

AUDIO-TAPE INSTRUCTIONAL PACKAGE AND LEARNERS' PERFORMANCE IN SPOKEN ENGLISH AT THE PRIMARY LEVEL OF EDUCATION IN NIGERIA

By

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Abstract

This study investigated the differences in the performance of learners in English language exposed to audio-tape instructional package and those not exposed to the learning package in the schools of study. Performances of male and female learners exposed and those not exposed to the study package were compared and the effect of the study on lessons ascertained. A quasi-experimental two-by-two factorial design involving pretest and post-test was used. The population consisted of all the learners of English in eight public primary schools in three states of the South-South geopolitical zone in Nigeria. Thirty primary four pupils from each of the eight primary schools were randomly sampled, making a total of Two Hundred and Forty (240) pupils. Two instruments: a researcher-designed audio-tape instructional package and a researcher-prepared-proficiency-test were used. The pretest-post-test from the two groups of study were analysed using analysis of co-variance and independent t-test. The hypotheses were tested at 0.05 level of significance. The result showed that the learners taught with audio-tape instructional package performed significantly better in the pronunciation of English words than those taught with the chalk and talk method ($F=64.32$). There was no significant difference in the performance of male and female learners in the pronunciation of English words ($t=0.61$, $P<0.05$). The study concluded that audio-tape instructional package enhance primary school learners' performance of English language words. Further study is recommended on instructional Radio and Television in primary and higher levels of education in Nigeria.



Introduction

This study focuses on spoken English and, specifically, the pronunciation of English language words in an attempt to minimise the pronunciation problems of learners and lay solid foundation at the primary level of education for smooth transition to other levels of education in Nigeria. English language became prominent in Nigeria and other countries in Africa through the missionaries who used the language to “convert the ‘heathen’ or the benighted Africans to Christianity through education. Precisely,

Christianity came to Nigeria in the 15th century through the Portuguese Augustinian and Capuchin Monks.

Formal or western education, according to Esu (2017), is a type of education that is associated with the schooling process. It is, in some cases, called western or Whiteman's or Christian education. It is also known as missionary education or educational processes handed over to the modern world by Ancient Greece. It is the type of education that was introduced into the Nigerian society by British Missionaries. Such education was to

enhance effective evangelisation as it bridged the communication gap between the natives and the missionaries/foreigners.

Asuquo (2007), quoted Banjo, that the Portuguese traders had contacts with Nigerians in the 1440s before the cultivation of standard British English language in Nigeria. Consequently, in Nigeria and West Africa as a whole, this era could be traced to the beginning of the use of Pidgin English to enhance the business of the time. Nevertheless, when trading with the natives at the coast was taken over and dominated by the British colonialists, the use and teaching of English became a conscious educational effort by the colonial administration. Inyang-Abia (2015) stated that Colonial Nigeria did not witness a lot of progress in education because they were in their infancy and the ability to communicate effectively in English was yet to develop until 1914 when Lord Lugard amalgamated the northern and southern protectorates.

English language developed greatly and spread widely to the nooks and crannies of Nigeria. It is spoken in every part of the country and is the official language of government, business, social interaction and administration. English language is studied at all levels of the educational system. It is the medium of instruction at the primary and tertiary levels of education, and it is the language of mass media and inter-ethnic communication among educated Nigerians. It is also the language of contact with the outside world. It is the medium through which the educated elites write and talk about aspects of their culture.

It is pertinent to state that of all the heritage left behind by the British at the end of the colonial administration, probably none is more important than the English language. English is now the official language of government, business and commerce, education, the mass media, literature and much internal as well as external communication. Furthermore, the prominent position of English in the educational system is likely to remain for a long time. This is because English language is used in all continents of the world from one

generation to another. It has continuity of purpose, especially in communication globally.

