

Certification

This is to certify that this study was carried out by Olufunmilayo Prosperity LAWAL, with Matriculation number LCU/PG/002296 under my supervisor in the Department of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State, Nigeria and that this work has not been previously submitted.

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Date

Dedication

This project is dedicated to God Almighty, the giver of life and to my Sponsor and mentor.

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Acknowledgement

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“Even though the above institution and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any is found in the work”.

Abstract

This study examined the influence of instructional resources availability and students' motivation on academic achievement in Oral English among students in public secondary schools in Ibadan North West Local Government, Oyo State. Various educational stakeholders, have tried to improve academic achievement in Oral English, success has been limited. While similar studies have explored these factors in other regions with varying results, there is a scarcity of research examining the combined influence of these specific variables in this context, highlighting a gap in the literature that this study aims to fill. To guide the investigation, three research questions and two hypotheses were formulated. The study employed a descriptive survey design, targeting SS2 students in Ibadan North West Local Government (N=2055). A multi-stage sampling technique was used to select a sample of 281 SS2 respondents. Data were collected through a self-developed questionnaire (SAAOEQ) and analyzed with both descriptive and inferential statistics. The findings revealed low academic achievement levels in Oral English, along with low availability of instructional resources ($\bar{x}=1.98$) and low student motivation ($\bar{x}=1.96$). The combined influence of instructional resources and students' motivation had a significant impact on academic achievement in Oral English (Adj. $R^2=0.132$; $F_{(2,276)} = 22.109$; $p<0.05$). The relative influence of instructional resources availability and students' motivation significantly influences academic achievement in Oral English (. Each independent variable also significantly affected academic achievement individually ($p>0.05$). To address the low academic achievement, one key recommendation is the implementation of comprehensive professional development programs for teachers, focused on enhancing instructional practices and resource utilization in Oral English.

Keywords: Instructional Resources, Students' Motivation, Academic Achievement in Oral English, Public Secondary Schools in Ibadan North West Local Government, Oyo State

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Table of Content

Content	Page
Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	
List of Figures	
Chapter One: Introduction	
1.1 Background to the Study	1-9
1.2 Statement of the Problem	9-11
1.3 Aim and Objectives of the Study	11-12
1.4 Research Questions	12
1.5 Hypotheses	12
1.6 Significance of the Study	13-14
1.7 Scope of the Study	14-15
1.8 Limitation of the Study	15
1.9 Operational Definition of Terms	15-17
Endnotes	18-19

Chapter Two: Literature Review

2.1 Conceptual Review

2.1.1 English Language as a means of communication

22-23

2.1.2 Oral English

24-26

2.1.3 Instructional Resources

26

2.1.3.1 Teacher as an Instructor

26-27

2.1.3.2 Teacher's Quality

27-29

2.1.3.3 Subject-Matter Knowledge

31

29-

2.1.3.4 Instructional Competence

34

31-

2.1.3.5 Teacher's Work Experience

37

34-

2.1.3.6 Teachers' Qualification

38

37-

2.1.3.7 Multimedia Resources	39
2.1.3.7.1 Audio and Video Resources	39-
41	
2.1.3.7.2 Language Learning Applications and Virtual Reality Simulations	41-
43	
2.1.3.7.3 Language Exchange Platforms and Social Media Channels	43-
44	
2.1.3.7.4 Digital Textbooks and E-Books	45-
46	
2.1.4 Student Motivation	47-
50	
2.1.4.1 Intrinsic Motivation	50-
52	
2.1.4.2 Extrinsic Motivation	52-
53	
2.2 Theoretical Review	
2.2.1 Edward Thorndike’s Behavioural and Learning Theory	54-
56	
2.2.2 Richard E. Mayer’s Multimedia Learning Theory	56-
58	

2.3 Review of Empirical Studies

2.3.1 Teacher's Subject Matter Knowledge and Oral English Academic Achievement 58-
59

2.3.2 Multimedia Resources and Oral English Academic Achievement 59

2.3.3 Students' Motivation and Oral English Academic Achievement 60

2.3.4 Teacher's Work Experience and Oral English Academic Achievement 60-
62

2.3.5 Teacher's Qualification and Oral English Academic Achievement 62-
63

2.3.6 Instructional resources and Oral English Academic Achievement 63-
64

2.4 Conceptual Model 65

2.5 Summary of Reviewed Literature 66-
68

Endnotes 69-
75

Chapter Three: Methodology

3.1 Research Design 76

3.2	Population of the Study	76-
78	3.3 Sample and Sampling Techniques	
	78-79	
3.4	Description of the Research Instrument	79
3.5	Validity of the Research Instruments	80
3.6	Reliability of the Research Instrument	80
3.7	Method of Data Administration	81
3.8	Method of Data Analysis	81
	Endnotes	82
Chapter Four: Results and Discussion of Findings		
4.1	Questionnaire Return Rate	83
4.2	Demographic Data Analysis	83-
	84	
4.3	Presentation of Answers to Research Questions	84-
	96	
4.4	Test of Hypotheses	96-
	99	

4.5	Discussion of Findings	100-
110		
	Endnotes	111-
114		
Chapter Five: Conclusion		
5.1	Summary of Findings	115-
116		
5.2	Conclusion	116-
117	5.3 Recommendations	
117-118		
5.4	Contribution to Knowledge	118-
119		
5.5	Suggestion for Further Studies	119
	Bibliography	120-
130		
	Appendixes	131-
147		
	Bio-data	148-
150		
	The University Compliance Certification	151

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Chapter One

Introduction

1.1 Background to the Study

Communication is the fundamental reason for learning any language. The need for English as a lingua franca in many countries of the world has increased due to globalization, and English has become the official language of communication globally. Nations across the world, particularly, developing ones, have acknowledged the status of English as a professional language of communication. The important role English Language plays in the linguistic, educational, socio-economic and cultural settings of Nigeria cannot be overemphasized. The success or failure of formal education, to a large extent, depends on the level of competence of learners in English Language in schools and colleges¹. In addition, the main reason why communication has attracted attention across disciplines is that communication permeates virtually all human interaction activities. This goes to show that people become unique because human communication is cognitively, emotionally, and socially complex².

Thus, communication skills pose a challenge for most graduates, particularly in Nigeria. These challenges start from their early childhood education, to their secondary school education and have now, become a hindrance for them to pass their internal and external examinations and to their tertiary institutions. One of the main reasons for students' poor performance is the lack of oral English communication skills. It also helps the learners to develop confidence in their abilities to express themselves in English as fluently as possible and provides an opportunity for the correction of mistakes in spoken English³. A good approach to oral language instruction will develop the reading, writing and speaking skills of

the learner, thereby making the learning of English language more effective and the learning experiences of the learner in other subjects being taught in secondary schools, more concrete and more enjoyable⁴.

Fundamental to its importance, it has been incorporated in the curriculum of public secondary schools and made compulsory for all learners to learn in order to ensure desired skill in speech production.

The emphasis on proficiency in spoken English was introduced in the New National Curriculum in English language for Nigerian Secondary Schools in the 1980s. It was previously neglected in the teaching of English in Nigeria as oral English was made optional for the West African School Certificate students (though a compulsory course for teacher grade II examinations in those days).

Presently, this component of English Language constitutes a sub-section in English Language paper in NECO, TCII, WAEC, GCE, UTME and other external examinations and also receives prominence in English Language syllabuses, especially in our secondary schools. It is usually called Part III in English Language examination and it has about 60 questions. The oral English is designed among other things to facilitate the standard of literacy and improve language development. It is expected to equip the student with the rudiments of the proper use of English speech⁵.

Therefore, since emphasis has shifted to studying varied rules aimed at the identification, interpretation and reproduction of English sounds (phonemes), there is every cause to emphasize and to review the teaching of oral English especially in secondary schools. Furthermore, speech is regarded as personal which represents an individual's ability to

articulate phonemes according to some established norms. It also entails the ability of an individual to identify and understand the representation and meaning of English sounds⁶. It is quite unfortunate that most of our secondary school learners do not exhibit the knowledge of oral English when using the language which could be associated with the aforementioned factors. In a nutshell, there is the need for concern.

Oral English is a very important language skill, however it has been neglected for far too long by teachers of English, this is as a result of negative interest of these teachers to oral English. However, recent development in the teaching of English Language requires greater emphasis on this aspect of English language. This is because oral English complements the understanding and the use of English language so as to improve the standard of spoken English.

This important part of the English language is taught at all levels of secondary school system, the aim is to teach students how to use the various aspects of the oral English in communication. In secondary schools, oral English topics are organised in modules and each module specifies the variety of instructional materials, including instructional techniques for the teaching. It is an activity based and practical oriented aspect of the English language that is better taught using a variety of instructional materials⁷.

Since the teaching of oral English requires appropriate materials, competent teachers, appropriate teaching methods, public schools may not have all that are required for effective teaching of oral English. There is the tendency that the students sitting for oral English examination may not be adequately prepared for such exercise. Given the seemingly poor performance of students in English language examinations, and the poor language

expressions or communications by secondary school leavers the examination of the status of oral English instructions in secondary school becomes imperative. When oral English is properly and adequately taught, the students acquire competence, both in the speaking and the written form.

This study would contribute to the body of literature on few studies that have been carried out to ascertain the causes of low academic achievement in oral English among public secondary schools students in Oyo state by investigating ‘Instructional Agents and Students’ Motivation as determinants of Oral English Academic Achievement of Secondary Schools in Ibadan North West Local Government, Oyo State’.

Instructional resources describe the supplies, equipment, and software that teachers utilize to support teaching and learning in the classroom. These materials are essential for improving the educational experience since they give the curriculum support, reinforcement, and enrichment⁷. The Instructional resources include traditional, multimedia, and teacher resources. Traditional resources include textbook, which is a popular and essential teaching tool used in schools⁸. They offer teachers and students organised content that is in line with curriculum requirements and may be used as a resource. Workbooks and worksheets that contain exercises, practice problems, and activities intended to reinforce learning objectives and give students opportunity to apply their knowledge are available in addition to textbooks. In order to help students grasp abstract concepts in topics like science, math, and language arts, manipulatives are tangible items or materials that they can handle and work with. Letter tiles, geometric shapes, and counting blocks are a few examples⁹. Charts, graphs, diagrams, and posters are examples of visual aids that aid in the illustration of concepts, improve comprehension, and promote visual learning¹⁰. Teachers also provide printed supplementary

materials, such as handouts and supplementary readings, to supplement textbook content and accommodate a variety of learning interests and styles. The focus of this study, however, is the multimedia resources and teacher as Instructional resources to enhance students' academic achievement in oral English.

Multimedia instructional resources refer to a broad variety of digital tools, platforms, and materials which are intended to facilitate the teaching and learning processes in educational environments. These materials make use of technology to give students individualised, dynamic, and captivating learning experiences¹¹. Interactive lessons are provided via educational websites and online platforms.

These courses use a variety of multimedia components, including text, photos, videos, and animations, to present information in an interesting way. With the use of step-by-step instructions and visual aids, numerous educational websites offer tutorials and demos to aid students in understanding difficult ideas. Practice exercises, tests, and quizzes are frequently found in multimedia materials, which give students the chance to solidify their grasp of material and get fast feedback on their performance¹¹. Through the use of software programmes, students can perform experiments, investigate scientific phenomena, and model real-world situations in a secure and regulated environment¹². By adding game features like challenges, prizes, and progress tracking to educational games and gamified learning applications, educators can inspire students and improve their learning process while also making learning enjoyable and interesting¹³. Teachers can communicate knowledge in an engaging and visually appealing way by creating multimedia-rich presentations using text, images, audio, and video with the help of presentation software tools.

Interactive environments are offered by software platforms for teaching programming and coding, enabling students to learn coding languages, hone their computational thinking abilities, and produce original software. Learning management systems platforms such as BBC Learning English, Duolingo, which provide structured lessons and speaking exercises, make it easier to arrange and keep track of course materials, homework, tests, and grades in one convenient online location¹⁴. These platforms have features like message boards, chat rooms, and discussion forums that facilitate peer and teacher cooperation as well as communication. Teachers can distribute course information in a variety of formats, such as text documents, multimedia files, connections to outside resources, and embedded videos, using learning management system platforms. Students can access an extensive range of scholarly papers, digital textbooks, e-books, and reference materials from digital libraries at any time and from any location. Online resources provide tutorials, video lectures, and instructional films on a variety of courses and themes, enabling students to study at their own speed and revisit material as needed¹⁵. All things considered, multimedia instructional resources revolutionize standard teaching and learning procedures in the digital age by providing educators and students with unlimited access to educational content, tools, and chances for collaboration and creativity.

This study also provides insight into the teacher as an individual and as an essential instructional agent. In the educational process, teachers fulfill two roles: they are individuals with special traits, abilities, and knowledge, and they are also vital teaching tools that promote learning and help students succeed academically. Through formal education, professional development, and teaching experience, teachers acquire both subject matter competence and pedagogical knowledge that they bring to the classroom¹⁶. Every educator

has a distinct personality and pedagogical approach that shape their relationships with learners, approach to classroom management, and techniques of instruction. The learning atmosphere can be significantly impacted by a teacher's warmth, enthusiasm, and capacity to connect with students. Teachers frequently include their own passions, interests, and hobbies into their classes to make them more interesting and applicable to the lives of their students. Teachers' opinions, values, and relationships with students are shaped by their cultural backgrounds, social identities, and life experiences¹⁷. This helps to create a diverse and inclusive learning environment. Teachers participate in ongoing professional development and introspection such as Workshops and Seminars, Online Courses and Webinars. Platforms like Coursera, TESOL International Association, edX, and so on, looking for ways to enhance their methods, include cutting-edge tools, and modify their lesson plans to better suit the changing requirements of their students¹⁸.

In their capacity as instructional agent, teachers are in charge of presenting the curriculum's content in an understandable, well-organized, and captivating way. They also have to use a range of teaching strategies, tools, and resources to make learning easier. Teachers modify their teaching methods, tempo, and materials to support each student's unique learning path in order to differentiate education for the varying learning requirements, abilities, interests, and backgrounds of their students¹⁹. Using a range of assessment instruments and strategies to keep an eye on learning outcomes and inform instructional decisions, teachers give students immediate and helpful feedback on their development, performance, and conceptual understanding. In order to promote a student-centered approach to learning, teachers create and lead learning experiences that encourage active involvement, critical thinking, cooperation, and problem-solving abilities. By establishing clear expectations, procedures,

and behavioural standards, controlling classroom dynamics, and attending to students' social and emotional needs, teachers foster a positive and inclusive learning environment. Using digital materials, multimedia presentations, interactive simulations, and online learning platforms, educators use technology to improve learning, communication, and teamwork in the classroom²⁰.

Teachers are invaluable agent in the educational process because they possess a unique combination of personal traits, professional knowledge, and teaching abilities. As individuals, they provide their own personalities, expertise, and life experiences to the classroom; as instructional tools, they act as mentors, guides, and learning facilitators, enabling students to realize their greatest potential.

The careful selection, integration, and alignment of instructional resources with curriculum standards, learning objectives, and student requirements are necessary for their effective use. Teachers should also differentiate instruction, offer scaffolding, and offer guidance to ensure that instructional resources improve student knowledge, engagement, and academic performance.

A second variable which this study would investigate is students' motivation and its influence on academic achievement of public secondary school students in oral English in Ibadan North West local government, Oyo state. The drive, desire, and willingness of students to participate in learning activities, work towards academic objectives, and put in effort to achieve in school are referred to as their motivation²¹. Students' motivation is a major factor in determining how engaged, persistent, and successful students are in their academic work. Motivation can be intrinsic and/or extrinsic in nature²¹. An internal source,

such as a drive for mastery or self-improvement, curiosity, enjoyment, or personal interest, gives rise to intrinsic motivation²². When students are intrinsically motivated, they do not participate in educational activities because they are looking for outside rewards or incentives; instead, they do so because they like the process of learning. Extrinsic motivation is derived from outside sources, such as accolades, awards, recognition, or social acceptance²³. Extrinsic incentives might motivate students to finish assignments or reach objectives, but they do not always promote long-term intrinsic motivation and might even erode their innate curiosity in learning.

Following guidelines, this study would investigate the influence of Instructional resources and students' motivation on public secondary school students' academic achievement in oral English in Ibadan Northwest local government, Oyo state.

1.2 Statement of the Problem

When a student does not have appropriate grasp of Oral English, it will affect his reading, speaking and learning skills. For instance:

They 'have' a car.

They 'have' been there.

Although, the non-modal auxiliary 'have' is used in both sentences, they have different pronunciation, but students will naturally pronounce it the same way. If pronounced the same way, it will definitely affect the meaning, thereby creating confusion and misunderstanding because it is Oral English that we use to process meaning at the levels of Super-Segmental, Intonation and Stress.

Much of these improvements have not been adequately witnessed in public secondary schools in Oyo state, precisely in Ibadan North West local government. This might be as a result of inadequate instructional resources and personnel such as qualified and skilled oral English teachers, and multimedia instructional materials which are pivotal to learning outcomes or academic achievement. Besides instructional resources, students' motivation, which can be both intrinsic and extrinsic, is also very essential in determining the learning outcome of students.

