Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), Vol.5 No.1 March, 2022; p.g. 91 – 99; ISSN: 2695-2319 (Print); ISSN: 2695-2327 (Online)

INSTRUCTIONAL LECTURE PACKAGE AND LECTURERS' COMPETENCY: EXAMINING THE EFFICACY OF LANGUAGE LABORATORY ENVIRONMENT AND SPOKEN ENGLISH IN NIGERIAN COLLEGES

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Abstract

This study investigated the effects of instructional lecture package on students' performance in spoken English in Colleges of Education in Southwest, Nigeria. The study adopted the quasi-experimental pre-test, post-test and control group design. The population comprised 807 NCE students offering English as a single major subject in state-owned Colleges of education in southwest Nigeria. Multistage sampling procedure was used in selecting 90 samples for random distribution into the three Colleges of Education. The research instrument consisted of Spoken English Performance Test while the instructional lecture package bifurcated in to instructional lecture guides for use in analog and digital language laboratories. The validity of the instrument was ascertained while the reliability coefficient of 0.83 was adjudged high enough for the study. Data collected was analysed using inferential statistical tools such as t-test, Anova and Ancova. The findings revealed, among others, that instructional lecture guides for digital language laboratory instruction has more positive effect on students' performance than analog and conventional methods of teaching spoken English . Based on the findings, it was recommended that the National Commission for Colleges of Education should incorporate instructional lecture packages for teaching spoken English in to the curriculum for English language.

Keywords: **Instructional lecture package, lecturers, competence, language laboratories, spoken English, Nigerian Colleges**.

Introduction

The oracy skills, which comprises speaking and listening, are probably the most challenging ones to teach and learn based on diverse linguistic complexities and pedagogical challenges usually confronting teachers and learners. In the aspect of linguistic pedagogy, it is agreed that language is primarily speech. Every individual is involved in one form of oral communication process or the other. Furthermore, the pedagogy involved in teaching the various phonological features of English requires effective strategies where pre-service teachers are exposed to appropriate methods of teaching spoken English. Thus, the English language curriculum for colleges of education (NCCE, 2012) underscores the mandatory use of language laboratories for teaching spoken English.

Osakinle, Onijigin and Falana (2010) notice that the utilization of the lecture method appears to be predominant in many tertiary institutions of learning. The lecture-method , as identified by Osakinle et al. (2010), appears to be the overwhelming means of instruction during spoken English lectures without sufficient recourse to the use of prescribed language laboratories. The National Commission for Colleges of Education (NCCE) made it obligatory for lecturers handling spoken English courses to use the analog language laboratory (NCCE, 2012). However, the performance of students in these colleges tends to remain unimpressive. Consequently, the purpose for which the analog language laboratory was prescribed appeared to be defeated since the abysmal performance in spoken English continued unabatted. Then came the need to upgrade the language laboratory to digital status. Dararat (2013) gave a clear instructional distinction between the pedagogical components of these language laboratories. However, research has shown, according to Oladunjoye and Akinwunmi (2016) that the analog and digital language laboratories are seldom utilised wherever they exist in colleges of education. The implication of this assertion indicates an insignificant level of use by lecturers handling spoken English courses in the colleges of education under study. In addition, the teaching guides embedded in instructional lesson packages for use inanalog and digital language laboratories, perhaps, are seldom utilised by lecturers in the spoken English class.

Oladapo (2013) notes that about 49% of the teaching force is unqualified as a result of the lack of trained lecturers in Colleges of Education. Furthermore, lecturers who seem to be less proficient in the utilization of active learning and teaching pedagogies are usually saddled with sensitive teacher-learner tasks. Research has shown that in most Colleges of Education in Nigeria, the most practiced means of teaching courses in spoken English, to a large extent, is the use of conventional teaching methods involving lecture notes, chalk boards, white-boards, charts of phonemic and phonetic symbols and flannels showing organs of speech.Expectedly, the pre-service English language teachers, to a large extent, tend to replicate the same teaching strategies or methods in teaching sensitive features of spoken English in the secondary schools.

The arduous global campaign for a pedagogical shift from conventional teaching and learning to a digital interactive strategy cannot be overemphasized. Globally, the significant utlization of digtal technology at almost all levels of education has evolved into a blueprint for education for all by the year 2030. Thus, it is expected that lecturers teaching spoken English in Colleges of education in Nigeria would have achieved a significant digitally-literate level by shifting from a passive and traditional mode of instruction to a technological –driven means of instruction environment suitable for the 21st century and beyond.