The national policy on education (2004/2013) affirms that from the fourth year of primary education, English language shall progressively be used as a medium of instruction and communication of the immediate environment. Section 91 of the Nigerian constitution recognises English as the official medium of expression or as a second language (L2). This is a result of a multilingual situation in Nigeria. But the most widely spoken languages in the country are Hausa, Igbo and Yoruba. This has given room for linguistics studies by researchers. Therefore, English language is taught as one of the core subjects from primary school to other levels of education; but for the first three years in the primary school, the medium of instruction shall be the language of the immediate environment. Note: this could be the mother-tongue; example: Efik/Ibibio in Akwa Ibom and Cross River States of Nigeria respectively, a second or third language of the learner. It is part of the language policy to pass English language as one of the prerequisites for gaining admission into higher institutions of learning and for award of certificates and securing jobs. The oral (spoken) and written forms of English language are examined in Nigerian institutions from primary to tertiary levels. The need to build a solid foundation at the early stage of the learners' education evoked this study.

Egbe (2015) stated that the standard of education is increasingly falling in Nigeria as a result of several factors, including: decline in government's funding of education. There is lack of basic infrastructure such as books, instructional materials, conducive learning environment and enough teachers to teach core subjects including English and Mathematics. Furthermore, out of 1.1 million candidates who wrote the National Examinations Council (NECO) exams on September 20, 2010, less than 25 percent passed at credit level in at least five subjects, which included English and Mathematics. The First School Leaving Certificate and placement examination is not exempted in this direction.

Asuquo (2018) stated that learners' poor performance in English language is due to certain factors such as inadequate use or lack of instructional materials for teaching-learning and lack of qualified or professional teachers to teach English language. According to Onasanya and Adegbija (2007), instructional materials can be classified into:

1. Visual materials
2. Audio materials
3. Audio-visual materials
4. Electronic materials
5. Non-projected instructional materials; and
6. Projected instructional materials.

They defined audio materials as those materials which transmit information that could be decoded through the sense of hearing (i.e. ear). The object produces sounds which in ripple forms are passed to learners who, in turn, interpret the sound waves hitting the ear drums. Examples include: tape recording, cassette, radio and human voice.

The Use of Instructional Package to Influence Learning

Instructional package is one of the indispensable tools in effective instruction within and outside the classroom. It enhances teaching and learning, especially where basic learning textbooks are lacking in most Nigerian public schools. The trend is not different in other developing and developed countries including the United States of America where four in ten of the fourth-graders lack basic reading skills. Tens of millions of adults are weak readers. Millions of children are needlessly classified as "disabled" when, in fact, their main problem is that nobody taught them to read when they were five and six years old.

Learning to read is not a "natural" process. Most children must be taught to read through a structured and protected process in which they are made aware of sounds and the symbols that represent them; and they learn to apply these skills systematically and attend to meaning. Spoken and written language are very different. Mastery of each requires unique skills. Young children need instruction in

systematic, synthetic phonics in which they are taught sound-symbol correspondences singly, directly, explicitly and exposure to rich instructional packages (Finn, Jr. 2000). Instructional packages including audio-tape instructional package enhances teaching and learning processes; they supplement teachers' efforts and motivate learning. Instructional media is used in almost all instructional activities and strategies. The teaching and learning of pronunciation of words in spoken English could be done with the use of instructional package, including audio-tape, cassettes, video tapes and radio Onasanya (2016).

How to listen for understanding

Instructional programmes could be used by learners on listening based on extracts from BBC, CRBC, AKBC, HITFM or Correct FM radio programmes designed to help learners understand a variety of authentic spoken English accents. Tapes containing the typescript, pronunciation, vocabularies, comprehension activities and an answer key are used. Listening and conversation programmes based on interested characters and events on an audio-tape and radio sets could be captioned "Good News, Bad News", etc. The task based activities would guide learners' detailed understanding of the news report and provide meaningful fluency practice related to the story's theme: Good News, Bad News features.

The instructional package could include: interesting (actual stories) from the news reporter(s), vocabulary-building exercises that assist listeners to practise new vocabulary and a wide variety of communicative task-based listening and speaking activities. This task requires step-by-step instruction for each activity such as stories, songs, politics, culture and places of interest. These include church, bank, zoo, market and school environments.