English teachers in public secondary schools generally demonstrate strong mastery in areas such as grammar, composition, comprehension, summary, lexis, and structure. However, there appears to be a gap in their proficiency in the spoken aspect of the English Language. Given that the spoken component of English language education was only added to the curriculum in the 1980s, it makes sense that some educators could find it difficult to teach it. After all, if you have not had a lot of training or exposure to something yourself, it can be difficult to teach it properly. Also, most teachers design their lessons without the consultation of the curriculum, perhaps because of its unavailability or inability of the teachers to access it.

Some teachers may not be teaching oral skills, which is another factor contributing to the oral English proficiency gap. Students may unintentionally rely on their native language models when they do not receive consistent and reliable guidance in oral English from their teachers. This tendency may result from teachers placing too little emphasis on oral proficiency because they believe that English spelling and sounds correspond accurately⁸. As a result of this, most senior secondary school learners have little motivation towards learning Orals. The level of students' motivation also determines the students' learning outcomes. If the school is good, the teachers are knowledgeable and ready to teach, but the attitudes of the students are

negative towards learning, there will not be much positive learning outcomes. All these factors can affect the smooth teaching and learning of Orals.

Other researchers may have carried out similar studies in other states across the country with a variety of causal factors, however, few studies have been carried out to address the combined influence of instructional resources availability and students' motivation on academic achievement in Oral English in public secondary schools in Ibadan Northwest Local Government, Oyo state, which creates a gap this study tends to fill. This study therefore would investigate instructional resources availability and students' motivation as determinants of academic achievement in Oral English in public secondary schools in Ibadan Northwest Local Government, Oyo state.

1.3 Aim and Objectives of the Study

This study is aimed at investigating instructional resources availability and students' motivation as determinants of academic achievement in Oral English in public secondary schools in Ibadan Northwest Local Government, Oyo state. The specific objectives are to:

- i. examine the level of academic achievement in Oral English among students in public secondary schools in Ibadan North West local government
- ii. determine the extent to which instructional resources availability (digital and teacher resources) are available in public secondary schools in Ibadan North West local government, Oyo state
- iii. determine the level of students' motivation (intrinsic and extrinsic) in public secondary schools in Ibadan North West local government, Oyo state

- iv. examine the combined influence of instructional resources availability (digital and teacher resources) and students' motivation (intrinsic and extrinsic) on academic achievement in Oral English among students in public secondary schools in Ibadan North West local government
- v. examine the relative influence of instructional resources availability (digital and teacher resources) and students' motivation (intrinsic and extrinsic) on academic achievement in Oral English among students in public secondary schools in Ibadan North West local government

1.4 Research Questions

The following research questions guided the study:

1. What is the level of academic achievement in Oral English of SS 2 students of public secondary schools in Ibadan North West local government?
2. What is the level of availability of instructional resources (digital and teacher resources) in public secondary schools in Ibadan North West local government, Oyo state?
3. What is the level of students' motivation (intrinsic and extrinsic) in public secondary schools in Ibadan North West local government, Oyo state?

1.5 Hypotheses

H₀1: There will be no significant combined influence of instructional resources availability (digital and teacher resources) and students' motivation (intrinsic and extrinsic) on academic

achievement in Oral English among students in public secondary schools in Ibadan North West local government

H₀₂: There will be no significant relative influence of instructional resources availability (digital and teacher resources) and students' motivation (intrinsic and extrinsic) on academic achievement in Oral English among students in public secondary schools in Ibadan North West local government

1.6 Significance of the Study

The findings of the study would be published in a reputable journal so as to make it available to the public. Policymakers and education administrators must have a thorough understanding of the availability and use of instructional resources, such as multimedia materials and qualified oral English teachers, in public secondary schools. In the end, this study improves oral English instruction by offering empirical data to guide decisions about curriculum creation and resource allocation.

Teachers' knowledge of the importance of the English speech sounds will be renewed, thus exposing the teachers to methods that can be used in teaching speech sounds and their rudiments. This in turn, would reflect on or influence the academic performance of the students.

Pupils will comprehend the significance of possessing information about speech sounds. In addition to providing students with the knowledge they need to perform well academically in their exams, it also teaches them the fundamentals of correctly using English speech.

Educational bodies and associations such as Association of English Language of Nigeria (AELN) and Teachers of English Association (ELTA), States Educational Resource Centers (SERC), Nigerian Educational Research and Development Council (NERDC) can benefit by considering the findings of the study in developing the instructional methods and therefore become aware of the variables to manipulate to enhance teaching and learning. As corporate bodies they can ensure adequate supply and maintenance of appropriate resources in schools. Text books will also be enabled to improve and upgrade passages in the teaching and learning of Oral English in schools.

When it comes to capturing students' attention and promoting productive learning environments, multimedia teaching resources are essential. This study provides insights into how teachers might use multimedia resources to improve teaching effectiveness and student engagement, which will improve academic achievement, by looking at their availability and effects on oral English instruction.

A major factor in determining academic achievement is student motivation. This study examines the relationship between instructional resources and motivation in the context of oral English learning. It provides insight into the ways in which multimedia resources and skilled oral English teachers can encourage students' enthusiasm and interest in the subject, which in turn improves learning outcomes.

The Government will be encouraged to find ways to sensitize and encourage teachers to improve in the teaching of orals. They can do so by organizing seminars, teachings, and conferences and employing phonics experts to teach, encourage, and enhance them in Phonics so that the same knowledge can be transferred to the students. Also, the government

will be encouraged to build speech laboratories in public schools. This is a place where speech sounds produced and articulated are examined. Other adequate teaching and learning materials or aids should be provided.

This research will hopefully, contribute to the body of relevant literature on the subject matter and also serve as a reference point for educators and students when published.

1.7 Scope of the Study

This study is limited geographically and contextually. Geographically, the study is limited to public secondary schools in Ibadan North West local government, Oyo State.

This study is limited to the academic achievement of public secondary school students, particularly SS 2 students, in oral English, and how it is influenced by the availability of instructional resources and students' motivation. Instructional resources considered in this study are adequate qualified Oral English teachers and multimedia instructional materials. Also, dimensions of students' motivation considered in this study are intrinsic and extrinsic.

1.8 Limitations of the Study

There were a few limitations during the course of this study. Some school principals were initially hesitant to grant the researcher permission to interact with the students as this would interrupt the daily teaching-learning schedule.

Also, while some teachers feared that participating in the research study may expose some inadequacies in their teaching skills, the students were concerned that their teachers may see their honest feedback as a form of betrayal since the teachers put in so much effort to teach the English subject.

Notwithstanding these drawbacks, the study's conclusions are deemed to be reliable.

1.9 Operational Definition of Terms

English Language: As far as this study is concerned, English Language is used in two different respects:

- 1) It is used as the language spoken;
- 2) And as a subject in the curriculum.

Since it is a language spoken in schools and other institutions, English Language has gained prominence and made compulsory and as part of criteria for promotion into other classes, hence the need to have mastery knowledge of the subject. It is also used as a subject to be taught efficiently for easy grasp.

Oral English: In this study, Oral English is used as an aspect of English Language which forms the part III of paper questions in most external and internal examinations in schools. It is also used as a subject in the curriculum. Here, having mastery of Oral English means developing the skills and knowledge that go into listening and speaking—all of which have a strong relationship to reading and writing.

Academic Achievement in Oral English: This is the result of the tests given to SS II students in the course of the study. This test is given to these students to know the level of their grasp and knowledge in the subject.

Instructional Resources: This refers to the combination of both the teacher as a significant figure and educational personnel, and multimedia resources making up the Instructional

resources. These agents constitute the necessary medium in achieving quality or standard academic performance.

Teacher as an Instructor: This refers to the qualified and skilled Oral English teacher as an educational resource, so also, the multimedia instructional materials adopted by the oral English teachers to enhance the teaching-learning experience. The multimedia instructional materials include audio and video resources on lectures, assignments, and mediaspace where students can share their knowledge with one another. These resources have become increasingly integral to modern education, offering flexibility, accessibility, and interactive learning experiences that enhance traditional methods.

Multimedia Instructional Resources: Although, resources might be limited in government schools compared to private schools, utilizing effective and accessible digital resources can still significantly enhance learning. Multimedia instructional resources like Audio recordings and Podcasts e.g BBC Learning English, ESL Pods, Video and Video platforms e.g YouTube, British Council Learn English, Use. Interactive Software and Applications, e.g, Rosetta Stone, Duolingo, Use, e.t.c. for teaching oral English can be particularly effective in improving speaking and listening skills.

Students' Motivation: In this study, students' motivation refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught. Generally speaking, the concept of student motivation is premised on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise unmotivated. Students' motivation can be intrinsic and/or extrinsic.

Pedagogical Knowledge: refers to specialized knowledge of teachers for creating effective teaching and learning environment for all students.

Subject Matter Competence: this refers to the teachers' and students' acquired fundamental knowledge and skills in Oral English. As learning progresses, learners deepen their understanding and are able to apply concepts in Oral English more effectively. As for the teachers, they are experts in this aspect of Orals and possess comprehensive knowledge, extensive experience and often lead the students through practical application.

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Chapter Two

Literature Review

This chapter contains review of related literatures. It was presented in the following subheadings:

2.1 Conceptual Review

2.1.1 English Language as a means of communication

2.1.2 Oral English

2.1.3 Instructional Resources

2.1.3.1 Teacher as an Instructor

2.1.3.2 Teacher's Quality

2.1.3.3 Subject-Matter Knowledge

2.1.3.4 Instructional Competence

2.1.3.5 Teacher's Work Experience

2.1.3.6 Teachers' Qualification

2.1.3.7 Multimedia Resources

2.1.4 Student Motivation

2.1.4.1 Intrinsic Motivation

2.1.4.2 Extrinsic Motivation

2.2 Theoretical Review

2.2.1 Edward Thorndike's Behavioural and Learning Theory

2.2.2 Richard E. Mayer's Multimedia Learning Theory

2.3 Review of Empirical Studies

2.3.1 Teacher's Subject Matter Knowledge and Oral English Academic Achievement

2.3.2 Multimedia Resources and Oral English Academic Achievement

2.3.3 Students' Motivation and Oral English Academic Achievement

2.3.4 Teacher's Work Experience and Oral English Academic Achievement

2.3.5 Teacher's Qualification and Oral English Academic Achievement

2.3.6 Instructional resources and Oral English Academic Achievement

2.4 Conceptual Model

2.5 Summary of Reviewed Literature

Endnotes

2.1 Conceptual Review

2.1.1 English Language as a Means of Communication

The English language is a vital academic subject that is used in many different disciplines and is referred to as the lingua franca of the modern world. Due to its ubiquitous use, which cuts over national and cultural barriers, it promotes cross-cultural interchange, global interactions, and access to a multitude of opportunities and knowledge. The English language is a potent instrument for communication that links speakers of other languages and facilitates the efficient sharing of concepts, data, and life experiences¹. English is a universal language that promotes cooperation in a range of industries, international trade, cross-cultural communication, and diplomacy. English helps people communicate and engage with the world on a global scale by bridging linguistic gaps, whether in commercial negotiations, academic conferences, or informal discussions. Additionally, being proficient in English improves a person's chances for job advancement, social mobility, and personal growth². Proficiency in English opens doors to a wide range of educational and professional options in today's increasingly interconnected world. It enables people to seek further education overseas, access worldwide job markets, and engage in global networks and communities. Being able to communicate in English has become highly advantageous in today's workforce, as it allows people to compete in the global economy and adjust to changing job markets.

English language studies includes linguistic structure, literature, rhetoric, and communication techniques in addition to its function as a tool for communication. English language instruction is essential for helping students in educational contexts enhance their reading, writing, and critical thinking abilities³. Students investigate a variety of literary genres,

cultural viewpoints, and historical settings via the study of English language and literature, gaining insights into the complexity of the human condition and human experiences. The development of fundamental communication abilities, such as reading, writing, speaking, and listening, is another focus of English language instruction. Academic success in all subject areas depends on students' ability to use these skills, which help them understand difficult texts, communicate ideas clearly, and participate in insightful discussion and debate⁴. Additionally, learning English helps students express themselves creatively and intellectually, which develops their capacity to learn continuously throughout their lives and to become informed citizens in a world that is becoming more interconnected and complex. Additionally, learning English fosters a respect and knowledge of other cultures by pushing pupils to investigate various viewpoints, confront prejudices, and develop empathy for others. Students gain empathy, cultural awareness, and a deeper comprehension of the human experience via the study of literature from many cultures and historical periods. This promotes respect for variety and a feeling of global citizenship. Beyond disciplinary, cultural, and geographic barriers, the English language is a vital academic subject and a flexible instrument for communication. Due to its extensive use, access to opportunities and knowledge is made possible, as well as worldwide interactions and cultural exchange. English language education is important for fostering academic success, professional growth, and global citizenship because it is a communication tool and academic topic. Accepting the many facets of the English language gives people the ability to successfully negotiate the challenges of the contemporary world, communicate across cultural boundaries, and make significant contributions to a multicultural and linked global society.

2.1.2 Oral English

Oral English, also known as spoken English or conversational English, is a vital component of language instruction around the world. It includes all of the abilities required for clear and concise speech, such as intonation, fluency, pronunciation, and interpersonal communication⁵. Being able to communicate effectively in spoken English is crucial for both personal and professional settings. It makes it possible for people to communicate effectively, express themselves clearly, and appropriately convey concepts and information in meaningful conversations. Oral English proficiency improves international communication skills and makes interacting with native speakers easier. Oral English proficiency is more relevant in real-world contexts than written English proficiency, including social interactions, job interviews, presentations, and public speaking engagements. Proficiency in spoken English allows people to move confidently and fluently through a variety of language contexts, which promotes social integration and professional growth. Academic performance in a variety of subject areas is improved by effective oral communication, which also fosters the development of analytical and critical thinking skills. In academic settings, oral English proficiency is essential for participation in class discussions, oral presentations, and group projects⁶. Students who possess strong oral English skills are better able to understand lectures, articulate their ideas coherently, and participate in collaborative learning activities.

Good oral English instruction improves students' language abilities, allowing them to convey their ideas, thoughts, and opinions clearly and communicate in a variety of settings. Students perform better on tests, assessments, and academic assignments as their linguistic fluency and accuracy increase. This is because they are better able to understand and produce spoken English conversation. Learners acquire understanding of the cultural norms, customs, and

values ingrained in the language through oral English⁷. Across cultural barriers, oral communication offers a forum for idea exchange, experience sharing, and connection building. Oral English proficiency enhances learning and promotes global citizenship by fostering cultural awareness, empathy, and appreciation for different points of view. For teachers to effectively instruct students and support their learning, they must be proficient in spoken English. An encouraging learning environment that supports language acquisition is created by teachers who demonstrate proper pronunciation, intonation, and communication techniques. Teachers encourage students' accuracy and fluency in the language by involving them in meaningful oral English practice through interactive activities, real-world materials, and communicative tasks. Teachers are essential in helping students enhance their oral English skills by providing focused teaching and constructive criticism⁸. Through language assistance, vocabulary growth exercises, and pronunciation exercises, educators assist students in overcoming communication obstacles and gaining self-assurance in their speech skills. With scaffolded guidance, students can succeed academically and progressively improve their oral English proficiency. Teachers in multicultural classrooms need to use culturally responsive teaching strategies that value the linguistic and cultural variety of their students. Through the integration of culturally appropriate themes, genuine resources, and inclusive teaching strategies, educators establish a welcoming and stimulating learning atmosphere that encourages all students to actively engage in spoken English activities. Gaining proficiency in oral English allows students to have more options for social and professional contact as well as improved communication abilities. Through oral communication practice and exposure to real-world language input, learners improve their fluency, spontaneity, and self-assurance. Improved communication abilities let students

interact with people in meaningful ways and deal with real-world challenges with ease. Proficiency in oral English is directly related to both academic success and language acquisition. Students who are proficient in oral communication also score higher on standardised language tests, oral presentations, and assessments in the classroom. Strong communication abilities promote understanding, reasoning, and knowledge creation, which enhances academic achievement in all subject areas.

To sum up, oral English is the foundation of language instruction and includes all of the communication skills necessary for success in the classroom, on the job, and in personal life. Being able to communicate clearly and convincingly in oral English allows learners to interact with people in a variety of linguistic and cultural situations and move easily between them. By appreciating the value of spoken English and offering chances for practice and growth, educators may provide students the tools they need to succeed in a multicultural and increasingly linked world.

2.1.3 Instructional Resources

The use of instructional resources is essential to the teaching and learning process because they give teachers the instruments and resources they need to improve their lessons and help students learn. Of these resources, multimedia materials offer a variety of modalities for engaging students and reinforcing important concepts, while the teacher acts as the principal facilitator, guiding students' learning experiences.