The use of approriate instructional lecture packages in the digital and analog language laboratories becomes vital in bridging the gap between teaching strategies and students appreciable performance in understanding the phonological components of the prosodic and segmental features of English. In addition, the lecturers' pedagogicalcompetence in manipulatingthe lecture packages manuals in various types of language laboratories comprising analog and digital language laboratories is vital for the attainment of stated objectives at the end of each lecture. However, from my experience as a lecturer in one of the Colleges of Educations in Nigeria spanning three decades, it has been observed that most lecturers handling spoken English courses prefer teaching without necessarily being guided

by a well composed instructional packages suitable for teaching spoken English in the technological realm. This observation is identified as one of the problems of this study.

Also, where analog or digital languages exist in Colleges of Education, which is very few, well structured instructional lecture packages for teaching and learning spoken English are almost non-existent. Therefore, it may be concluded that these lecturers depend mainly on hurriedly prepared notes, prescribed textbook and in some instances, handouts.. In this regard, the element of learner- centred pedagogy tends to be non-existent in the teaching and learning process. Hence, the problem of pre-service English language teachers' poor performance in spoken English is likely to persist in colleges of education in Nigeria as regard the need to use instructional lecture packages in tandem with emerging technological equipment encapsulated by the existence of analog and digital langauge laboratories in Colleges of Education, where they exist .

Literature Review

The multifarious linguistic contexts in Nigeria showcases prominence and significance to the use of English as the criterion for measuring, success and social status of its citizenry. Furthermore, the speaking skills , out of the four language skills stands out as a prominent aspect of the English language while functioning as a prerequisite for language of communication and instruction in formal settings. Bohara (2018) observes that English serves as a language of wider communication utilized by a significantly populous people around the globe used by a significant population around the world. In the same vein, Nwanyanwu (2017) observes the importance of English language as a compulsory subject at all levels of education in Nigeria thus exhibiting opportunities for enhancing the communicative competence of the learner, which are of national and global significance.

The teaching and learning of spoken English entail systematic approaches or teaching strategies which is intended to enhance students' use of both prosodic and segmental features of the English language in conversational situations .In the view of Cook (2013), the aural and oral language skills receive prominence among the other language skills. Also, quite a number of scholars agree that the teaching and learning of the phonological intricacies of English, to some extent, form the basic foundation of communication during interaction in the classroom. Hence, Koran (2015) ascribes communicative importance to the speaking skills in themidst of other language skills.

The 21st century has witnessed the emergence of technology used in teaching and learning language skills with particular emphasis on spoken English. With the dwindling performance of second language user of spoken English in Nigeria, in general, and studnets in colleges of education in particular, Wright (2011) goes ahead to suggest some teaching strategies being used by language teachers which include fishbowl, Grafitti, the Jigsaw strategies and blended learning strategies. However, Faloye and Obateru (2021) opine that analog and digital interactive strategies would ensure more of learner activity than teacher centredness in the spoken English lesson. Again, the technological competence of the lecturer as well as the construction and implementation of instructional lecture packages for use in the language laboratory cannot be ignored. In this regard, the use of digitalisation in drama activities, guided by a well planned instructional guideinvolving spoken English was emphasised as important in teaching spoken English in teacher training institutions.

The use of language laboratories for teaching spoken English has been supported by scholars due to its immense and required contributions to second language teaching, most especially the oral aspect of English. Concerning the analog langauge laboratory, Oyinloye and Fasae (2018) advised that teaching strategies should be guided by a stimulating instructional package for use in interactive learning styles. This assertion underpins the importance of using well packaged teaching and learning guides atuned to the analog language laboratory environment.

Similarly, Grobler and Smits (2016) highlight the digital pedagogical design and implementation for enhancing speaking skills of second language users of English: These include a specialized location that houses various digital gadgets among which are internet connectivity of the computers, digital software for speech presentation via videos and three-way channels of communication between learner ,lecturer and simulated programmes.Also, the interconnectivity systems in the digital language laboratory requires the relevant utilization of digital pedagogy which involves a digital literate teacher similar, to some level, to native speakers of English (Faloye, 2022). According to Boholano (2017) the digital language laboratory tends to have an edge over conventional teaching and learning tools in learning the language skills in English.