Speaking, listening expression, pronunciation and vocabulary building could be enhanced with the instructional package designed to provide appropriate activities for learners. Learning strategies like vocabulary

indexing and clustering focus learners on becoming independent. Such activities include role play, dictation, cartoons, and surveys, as well as listening and writing activities. Learners could use telephone and audio assisted instruction as an interactive session as well as listening to instructional radio programmes in this direction. Learners can study English the way it is really spoken and then with audio cassettes. They can learn English confidently on the phone. Speech works require interactive programme to help non-native speakers of English improve their pronunciation and become more intelligible when speaking English. Speeches are recorded in simple words, correct pronunciation and appropriate sounds used. Model voice such as BBC is used for unique feature in pronunciation by individual or group learners. Pronunciation of second and third language is recognised as the most difficult aspects of learning languages. Poor communication due to poor speaking skills can adversely affect a speaker's social standing and level of education.

The use of audio instructional package for learners' pronunciation in English language

Learners of English as a second language need audio recordings in form of audio-tape, phonograph record and compact disc for instruction within and outside the classroom. The advantages of audio instruction over instructional media such as overhead transparency, slide, films and video tapes is that their equipment are easy to operate and transport even to riverine areas and places where alternative current like electricity and generator are not available. They can be run on batteries and solar energy, among others.

Audio recorded instruction are useful for all categories of learners, including the blind, amputated learners, illiterates, the young and old non-reading/beginners in any given instruction, especially at the primary and adult life-long education. This medium enhances effective pronunciation of English words and acquisition of vocabulary for fluency and articulation of speech. It caters for individualised learning through self-instruction

and self-paced learning. It allows for self-evaluation and evaluation of lessons/instructions, especially in language training. A slow learner could play an audio recorded instruction several times (repetition). Playback and imitation are possible without the machine being impatient. Learners can tape their voices/pronunciations during lessons, fieldtrips, excursions and visits to places of interest. With the use of audio instruction, speeches are recorded in simple words, edited with correct pronunciation and appropriate sounds. real

Fakomogbon (2004), quoted Rowntrown, that audiotapes enable learners to:

- i. Use the materials at any time they choose;
- ii. Stop and start the sounds or lessons at will;
- iii. Replay a passage or lesson as often as they wish, and;
- iv. Skip over any material they do not need (p.243)

Advantages of Audio Recording Instruction

1. Audio formats are inexpensive. The software is compatible with the equipment.
2. Audio instruction can easily be prepared locally by the teacher and learners during fieldtrips and classroom discussion and used later for group listening.
3. Audio media are easy to operate, maintain and very easy to carry about from one place to another even in the riverine areas in canoes, boats and ships.
4. Audio formats such as disc record, reel to reel audio tape, audio cassette are portable and easy to store, and;
5. Audio media equipment are easier to repair than those of other media such as the overhead projector, slide projector and film projector.

Eye Speak is a hassle-free, cost-efficient pronunciation software that is ideal for English as a second language students and those interested in developing their English conversation skills. When students log in, they

are asked to fill a brief questionnaire (name, gender and country of origin). The software differentiates between males and females to increase the accuracy level of the speech recognition system, and also to enable students identify better with their tutor. Eye Speak boosts the user's confidence and creates an effective English learning experience, by comparing the users' pronunciation with that of a native speaker while also providing direct feedback. Students not only develop their speaking skills, they also enhance their listening ability, thanks to the selection of English conversation exercise. Students can work on minimal pairs to learn to differentiate between close sounds.

This audio pronunciation software offers students sufficient listening practice with a series of exercises based on identifying random words chosen by the programme. The playback options enable students to hear subtleties missed by them before. Students interested in developing their English vocabulary can choose from among 2,000 words featured in a picture dictionary. A combination of these various exercises is recommended for optimum results. Eye Speak provides ESL students with a range of beginner to advanced level English pronunciation exercises and a comprehensive dictionary to match their respective levels of learning. These interactive pronunciation tutorials, which motivate students to improve their pronunciation in the comfort of their own homes and at their own pace, are an extremely practical alternative to regular English conversation classes. Eye Speak is different. It provides instantaneous visual feedback to English language learners. This speech recognition programme identifies and plots pronunciation errors on a diagram, illustrating the position of the user's tongue in his/her mouth. It then compares the sounds made by the students with those made by the teacher and offers systematic instructions to rectify

mispronunciation. Eye Speak is a versatile software that can be used any time anywhere for concrete and fast results.