2.1.3.1 Teacher as an Instructor

When teaching oral English, the teacher is a dynamic and essential and professional personnel who play central role beyond providing instructional resources. A helpful and

engaging learning environment is largely created by the instructor, who is a specialist in language pedagogy, communication techniques, and learner-centered approaches. The instructor stimulates student motivation, engagement, and language acquisition through good lesson design, classroom management, and interpersonal communication skills⁹. In order to accommodate students' varied requirements and learning preferences, teachers use a range of instructional strategies and techniques in their role as learning facilitators. To cater to the language skill levels, interests, and learning objectives of the students, the teacher customises education through whole-class instruction, small group activities, or individualised help. In order to create a supportive and welcoming learning community, the teacher also offers constructive criticism, scaffolds learning activities, and pushes pupils to take chances and try out new linguistic abilities. As a valuable educational resource, the teacher must possess essential qualities, qualifications, work experience, instructional competence, and a good knowledge of the subject which they teach, in this case, the oral English subject.

2.1.3.2 Teacher's Quality

Teacher quality pertains to the attributes, proficiencies, and capacities that educators possess, as well as their influence on the academic achievements of their students¹⁴. A teacher's quality is a multifaceted concept that includes pedagogical understanding, topic knowledge, instructional techniques, and personal attributes like compassion, excitement, and empathy¹⁵. As society ideals and educational regulations changed over time, so did the definition of teacher quality. According to one definition, a teacher must possess certain technical abilities and knowledge in order to be successful in their duties¹⁶. This involves having the capacity to teach at the school level to the criteria set by the Ministry of Education. An alternative interpretation of exceptional teaching quality highlights a wider spectrum of dispositions and

qualities, like inquisitiveness, zeal, and empathy¹⁷. These definitions emphasise how crucial technical proficiency and character traits are in determining a teacher's excellence. Research indicates that a key component of student learning outcomes is the calibre of the teacher¹⁵. Student achievement has been discovered to be significantly impacted by effective teachers, and a major factor in determining a student's success is the calibre of education. Instructors who are qualified to provide high-quality education can provide a supportive learning environment that encourages motivation and involvement from their students. Teacher quality describes an educator's general level of competency, professionalism, and skill in providing pupils with engaging learning opportunities¹⁵. This concept explores a teacher's profound influence on a student's intellectual, emotional, and social growth, going beyond the conventional view of education as merely imparting knowledge. A crucial aspect of a teacher's quality is their subject-matter expertise. Pedagogical talent, or the capacity to use a variety of efficient teaching techniques, is equally significant. Good teachers modify their approaches to meet the different requirements and learning styles of their students¹⁹. To improve the learning process, they design captivating lessons, encourage interactive dialogues, and make use of cutting-edge technologies. Another aspect of pedagogical competency is the ability to accurately evaluate student development and modify teaching strategies as necessary¹⁹. Effective communication abilities are also essential to a teacher's quality. Teachers may successfully communicate information, instructions, and expectations when they are able to communicate clearly and articulately²⁰. Positive teacher-student connections are also facilitated, fostering an environment that is favourable to candid communication, constructive criticism, and teamwork²⁰. The qualities of teachers include empathy and interpersonal abilities in addition to intellectual ability²¹. Good teachers know

how important it is to establish a welcoming and helpful learning atmosphere in the classroom. They build strong bonds with students while appreciating and valuing their particular differences. In order to create a feeling of emotional safety and belonging among their students, empathetic teachers pay attention to their social and emotional needs. Another vital aspect of a good teacher is professionalism. This calls for moral behaviour, dependability, and a dedication to lifelong professional growth²². Reputable educators have a strong work ethic, uphold a feeling of duty to their pupils, and pursue ongoing professional development to stay current with innovations in education. The enthusiasm and dedication of the teacher to their work is another crucial component. An authentic love of teaching and a sincere desire to have a positive influence on pupils can greatly improve a teacher's quality. Students' love of learning is typically fostered by this passion, which transforms into an exciting and engaging learning environment²⁴. Effective classroom management is another essential component of teacher excellence²⁵. Possessing the capacity to keep a classroom tidy and orderly, fosters a learning atmosphere. Teachers who are adept at balancing authority and approachability foster a supportive environment that promotes involvement and engagement from their students. Another element that affects a teacher's overall quality is their degree of adaptability²⁶. The field of education is dynamic, with advances in technology, instructional approaches, and curricula occurring frequently. Long-term effectiveness is more likely for educators who are receptive to new ideas, have the flexibility to modify their lesson plans to fit changing student needs, and are open to innovation²⁷.

2.1.3.3 Subject-Matter Knowledge

When it comes to language education, especially when it comes to teaching oral English, teachers' expertise and subject matter knowledge are crucial in determining how well their

students perform academically. Oral English requires a variety of skills, such as intonation, pronunciation, fluency, and communication. Proficiency in these areas has a significant impact on students' comprehension and communication skills in English as well as the efficacy of language training. Effective teachers maintain up to date knowledge of the latest developments in their disciplines and have a thorough comprehension of the material they teach²⁸. Their proficiency allows them to explain intricate ideas in a way that students can understand, leading to a greater comprehension on the part of the students. Proficiency in the subject matter is essential to fostering an atmosphere of critical thinking and intellectual curiosity.

Students gain confidence and credibility from teachers who are proficient in their subjects. Teachers who exhibit a high degree of oral English competence are sources of motivation and role models for students who are working to advance their language abilities. Teachers who have a strong grasp of the subject are more likely to be respected and trusted by their students, which increases student involvement and receptivity. Competent teachers are better able to provide constructive criticism and teaching. Effective educators are skilled at demonstrating appropriate pronunciation, intonation, and communication techniques, giving students useful role models to follow. Teachers help students refine their oral English abilities, address particular areas for growth, and develop linguistic competence through focused instruction and constructive criticism. Moreover, subject matter expertise among teachers improves the flexibility and responsiveness of training. Teachers with experience have the know-how to modify their methods of instruction to fit the different demands and learning preferences of their pupils. In order to accommodate individual variances, they can modify the instruction's pace, complexity, and material, ensuring that every student has the

chance to succeed in learning oral English. Additionally, subject-matter expertise among teachers promotes a positive learning atmosphere that is advantageous to language development. Oral English teachers can effectively scaffold students' learning experiences by offering concise explanations, relevant examples, and engaging interactions that enhance understanding and retention. Competent teachers encourage students to take chances, speak clearly, and actively participate in language learning activities by fostering a supportive and inclusive learning environment. Subject mastery by teachers in oral English has a profound effect on students' academic performance in the subject outside of the classroom. Studies repeatedly show that there is a positive relationship between student learning outcomes and teacher expertise, with skilled teachers being associated with better levels of academic performance, language proficiency, and communication competence¹⁰. Effective oral English instruction enhances students' language skills, enabling them to speak in a range of contexts and effectively express their ideas, thoughts, and opinions. Students who are more fluent and accurate in their language use do better on examinations, evaluations, and academic tasks. This is a result of their improved capacity for comprehending and participating in spoken English dialogue. Additionally, students' critical thinking and language awareness are fostered by teachers who are proficient in their subjects. Effective teachers facilitate critical conversations, debates, and group projects that develop students' critical thinking, problem-solving abilities, and cultural sensitivity. Students extend their language repertoire and get a deeper knowledge of oral English as a dynamic and varied communication system by investigating a variety of themes, perspectives, and linguistic aspects.

2.1.3.4 Instructional Competence

The talents and strategies used by educators to support learning and meet learning objectives are referred to as instructional competencies or skills²⁸. These abilities, which can include problem-solving, leadership, communication, and the application of different instructional methodologies, are crucial for efficient teaching. The goal of instructional problem-solving is to give students the tools they need to examine, assess, and resolve challenging issues²⁹. Teachers can employ a variety of strategies to help students develop their problem-solving abilities, including letting them solve problems independently, posing targeted questions, and pushing them to explain how they solve problems⁸¹. It is crucial to explain the goal of problem-solving exercises and to give clear instructions on how to approach and resolve issues. Other successful methods for teaching problem-solving techniques to students include enhancing decision-making processes and promoting brainstorming in a nonjudgmental setting. Enhancing instruction is the driving force behind instructional competence, which calls for a strong moral commitment to supporting in-depth student learning, professional inquiry, dependable connections, and the pursuit of evidence in action³⁰. According to research, interactions with teachers that are instructionally focused, like teacher observation, feedback, and coaching, have the biggest positive effects on student achievement. This is known as instructional leadership³¹. The subject of instructional competency, which emphasises communication's function in the teaching-learning process, includes communication. It includes both spoken and unspoken exchanges between educators and learners with the goal of fostering understanding. A committed group of academics is providing high-quality work in this field of study, which has been acknowledged as crucial for effective teaching in order to identify links between learning outcomes and communication. Developing a supportive learning environment, encouraging active learning,

and acknowledging the distinctions across different disciplines are the cornerstones of instructional communication. For the purpose of engaging students, elucidating the material being taught, and creating a positive learning environment, effective instructional communication is essential. In order to make sure that the instructional material is properly presented and comprehended by the learners, it also entails the use of a variety of communication channels and messages³². In addition, instructional tactics refer to the ways in which educators present their material and encourage students to take an active role in their education. They can use a broad range of methods, including visual aids, problem-solving, communication, and lecturing, all of which are customised to meet the specific requirements of the students and the learning goals. Certain topics are best taught using a particular technique than another, and different learner types respond better to different strategies. An instructional strategy explains the methods and resources used in the classroom to help students meet the learning objectives³³. It can cover a variety of learning categories, including verbal information, intellectual skills, and psychomotor skills. It should be based on the learning outcomes and data from prior assessments. It takes a combination of deliberate effort, continual learning, and real-world experience to develop instructional skills, which is a dynamic and ongoing process. Participating in professional development workshops, seminars, and training sessions designed to improve instructional abilities is one efficient way to increase one's instructional competency³⁴. Teachers can learn about innovative teaching methods, pedagogical perspectives, and efficient classroom management skills from these experiences. Another important component of instructional competence development is mentoring. Teachers can gain from the amount of information and useful insights that come from years of teaching experience by asking seasoned educators or

mentors for advice. Professional development is greatly aided by talks about instructional strategies, seeing experienced teachers in action, and getting helpful criticism³⁵. The development of instructional competence is another area in which reflective practice is extremely important. Teachers who regularly reflect on their experiences and techniques of instruction can pinpoint areas for growth, what went well, and gain understanding of their own teaching style³⁶. Peer cooperation is an additional effective method for improving teaching abilities in a nurturing learning environment. A collaborative environment where educators may learn from each other's triumphs and challenges is fostered by peer observations, idea sharing, and constructive feedback³⁷. Additionally, maintaining current knowledge on educational trends is essential for developing instructional skills³⁸. Whether taken online or in person, professional development courses provide organised learning opportunities with an emphasis on pedagogy, instructional design, and successful teaching techniques. These courses offer a basis for comprehending the most recent developments in education and using creative teaching strategies. To stay up to date on the latest research findings, instructional approaches, and technologies, educators can follow credible educational blogs, read educational publications, and attend conferences. This ongoing learning ensures that teaching methods remain current and efficient. A crucial element of the development of instructional competence is ongoing self-evaluation³⁹. A commitment to lifelong learning and adaptation involves regularly evaluating one's areas of strength and weakness, creating clear goals for professional development, and tracking advancement over time. Teachers can maintain their effectiveness and adaptability to the changing needs of the educational landscape by welcoming new ideas, being receptive to criticism, and constantly looking for methods to enhance and improve their methods of instruction.

2.1.3.5 Teacher's Work Experience

Work experience refers to the application of knowledge and abilities gained via formal schooling in a real-world setting. It serves as a link between academic knowledge and practical application, enabling people to participate meaningfully in work environments⁴⁰. This involvement spans multiple sectors and is not restricted to any one industry or profession, giving people the opportunity to learn about the nuances of the career they have chosen. The importance of work experience for professional development cannot be overstated. People who become fully immersed in the daily operations of a job or business develop new competencies in addition to honing their current ones. Work experience is a person's history of employment; it is a chronology of roles they have had and tasks they have completed. It goes into detail on the tasks completed, projects pursued, and abilities refined over each term, going beyond a simple chronological record. This employment history is evidence of an individual's development and contributions to the workplace⁴¹. The workplace is a dynamic learning environment with activities and challenges that demand critical thinking and problem-solving skills. People that engage in this practical learning greatly enhance their skill set and become more competent and adaptable in their chosen fields of work. Work experience fosters both professional and personal development in addition to the acquisition of technical abilities. People are given a sense of accountability and responsibility as they actively contribute to the objectives of the business⁴². Over the course of a person's career, learning from mistakes, adjusting to new work situations, and accepting new challenges all become crucial elements.

The varied journey that teachers take while navigating the difficulties of the educational system is encapsulated in their work experience. Their educational credentials, which include

degrees, certifications, and specialised training that provides them with the theoretical framework required for efficient teaching, form the basis of this experience⁴³. The real substance of a teacher's job experience, however, is revealed in the classroom, when instructors interact directly with students while putting their academic knowledge into practice. In the context of the classroom, teachers manage the classroom environment and prepare and present lessons to accommodate a variety of learning preferences⁴⁴. This calls for an ongoing process of evaluation, criticism, and adjustment to guarantee that every student receives individualised assistance. A major part of teaching is the complex dance of overseeing classrooms, attending to individual needs, and creating an inclusive environment. Another aspect of a teacher's professional experience is their subject matter knowledge, which grows when they study a subject in-depth. Teachers incorporate real-world relevance into their classes by staying up to date with breakthroughs in their disciplines, in addition to using textbooks. This proficiency includes the capacity to explain difficult ideas in understandable ways, stimulating students' interest and comprehension. Pedagogical abilities, which embody the art and science of successful teaching, constitute a fundamental aspect of educators' professional experiences. To provide engaging and meaningful learning experiences, pedagogical abilities entail applying customised instruction, understanding unique learning styles, and modifying techniques. In order to adapt their teaching methods to the always-changing demands of their students, teachers constantly improve their skills⁴⁵. Teachers' work experience is incomplete without professional development, which demonstrates their dedication to remaining up to date with the ever-changing field of education. Teachers learn fresh perspectives, apply cutting-edge teaching techniques, and incorporate technology innovations into their classrooms through workshops, conferences,

and continuous professional development⁴⁶. By making a commitment to lifelong learning, educators may stay effective and adapt to the ever-changing needs of education. Teachers' work experiences are interwoven with a collaborative thread: working with colleagues. Collaborating with colleagues, educators, exchanging best practices, and participating in professional learning communities all contribute to the enhancement of the collective expertise within the teaching profession⁴⁷. A teacher's work experience also includes managing the classroom and practicing flexibility. Years of experience have refined skills such as managing varied classroom dynamics, handling behavioural issues, and establishing a safe and orderly learning environment⁴⁸.

2.1.3.6 Teachers' Qualification

Students' educational experiences are greatly influenced by their teachers' efficacy, which is shaped by a number of factors that add to the overall quality of education. The teacher's professional and academic credentials are an important consideration. A strong educational background, including pertinent degrees and certificates, equips teachers with the know-how and abilities needed to instruct students¹⁵. An essential basis for teachers' efficacy in the educational system is their qualifications. Together, these credentials, which include academic degrees, professional certificates, and specialised training, give teachers the information, abilities, and pedagogical resources they need to help their students engage in meaningful learning⁴⁹. Academic degrees are the foundation of a teacher's qualifications. Teachers usually have a bachelor's degree in education or a related field, depending on the grade level they plan to teach. For instance, secondary school teachers may specialise in areas like physics, math, or English, whereas elementary school instructors frequently have a broad background in education. Master's and doctorate degrees are examples of advanced

degrees that are frequently obtained and can further a teacher's knowledge in a particular field of study or pedagogy. Another essential element of a teacher's qualifications is their certification. To work in public schools, teachers must hold one of several teaching licences or certifications. These credentials guarantee that educators fulfil specific competency requirements and follow moral and professional standards⁵⁰. In order to become a teacher, one must typically finish an authorised teacher preparation plan that consists of coursework, supervised teaching experiences, and competency examinations. Additionally, professional growth and specialist training enhance teachers' credentials. Teachers participate in continual professional development to stay up to date on cutting edge teaching techniques, best practices, and technological developments in the classroom because education is a dynamic area⁵¹. Teachers must possess interpersonal and communication abilities in addition to academic and professional credentials. Good teachers can explain difficult ideas in an understandable way, modify their lesson plans to accommodate different learning preferences, and build relationships with parents, students, and other educators. Their educational background and professional experience, along with these soft skills, help to foster a supportive and productive learning environment. The effect that instructors have on student results highlights the importance of their qualifications. Empirical studies repeatedly demonstrate the favourable impact of highly qualified and experienced educators on student engagement and accomplishment⁵². Strongly qualified teachers are better able to handle each student's unique learning needs, differentiate education, and encourage a love of learning in their students. Strongly qualified teachers provide a plethora of pedagogical knowledge, subject matter expertise, and instructional approaches to the classroom. Their proficiency in this area allows them to use creative and differentiated teaching methods that meet the needs

of a wide range of learners in their classrooms. Well-qualified instructors are able to traverse the intricacies of the curriculum and effortlessly integrate innovative and successful teaching approaches because they have a strong basis in educational theory⁵³. Students who receive instruction from highly trained teachers regularly exhibit enhanced academic performance and increased levels of accomplishment. Additionally, competent educators act as good role models by fostering a love of learning, a strong work ethic, and a dedication to lifelong learning⁵⁴.

