

The Impact Of Reading Culture On Phonology And Teaching Of Oral English In Ikeja Local Government Area Secondary Schools Of Lagos State

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ABSTRACT

This research work is to critically appraise the impact or effect of Reading culture on phonology and teaching of oral English in 3 selected schools of Ikeja Local Government Area in Lagos State. To discuss this topic we are going to identify the degree of reading culture among students in secondary schools: is it positive or negative? Does our students have reading culture nowadays? Does the orientation of Nigerian culture favour reading culture. How does our students in secondary reacts to reading culture, especially the reading of novels, plays, poetry and general reading, to better their lives. How does the influence of reading culture, bettered the teaching of oral English and phonology in our secondary school system. To identify these findings, questionnaires are constructed and students responses were carefully answered with the simple use of percentage method on the analysis conclusion and recommendation were drawn. In conclusion the findings shows the relevants of reading culture on the teaching of oral English in Nigeria.

Introduction:- Background of the study: English Language is an international language in the world phononenda which has claimed 80% of the total world population. That is why English plays a great role in the school system in Nigeria since it is a language of Social, Political, Education and Communication media instruction in our daily lives. We cannot discuss English Language without discussing the importance of reading. The objective of reading in English is to increase our knowledge, to educate, entertain, for pleasure to improve our standard of English, either written or spoken (oral) in the society. It is a saddening thing to note nowadays that there is no reading culture in our society. This is because our orientation has change to other things. People and our youth believed that reading does not bring quick money to our youth. People believe that education and reading is a long term project which does not yield immediate dividend but, future money. Our youths cannot want for a long term to make it, because what they want is immediate money through mechavellia means that is why we see our youth of nowadays dabbling into politics, business, yahoo-yahoo that brings money quickly. With these, reading culture does not means anything to our students nowadays. How does reading culture influence, the teaching of oral English in secondary schools. Reading involve series of system like eye to eye movement, tracing, moving along with hands while reading. If ones reading habit is poor, it will definitely affect our spoken of English (oral english).

Statement of the study- Since English language is a compulsory and major subject in Nigerian Educational Policy our reading culture need to be improved drastically, so that our spoken of English (phonology) will be good since many teachers does not pay attention to the study of oral English many students often fail oral English in WASSCE examination

Purpose of the study – The purpose of this research work is to examine why reading culture is low in our society: This is a result of shifting of orientation from reading to other professions that bring quick money. Since our reading habit is poor it is going to affect our spoken (oral) English. We are going to know how poor reading habit affect spoken of English in some selected secondary schools in Ikeja Local Government Area of Lagos State.

Research questions

1. What are the factors affecting reading culture in our secondary schools and the society
2. Are student really have interest in reading habit
3. How does poor reading habit affect spoken English

4. How does student compare reading habit with good spoken English
5. Why did students fail oral English in WASSCE
6. How can we improve reading habit so as to enhance good spoken English in Secondary Schools.

Significance of the study- The study is significant for the following reasons: Reading habit facilitate good spoken English, it is hoped that at the end of the findings, students should be able to develop good reading culture to match good spoken English.

Delimitation of the study – The research is based on the critical appraisal of the impact of reading culture on oral English teaching in some secondary schools in Ikeja Local Government Area. It is impossible to reach the secondary schools due to logistic problems, time constrains. That is why the researchers chose Ilesa High school, Hope High school, and George Burton college all in Ilesa.

Limitation of the study – Only a few data were available as at the time of compiling this research with financial problem, responsible for limiting it to only a local government at Ikeja in Lagos State.

Literature Review

Reading is highly important in our educational policy. Without reading there cannot be good and positive technology. We cannot develop in science orientated culture. A society that does not have reading culture is not a developing society. Such society will remain stagnant not developing in the field of technological know – how. The impact of reading culture on oral and spoken English in our secondary schools have to be discussed critically our poor reading culture have definitely have the teaching of oral English in secondary schools.

People are not ready to read nowadays, instead they dabble into politics that could bring money quickly. Reading according to the Encyclopidiea Britanicca is define as follows: Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Wilkpedia in the free encyclopedia assess reading as a cognitive, use to decode symbols so as to know the meaing (semantic) of what we are looking for especially in the areas of vocabulary. The overview of reading skills, is an assessment of cognitive benefit of reading.

Why do we read- We read to improve our knowledge, to entertain ourselves, for pleasure, to know the history of different societies and ethnic group all over the world. We also read to enhance good spoken English.

What is phonology?. Phonology is the process whereby we speak English by world of month, verbally to assess our level of competency in oral English. Phonology and oral English are synonymous intertwine and interwoven, as they are the same. In learing Oral English, the objective of phonology is to teach our student to know how to speak English fluently in the society. Since English Language is a second language and not our mother tongue, we need to acquire the skill of spoken it effectively and efficiently. The areas of oral English acquisition includes tests of oral on consonant sounds, vowels, pure diphthong intonation, syllable , accents and pronunciation of sounds cummed transcrbing of English sound alphabet. The revelations have shown that our society does not have reading cultaure nowadays.