Characteristics and Applications of Audio Instructional Materials

Audio instructional materials are devices used for the teaching and learning of hearing, listening and speaking. Learners understand contents through listening and speaking in lectures or group discussions. They also use repetition as a study technique. These materials include: radio broadcast, audio disc and audiotapes, cassettes, etc. They are relatively cheaper compared to other materials, provide alternative routes to learners in knowledge or information acquisition. They can be used repeatedly, and as auto-tutorial devices that individualise instruction. They are usually portable, and are suitable for the learning situation because they do not depend solely on electricity. Yusuf (2016) and Asuquo (2018).

Researchers, including Asuquo (2007), Inyang-Abia (2015), Yusuf (2016), Onasanya (2016), all agree that the use of audio instructional materials in teaching and learning processes is beneficial to educational development. This gives rise to a variety of instructional media including packages for effective teaching and learning. Utilisation of these materials in the classroom setting reduces the job and complements the efforts of the teacher. Teacher's voice commonly used in the traditional method of teaching is supplemented by audio instructional materials. Audio materials present messages accurately and allow learners to listen to a repeat of any instruction. Hence, understanding of the lesson is possible since learners re-study through an audio message. The audio instructional materials have numerous advantages and limitations in the teaching and learning situations as presented on table 1 below.

Table 1: Audio Materials Advantages, Limitation and uses by Format

S/N	Audio Format	Advantages	Limitations	Uses
1.	Phonograph Record (disc recording)	<ul style="list-style-type: none"> - Excellence frequency responses - Compatibility of records and phonograph - Selection easily cued - Wide variety of selections - Inexpensive 	<ul style="list-style-type: none"> - Impractical to prepare locally - Easily scratched - Can warp - Storage space 	<ul style="list-style-type: none"> - Music - Long narration - Classroom listening - Historical speeches - Drama and poetry
2.	Open Reel audio tape (reel-to-reel)	<ul style="list-style-type: none"> - Can be prepared locally - Can be erased and used again - Not easily damaged - Easily stored - Broken tapes easily repaired - Excellent frequency response - Easily edited 	<ul style="list-style-type: none"> - Accidental erasure - Difficult to use (threading) - Unlabelled tapes - Selection difficult to locate and cue 	<ul style="list-style-type: none"> - Teacher-made recordings - Group listening - Self-evaluation
3.	Cassette tape	<ul style="list-style-type: none"> - Very portable (small and light) - Durable - Easy to use (no threading) - Can prevent accidental erasing - Requires little storage space - Pre and spontaneous recording of instructions 	<ul style="list-style-type: none"> - Tape sometimes sticks or tangles - Noise and hiss - Poor fidelity (inexpensive models) - Broken tapes not easy to repair - difficult to edit 	<ul style="list-style-type: none"> - Teacher made recording - Listening "in the field" using battery power - Student-made recordings - Extended discussions - Individual listening - Large and small group lesson - Self and group evaluation.
4.	Micro cassette	<ul style="list-style-type: none"> - Very compact - Portable - Fits in pocket 	<ul style="list-style-type: none"> - Not compatible with other cassettes - Poor fidelity 	<ul style="list-style-type: none"> - Dictation by business executive - Amateur recording - Limited educational uses
5.	Audio cartridge (eight-track tape)	<ul style="list-style-type: none"> - Continuous loop on one reel - Minimum tape breakage - Automatically switches from one track to another - Easy loading 	<ul style="list-style-type: none"> - Cannot rewind - Cannot record - Not high-quality sound reproduction 	<ul style="list-style-type: none"> - Continuous play - Playback only - Entertainment (music) with home and auto systems - Radio station use - Limited educational
6	Audio card	<ul style="list-style-type: none"> - Sound with visual - Student can record response and compare with original - Designed for individual use - Participation involvement 	<ul style="list-style-type: none"> - Most cards less than 15 seconds - Time consuming to prepare 	<ul style="list-style-type: none"> - Vocabulary building - Identification - Associating sounds - With visuals - Technical vocabulary