2.1.3.7 Multimedia Resources

Proficiency in spoken English is essential for academic success, particularly in fields where communication is essential. Multimedia materials provide a wealth of chances to improve oral English instruction and learning in the current digital era⁵⁵. A wide range of instruments and resources are available through multimedia resources to improve oral English instruction and learning⁵⁶. Multimedia resources offer many modes of information presentation, concept reinforcement, and active involvement through the integration of visual, aural, and interactive aspects⁵⁷. Multimedia resources such as audio recordings, video clips, interactive simulations, and digital textbooks can be employed to generate dynamic and interactive learning experiences⁵⁸. Multimedia resources can be utilised to expose students to real language use, cultural contexts, and a variety of communicative scenarios while teaching oral English.

2.1.3.7.1 Audio and Video Resources

Students can practise speaking fluently, pronouncing words correctly, and listening comprehension in real-world settings with the help of interactive language-learning

applications, audio recordings of native speakers, and video clips of actual conversations. Multimedia resources can also be used as a supplement to traditional teaching materials. They offer interactive activities, multimedia presentations, and visual aids to help reinforce language skills, grammatical rules, and important vocabulary ¹¹.

Students can practise pronunciation and listening comprehension with real and interesting materials provided via audio recordings and video clips. These resources, which range from speeches and interviews to TED lectures and short films, introduce students to a variety of accents, expressions, and situations, promoting a deeper comprehension of oral English communication. By replicating the speech of native speakers, students can use audio recordings to practise pronunciation, intonation, and stress patterns. As students learn to recognise important details, comprehend context, and extrapolate meaning from spoken speech, listening to audio recordings improves their listening comprehension skills. Repeated listening to audio recordings enables students to go over difficult passages, spot mistakes, and gradually get better. Students can study other English-speaking cultures, dialects, and accents through audio recordings, which fosters an understanding and awareness of cultural diversity. With the ability to see body language, gestures, and facial expressions in addition to spoken language, video clips help pupils understand and remember spoken language. Students can see real-life scenarios like job interviews, class discussions, or social interactions through videos, which imitate real-life events. Compared to audio-only materials, the mix of visual and aural stimulation in video clips stimulates several senses, improving learning and retention⁵⁹. Students can gain an understanding of cultural norms, customs, and social behaviours by watching videos, which can aid in the development of intercultural competence and sensitivity. Students are exposed to a variety of accents, dialects, and speech

patterns through authentic video clips from sources such as news broadcasts, documentaries, and films, which helps them get ready for communication situations in the real world. To boost comprehension and activate prior knowledge, teachers can assign pre-viewing tasks to students before watching a video clip. These activities can include content prediction, vocabulary brainstorming, or discussions on pertinent subjects. To promote active involvement and participation in interactive tasks like role-plays, comprehension questions, or opinion discussions, video snippets should be used as prompts. Teachers can encourage students to analyse content, voice opinions, and draw parallels to their own experiences by facilitating post-viewing reflections through writing assignments, reflective diaries, or debates. To optimise teaching efficacy and student engagement, video clips that are pedagogically connected with learning objectives, linguistically appropriate, and culturally relevant should be used. For comprehensive language development, oral English teachers must combine video clips with other language abilities like speaking, writing, and reading to create integrated language learning experiences. Teachers can build dynamic and immersive learning environments that support spoken English competence and academic performance by efficiently utilising audio recordings and video clips in language instruction.

2.1.3.7.2 Language Learning Applications and Virtual Reality Simulations

Students can practise their speaking, vocabulary, and pronunciation with interactive and realistic virtual reality simulations and language learning applications. Learners can improve their confidence and fluency in oral English by developing communicative competence in a risk-free environment by participating in real-life scenarios within virtual environments⁵⁹. With language learning apps, students can easily practise oral English skills at their own pace and convenience by having convenient access to interactive activities, lessons, and materials

anytime, anywhere. Numerous language-learning applications provide individualised learning experiences based on each learner's goals, learning preferences, and proficiency levels. This enables students to concentrate on their areas of weakness and monitor their development over time. Speaking exercises including pronunciation drills, speaking challenges, and conversation simulations are frequently included in language learning applications, giving students the chance to practise speaking English in a motivating and engaging setting. Certain language-learning applications employ speech recognition technology to offer instantaneous feedback on pronunciation, intonation, and fluency, assisting learners in recognising mistakes and enhancing their speaking precision. Rewards, badges, and leaderboards are examples of gamified elements that encourage students to interact with language learning materials often and persistently, making language practice interesting.

With the use of virtual reality (VR) simulations, students can engage with virtual people and objects in realistic settings in immersive, three-dimensional environments that mimic real-world situations. Students can practise using language authentically by taking part in role-plays, virtual conversations, and interactive scenarios that mimic real-world situations and difficulties using VR simulations. Students can experience scenarios like placing an order at a restaurant, making presentations, or negotiating with native speakers through VR simulations. These scenarios may be challenging to recreate in traditional classroom settings. Virtual reality (VR) simulations provide a secure and encouraging setting where students can practise oral English without worrying about making mistakes or suffering real-world repercussions. This allows for risk-free experimentation and learning. Virtual reality simulations have the ability to immerse pupils in diverse cultural settings and contexts,

facilitating cross-cultural conversation, cultural immersion, and the examination of cultural norms and values.

In order to create blended learning environments that combine the advantages of technology-enhanced learning with in-person interaction and teacher support, educators should integrate language learning apps and VR simulations with traditional classroom instruction. Teachers can also create task-based activities that incorporate language learning apps and VR simulations as tools for completing communicative tasks, like making travel plans, solving problems, or working on projects with virtual teammates. Teachers can utilise virtual reality (VR) simulations to design role-playing games that mimic authentic communication circumstances. This way, students can practice social interactions, negotiation techniques, and conversational skills in a safe and engaging setting. To promote self-evaluation, goal-setting, and ongoing progress, chances should be given for students to get feedback and think back on their experiences using VR simulations and language learning applications. In order to promote peer support, collaboration, and group learning, teachers should encourage their students to share their experiences, insights, and difficulties with language learning apps and VR simulations in online communities, language exchange platforms, or virtual classrooms.

Teachers can improve the efficacy and engagement of language learning experiences by incorporating VR simulations and language learning apps into oral English instruction. This will give students invaluable chances to practise, explore, and become proficient in oral English in a variety of immersive learning environments.

2.1.3.7.3 Language Exchange Platforms and Social Media Channels

Social media and language exchange platforms provide chances for real-world language practice and cross-cultural interaction. Students can interact with a variety of linguistic and cultural viewpoints through user-generated content on websites like YouTube and TikTok and conversations with native speakers, which will improve their oral English ability. Students can interact with native speakers or skilled speakers of the target language who are interested in learning their native tongue through language exchange programmes. This makes it easier for students to practise having actual conversations and puts their oral English abilities to use in authentic settings. Language exchange platforms promote cultural interchange in addition to language practice by enabling contacts between people with various linguistic and cultural backgrounds. The exposure to a variety of viewpoints improves pupils' cross-cultural communication abilities and cultural sensitivity. Students can customise their learning experiences according to their interests and learning objectives and participate in conversations at their own convenience with the flexibility that language exchange platforms offer in terms of scheduling and content. Students can discover areas for growth and build confidence in their oral English skills by participating in language exchange partnerships, where they can get feedback, corrections, and assistance from their language exchange partners. When students set goals for their language acquisition, practise frequently, and monitor their progress with the help of their language exchange partners, language exchange partnerships offer motivation and accountability.

Social media platforms are home to a wide range of user-generated information about language acquisition and oral English practice, such as posts, videos, and discussions. To improve their language abilities, students can interact with content written by native speakers and access real materials. Social media networks provide casual language practice chances

through live chats, direct messages, and comments⁶⁰. Fluency in language and spontaneity in real-time encounters are fostered by this informal communication. On social media, language learning communities frequently plan language challenges and make use of particular hashtags associated with practicing oral English. Students are encouraged to interact with others, produce and share content, and get feedback on their speaking abilities by taking part in these challenges. Social media platforms enable language learners, educators, and native speakers to network and collaborate. To improve their oral English proficiency, students can work together on language projects, take part in online activities, and join language study groups. Social networking platforms give users access to real-world cultural contexts and modern linguistic usage, such as colloquialisms, slang, and casual speech patterns. Students are exposed to the language and culture of English speakers all over the world when they interact with social media content.

2.1.3.7.4 Digital Textbooks and E-Books

Students can have dynamic learning experiences using digital textbooks and e-books enhanced with voice recordings, video lessons, and interactive activities. These multimedia resources improve comprehension and participation in the study of oral English by accommodating a variety of learning styles. To improve the learning experience, digital textbooks and e-books frequently include multimedia components including audio files, videos, interactive activities, and animations. These multimedia materials offer exciting opportunities for oral English practice while accommodating various learning methods. With the ease, portability, and accessibility that come with digital textbooks and e-books, students can access course materials from any location at any time by using a variety of gadgets, including laptops, tablets, and smartphones⁶¹. Adaptive learning tools, which tailor the

learning experience according on students' performance, preferences, and learning objectives, are included in certain digital textbooks and e-books. With the aid of these adjustable features, students can go at their own speed and concentrate on areas where their oral English skill needs to be strengthened. Interactive evaluations including speaking challenges, listening comprehension exercises, and quizzes are frequently included in digital textbooks and e-books. In spoken English practice, these tests facilitate self-evaluation and self-directed learning by offering prompt feedback. It is simple to update digital textbooks and e-books to reflect shifts in language usage, cultural norms, and technology developments. This guarantees that students can practise and improve their oral English skills by providing them with up-to-date and pertinent content.

Through the use of digital textbooks, e-books, social media, language exchange platforms, and other multimedia resources, teachers can enhance their students' oral English learning experiences, promote genuine communication, and set them up for success in oral English courses. With the help of these resources, students can improve their oral English ability in a productive and self-assured manner. They also offer a variety of chances for language practice, cultural exchange, cooperation, and personalised learning. In order to promote speaking and listening skills, multimedia resources should be used to facilitate interactive and collaborative learning activities including role-plays and group discussions. Through the promotion of student collaboration and creativity in multimedia projects, instructors can enable learners to orally communicate their ideas and demonstrate their learning.

Moreover, scaffolded and customised education is necessary to help students with varying degrees of competency. Through individualised feedback and guided practice, educators can cater to the unique requirements of their students and foster ongoing enhancement of their

oral English skills. By utilising multimedia technologies for formative assessment, such as audio recordings for self-reflection and peer feedback, students can track their development and pinpoint areas that require improvement. Teachers can help students systematically build their oral English skills by giving them positive comments on pronunciation, fluency, and communication effectiveness.

Conclusively, the proficient incorporation of multimedia resources has significant potential to improve oral English teaching and advance student learning objectives. By utilising real resources, encouraging interactive and team-based learning, and offering tailored guidance and evaluations, teachers can design dynamic and captivating learning spaces that enable learners to speak English orally with confidence. In the oral English classroom, this research study emphasises the value of utilising multimedia materials as effective instruments for promoting intercultural communication skills and language acquisition.

2.1.4 Student Motivation

Motivation is the engine that propels a person's decisions, activities, and behaviour. When it comes to education, student motivation is the will, zeal, and dedication to participate in class, work towards their goals, and persevere in the face of difficulties. Students that are motivated are more likely to succeed academically, put forth effort and perseverance, and actively participate in the learning process.

Perceived appeal and relevance of learning activities are important aspects that impact students' motivation. When learning assignments are engaging, meaningful, and directly related to the interests, objectives, and life experiences of the students, they are more likely to be motivated. Teachers can improve student motivation and engagement in the learning

process by making connections between the curriculum and the interests and cultural backgrounds of their pupils. In order to promote student motivation, learning tasks must provide opportunities for success, advancement, and a sense of mastery. Students are more likely to be motivated to participate in learning activities when they believe they are competent and capable of completing difficult assignments. Giving students the chance to create attainable goals, get feedback, and celebrate their successes helps them feel more motivated and self-sufficient. Giving students freedom and control over their educational experiences is another crucial element in fostering motivation. Students are more likely to be genuinely motivated to participate in learning activities when they feel in charge of and have ownership over their education. Giving pupils the freedom to choose, establish goals, and follow their interests encourages intrinsic motivation and autonomy in the learning process. Motivation is greatly aided by supportive relationships with teachers and fellow students as well as by positive social interactions. Students are more likely to be motivated to participate actively in class and persevere in the face of difficulties when they feel connected and supported in the learning environment. Students' motivation and resilience are increased by supportive teachers, encouraging peers, and providing constructive criticism. Motivating pupils with demanding assignments that fall within their zone of proximal development fosters growth, learning, and intellectual stimulation. Students who receive scaffolded guidance, progressive advancement, and opportunities for critical thinking and problem-solving feel more accomplished and motivated from within.

Students' motivation to learn can be weakened by a number of variables, even in the face of efforts to increase it. Students may lose motivation for a variety of reasons, including bad learning settings, lack of autonomy, external demands, failure and frustration, and a lack of

relevance. Students may become disinterested in learning if they believe that the tasks assigned to them are unrelated to them or unrelated to their interests. Students' confidence and motivation can be affected when they repeatedly fail or do not make progress on learning assignments. Excessive academic demands, high-stakes exams, and performance expectations are examples of external influences that can reduce intrinsic motivation by causing stress and worry. Students who have few possibilities for choice and autonomy in their education may feel disengaged and apathetic. Ultimately, unfavourable learning settings that are marked by a lack of encouragement, criticism, or bullying can be harmful to students' motivation, wellbeing, and sense of self. Teachers can use a range of research- and theory-based tactics to improve student motivation in learning situations. In order to meet their learning objectives, students should be encouraged to create clear, attainable goals. They should also be given regular opportunity to assess their progress. For pupils to stay motivated and moving forward, long-term objectives should be divided into smaller, more doable tasks, and they should celebrate minor victories along the way. Motivation is contingent upon the recognition and accommodation of students' unique learning styles, preferences, and talents through a range of instructional methodologies, resources, and activities. Teachers can enable students to interact with knowledge in ways that speak to them by providing options and flexibility for assignments, examinations, and learning routes. Fostering a growth mindset culture by promoting the belief that intelligence and abilities can be developed through effort, perseverance, and learning from mistakes and encouraging students to embrace challenges, view failures as opportunities for growth, and adopt a positive attitude toward learning and self-improvement boosts motivation. By including culturally appropriate knowledge, viewpoints, and examples into the curriculum, educators may honour students' cultural

identities, backgrounds, and experiences. In inclusive learning environments, students are more likely to feel like they belong and are motivated to study because they are treated with respect, appreciated, and represented. Teachers should provide students with timely, targeted, and constructive feedback on their performance, emphasising their strengths, areas for development, and growth strategies. Create a feedback-rich environment where students may reflect on their learning, make objectives, and take responsibility for their own growth with the help of others. In order to encourage social contact, group problem-solving, and shared learning experiences, teachers can also provide chances for peer cooperation, cooperative learning, and peer tutoring. Student motivation is also increased by assigning cooperative projects, group discussions, and peer review exercises that promote cooperation, communication skills, and a sense of shared accountability for learning. Developing Interactive, hands-on, and relevant learning experiences that connect to students' passions and real-world situations utilising technology, multimedia, and real-world assignments would pique students' interest, pique their curiosity, and encourage active learning. Students' motivation to learn is increased when teachers and students foster positive relationships based on mutual respect, empathy, trust, and support. Teachers also create a nurturing and supportive learning environment, spend time getting to know each student as an individual, and genuinely care about their goals and well-being. Finally, students are offered emotional support and encouragement when needed.

Learning results in educational environments are greatly influenced by the complex construct of student motivation. Teachers may establish stimulating learning environments that enable students to achieve academic success and flourish as lifelong learners by comprehending the elements that influence student motivation and putting these tactics into practice.

