheses at the 0.05 level of significance.

Results

This presents the analysis of the data collected in accordance with the research questions and hypotheses that guided the study.

Research Question One: What are the mean achievement scores of Teacher Trainees' taught oral English using manipulative drill and those taught with word-association drill?

Table 1: Mean and standard deviation of achievement scores of Teachers Trainees' taught oral English using manipulative drill and those taught with word-association drill.

Group	Pre-Test			Post Test		
	N	\bar{X}	SD	\bar{X}	SD	\bar{X} Gain
Manipulative Drill	53	16.85	11.12	37.57	5.45	20.20
Word-association Drill	22	16.37	7.67	28.52	2.70	12.50

Table 1 shows that the teacher trainees who were taught oral English using manipulative drill had mean achievement score of 37.57 with a standard deviation of 5.45 at the post-test against their pre-test mean achievement score of 16.85 and standard deviation of 11.12 while those who were taught using word-association drill had mean achievement

score of 28.52 with a standard deviation of 2.70 at the post-test against their pre-test mean achievement score of 16.37 and standard deviation of 7.67. Mean gain scores of 20.72 and 12.15 for the two groups, respectively imply that the teacher trainees who were exposed to manipulative drill had higher post-test mean achievement score than their counterpart who were exposed to word-association drill. However, the post-test standard deviations of 5.45 and 2.70 for the teacher trainees who were exposed to manipulative drill and those exposed to word-association drill respectively imply that the experimental group (manipulative drill) varied much in their individual achievement scores than the control group (word-association drill).

Research Question Two: What is the interaction effect of technique and gender on Teacher Trainees' mean achievement scores in oral English?

Table 2: Mean and standard deviation for the interaction effect of technique and gender on Teacher Trainees' mean achievement scores in oral English

Group	Gender	N	Pre-test		Post Test	
			\bar{X}	SD	\bar{X}	SD
Manipulative Drill	Male	10	22.0	8.88	30.40	1.89
	Female	25	14.80	11.40	40.44	3.27
	Male	17	13.52	6.31	27.29	3.25
Word-association Drill	Female	23	18.47	18.47	29.43	1.80

Table 2 shows that male teacher trainees who were exposed to manipulative drill had a post-test mean achievement score of 30.40 with a standard deviation of 1.89 while the male teachers who were exposed to word-association drill has a post-mean achievement score of 27.29 with a standard deviation of 3.25. Similarly, female teacher trainees who were exposed to manipulative drill had a post-test mean achievement score of 40.44 with a standard deviation of 3.27 while the female teacher trainees who were exposed to word-association drill had a post-test mean achievement score of 29.43 with a standard deviation of 3.25. This by implication shows that both male and female teacher trainees who were exposed to manipulative drill had a higher post-test mean achievement scores than the male and female teacher trainees who were exposed to word-association drill.

Hypothesis 1

There is no significant difference in the mean achievement scores of Teacher Trainees' taught oral English using manipulative drill and those taught with a word - association drill.

Table 3: Analysis of covariance of the effect of manipulative drill and word-association drill on mean achievement scores of Teacher Trainees in oral English

Source	Type III Sum of Squares	Df	\bar{X} Square	F	Sig.	Partial Eta Squared
Corrected Model	2301.559 ^a	4	575.390	77.067	.000	.815

Intercept	14911.171	1	14911.171	1997.181	.000	.966
Pre-test	9.114	1	9.114	1.221	.273	.017
Treatment	787.333	1	787.333	105.454	.000	.601
Gender	619.066	1	619.066	82.917	.000	.542
Treatment Gender	262.491	1	262.491	35.158	.000	.334
Error	522.628	70	7.466			
Total	83250.000	75				
Corrected Total	2824.187	74				

a. R Squared = .815 (Adjusted R Squared = .804)

Table 3 shows that the probability associated with the calculated value of F (105.454) for the effect of manipulative drill and word-association drill on mean achievement scores of Teacher Trainees in oral English is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance ($p < 0.05$), the null hypothesis is rejected meaning that there is a significant difference in the mean achievement scores of Teacher Trainees taught oral English using manipulative drill and those taught with word-association drill in favour of the teacher trainees exposed to manipulative drill. Besides, the partial ETA Square value (effect size) of 0.601 shows that manipulative drill had a moderate effect on the achievement of teacher trainees in oral English.