Source: Heinich, R; Molenda, M; and Russell, J. D. (1982)

In spite of the shortcoming of audio materials (as outlined in the table above), application yields good results in teaching and learning activities. The use of audio media is limited only by the imagination of

the teacher and student. They can be used in all phases of instruction and in almost all the subject areas. Audio instructional materials can be presented to a large and small group in a regular or special class. In America, one

special application of pre-recorded audio media is “talking books” for the blind or visually impaired students in all subject areas. A “talking books program” has been set up by the American Printing House to make as much material as possible available to the visually impaired. The “talking books” record player and disc recordings are available and over 11,000 book titles and periodicals are organised by the library of congress and 56 regional libraries in the United States in this direction. This extends the use of audio instructional materials to improve learners’ performance through effective learning and active participation.

Apart from the classroom instruction, audio tape recorders can be used to record information gleaned from a fieldtrip. Upon return to the classroom, the student can play back the tape for discussion and review. Many small group projects can include recorded reports that can be presented to the rest of the class. Individual students can prepare oral book reports and term papers or stories on tape for presentation to the class as a whole or one student at a time. This gives room for the teacher and class evaluation. Self-evaluation is possible by individual students. This requires pre-recorded tests or questions, which can be on identification of sounds in a recorded exercise or they could be asked to identify the voice or name the student's presenter on the audiotape. These could excite learners and encourage the introvert to speak and participate actively in instruction.

Effective use of instructional materials enhances the achievement of the stated goals and objectives. It complements and supplements teachers' efforts and motivates learners to participate in active learning. Instructional materials are facilitators of teaching-learning activities when properly used. Teachers should acquire basic skills in planning, designing and production of simple but effective instructional materials. Availability of suitable instructional materials in good supply and in rich variety and range is, therefore, essential in teaching-learning and is especially crucial for the achievement of

instructional objectives (InyangAbia, 2015 and Asuquo, 2007).

Statement of problem

Education is the greatest weapon for self-confidence and civilisation. Most products of our primary schools are effaced with poor self-confidence and wrong oral expression in the pronunciation of English words. The poor performance of students in English language has been attributed to a number of variables, including the teachers, the learners, the environment, parents and the compulsory inclusion of English language for learners in school. Some children are forced by their parents and the school curriculum to offer courses (core subjects) they would not want or cope with. Such children, when faced with difficulties, are often discouraged to study and pass examinations.

Teaching and learning of English language requires an enabling environment and reinforcement. The use of appropriate instructional materials like-audio-tape instructional package is also required because repetitions are needed to develop useful habits in speaking, spelling and pronunciation. Unfortunately, primary schools have inadequate facilities with which to teach spoken English language. These crop of teachers use only graphics like word cards, sentence cards and the class reader in teaching English Language. Consequently, to acquire the pronunciation of the second language involves skills like recognition skills. In order to speak English correctly, the learners must be able to hear sounds accurately enough to imitate them. Learners' initial contact with a second language may be wrong. Eventually, when it comes to oral speech practice, the teacher is sometimes handicapped by the learners' behaviour in the class. Especially, when very few students participate and take active part in the lesson.

Parents, and even the society in general, are not left out in this mass failure problem in the country. Some parents insist on their children being promoted to the next class when such students had failed or performed badly in the examinations, thus not giving them a proper academic foundation. These parents bribe teachers and supervisors of examinations to aid

their children in passing a given examination. This is to say that social status influence used abnormally could have negative effects on learners' performance. On the other hand, parents' poor financial backgrounds could affect the performance of learners in the areas of inability to purchase textbooks, late payment of examination and school fees, provisions to school, medical care and other school requirements. Provision of the necessary school requirements on time will enhance effective learning and achievement of set goals and objectives. The problem of poor performance in English language is also as a result of government's under-funding of education in Nigeria. This has hindered procurement and utilisation of facilities and instructional materials for effective teaching and learning in schools.