2.1.4.1 Intrinsic Motivation

Students' academic achievement is greatly influenced by their intrinsic desire, especially when it comes to oral English proficiency. When someone is motivated by something deeper than incentives or pressures from outside sources, they are said to be intrinsically motivated. Students who are driven by their innate curiosity, delight, and personal fulfillment demonstrate a real interest and excitement for studying. Intrinsic motivation comes from within the person, as opposed to extrinsic motivation, which is influenced by outside variables like grades, awards, or recognition. It is commonly acknowledged that intrinsic motivation is a powerful tool in education that promotes deep engagement, perseverance, and learning autonomy. Students are more likely to exhibit higher levels of creativity, critical thinking, and problem-solving abilities when they are intrinsically driven. Furthermore, intrinsic motivation fosters a love of learning that students carry into other facets of their lives outside of the classroom. When it comes to oral English proficiency, students' acquisition and mastery of the language are greatly influenced by their inner drive. When students have an innate desire to get better at speaking English aloud, they will actively look for practice opportunities, participate in meaningful conversations, and persevere through difficulties. Their innate motivation strengthens their dedication to language acquisition and improves their communication skills. A number of elements support students' intrinsic motivation to become proficient in speaking English. Students are more likely to be genuinely motivated to get better when they believe that oral English abilities relate to their identities, interests, or aspirations. Giving students freedom to choose their own subjects, objectives, and study methods encourages them to take charge of their education and develops intrinsic drive. Students' confidence and innate motivation are bolstered by chances

for success and mastery. Students who receive constructive feedback and tasks that are scaffolded are better able to communicate effectively in oral English. Encouraging students' curiosity and offering interesting educational opportunities boost intrinsic motivation. Using real-world situations, interactive exercises, and realistic materials helps pique students' interest in learning oral English. The impact of intrinsic motivation on students' academic performance in oral English proficiency is substantial. Students who are intrinsically motivated exhibit higher levels of perseverance, fortitude, and readiness to dedicate time and energy to language practice. They are therefore more likely to develop greater degrees of competence and fluency in oral communication. Students' academic progress can be significantly accelerated by intrinsic desire, especially when it comes to developing oral English proficiency. Teachers can foster an environment of intrinsic motivation in their pupils that will enable them to achieve success in oral English proficiency and other areas by fostering their natural curiosity, independence, and love of learning. Understanding the importance of intrinsic motivation is critical to encouraging students' holistic growth and lifelong learning.

2.1.4.2 Extrinsic Motivation

Extrinsic motivation is equally important for students' academic achievement, especially when it comes to developing spoken English fluency, even though intrinsic drive is necessary for promoting deep engagement and real interest in studying. When students are motivated by external rewards or a desire to avoid punishment, they are acting extrinsically, not because they are intrinsically motivated to do the task. Extrinsically motivated behaviour is driven by outside forces like social approbation, praise, prizes, or grades. Extrinsic motivation depends on outside rewards to drive behaviour, in contrast to intrinsic motivation, which comes from

within the student. In many different fields, students' behaviour and academic achievement are significantly influenced by their level of extrinsic motivation. External incentives and rewards are effective instruments in education that can affect students' learning habits, encourage compliance, and advance desired results. Extrinsic motivation supports students' academic achievement by offering external reinforcement and accountability mechanisms, whereas intrinsic motivation fosters a sincere love for learning. Extrinsic motivation is the primary driver of students' language acquisition and performance in the area of oral English proficiency. Student time and effort is incentivized to improve oral communication skills by external benefits like grades, certificates, or recognition. Furthermore, students may feel pressured to prioritise oral English practice and engagement in class activities due to fear of undesirable outcomes, such as academic implications or social embarrassment. Extrinsic drive is fostered in students by a number of elements as they work towards spoken English competence. For students, the possibility of receiving excellent grades or evaluations on oral English tests is a powerful extrinsic drive. Clear feedback systems and grading guidelines encourage and reinforce the ideal oral communication behaviours. Giving out diplomas, awards, or recognition ceremonies for exceptional oral English performances are examples of extrinsic rewards that encourage students to actively practise their language skills and aim for perfection. Possibilities for competitive events, like speech or debate competitions, encourage students to surpass their peers and receive acknowledgment for their oral English skills, which in turn stimulates extrinsic drive. Extrinsic pressure to do well in oral English competence might come from societal expectations, family pressure, or career aspirations. This can affect students' motivation and commitment to language learning. Through the provision of external incentives and accountability systems to encourage learning and

performance, extrinsic motivation has a substantial impact on students' academic accomplishment in spoken English competence. Extrinsic motivation, which provides concrete rewards and consequences that reinforce desirable behaviours and achievements, complements intrinsic motivation, which cultivates a sincere passion for language learning.

The provision of external incentives and accountability systems to enhance learning and performance is a key function of extrinsic motivation, which is responsible for students' academic progress in spoken English competence. Teachers can increase their students' commitment to learning oral communication skills by using extrinsic motivators like grades, awards, and competition. Acknowledging the importance of both intrinsic and extrinsic motivation is critical to advancing students' overall growth and academic performance in spoken English competence.

2.2 Theoretical Review

2.2.1 Edward Thorndike's Behaviourism and Learning Theory

Influential psychologist Edward Thorndike is well-known for his contributions to behaviourism and learning theory in the context of educational psychology. The idea of connectionism, which highlights the significance of linkages or connections between stimuli and responses in the learning process, is among his most significant contributions. The foundation for comprehending how learning happens through the formation of associations between behavioural responses and environmental stimuli was established by Thorndike's theory. The following fundamental ideas form the foundation of Thorndike's connectivist theory: trial-and-error learning, law of effect, law of exercise, and law of readiness.

Thorndike asserts that learning is a process of trial and error in which people try different things in an effort to get the results they want. People learn which behaviours have positive results and are reinforced through repeated tries and experiences, while ineffective behaviours are gradually eliminated through extinction. According to Thorndike, learning occurs most efficiently when people are psychologically and physiologically prepared to learn. The term "readiness" describes a person's degree of interest, motivation, and readiness for learning activities, all of which might affect how effective learning experiences are. The Law of Exercise, which asserts that experience and repetition strengthen the bonds between stimuli and reactions, was also put out by Thorndike. Over time, additional reinforcement of a stimulus-response link strengthens it, resulting in more consistent and dependable behavioural responses. According to Thorndike's Law of Effect, actions that result in rewards or other favourable outcomes are more likely to be repeated, whereas actions that result in penalties or other unfavourable outcomes are less likely to be repeated. This idea emphasises how crucial consequences are in modifying behaviour and fostering learning.

The connectivist theory of Thorndike can provide light on why students are motivated to acquire oral English as a subject. The Law of Effect emphasises how actions have consequences that influence behaviour. When it comes to learning oral English, students might be more inclined to participate in language learning exercises (such vocabulary drills, speaking practice, or listening comprehension tests) if they see benefits or rewards for their work. For instance, if they get credit, acknowledgment, or praise for their success in spoken English activities, kids might be more inclined to take part. In order to enhance their oral English proficiency, students could try out various language learning methods and approaches, according to Thorndike's theory of trial-and-error learning. When pupils put in

the necessary work and succeed, they may grow in confidence and internal motivation to keep studying and using oral English. The Law of Exercise highlights the value of repetition and practice in fostering stronger links between inputs (language) and outputs (language responses). Students can improve their oral English language skills by practicing frequently and being exposed to spoken English in a variety of settings. Students can improve their oral English proficiency over time by practicing pronunciation, participating in speaking exercises, and listening to real audio content. According to Thorndike's Law of Readiness, pupils who are motivated, engaged, and mentally ready for learning activities are more likely to learn effectively. By establishing a safe and exciting learning environment, incorporating interesting and pertinent teaching resources, and offering chances for active engagement and teamwork, teachers can improve students' motivation and preparedness for spoken English instruction.

In conclusion, Thorndike's connectivist theory offers important insights into comprehending student motivation and learning procedures, especially when it comes to studying oral English as a topic. Through the application of fundamental concepts like the Law of Effect, trial-and-error learning, the Law of Exercise, and the Law of Readiness, educators can create successful teaching strategies that encourage student motivation, engagement, and success in acquiring speaking English.

2.2.2 Multimedia Learning Theory

Richard E. Mayer's Multimedia Learning Theory is a cognitive theory that investigates how people learn from multimedia presentations that combine audio and visual content. In order to improve learning outcomes, this theory highlights how crucial it is to provide instructional

materials that make use of a variety of modalities, including text, images, audio, and video. Effective multimedia presentations should support learners' cognitive architecture and enable meaningful learning by controlling cognitive load and encouraging active information processing, according to the Multimedia Learning Theory. The Multimedia Learning Theory has some key principles.

According to the dual coding principle, people use their auditory and visual channels to process and store information. Therefore, by offering numerous channels for encoding and retrieval, delivering information through both visual and auditory channels can improve learning. The mental effort needed to process information is referred to as cognitive load. By optimising the design of educational materials, multimedia presentations can reduce superfluous cognitive load (like needless animations) and promote germane cognitive load (like important learning exercises). According to the modality principle, learning can be improved by providing non-verbal information visually—through pictures or animations—and verbal information auditorily—through spoken words. This is in contrast to delivering both types of information verbally. It is not recommended to offer duplicate information in numerous modalities at the same time, according to the redundancy principle. Repetitive information can overload cognitive resources and impede learning, such as when text is presented on screen while being narrated. According to the coherence principle, multimedia presentations should integrate important information into a coherent narrative and eliminate unnecessary content to enhance coherence. While the Segmenting Principle suggests that complex multimedia presentations should be broken into smaller parts or chunks to improve learning and decrease cognitive overload, coherent presentations help viewers understand

and retain important topics. Learners are better equipped to process and integrate information when it is presented in digestible chunks.

The principles of Multimedia Learning Theory can be applied to instructional design in the context of spoken English language learning to improve student accomplishment. Oral English resources delivered via visual (reading text, watching images or videos) and auditory (listening to spoken language) channels can improve students' pronunciation, comprehension, and recall of English words and phrases. Multimedia components like audio files, movie snippets, and interactive graphic aids can be included into spoken English training to give students a variety of learning modalities and help them practise speaking, listening, and comprehension all at once. Students' focus and attention during spoken English learning activities can be improved and cognitive overload can be avoided by carefully choosing and combining verbal and nonverbal elements in multimedia presentations to avoid repetition. Coherent and logical organisation of spoken English materials—such as basing classes on theme units or real-world situations—allows students to make the connections between new vocabulary and grammatical structures and relevant settings, which enhances comprehension and fluency. By dividing intricate spoken English content into more digestible chunks, like single vocabulary words, phrases, or sentences, students can better assimilate knowledge and progressively improve their language skills over time.

Through the application of Multimedia Learning Theory ideas to oral English training, educators can design interactive, dynamic, and impactful learning experiences that enhance students' academic performance and oral English ability. By including multimedia components into teaching materials, teachers can give students a variety of opportunities to

practise speaking, listening, and comprehension, which will ultimately improve their success and overall language learning experience.

2.3 Review of Empirical Studies

2.3.1 Teacher's Subject Matter Knowledge and Oral English Academic Achievement

Oral English subject matter knowledge describes a teacher's comprehension and ability to speak English fluently. It covers a wide range of topics, including vocabulary, grammar, fluency, pronunciation, and communication techniques. Although they do not need to be native English speakers, oral English teachers should nevertheless have excellent English proficiency, subject-matter expertise, the ability to replicate an international learning environment, the ability to use effective teaching pedagogies in both content and second language, and knowledge of the local language and culture of their students⁵⁶. According to the findings of a study, students rated their teachers highly on socio-affective skills, subject matter knowledge, English proficiency, organisation and communication skills, and two other characteristics: professionalism and personality traits⁵⁷. These findings can assist teachers in understanding key aspects of their teaching from the perspective of their students so they can make necessary improvements to meet standards for an effective teacher. Therefore, a study in the Ibadan Metropolis looked at teacher content knowledge and attitudes as indicators of students' English language proficiency. The results showed a strong positive correlation between students' achievement and teachers' subject-matter expertise. Additionally, there is a strong positive relationship between teachers' attitudes and their students' English language proficiency⁶⁶.

2.3.2 Multimedia Resources and Oral English Academic Achievement

The evolution of technology, which is utilised as learning material to assist students in improving their speaking abilities, has brought about changes in the teaching-learning process in the educational sphere. A study used social media, more especially the TikTok app, as a teaching tool for oral English instruction with students. Based on the data, the findings indicate that the majority of students have a positive opinion of the TikTok app and think it can improve their speaking skills. Thus, it may be one of the best tools for improving students' speaking abilities⁶⁷. Digital textbooks, particularly in English, have become more common in education as a result of technology. A digital textbook is an electronic copy of a printed book that is widely used in classrooms. For spoken English learners, the benefits of utilising digital textbooks have been validated by numerous linked studies⁶⁸. Regarding the development of communicative skills, the multimedia application satisfies the aims and objectives of both a single lesson and the curriculum as a whole. The challenges in this application are designed to help teachers keep young learners' attention, boost their enthusiasm, and help them improve their English-speaking abilities⁶⁰.

2.3.3 Student Motivation and Oral English Academic Achievement

Student's motivation to learn is subject to both intrinsic and extrinsic factors. External factors such as a crisis or pandemic can negatively affect students' motivation to learn and their academic achievement⁶¹. The motivation function in promoting speaking skills, research on motivational factors for English as a second language, and suggestions and strategies in stimulating learners in developing speaking skills are all important when using student motivation as a tool for academic achievement in oral English⁶⁵. A crucial element in raising students' motivation and learning outcomes is their participation in the assessment process⁶⁶. According to a related study, oral English learning can be greatly aided by motivating factors

like goals or visions, supportive framework, and positive emotionality. Enhancing, preserving, and safeguarding students' focused motivating currents can enhance the effectiveness of oral English instruction in college and increase the learning efficiency of the students. Without enough motivation, even highly skilled individuals cannot accomplish long-term objectives, and competent training and a suitable curriculum are insufficient to guarantee student success on their own. Nonetheless, extreme motivation could make up for serious shortcomings in the learning environment and language proficiency. A motivated student puts forth more effort, takes ownership of their actions, sets goals, desires, and takes pleasure in the process of learning. To guarantee that students are fully immersed in the learning process, motivation is a crucial component⁶⁷.

2.3.4 Teacher's Work Experience and Oral English Academic Achievement

Teacher's experience is positively associated with students' performance across a variety of subjects, including English Language learning⁶⁸. Their study, based on longitudinal data from secondary schools, demonstrated that teachers with more than five years of experience consistently helped students achieve higher scores in Oral English proficiency tests compared to less experienced teachers. This finding supports the idea that experienced teachers are better equipped to address the diverse challenges of teaching oral language skills.

Experienced teachers are not only more effective in improving students' test scores, but also in fostering non-cognitive skills such as communication confidence, which is essential for oral English proficiency. Their research emphasized the importance of teacher-student interactions, noting that teachers with more experience are better at creating a classroom environment conducive to active language use⁶⁹.

Teacher's work experience and students' motivation is another critical factor that determines students' academic achievement⁷⁰. A study was conducted on secondary school students learning oral English in this Empirical Studies, showing that experienced teachers were significantly more successful in motivating students to actively participate in speaking exercises. The researchers found that these teachers had developed effective motivational strategies over time, such as using culturally relevant materials, integrating student interests into lessons, and providing personalized feedback, all of which heightened student engagement⁷⁰.

Different studies have shown that teacher's work experience plays a critical role in shaping oral English academic achievement. Experienced teachers are more proficient in using Instructional resources and motivational strategies to enhance student engagement and learning outcomes. They are also better at creating environments that encourage active participation and reduce language anxiety, both of which are essential for improving oral proficiency. Furthermore, empirical studies show that the combination of instructional expertise and motivational techniques employed by experienced teachers leads to better academic performance in oral English assessments.

2.3.5 Teacher's Qualifications and Oral English Academic Achievement

Empirical studies investigating the impact of teacher qualifications on students' oral English proficiency show that teacher qualifications are directly linked to students' academic achievement⁷¹. The study found out that teachers with advanced qualifications, such as a Master's degree in Education or TESOL (Teaching English to Speakers of Other Languages) certification, significantly contributed to better student performance in oral English. This was

attributed to their deep understanding of language pedagogy and effective instructional strategies⁷¹.

Similarly, another study examined the relationship between teacher qualifications and students outcomes in English language classes. The result showed that teachers who had undergone specialized training in language acquisition ESL (English as a Second Language) teaching were more effective at improving students' oral proficiency. These teachers were better equipped to tailor lessons to the needs of language learners, employing a variety of instructional methods, such as phonetic drills, role plays, and conversational practice, that specifically targeted oral English skills⁷².

Further research highlighted that teachers with advanced qualifications, especially those trained in modern pedagogical techniques, are more adept at integrating Instructional resources into classroom practice. These teachers were more skilled in using multimedia tools, such as videos, podcasts, and interactive language platforms, to supplement their oral lessons. Students taught by qualified teachers were found to participate more actively in oral exercises, as the Instructional resources made the learning process more interactive and engaging⁷³. Moreover, teachers with formal training in educational technology were better at selecting appropriate Instructional resources that align with students' learning goals. In this empirical study, students in classrooms led by highly qualified teachers demonstrated significant improvement in oral English performance compared to those in classrooms where Instructional resources were used inconsistently⁷⁴.

In conclusion, the role of teacher qualifications in preparing students for oral language classes and assessments cannot be neglected. Students are more likely to succeed in oral

English exams when taught by qualified teachers who had undergone specific training in language assessment and feedback, helping them refine their speaking abilities⁷⁵.

2.3.6 Instructional resources and Oral English Academic Achievement

Teacher's ability to effectively deliver lessons, manage classroom activities, engage students, and use appropriate teaching strategies which we refer to instructional competence in oral English is paramount in deciding a student's academic achievement in the subject⁷⁶. This study revealed that students taught by teachers with high levels of instructional competence perform significantly better in oral proficiency. These teachers employed a range of effective strategies, including active listening exercises, peer feedback, and guided conversations, which helped students improve their speaking skills.