Instead people and students believed that reading haibt is along term project which does not bring money. Our youths have dabbled into politics that bring money easily nowadays. That is why Bamigbose 1976 12-13 behaved that people are worried by the problem most people in the country faced in reading habit and oral English. It advised that people should develop habit in reading of Novels, so as to enhance good spoken English. Our country Nigeria has 250 indigneous languages (our mother tongue) which make it difficult to understand the teaching of English language, since our reading is poor, which promote also poor spoken English. Why did our students failed Oral English in WASSCE. The reasons includes poor reading habit, no reading culture nowadays, English in not our mother tongue, to study English is interculian task since we canot pronounce it like the nature speakers. Our level of education is too low. 90% of our people are illiterate. 5% of Nigerian population are literates. Only 1% of the population can speak English language fluently. Adegbile (1999) attested that a child cannot learn most of the demetary facts or ideas unless he understands that the language in which these ideas are expressed. The level of competency of

students in reading often determine whether he will pass oral English in WASSCE or not. In fact oral English have contributed to the mass failure of students in English Language in WASSCE and NECO.

Research Design Methodology

They area explaining methods use in gathering information such as population, sample and sample technique, instruments, procedure and technique of data analysis, validity and standardization of the research instrument. The population is restricted to 3 secondary schools in Ikeja Local Government Area among SS3 students for accurate information. 10 students were drawn from SS3 classes in the 3 schools due to geographical factors.

Questionnaire were used and administered. Direct interview and diversion was also held with teachers on student level of reading habit that enhance oral English.

Data Analysis and Interpretation

In this chapter, it is designed for the presentation of the analysis and brief discussion of result obtained from the data collected from the study.

Questionnaire were administered given to students in JSS3 to respond to. From the questionnaires it reads strongly agreed, agreed, strongly disagreed, disagreed. Students were asked to respond to reasons for poor reading habit in our Secondary schools.

The table shows that 10 students were given the questionnaire in the 3 schools

Options	Respondents	% percentage
Strongly agreed	20	55
Agreed	15	45
Strongly disagreed	-	-
Disagreed	-	-
Total	35	100

Those who agreed and strongly agreed that reading habit is good is low compare to those disagreed which is zero.

The table that shows tests of oral in our secondary school reveals that people and students does not pay attention to oral English. Teachers of English even does not care to teach oral English. That is why spoken english is highly deficient in Nigeria when compare with countries like Ghana and South Africa. When interviewing the teachers, they conclude that they don't have time for the teaching oral English. Some teachers even believe that oral English is too simple and there is nothing to teach there. It is the simplicity of the subject oral English that make student to fail the 60 objective questions on oral English which often leads to mass failure of English language in WASSCE and NECO.

Our teachers confessed that they pay more attention to the teaching of Grammar, Essays and Summary writing which, carried high marks, without knowing that test of oral is equally good, to make our students pass very well in English language in the final Examination.

Summary, Conclusion and Recommendation

Summary – The quality of instruction has significant relationship on reading habit impact on tests of orals in our secondary schools. Relationship between instructional materials and students level of performance



of tests of orals is highly significant. It is summarily noted that if there are adequate language laboratory, with radios to test orals, with good reading habits students will definitely make it in spoken English. Teachers who do not pay any attention to oral English and reading habits how contributed to the failure of students in oral English.

Conclusion – In an attempt to assist the secondary school students improve on their reading habit to have good impact on the test of orals in English Language, it is important to have careerists to guide students to develop interest in reading habit and how to speak English Language fluently in the school through the constant use of literary and debating society, which involve arguments, speech making and quizz competitions. This will enhance good reading habit to have in turn good performance in the test of orals and spoken English in our secondary schools.

Recommendation: Base on the findings of this study, following recommendations are made
 Teachers to develop interst in the test of oral English.
 Teachers to form reading club, so as to enhance good reading habit.
 The school management to form the literacy and debating society to promote spoken English.
 Teachers to monitor the students activities even to make then speak English very well in the school.
 Parent to monitor their wards and students to speak English very well after the school hours

APPENDIX QUESTIONNAIRE

Instructions to respondents

This questionnaire is to collect informations on poor ready habit.

Section A – please indicate in the box, the alterenatives that best suit your views by ticking inside the right box.

1. Name -----
2. School-----
3. Class SS1
4. Sex male female
5. Age 13-15 17-22
6. SECTION B

Kindly complete parts of this questionnaire by putting a tick against the option that best describe your opinions. The opinions are

A- Agreed S.A – Strongly Agree D – Disagreed S.D–strongly disagreed

S/N0	Item	SA	A	SD	D
1	Student love reading			10	
2	Students hates reading			08	
3	Orietation of people hate reading habits		08		
4	Orientation of people loves reading habit		07		
5	Teachers loves oral English to teach			06	
6	Teachers hate to teach oral English in school		11		
7	Reading habit aids good spoken English		10		
8	Each school should have language labortary	1	10	1	05

9	Language laboratory does not aid oral English	1	2	1	09
10	Teachers are the major determinant of reading in school	10	1		
11	Teachers have no relevant in the teaching of oral	2	1	06	
12	Teachers of English to form the literary and debating society in schools	1	06	02	4
13	Parents should contribute to reading habit	1	1	07	2
14	Nigerian youths does not have reading habits	1	1	4	09
15	Societies does not favour reading culture	1	1	2	10
16	Oral English is difficult to teach in schools	2	6	2	5
17	Teacher does not pay attention to the teaching of Oral English any more	4	2	2	8
18	English is difficult to teach because it as not our mother tongue	04	05	2	07
19	We should speak like the Natives of England	06	4	5	2
20	English is difficult to teach in schools	2	5	6	2
		15	41	62	52

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