At the primary level of education, there is need for clear presentation of information and use of correct English language in order to lay a good foundation for the learners to perform well in both internal and external examinations. Such examinations include the First School Leaving Certificate Examination and the National and State Common Entrance Examinations for placement in secondary schools. This study is concerned with the poor performance of learners in pronunciation of words in spoken English in public primary schools in Nigeria.

English language, with its different variants such as the 'broken' or 'pidgin', constitutes a matter for linguistic observation. Learners are faced with pronunciation problem which is as a result of mother-tongue influence on second language acquisition. At this juncture, it is pertinent to note that effective teaching and learning of spoken English promote sound knowledge and articulation of vowels and consonants of English. English language has twelve (12) pure vowels and eight (8) diphthongs. There are also twenty-four consonants sounds in English language. Hence, audio-tape instructional package is required to enhance correct pronunciation of vowels and consonants of English words. This study is an attempt to minimise the problems of wrong pronunciation of English language words at the primary school before the children get to the

secondary school level of education where dominance of the influence of LI on L2 could jeopardise the performance of learners in spoken English. This study, therefore, sets out to investigate the effects of audio-tape instructional package on learners' performance in pronunciation of words in spoken English language in primary schools in Nigeria. using

Objectives of the Study

The objectives of this study are to: (a) assess the difference (if any) between the performance of primary school learners exposed to audio-tape instructional package on pronunciation of English language words in the schools of study; and (b) compare the performances of male and female learners in primary schools exposed to audio-tape instructional package in pronunciation of English language words.

Research Questions

Based on the above objectives two research questions were formulated to guide the study:

- a. What is the difference between the performance of primary school learners exposed to audio-tape instructional package on pronunciation of English language words and their counterparts not exposed to the study materials?
- b. Is there any significant difference in the performance of male and female learners exposed to audio-tape instructional package in pronunciation of English language words?

Research Hypotheses

The following null-hypotheses were tested:

1. There is no significant difference in the performance of primary school learners in the pronunciation of English words when audio-tape instructional package is used in teaching and learning in the schools of study;
2. There is no significant difference in the performance of male and female learners

exposed to audio-tape instructional package in pronunciation of English language words.

Significance of the Study

This study will be significant for teachers and learners of English language if adopted in the teaching and learning of good pronunciation skills and habits by the study package. Resource centres, SPEB and the Ministry of Education will benefit from the study for instructional resource decision making for schools even in the primary, post-primary and tertiary institutions in Nigeria. This study would generate research information that will motivate researchers to investigate on instructional delivery and related areas at pre-primary and primary levels of education.

Methodology

A quasi-experimental two-by-two factorial design involving pre-test and post-test

was used for the study. The area of study comprises of Akwa Ibom, Cross River, Rivers, Bayelsa, Edo and Delta States of the South-South geopolitical zone in Nigeria. The population consisted of all learners of English language in eight public primary schools in three states of the South-South geopolitical zone in Nigeria. Thirty (30) primary four children from each of the eight primary schools were randomly sampled, making a total of two hundred and forty pupils. The two instruments used to collect data were: a researcher-design audio-tape instructional package and a researcher-prepared-proficiency-test. The pretest and post-test from the two groups of study were analysed using analysis of co-variance and independent t-test. The hypotheses were tested at 0.05 level of significance. The analysis, interpretation and discussion of the findings are as follows:

Results

Table 2. Analysis of Co-variance of the difference in the Mean Scores of Experimental and Control Groups in the schools of study