Instructional competence as a critical factor helps in promoting student-centered learning in oral English classes⁷⁷. Teachers who demonstrated strong competence were able to design lessons that encouraged more students interaction, which led to increased speaking opportunities and greater language fluency.

Incorporating Instructional resources such as the teacher as an instructor and multimedia resources such as digital tools, for example, language apps, pronunciation software and interactive video contents, require a certain level of instructional competence. Studies have shown that teachers with high level of instructional competence are better equipped to integrate these tools into their teaching, enhancing students' oral English learning experiences⁷⁷. Further studies highlighted that teachers' instructional competence was crucial in determining how well they could blend themselves as an instructor, traditional and digital instructional methods⁷⁸.

2.4 Conceptual Model

Independent Variables

Instructional Agents

- Teacher as an Instructor
- Multimedia Resources

Dependent Variable

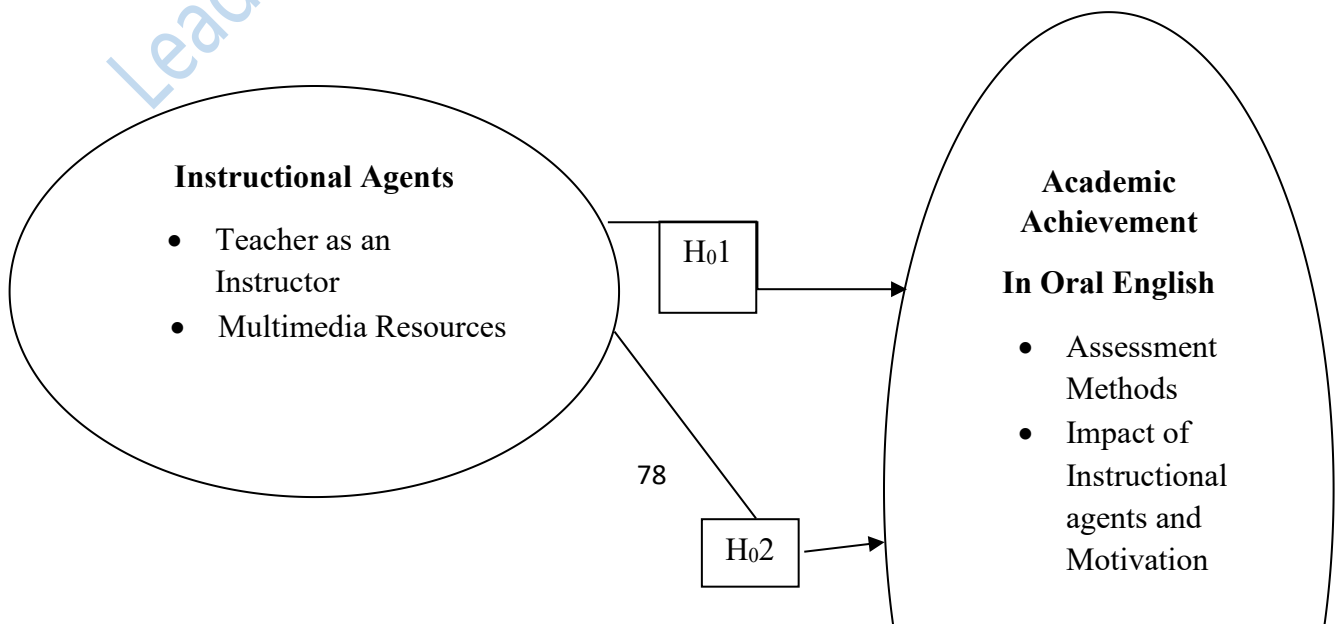
Academic Achievement In Oral English

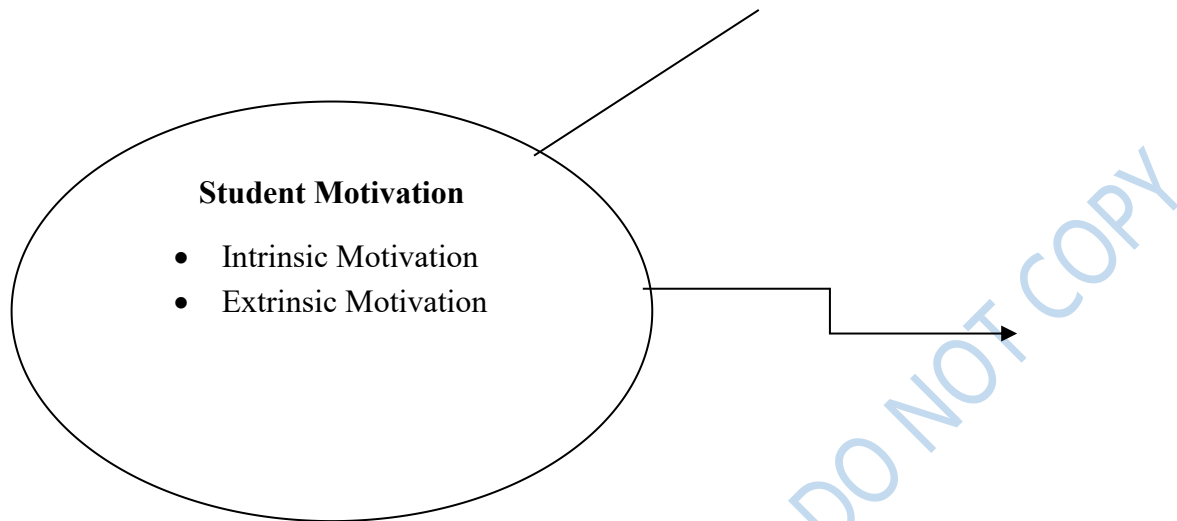
- Assessment Methods
- Impact of Instructional agents and Motivation

H₀₁

78

H₀₂





Source: The Researcher, 2024

Figure 2.4 shows the relationship between the independent and the dependent variables for the study. The relative influence of the independent variables including the elements on the dependent variable. The arrows in the middle of the figure show the influence of the independent variables on the dependent variable. There are independent variables and dependent variable. The independent variables for the study which are Instructional resources and Students' Motivation are studied in two aspects each; Teacher as an Instructor and Multimedia Resources for Instructional resources and Intrinsic Motivation and Extrinsic Motivation for Student Motivation.

2.5 Summary of Reviewed Literature

The researcher utilized this chapter to report on Instructional resources and Students' Motivation as determinants of Academic Achievement in Oral English of Public Secondary School Students in Ibadan Northwest, Oyo State. These determinants include Instructional resources: Teachers and Multimedia Resources and Students' Motivation which are subdivided into two indices each Teacher as an Instructor and Multimedia Resources for Instructional resources and Intrinsic Motivation and Extrinsic Motivation for Student Motivation respectively. Qualified and well-trained teachers are essential for effective language instruction. Recent studies continue to emphasise the importance of teacher expertise in fostering students' achievement in oral English. Researchers argue that teachers with specialized training in Oral English, who employ diverse and interactive teaching methodologies, significantly improve students' oral proficiency⁷⁹.

The use of multimedia instructional materials, such as videos, audio recordings, and interactive software, has been shown to enhance learning by catering to different learning styles. Studies highlights that multimedia tools can significantly improve pronunciation, listening skills, and overall language fluency⁸⁰. Recent research indicates that students' engagement and performance increase with the regular use of multimedia resources⁸¹.

Motivation is a critical factor in language learning. Intrinsic motivation, driven by personal interest and enjoyment, is a strong predictor of academic success⁸². Extrinsic motivation, influenced by external rewards such as grades, also plays a significant role. Recent studies confirm that motivated students are more engaged and achieve better outcomes in oral English⁸³.

Goal setting and self-regulation are important aspects of motivated learning. Recent research underscores that students who set specific, attainable goals and self-regulate their learning processes are more likely to succeed in language learning⁸⁴.

Collaborative learning environment, where students work together enhance motivation and improve language skills. Peer interaction provides valuable practice opportunities and builds confidence in speaking skills. Studies show that cooperative learning techniques lead to better academic achievement compared to traditional, individualistic approaches⁸⁵.

Effective assessment methods are crucial for evaluating oral English skills. Continuous assessment practices, such as oral presentations and interactive activities, are essential for identifying areas of improvement. Recent advancement in assessment tools offer more accurate and comprehensive evaluations of students' oral proficiency⁸⁶.

The interplay between instructional resources and students' motivation significantly impacts academic achievement in oral English. Recent research suggests that motivated students and effective teaching methods create optimal learning environment, leading to better performance⁸⁷.

The literature also viewed empirical studies by several researchers. The conceptual and empirical reviews showed insufficient studies on instructional resources and students' motivation as determinant of students' academic achievement in oral English hence, the conduct of this study to bridge the gap and contribute to existing knowledge on the subject matter.

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Chapter Three

Methodology

This chapter would explain the methodology and procedures that was used in the study to accomplish its aim and objectives. The chapter includes the following sub-headings; the research design, the population of the study, sample and sampling techniques, instrumentation, validation of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

3.1 Research Design

The research design adopted, is the descriptive survey research design of the expo facto type. This research design involves surveys, questionnaires, and observations, allowing the researcher to gather data from a large population. Since it is expo facto, the researcher does not manipulate the independent variables, instead, they analyse the relationships between variables that already exist. Therefore, the researcher studied the variables as they exist and attempt to establish cause-and-effect relationship from the data.

3.2 Population for the Study

In this study, the population comprised all SS2 students in public secondary schools in Ibadan North west Local government, Oyo state. Presently, the local government has a total of thirteen (13) public schools and two thousand and fifty-five (2,055) SS 2 students. The statistics are presented in Table 3.1

Table 3.1: Population of the Study

S/N	Public Secondary Schools	No. of SS 2 Public Secondary School Students
1	Anwar-Ul-Islam Grammar School	220
2	Eleyele High School Polo Ground	180
3	Community High School, Adamasingba, Ibadan	196
4	Urban Day High School, Jericho	101
5	Oba Abass Alesinloye Grammar School, Eleyele	200

6	Eleyele Secondary School Along School of Nursing Road.	150
7	Community Secondary School, Olopomewa, Ibadan	95
8	Ansar-Ud-Deen High School	206
9	Onireke High School	160
10	Jericho High School	92
11	Army Day High School	181
12	Army Barracks Grammar School Letmuck Barracks, Eleyele	98
13	Sacred Heart Secondary School, Ode Olo	176
Total		2055

Source: Researcher's Fieldsurvey, 2024

Likewise, there is a total of one thousand, five hundred and seven students are recorded in all the 10 selected schools based on proximity and all are mixed gender schools. The statistics were presented in the table 3.1. The first stage involved the selection of all the ten schools in Ibadan North West Local Government, Ibadan, Nigeria. The list of the ten (10) secondary schools selected in detains are:

1. Anwar-Ul-Islam Grammar School	Mixed
2. Eleyele High School, Polo Ground	Mixed
3. Oba Abass Alesinloye Grammar School, Eleyele	Mixed
4. Eleyele Secondary School, along School of Nursing Road	Mixed
5. Community Secondary School, Olopomewa, Ibadan	Mixed
6. Ansar-Ud-Deen High School	Mixed
7. Jericho High School	Mixed

8. Army Day High School	Mixed
9. Army Barracks Grammar School Letmuck Barracks, Eleyele	Mixed
10. Urban Day High School, Jericho	Mixed

3.3 Sample and Sampling Techniques

Multi-stage sampling technique was used to select the sample size for the study. This was on the ground that these schools share axis of location and boundary, thus, these ten were used as benchmark to guarantee all the thirteen schools. The total number of the ten (10) schools for our sample size is 1,507. Simple Random sampling technique was used to select ninety-five (95) students from each school in the local government since the least number of students in a school is 95. This serves as a benchmark and also ensures that all the students that make up the population size are obliged. Furthermore, the Slovin formula; $n = N/(1+Ne^2)$, where n is the sample size, N is the population size, and e is the degree of freedom, 0.05, was used to derive a sample size for the study. A total of two hundred and eighty one (281) SS 2 students made up the sample size which is shown in Table 3.2 and Table 3.3.

Table 3.2: Multi-stage Phase One Sample of Number of Students

S/N	Public Secondary Schools	No. of SS 2 Public Secondary School Students
1	Anwar-Ul-Islam Grammar School	95
2	Eleyele High School Polo Ground	95
3	Urban Day High School, Jericho	95
4	Oba Abass Alesinloye Grammar School, Eleyele	95
5	Eleyele Secondary School Along School of Nursing Road.	95

6	Community Secondary School, Olopomewa, Ibadan	95
7	Ansar-Ud-Deen High School	95
8	Jericho High School	95
9	Army Day High School	95
10	Army Barracks Grammar School Letmuck Barracks, Eleyele	95
Total		950

Source: Researcher's Fieldsurvey, 2024

Table 3.3: Multi-stage Phase Two Sample of Number of Students and Teachers

S/N	Total No. of Public Schools	Total No. of Sampled SS 2 Students
	10	281

Source: Researcher's Fieldsurvey, 2024

3.4 Research Instruments

A self-developed 4-Likert scaled instrument titled “Students’ Academic Achievement in Oral English Questionnaire” (SAAOEQ) was used to collect the data for the study from SS2 oral English students. The instrument contains three (3) sections namely; section A, B, and C. Section A contain items on demographic characteristics of respondents such as gender, age range, and Class. Section B contains 10 items carefully structured to identify the level of instructional resources in public secondary schools in Ibadan North West local government, Oyo state such that items 1-5 measures digital resources and 6-10 measures teacher resources. Similarly, section C contains 10 items carefully structured to determine level of students’ motivation in public secondary schools in Ibadan North West local government, Oyo state such that items 1-5 measures intrinsic motivation, and 6-10 measures extrinsic motivation. The rating scale is based on a 4-point Likert scale. Also, an achievement test titled

“Academic Achievement in Oral English” (AAOE) with 20 questions on oral English extracted from the SSCE examination, 2024 would be administered to the students to determine their academic achievement in the subject.

3.5 Validity of the Instruments

The study's instruments were assessed for content and face validity.² For this reason, the supervisor carefully examined the study instruments, vetting the content, appropriateness, and structuring equally. Experts in the area of research items from the Faculties of Arts and Education at Lead City University and University of Ibadan were also consulted. Every adjustment was made before administration.

3.6 Reliability of the Instruments

When an instrument measures what it is intended to measure consistently under the same conditions across time, it can be considered reliable². For the purpose of reliability of the instruments employed in this study, a pilot study was carried out by administering thirty (30) instruments to students, in Ibadan North West local government which were exempted from the actual study. A Cronbach alpha coefficient $\alpha = 0.851$ was generated, which means the instrument is reliable³.

3.7 Method of Data Administration

The researcher administered the research instruments to the respondents with the help of two research assistants. This was carried out to guarantee that the instruments were properly utilized by the real respondents and to minimize missing data.

3.8 Method of Data Analysis

Descriptive and inferential statistics were employed to analyze the gathered data⁴. While Inferential statistics of Multiple Regression Analysis were utilized to evaluate the study's two hypotheses, while descriptive statistics of frequency counts, simple percentages, mean, and standard deviation were employed to examine respondents' opinions regarding the research items. Every outcome was displayed using tables and graphs.

Endnotes

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Chapter Four

Results and Discussion of Findings

4.1 Questionnaire Return Rate

A total of two hundred and eighty one (281) copies of the questionnaire were distributed to SS2 students in public secondary schools in Ibadan North west Local government, Oyo state. Out of these, two hundred and eighty one (281) copies were successfully retrieved, accounting for 100% of the total. Among the retrieved questionnaires, two hundred and seventy-nine (279) copies were deemed useful for the analysis, accounting for 99.3% of the total.

4.2 Demographic Data Analysis

This section presents demographic information of respondents

Table 4.1: Gender Distribution of Respondents

Gender of Respondents		
Gender	Frequency	Percent
Male	151	54.1
Female	128	45.9
Total	279	100.0

Source: Researcher's Field Survey, 2024

Table 4.1 shows the gender distribution of respondents, revealing that the majority are male. Specifically, out of 279 respondents, 151 are male, making up 54.1% of the total, while 128 are female, representing 45.9%. This distribution suggests a somewhat greater participation of male respondents compared to female respondents in the study.

Table 4.2: Age Range of Respondents

Age Range of Respondents		
Age	Frequency	Percent
13-15 Years	161	57.7
Above 15 Years	118	42.3
Total	279	100.0

Source: Researcher's Field Survey, 2024

Table 4.2 presents the age range of respondents in the study. The majority of respondents, 161 individuals or 57.7% of the total, fall within the 13-15 years age range. Meanwhile, 118 respondents, representing 42.3%, are above 15 years of age. This data indicates that a larger proportion of the sample consists of younger respondents, aged between 13 and 15, while a smaller yet significant portion is older than 15. The total number of respondents is 279, making up 100% of the sample.

4.3 Presentation of Answers to Research Questions

This sub-section contains tables showing analysis of responses to answer formulated research questions.