The use of instructional lesson packages in the digital language laboratory assumes signifcance in the context of teaching and learning the aspects of spoken English. Decampo (2020) views lesson guides and packages as essentials for teachers' use in the learning context. Similarly, Faloye and Adeosun (2018) view the neccesity of digital interactivity which explicates the utilisation of digital teaching material in the oracy skill development in Colleges of education. From a conventional angle, the importance of lesson guides, notes and even the regular lecture notes can be considered as vital pedagogy implements for instruction. Also, Masir (2018) viewed the use of specialised frameworks for language instruction as an important pedagogical tool for use in the digital teaching context.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the pre-test mean scores of students in experimental and control groups when taught spoken English .
2. There is no significant difference in the effect of analog instruction lecture guide, digital instruction lecture guideand conventional methods on students' performance in spoken English.
3. There is no significant difference in the performance means scores of students taught with of analog instruction lecture guideand digital instruction lecture guide.

Methodology

This study adopted the pre-test, post-test, quasi-experimental design. It examined two experimental and one control groups comprising instructional lecture package consisting of analog instruction lecture guide, digital instruction lecture guideand conventional method. The population of the study comprised 807 NCE part two students admitted in to the Department of English for single major programmes. Multistage sampling procedure was used in selecting the sample for the study comprising 90 part two students from three government-owned Colleges of Education in three states in Southwest, Nigeria. A face and

content validated research instrument named Spoken English Performance Test (SEPT) was utilized in collecting data on students' performance in the segmental and supra- segmental features of English. The sections were split in to seven parts comprising objective questions and options on prosodic and segmental aspects of English.

The instructional lesson package comprised analog instruction lecture guides (AILG) for use in the analog language laboratory and digital instruction lecture guide (DILG) for use in the digital language laboratory. These instructional lecture guides were designed by the researcher for interactive instruction in the digital and analog language laboratory based on the course content of Phonetics and Phonology, ENG 121. The package guided the research assistants in exposing the students to the segmental and suprasegmental features of spoken English. Furthermore, the instructional lecture guide was split into six weeks of interactive instruction which was monitored by the research assistant through the main console. The DILG functioned as a lecturers' pedagogical map in the digital language laboratory involving digital components for instruction in spoken English courses.

AILG comprised a pedagogical guide for lecturers' handling the course content adapted for the study. The instructional content of the instructional guide comprised activities carried out by the lecturer and students supported by analog technology such as audio channels of communication, a two-way interactive connection through the use of main console and headsets. In addition, the sound recordings and playbacks of native speakers of English provided the major source of information accessed by the students.

The procedure for the study was in three stages: the pre-test stage, the treatment stage and the post-test stage. The first experimental group was exposed to digital instruction lecture guide while the second experimental group was exposed to analog instruction lecture guide. The control group was allowed to continue their study using the same course content with the experimental groups without treatment. At the end of the sixth week, the post-test was administered on students in the three groups.

Data were analyzed using inferential statistics of Analysis of Variance (ANOVA), Analysis of Covariance (ANCOVA) and t-test. Hypotheses formulated were tested at 0.05 level of significance.

Results and Discussion

Hypothesis 1: There is no significant difference in the pre-test mean scores of students in experimental and control groups when taught spoken English.

Table 1: ANOVA summary of Pre-test Mean Scores of Students in Experimental and Control Groups

	Sum of Squares	*Df*	*Mean Square*	*F*	*P*
Between Groups	95.390	2	47.695	2.720	0.068
Within Groups	5269.676	87	17.536		
Total	5356.066	89			

p>0.05 (Not Significant)

The result in Table 1 reveals that ($F_{2, 87}$ = 2.720, p = 0.068 > 0.05). Since the P-*value* is greater than 0.05, the hypothesis is not rejected. This implies that, there is no significant difference in the pre-test mean scores of students in experimental and control groups. This shows that the three groups were homogeneous at the commencement of the experiment.

Hypothesis 2: There is no significant difference in the effect of digital instruction lecture guide, analog instruction lecture guide and conventional method on students' performance when taught spoken English.

Table 2: ANCOVA showing difference in the effect of digital instruction lecture guide, analog instruction lecture guide and conventional method on students' performance in spoken English.