Variable	N		X	SD
Experimental group	120		13.1500	2.36092
Control group	120		6.7500	2.73554
Total	240		9.9500	4.09684
Source of variation	SS	df	MS	F
Corrected model	2789.282	2	1394.641	270.457
Intercept	1941.127	1	1941.127	376.434
Experimental/Control	2457.600	1	2457.600	476.591
Pretest	331.682	1	331.682	*64.322
Error	1222.118	1	5.157	
Total	27772.000	237		
Corrected Total	4011.40	239		

*Significant of 0.05; df 1, 1& 237; critical f-value - 3.63

The above table presents the obtained F-value as 64.322. This value was tested for significance by comparing it with the critical f-value at 0.05 level with 1.1&237 degree of freedom. The obtained f-value (64.322) is greater than the critical F-value (3.63), Hence, the result is significant. The result, therefore, shows a significant difference in the mean scores of experimental and control groups in the schools of study with the use of audio-tape instructional package.

Considering the difference in the mean score of experimental and control groups, the result of data analysed in Table 2 shows that the mean scores of the experimental group is higher than that of control group. This means that the difference between them is significant. The experimental group makes use of automaticity in learning. The finding agrees with the opinion of Inyang-Abia (2015),

Yusuf (2016) and Asuquo (2018) who stated that the use of instructional package in the teaching and learning processes enhances learners' performance in school.

Table 3: Independent T-Test Analysis Comparing the Performances of Male and Female Learners in Primary Schools Exposed to Audio-Tape Instructional Package in Pronunciation of English Words:

N-240				
Variable	N	X	SD	t
Male	104	10.1346	3.61780	0.6100
Female	136	9.8088	4.43641	

*Significant at 0.05 level: $df = 238$; critical = 1.96

The above Table 3 presents the T-Test as 0.610. This value was tested for significance by comparing it with the critical t-value at 0.05 level with 238 degree of freedom. The obtained t-value (0.610) is less than the critical t-value (1.96). Hence, the result is not significant. The result, therefore, means that there is no significant difference in the performance of male and female learners in primary schools exposed to audio-tape instructional package in pronunciation of English words and those taught conventionally.

In Table 3 above, the result of the finding shows that, female learners do not perform better than male learners when exposed to audio-tape instructional package in pronunciation of words in spoken English. The null hypothesis 2 is maintained. Hence, gender has no significant difference in pronunciation of English words. The finding agrees with the opinion of Onasanya (2016) who stated that instructional materials, especially those already designed as packages, enhance learning when properly and carefully integrated into a system of learning.

Conclusion

This study investigated the effects of audio-tape instructional package on learners' performance in spoken English in primary schools in Nigeria. Based on the findings of the study, the following conclusion is made:

Hypothesis one states that there is no significant difference in the performance of primary school learners in pronunciation of English words when audio-tape instructional package is used in teaching and learning in the schools of study.

This hypothesis is nullified since the result is significant by the mean scores of experimental and control groups in the schools of study with the use of audio-tape instructional package. (see table 2).

Hypothesis two states that there is no significant difference in the performance of male and female learners exposed to audio-tape instructional package in pronunciation of English language words. This hypothesis is upheld since the result reveals that there is no significant difference in the performance of male and female learners exposed to audio-tape instructional package (see table 3). The study concluded that audio-tape instructional package enhances primary school learners' pronunciation of English language words for smooth transition to other levels of education.

Recommendations

As a result of the findings of this study, the following recommendations are given: Government at all levels and stakeholders in the education sector should endeavour to procure and provide audio-tape instructional package to public schools to facilitate effective teaching-learning, especially at the primary level of education. Adequate and professional English language teachers should be employed and posted to teach English language as one of the core subjects in the school curriculum.

There is need to organise regular workshops, seminars and in-service training for English language teachers to update their knowledge, experiences and skills. Prompt payment of teachers' salaries and welfare packages is recommended to encourage

maximum exhibition of efforts and talents of teachers to enhance effective teaching and facilitate teaching and learning in primary schools as a foundation for other levels of education in Nigeria.

Suggestion for further studies

The study hereby suggests that there should be further research in the use of audio-tape instructional package into the following areas: listening, writing, reading and comprehension.

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