Research Question One: What is the level of academic achievement in Oral English of SS 2 students of public secondary schools in Ibadan North West Local Government, Oyo State?

Table 4.3.: Level of Academic Achievement in Oral English of SS 2 Students of Public Secondary Schools in Ibadan North West Local Government, Oyo State

Table 4.5 Student Academic Achievement

Score	Frequency	Percent
Less Than 25 Marks	83	29.7
25-49	60	21.5

50-69	75	26.9
70-100	61	21.9
Total	279	100.0

Source: Researcher's Field Survey, 2024

Threshold: Scores less than 25 is Very Low, 25-49 is Low, 50-69 is High, 70-100 is Very High

Table 4.3 presents the levels of academic achievement in Oral English among SS 2 students in public secondary schools in Ibadan North West Local Government, Oyo State. The data reveals that 83 students, accounting for 29.7% of the total, scored less than 25 marks. A slightly smaller group of 60 students, or 21.5%, scored between 25 and 49 marks. In the middle range, 75 students, which represents 26.9% of the sample, achieved scores between 50 and 69 marks. A group consists of 61 students, making up 21.9 % of the respondents, scored between 70 and 100 marks. Overall, the findings indicate that a significant proportion of students demonstrate very low performance in Oral English, particularly within the lowest scoring range of Less than 25 marks.

Research Question Two: What is the level of availability of instructional resources (digital and teacher resources) in public secondary schools in Ibadan North West local government, Oyo State?

Table 4.4.1: Level of Availability of Instructional Resources (Digital Resources) in Public Secondary Schools in Ibadan North West Local Government, Oyo State.

S/N	Item: I;	VT	T	U	VUT	Mean	SD
1	My classroom has internet access that we use for Oral English	58(20.8%)	50(17.9%)	55(19.7%)	116(41.6%)	2.18	1.183

	activities.						
2	Audio tools, like headphones or speakers, are available for us to practice Oral English.	23(8.2%)	60(21.5%)	39(14.0%)	157(56.3%)	1.82	1.038
3	There are videos or multimedia resources readily available for learning Oral English in my class.	0(0.00)	59(21.1%)	60(21.5%)	160(57.3%)	1.64	0.810
4	Our classroom has projectors or screens used for Oral English lessons.	12(4.3%)	49(17.6%)	49(17.6%)	169(60.6%)	1.66	0.915
5	We have language learning apps or software accessible for Oral English practice	23(8.2%)	57(20.4%)	74(26.5%)	125(44.8%)	1.92	0.990

Weighted Mean = 1.84 Low

Source: Researcher's Field Survey, 2024

KEY: VT= Very True (4), T= True (3), U= Untrue (2), VUT= Very Untrue (1), and SD = Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.4.1 examines the availability of digital instructional resources for teaching Oral English in public secondary schools in Ibadan North West Local Government, Oyo State. The findings reveal that digital resources in these schools are generally scarce. For internet access, only 20.8% of respondents marked this as "Very True," suggesting that internet connectivity is available in just a few classrooms for Oral English activities. However, a

significant 41.6% indicated it was “Very Untrue,” resulting in a low mean score of 2.18, showing limited internet availability. Regarding audio tools like headphones and speakers, only 8.2% of students rated their availability as “Very True,” while 56.3% marked it as “Very Untrue.” This yields a mean score of 1.82, highlighting that audio resources are rarely available. When it comes to multimedia resources, such as videos for learning Oral English, no students rated their availability as “Very True,” and 57.3% marked it as “Very Untrue.” With a mean score of 1.64, this item also shows a low level of availability in classrooms.

The use of projectors or screens for Oral English lessons was similarly limited, as indicated by a mean score of 1.66. A majority of students (60.6%) reported “Very Untrue” for this resource, showing that projectors and screens are largely unavailable. Lastly, language learning apps or software were reported as accessible by only 8.2% of respondents. In contrast, 44.8% rated this item as “Very Untrue,” leading to a mean score of 1.92. The weighted mean across all items is 1.84, indicating an overall low availability of digital instructional resources for Oral English. This shortage of digital tools likely limits the effectiveness and engagement of Oral English instruction in these schools.

Table 4.4.2: Level of Availability of Instructional Resources (Teacher Resources) in Public Secondary Schools in Ibadan North West Local Government, Oyo State.

S/N	Item: I;	VT	T	U	VUT	Mean	SD
6	My teacher uses	38(13.6%)	63(22.6%)	57(20.4%)	121(43.4%)	2.06	1.097

	teaching aids, like charts or flashcards, to make Oral English lessons clearer.						
7	Our teacher is available to answer questions or give extra help with Oral English.	23(8.2%)	51(18.3%)	70(25.1%)	135(48.4%)	1.86	0.991
8	We regularly receive feedback from our teacher on how to improve in Oral English.	71(25.4%)	49(17.6%)	42(15.1%)	117(41.9%)	2.27	1.244
9	Our teacher organizes activities that make practicing Oral English easier.	57(20.4%)	65(23.3%)	50(17.9%)	107(38.4%)	2.26	1.171
10	There are enough textbooks or reference materials provided by our teacher for Oral English.	49(17.6%)	62(22.2%)	46(16.5%)	122(43.7%)	2.14	1.161

Weighted Mean = 2.12 Low

Source: Researcher's Field Survey, 2024

KEY: VT= Very True (4), T= True (3), U= Untrue (2), VUT= Very Untrue (1), and SD = Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.4.2 examines the availability of teacher-provided instructional resources for supporting Oral English in public secondary schools in Ibadan North West Local Government, Oyo State. The findings indicate that essential teaching aids and support services for Oral English are generally limited. Only a small proportion of students (13.6%) reported that their teachers consistently use teaching aids, such as charts or flashcards, to

clarify lessons in Oral English. In contrast, 43.4% of respondents indicated this was “Very Untrue,” with a low mean score of 2.06, suggesting that such resources are seldom used. When asked about their teacher’s availability to answer questions or provide additional help, just 8.2% of students rated this as “Very True.” Almost half (48.4%) marked it as “Very Untrue,” resulting in a mean score of 1.86, which shows that students often lack ready access to extra support from their teachers in Oral English.

A slightly higher 25.4% of respondents agreed that their teacher provides regular feedback on how to improve in Oral English, but 41.9% marked this statement as “Very Untrue.” With a mean score of 2.27, feedback appears to be available only sporadically and not for all students. In terms of organized activities to facilitate Oral English practice, 20.4% agreed that such activities are arranged by their teachers, while 38.4% indicated “Very Untrue.” The mean score of 2.26 suggests that while some activities are offered, they are not consistently available to all students. Lastly, the availability of textbooks or reference materials was rated as “Very True” by only 17.6% of students, with 43.7% marking it as “Very Untrue.” This item received a mean score of 2.14, indicating that essential materials for Oral English study are insufficiently provided. With an overall weighted mean score of 2.12, these results reflect a generally low availability of teacher resources for Oral English instruction. The shortage of these resources could be limiting students' ability to effectively learn and practice Oral English skills in the surveyed schools.

Table 4.4.3: Level of Availability of Instructional Resources (Digital Resources and Teacher Resources) in Public Secondary Schools in Ibadan North West Local Government, Oyo State.

Items	VT	T	U	VUT	Weighted Mean
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Digital Resources	23(8.2%)	55(19.7%)	55(19.7%)	146(52.4%)	1.84
Teacher Resources	48(17.2%)	58(20.8%)	53(19%)	120(43%)	2.12

Overall Weighted Mean= 1.98 Low

Source: Researcher’s Field Survey, 2024

KEY: VT= Very True (4), T= True (3), U= Untrue (2), VUT= Very Untrue (1)

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.4.3 provides an overview of the availability of instructional resources specifically digital and teacher resources in public secondary schools in Ibadan North West Local Government, Oyo State. The results indicate that both categories of resources are generally limited. For digital resources, only 8.2% of respondents marked their availability as “Very True,” while the majority (52.4%) rated it as “Very Untrue.” This category received a weighted mean score of 1.84, which falls within the “Low” threshold, indicating that digital resources, such as internet access and multimedia tools, are rarely available for Oral English instruction.

Teacher resources fared slightly better, with 17.2% of respondents indicating their availability as “Very True” and 20.8% as “True.” However, 43% of respondents still rated these resources as “Very Untrue.” The weighted mean for teacher resources is 2.12, which, though higher than digital resources, still falls within the “Low” threshold, showing that instructional support from teachers, such as teaching aids and feedback mechanisms, is insufficiently provided.

The overall weighted mean score for both categories is 1.98, which is categorized as low.

This low availability of both digital and teacher resources suggests that students in these

schools may lack access to the instructional tools necessary for effective learning, particularly in Oral English. This scarcity could impact their academic engagement and success in this subject area.

Research Question Three: What is the level of students' motivation (intrinsic and extrinsic) in public secondary schools in Ibadan North West Local Government, Oyo State?

Table 4.5.1: Level of Students' Motivation (Intrinsic) in Public Secondary Schools in Ibadan North West Local Government, Oyo State

S/ N	Item: I;	VT	T	U	VUT	Mean	SD
1	I enjoy learning Oral English because I find it interesting.	19(6.8%)	54(19.4%)	51(18.3%)	155(55.6%)	1.77	0.987
2	I feel satisfied when I successfully understand something new in Oral English.	53(19.0%)	43(15.4%)	66(23.7%)	117(41.9%)	2.11	1.151
3	I look forward to learning more about Oral English, even outside of class.	32(11.5%)	54(19.4%)	47(16.8%)	146(52.3%)	1.90	1.082
4	Learning Oral English is enjoyable, even when it's challenging.	23(8.2%)	65(23.3%)	59(21.1%)	132(47.3%)	1.92	1.017
5	I am curious about learning how to speak and understand Oral English better	33(11.8%)	65(23.3%)	58(20.8%)	123(44.1%)	2.03	1.072

Weighted Mean = 1.95 Low

Source: Researcher's Field Survey, 2024

KEY: VT= Very True (4), T= True (3), U= Untrue (2), VUT= Very Untrue (1), and SD = Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.5.1 analyses the intrinsic motivation levels of students toward learning Oral English in public secondary schools in Ibadan North West Local Government, Oyo State. The data suggests that students generally have low intrinsic motivation for learning this subject. For instance, only 6.8% of students expressed strong enjoyment in learning Oral English,

finding it interesting, while the majority (55.6%) disagreed with this sentiment, rating it as “Very Untrue.” This statement has a low mean score of 1.77, indicating that most students do not find learning Oral English particularly engaging. Similarly, when asked if they feel satisfied when they successfully understand new concepts in Oral English, only 19.0% of students strongly agreed. On the other hand, 41.9% marked this as “Very Untrue,” resulting in a mean score of 2.11. While some students experience satisfaction, it appears that this sense of accomplishment is not widespread.

Interest in learning more about Oral English outside of class was also low, with only 11.5% of students expressing strong agreement. In contrast, 52.3% rated this as “Very Untrue,” yielding a mean score of 1.90. This response suggests that most students are not eager to engage with the subject outside the classroom. Regarding whether learning Oral English is enjoyable even when challenging, only 8.2% of students strongly agreed, while 47.3% strongly disagreed. The mean score of 1.92 reflects that students do not generally find the subject enjoyable when it requires effort or poses difficulties. Lastly, for curiosity about improving their speaking and understanding of Oral English, 11.8% of students marked “Very True,” while 44.1% indicated “Very Untrue.” This item has a mean score of 2.03, showing limited curiosity in mastering the language. With an overall weighted mean score of 1.95, these responses indicate low intrinsic motivation among students for learning Oral English. This lack of interest and enthusiasm could impact students’ engagement and achievement in the subject.

Table 4.5.2: Level of Students’ Motivation (Extrinsic) in Public Secondary Schools in Ibadan North West Local Government, Oyo State

S/N	Item: I;	VT	T	U	VUT	Mean	SD
6	I want to do well in Oral English to receive good grades.	11(3.9%)	73(26.2%)	64(22.9%)	131(47.0%)	1.87	0.936
7	I feel motivated to learn Oral English because it will help me in the future.	14(5.0%)	80(28.7%)	84(30.1%)	101(36.2%)	2.03	0.923
8	I put effort into learning Oral English because my teacher praises my progress.	32(11.5%)	87(31.2%)	51(18.3%)	109(39.1%)	2.15	1.069
9	I try hard in Oral English because it can lead to more opportunities	13(4.7%)	72(25.8%)	64(22.9%)	130(46.6%)	1.89	0.949
10	Doing well in Oral English makes me feel accomplished when compared to others	11(3.9%)	74(26.5%)	55(19.7%)	139(49.8%)	1.85	0.949

Weighted Mean = 1.96 Low

Source: Researcher's Field Survey, 2024

KEY: VT= Very True (4), T= True (3), U= Untrue (2), VUT= Very Untrue (1), and SD = Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.5.2 assesses the level of extrinsic motivation among students toward learning Oral English in public secondary schools in Ibadan North West Local Government, Oyo State.

The data reflects a generally low level of extrinsic motivation across various aspects. Only 3.9% of students strongly agreed that they want to perform well in Oral English to receive good grades, while a notable 47.0% rated this statement as "Very Untrue." With a mean score of 1.87 (SD = 0.936), the desire to achieve high grades as a motivating factor appears

limited among the students. For the belief that learning Oral English will help in the future, just 5.0% strongly agreed, whereas 36.2% found this statement “Very Untrue.” This item had a mean score of 2.03 (SD = 0.923), indicating some awareness of future benefits, but not enough to drive strong motivation overall.

In response to whether teacher praise motivates students to put in more effort, 11.5% strongly agreed that they are encouraged by positive feedback, while 39.1% disagreed strongly. With a mean score of 2.15 (SD = 1.069), teacher praise has a limited impact on motivating students. The potential for Oral English to create more opportunities was marked as “Very True” by only 4.7% of students, with a significant 46.6% marking it as “Very Untrue.” This item received a mean score of 1.89 (SD = 0.949), suggesting that students largely do not perceive Oral English as a pathway to additional opportunities. Lastly, the sense of accomplishment from excelling in Oral English relative to peers was low, with only 3.9% rating it as “Very True,” while 49.8% selected “Very Untrue.” The mean score of 1.85 (SD = 0.949) reflects a limited motivation derived from comparative success in the subject. With an overall weighted mean of 1.96, these results indicate low extrinsic motivation among students for learning Oral English. This lack of external motivation may affect students’ overall commitment and effort toward achieving proficiency in the subject.

Table 4.5.3: Level of Students’ Motivation (Intrinsic and Extrinsic) in Public Secondary Schools in Ibadan North West Local Government, Oyo State

Items	VT	T	U	VUT	Weighted Mean
Intrinsic	32(11.5%)	56(20.1%)	56(20.1%)	135(48.3%)	1.95
Extrinsic	16(5.7%)	77(27.6%)	64(22.9%)	122(43.8%)	1.96

Overall Weighted Mean = 1.96 Low

Source: Researcher's Field Survey, 2024

KEY: VT= Very True (4), T= True (3), U= Untrue (2), VUT= Very Untrue (1)

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.5.3 provides a summary of both intrinsic and extrinsic motivation levels among students in public secondary schools in Ibadan North West Local Government, Oyo State, as it relates to learning Oral English. The data indicates that students have a generally low level of motivation in both categories. For intrinsic motivation, 11.5% of students marked their motivation as “Very True,” expressing genuine interest or enjoyment in learning Oral English, while 48.3% rated their motivation as “Very Untrue.” The weighted mean score for intrinsic motivation is 1.95, suggesting that students are not highly motivated by internal factors such as interest or personal satisfaction in mastering the language.

Extrinsic motivation is similarly low, with only 5.7% of students marking it as “Very True” and a significant portion (43.8%) rating it as “Very Untrue.” The weighted mean score for extrinsic motivation is 1.96, indicating limited motivation derived from external factors such as receiving praise, achieving high grades, or gaining future benefits from learning Oral English.

The overall weighted mean score for both intrinsic and extrinsic motivation combined is 1.96, which falls within the low range. This low level of motivation in both dimensions suggests that students generally lack the drive, whether internal or external, to engage actively with Oral English. This motivational gap may influence their overall engagement, achievement, and performance in the subject.

4.4 Test of Hypothesis

H₀₁: There will be no significant combined influence of instructional resources availability (digital and teacher resources) and students' motivation (intrinsic and extrinsic) on academic achievement in Oral English among students in public secondary schools in Ibadan North West Local Government, Oyo State.