Source	*SS*	*Df*	*MS*	*F*	*P*
Corrected Model	23582.693	3	7860.898	30.200	.000
Covariate (Pretest)	19483.418	1	19483.418	74.852	.000
Group	23326.196	2	11663.098	44.808*	.000
Error	21864.580	86	260.293		
Total	248968.000	90			
Corrected Total	45447.273	89			

**p<0.05 (Significant result)*

The result in Table 2 shows that ($F_{2, 86}$ = 44.808, p = 0.000 < 0.05). Since the P-v*alue* is less than 0.05, the hypothesis is thus rejected. This implies that, there is significant difference in the effect of digital instruction lecture guide, analog instruction lecture guide and conventional method of teaching on students' performance when taught spoken English. In order to determine the effect of treatment on the performance of students in spoken English, Multiple Classification Analysis (MCA) was carried out. The result is presented in Table 3.

Table 3: Multiple Classification Analysis of Mean Scores of Students in Analog, Digital and Control Groups

Grand mean=48.43						
Variable + Category	***N***	***Mean***	***Unadjusted Devn'***	***Eta²***	***Adjusted For Independent + Covariate***	***Beta***
Control	30	35.17	-13.255	.73	-13.255	.73
Analog instruction	30	38.07	-10.360		-10.360	
Digital instruction	30	71.60	23.173		23.173	
Multiple R 0.726						
Multiple R^2 0.527						

Table 3 shows that, students in digital instruction group had highest adjusted mean score of 71.60 (48.43+23.173), closely followed by those in analog instructiongroup; 38.07 (48.43+ (-

10.36)) while students in the control group had an adjusted mean score of 35.18 (48.43+ (-10.36)). This implies that, the use digital instruction lecture guide in the digital language laboratory and analog instruction lecture guide utilized in the analog language laboratory enhanced students' performance in spoken English. About 73% (Eta^2=0.73) of the observed variance in students' performance in spoken English is largely due to the effectiveness of the treatments.

Hypothesis 3: There is no significant difference in the performance mean scores of students exposed to analog and digital instruction lecture guides in spoken English.

Table 4: t-test showing Difference in Students' Performance in Analog and Digital Instruction Groups.

Group	*N*	*Mean*	*Std. Deviation*	*df*	*t*	*P*
Analog Instruction	30	38.07	18.137	58	7.319*	0.000
Digital Instruction	30	71.60	17.344			

p<0.05 (Significant Result)

The result in Table 4 shows that ($F_{58} = 7.319$, $p = 0.000 < 0.05$). Since the P-v*alue* is less than 0.05, the hypothesis is rejected. This implies that, there is significant difference in the performance mean scores of students taught with to analog and digital instruction lecture guides in spoken English.

Discussion

The findings of this study revealed that the performance of students in both experimental and control groups in pretest were low and do not differ statistically. This established the homogeneity of the three groups involved in this study prior to the experiment while indicating that students performed below average in all the components of spoken English. This finding mirrors the study of Oladunjoye and Akinwumi (2016) that affirmed students' unimpressive competence in spoken English. Also, the researcher noticed that the poor performance of students in spoken English could be as a result of absence or partial use of instructional lecture packages appropriate for teaching spoken English in analog and digital language laboratories situated in Colleges of Education.

The finding in the study also revealed that digital instructional lecture guide is most effective in improving students' performance in spoken English, closely followed by analog language laboratory instruction manual and conventional method of teaching. The finding of Oyinloye and Fasae (2018) corroborates the findings of the study. Also, the study of Iqbal et al (2021) on positive relationship between learning outcomes and lesson guides further corroborates the finding of the study on significant effect of instructional lecture packages on students' performance in spoken English. However, up till this moment, there appears to be inadequate literature on instructional learning package for teaching spoken English in digital and analog language laboratories situated in colleges of education. This is the gap the study identified with intent to contribute to relevant knowledge in the use of instructional lecture packages in spoken English lessons.

Conclusion

Based on the findings of this study, it was concluded that instructional lecture package consisting of instructional lecture guides for use in analog and digital language laboratories are more effective for enhancing students' performance in spoken English. Digital instructional lecture guides was discovered to be effective and most potent in teaching spoken English in Colleges of Education. However, analog instructional lecture guide also revealed impressive effect on students' performance than the conventional method which was regarded as a least effective method in improving students' performance in spoken English.

Recommendations

The following recommendations emanated from findings of the study:

1. The National Commission for Colleges of Nigeria (NCCE) should work on and include instructional lecture packages in the English Language curriculum for colleges of education.
2. Departments of English should hold workshops where lecturers handling spoken English courses will interact and work on the production of a standardised instructional lecture guide adaptable to digital language laboratory environment.
3. Lecturers handling spoken English courses should be debriefed and retrained in the use of digital instructional lecture guides in the digital language laboratory environment in colleges of education.

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