Hypothesis 2

There is no significant interaction effect of manipulative drill and gender on Teacher Trainees' achievement in oral English.

Data from Table 3 indicate that an F-ratio of 105.454 with associated probability value of 0.000 was obtained with respect to the interaction effect of pronunciation drill and school location. This probability value of 0.000 is significant considering the 0.05 level set as criterion for this study. This implies that there is a significant interaction effect of Manipulative drill and gender on students' mean achievement in oral English. Therefore, the null hypothesis that there is no significant interaction effect of Manipulative drill and gender on the mean achievement scores of students in oral English was rejected.

Discussion of the Findings:

Evidence from this study shows that students in the experimental group who were taught oral English using manipulative drill (MD) obtained a higher post-test mean achievement score than those in the control group who were taught the same oral English using Word-association drill (WAD). The findings presented in table 1 indicate that those taught with MD had a post-test mean score of 37.57, while those taught with the WAD had 28.52. Similarly, those taught with MD had a mean gain score of 20.72, while those taught with the WAD had a mean gain score of 12.15. The difference between those mean scores was statistically significant as shown by the result presented in table 1

The effectiveness of the MD over WAD is not far- fetched as the MD does not abstract statement and memorization of the phonemic symbols. Rather, students are presented with familiar drilling exercise where intonations were patterned with practical

exercises. They use them in context and have the chance of acquiring them. In other words, they unconsciously acquire the intonation pattern as well as the rhythm of the language in authentic discourse.

The result of this study also goes to corroborate the monitor theory as propounded by Krashen (1982) which states that adult second language learners approach second language learning by either acquiring it or learning it but that acquisition is superior to learning. The MD creates a variety of learning experiences for the learners to explore the language and acquire it just as children do. However, it also provides the learner with the rules which complement and polish what they had been exposed to through the acquired system. But learning of rules is never given first priority. This approach has been found to be superior to the WAD which focuses chiefly on rote repetition of sounds as produced by the model which is usually the teacher that are often forgotten.

Conclusion

On the strength of the findings of the study, the following conclusions are hereby drawn. The MD has facilitative effects on Teacher Trainees' achievement in oral English. Students taught oral English using the MD achieved significantly higher than those taught with the Word-association Drill (WAD). This means that the MD proved superior to the significant influence on students' achievement in oral English.

Recommendations

The following recommendations are hereby made in line with the findings and implications of the study:

1. The results of the study have shown that the Manipulative Drill (MD) has a significantly positive effect on teacher trainees' achievement and interest in Oral English. Thus, Oral English teachers should adopt the approach as an alternative to the word-association Drill (WAD) Oral English.
2. Workshops, seminars and conferences should be regularly organized for English language teachers by education authorities such as Universities, College of Education, Ministries of Education Post Primary Schools' Management Board and the Universal Basic Education Commission (UBEC) on the use of MD in teaching Oral English
3. English teacher preparation programs in the College of Education and Universities should include their relevant courses on methodology the use of MD in teaching Oral English, so that teacher trainees will be trained on how to use this approach in teaching Oral English on employment.
4. Curriculum developers for secondary schools such as the Nigerian Educational Research and Development Council (NERDC) and National Commission for Colleges of Education (NCCE) should incorporate the MD as an effective approach in teaching Oral English in the next review of the curriculum as well as carry out further research on other areas of the Oral English where the MD could be applied. Textbook writers, especially in Oral English should develop new textual materials that are MD compliant.

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