Table 4.6: Summary of Regression Analysis showing Combined Influence of Instructional Resources Availability (Digital and Teacher Resources) and Students' Motivation (Intrinsic And Extrinsic) on Academic Achievement in Oral English among Students in Public Secondary Schools in Ibadan North West Local Government, Oyo State

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.372 ^a	.138	.132	1.056

a. Predictors: (Constant), Students' Motivation, Instructional Resources

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.303	2	24.652	22.109	.000 ^b
	Residual	307.736	276	1.115		
	Total	357.039	278			

a. Dependent Variable: Academic Achievement in Oral English

b. Predictors: (Constant), Students' Motivation, Instructional Resources

Source: Researcher's Field Survey, 2024

Table 4.6 presents the results of a regression analysis conducted to determine the combined influence of instructional resources (digital and teacher resources) and students' motivation (both intrinsic and extrinsic) on academic achievement in Oral English among students in public secondary schools in Ibadan North West Local Government, Oyo State. The model summary shows that the correlation coefficient (R) is 0.372, indicating a moderate positive

relationship between the combined predictors (instructional resources and students' motivation) and academic achievement in Oral English. The R Square value of 0.138 suggests that approximately 13.8% of the variance in students' academic achievement in Oral English can be explained by the availability of instructional resources and students' motivation levels. The Adjusted R Square value, which accounts for the number of predictors in the model, is 0.132, confirming a slight adjustment in the explained variance. The standard error of the estimate is 1.056, representing the average distance that observed values fall from the regression line. This value indicates the extent of the error in predicting academic achievement based on the predictors.

The ANOVA table provides insights into the overall significance of the regression model. The F-value of 22.109 and the significance level (Sig.) of .000 indicate that the model is statistically significant. This means that the combination of instructional resources and students' motivation has a significant influence on academic achievement in Oral English. The low p-value ($< .05$) suggests that these predictors contribute to academic achievement beyond what could be expected by chance. This finding implies that enhancing the availability of instructional resources and improving students' motivation may positively affect academic outcomes in Oral English.

H₀₂: There will be no significant relative influence of instructional resources availability and students' motivation on academic achievement in Oral English among students in public secondary schools in Ibadan North West Local Government, Oyo State.

Table 4.7: Summary of Regression Analysis showing Relative Influence of Instructional Resources Availability (Digital and Teacher Resources) and Students' Motivation (Intrinsic And Extrinsic) on Academic Achievement in Oral English among Students in Public Secondary Schools in Ibadan North West Local Government, Oyo State

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.393	.152		15.778	.000
	Instructional Resources	-.047	.008	-.427	-6.035	.000
	Students' Motivation	.048	.008	.418	5.908	.000

a. Dependent Variable: Academic Achievement in Oral English
Source: Researcher's Field Survey, 2024

Table 4.7 provides a summary of the regression analysis conducted to assess the relative influence of instructional resources availability (both digital and teacher resources) and students' motivation (intrinsic and extrinsic) on academic achievement in Oral English among students in public secondary schools in Ibadan North West Local Government, Oyo State. The analysis reveals several key insights. The constant term, representing the predicted academic achievement in Oral English when both instructional resources and students' motivation are zero, is 2.393, which is statistically significant with a t-value of 15.778 and a p-value less than 0.005. This indicates that there is a foundational level of achievement that can be expected, regardless of the influence of the other variables.

When examining the impact of instructional resources, the unstandardized coefficient is -0.047, indicating that for every unit increase in the availability of instructional resources, academic achievement in Oral English is expected to decrease by 0.047, assuming that students' motivation remains constant. This relationship is confirmed by a standardized coefficient (Beta) of -0.427, demonstrating a moderate negative influence. The significance of this finding is reinforced by a t-value of -6.035 and a p-value of less than 0.05,

suggesting that the availability of instructional resources is statistically significant but has an adverse effect on academic achievement in this case.

In contrast, the analysis shows that students' motivation has a positive influence on academic achievement in Oral English. The unstandardized coefficient for motivation is 0.048, meaning that for each unit increase in students' motivation, academic achievement is expected to increase by 0.048, while holding instructional resources constant. The standardized coefficient for motivation is 0.418, indicating a moderate positive effect. This finding is also statistically significant, with a t-value of 5.908 and a p-value of less than 0.05, emphasizing that higher levels of motivation contribute positively to students' performance in Oral English.

Overall, the regression analysis highlights the significant role that students' motivation plays in enhancing academic achievement, while the availability of instructional resources appears to have a negative influence in this specific context. These results suggest that educational strategies focusing on boosting student motivation could lead to improved outcomes in Oral English, while the reasons behind the negative association with instructional resources warrant further investigation to fully understand their impact.

4.4 Discussion of Findings

The first research question aimed at examining the level of academic achievement in Oral English among students in public secondary schools in Ibadan North West local government. Analysis revealed that the level of academic achievement in Oral English is very low. One possible reason is the lack of qualified teachers. If the teachers are insufficiently trained in teaching Oral English, their ability to effectively convey the subject matter may be

compromised, resulting in poorer student outcomes. Additionally, limited access to instructional resources can significantly hinder students' learning experiences. The absence of adequate textbooks, audio-visual aids, and digital tools means that students may not have the materials necessary to engage deeply with the subject.

Opportunities for practice also play a critical role. Oral English proficiency relies heavily on practice, and if students are not provided with enough chances to engage in speaking and listening activities, their skills are likely to stagnate. Cultural factors can further complicate this issue; in some contexts, societal attitudes may prioritize native languages over English, which can dampen students' motivation to excel in Oral English. Moreover, student motivation is essential for academic success. Low intrinsic or extrinsic motivation can lead to disengagement, resulting in poor performance in the subject. The level of parental support is another important factor; when parents are not involved in their children's education, it can create a gap that negatively affects student achievement.

The classroom environment itself also influences learning. Overcrowded classrooms can limit individual attention and feedback, making it difficult for students to improve their skills. Furthermore, if assessment methods do not align with teaching approaches or fail to adequately measure students' oral skills, it may contribute to the perception of low achievement. Socioeconomic factors cannot be overlooked either. Students from lower socioeconomic backgrounds often face additional challenges, such as lack of access to educational materials, which can hinder their academic progress.

Studies supporting the finding of low Oral English achievement highlight several influences on student performance. For instance, a study from Kwara State demonstrated poor initial

achievement in Oral English but noted improvement when phonics charts were introduced, emphasizing the low baseline proficiency among students¹. In a similar vein, research conducted in Ibadan showed that teachers' content knowledge and attitudes significantly impacted students' English achievement, suggesting that a lack of strong foundational support in teachers' subject mastery contributes to underperformance².

Other studies have pointed to systemic issues affecting English achievement. For example, a study conducted across Nigeria identified deficiencies in instructional materials and school leadership as factors linked to poor student performance in English³. Similarly, research in Akure found that while ICT tools improved students' understanding of Oral English, overall achievement levels remained low due to limited access to effective instructional resources⁴. Additionally, a study from Niger State demonstrated that flipped classrooms could improve retention, but low baseline scores in Oral English remained a challenge across genders⁵.

In contrast, some studies challenge the notion of universally low achievement in Oral English, pointing to factors that contribute to higher achievement levels. For instance, a study spanning Oyo and Osun States identified a strong positive correlation between English proficiency and academic performance, suggesting that students who already possess proficiency levels achieve well in their studies⁶. Another study in Anambra reported a positive relationship between students' self-esteem, academic interest, and their English achievement, thus challenging the idea that achievement is universally low⁷.

Intervention studies also provide contrasting insights. Research conducted in Enugu demonstrated that goal-setting interventions contributed to improved English performance, highlighting that structured support can lead to high achievement⁸. Additionally, in Ibadan,

research on metacognitive strategies showed that these methods significantly improved reading comprehension for students with learning disabilities, suggesting that targeted approaches may lead to better outcomes in English language skills⁹. Lastly, a study in Imo State found a weak correlation between motivation and achievement, indicating that despite low motivation, achievement levels are not uniformly low among students¹⁰.

The second research question was raised to determine the extent to which instructional resources availability (digital and teacher resources) are available in public secondary schools in Ibadan North West local government, Oyo state. The result revealed that the extent to which instructional resources are available in public secondary schools in Ibadan North West local government, Oyo state is low. One significant reason behind this is insufficient funding. Public secondary schools often operate on tight budgets, and inadequate financial support from the government can severely limit their ability to purchase and maintain essential instructional materials. This financial constraint restricts access to the resources that are crucial for effective teaching and learning. Poor infrastructure is another contributing factor. Many schools lack the basic facilities necessary to support the integration of digital resources, such as stable electricity and reliable internet connectivity. Without these foundational elements, it becomes challenging for schools to implement modern teaching tools that can enhance students' learning experiences.

This lack of resources can significantly impact the quality of education that students receive. First, insufficient access to digital resources limits students' opportunities for interactive and engaging learning experiences. In today's educational environment, where technology plays a vital role, the absence of these tools can hinder students' ability to develop essential skills, particularly in a subject like Oral English that benefits from multimedia engagement.

Similarly, a scarcity of professional development materials can undermine teachers' effectiveness in the classroom. When teachers lack the necessary materials to implement diverse instructional strategies, their ability to foster a stimulating learning environment is compromised. This not only affects the teachers' performance but also influences students' motivation and engagement with the subject matter.

Several studies supports this finding. For example, a study in Zamfara State underscored a severe shortage of instructional materials in public schools, particularly in audio and audiovisual formats¹¹. This scarcity prompted recommendations for increased funding and donations to improve resource availability¹¹. Similar findings were reported in Eleme, Rivers State, where schools lacked sufficient instructional resources¹². Accessibility and usage of the few available resources were found to be limited, impeding educational quality¹². In Abia State, a study highlighted the absence of functional library resources in most public schools, which negatively affected student academic performance¹³. Research in Rivers State mirrored these findings, noting that public primary schools had significantly fewer instructional resources compared to private schools, thereby affecting the overall instructional quality¹⁴.

In contrast, research conducted in Abuja indicated that public schools had adequate levels of ICT resources, even if usage was higher in private institutions¹⁵. This finding challenges the notion of universally low resource availability in Nigerian public schools. A study in Lagos similarly found that junior secondary schools had sufficient instructional materials, even though these were not always effectively utilized¹⁶. In Northwestern Nigeria, a study on mathematics learning resources revealed that materials were not only available but also effectively engaged students, which helped foster interest in the subject. This suggests that resource availability may vary widely across regions and subject areas¹⁷. Similarly, research

in Edo State indicated that while some school library resources were outdated, they remained accessible to students, who showed a preference for subject-specific materials¹⁸. In Ilorin, public school teachers had significant access to internet resources, facilitating advanced instruction and countering assumptions of widespread unavailability in public institutions¹⁹.

Research question three aimed at determining the level of students' motivation (intrinsic and extrinsic) in public secondary schools in Ibadan North West local government, Oyo state. Findings revealed that the level of students' motivation (intrinsic and extrinsic) in public secondary schools in Ibadan North West local government, Oyo state is low. One possible reason for low intrinsic motivation is a lack of interest in the subjects being taught. If the curriculum does not align with students' interests or real-life applications, they may struggle to find personal relevance in their studies, leading to diminished motivation to engage deeply with the material. Additionally, the teaching methods employed in the classroom can significantly impact motivation. If students feel that their learning is passive, they may be less inclined to take ownership of their education.

Extrinsic motivation may also be hampered by inadequate recognition and rewards for academic achievement. When students do not receive positive reinforcement for their efforts, such as praise from teachers, recognition of achievements, or tangible rewards, they may feel that their hard work goes unnoticed, leading to decreased motivation to strive for success. Peer influences and social dynamics can further contribute to low motivation levels. If students are part of a social environment where academic achievement is undervalued or where peers prioritize other activities over education, they may feel pressured to conform, resulting in decreased motivation to excel in their studies. Lastly, mental health issues, such as anxiety or depression, can significantly affect students' motivation. When students are

struggling with their mental well-being, they may find it difficult to focus on their studies or feel motivated to participate in academic activities.

Several studies supports this finding. For instance, study on the impact of physical facilities in Southwest Nigeria, for example, found that inadequate infrastructure significantly lowered students' motivation²⁰. This lack of resources affected both intrinsic and extrinsic motivation, reducing overall student engagement in schools across the region²⁰. In Cross River State, low job satisfaction among teachers, due to factors like insufficient salaries and job insecurity, was linked to reduced student motivation²¹. The study suggested that when teachers lack extrinsic motivators, student engagement tends to suffer as well²¹.

In another study from Cross River State, poor extrinsic motivators such as lack of resources and low teacher incentives were shown to decrease student motivation and academic performance²². These factors show how limited institutional support can negatively impact student motivation and achievement²². Furthermore, findings from Benue State indicated that students in traditional instruction settings, without motivation-focused interventions, exhibited lower levels of engagement and intrinsic motivation²³. This supports the view that baseline motivation levels tend to be low without targeted motivational models.

In contrast, some studies argue that motivation levels are not universally low, with certain subjects and teaching methods fostering high motivation among students. A study on intrinsic motivation in mathematics in Benue State found that students displayed strong self-motivation despite challenging family backgrounds, suggesting that motivation may vary significantly depending on the subject and individual circumstances²⁴. Similarly, research in Rwandan schools showed that intrinsic motivation increases with age, as older students often

develop a stronger drive for self-motivated learning²⁵. This finding suggests that low motivation may not be uniform across age groups or educational stages²⁵. In Niger State, computer-assisted instruction in chemistry was shown to enhance both intrinsic and extrinsic motivation, especially in science subjects, highlighting that modern teaching methods can effectively boost student motivation²⁶.

A person-centered study of academic motivation in high school showed that students with high intrinsic motivation performed well academically and participated actively, countering the notion of universally low motivation²⁷. The research suggested that motivated students, given the right conditions, can achieve high academic performance²⁷. Finally, a study in Lagos found high intrinsic motivation levels in physical education, indicating that motivational levels can vary significantly by subject and may depend on instructional approach and student interest²⁸.

Hypothesis one was tested to examine the combined influence of instructional resources availability (digital and teacher resources) and students' motivation (intrinsic and extrinsic) on academic achievement in Oral English among students in public secondary schools in Ibadan North West local government. The result shows that instructional resources and students' motivation has a significant combined influence on academic achievement in Oral English among students in public secondary schools in Ibadan North West local government, leading to the rejection of the null hypothesis.

Several studies have demonstrated a significant positive effect of motivation and instructional resources on student achievement in English. For example, a study on English achievement found that motivational strategies paired with effective instructional practices

greatly enhanced student engagement and performance²⁹. This highlights the power of teacher-driven motivation combined with resources to support learning goals²⁹. Another study focused on the correlation between academic motivation and achievement showed that motivation substantially boosted academic performance, especially when instructional resources were adequate³⁰. The research suggested that in the absence of sufficient motivation, even well-provided resources might not lead to high achievement in Oral English³⁰.

Further evidence supports the role of digital resources and active teacher engagement in student success. One study found that a combination of digital resources and strong teacher support significantly improved outcomes in Oral English, emphasizing the importance of instructional resources in reinforcing student motivation³¹. In a study conducted at an English-medium university, researchers found that motivation and the availability of resources critically influenced academic success, with students showing improved English proficiency when these factors were both present³². This supports the idea that motivation and instructional resources together can meaningfully contribute to academic achievement³².

Conversely, some studies challenge the notion that motivation and resources alone can ensure high achievement in language skills. For instance, research on English proficiency revealed that even motivated students' performance was often more strongly influenced by socioeconomic factors than by motivation itself, indicating that external factors may play a larger role than initially thought³³. Similarly, in some learning environments, intrinsic motivation was found to have limited impact on language achievement, showing that intrinsic drive alone may not always enhance language proficiency effectively³⁴.

Hypothesis two was also tested to examine the relative influence of instructional resources availability (digital and teacher resources) and students' motivation (intrinsic and extrinsic) on academic achievement in Oral English among students in public secondary schools in Ibadan North West local government. The findings showed that relatively, instructional resources availability and students' motivation significantly influences academic achievement in Oral English among students in public secondary schools in Ibadan North West local government, leading to the rejection of the null hypothesis. However, instructional resources availability has a negative influence on academic achievement in Oral English among students in public secondary schools in Ibadan North West local government. A potential explanation for the negative influence of instructional resources is a misalignment between the resources provided and the specific needs or contexts of the students. If the instructional materials do not match students' learning styles, interests, or curriculum requirements, they may fail to enhance learning outcomes. For example, digital tools that are either too advanced or not user-friendly can lead to frustration rather than engagement, ultimately hindering academic performance.

Many studies emphasize the critical role of motivation, often noting that instructional resources alone are not sufficient to drive student success. For instance, research on teacher competence and motivation shows that these factors are primary drivers of academic achievement in English, with instructional resources playing a less significant role³¹. This suggests that the presence of motivated and competent teachers has a stronger impact on student outcomes than resources alone³¹. Further supporting the role of motivation, a study on English proficiency demonstrated that intrinsic motivation significantly bolstered students'

engagement and performance in English, often surpassing the effects of available instructional resources³¹. The research indicates that intrinsic factors like student interest and self-driven goals are more enduring influences on achievement

Conversely, some studies indicate that motivation and instructional resources do not universally guarantee success, with additional variables sometimes playing a larger role. For example, research on English proficiency test scores found that academic motivation had little to no effect, suggesting that factors like instructional quality and structure might be more impactful in these contexts³³.

Additionally, research has shown that instructional resources alone may negatively affect performance if not coupled with strong pedagogical support, as students may fail to engage effectively with resources in the absence of motivational backing³⁵. This suggests that resources, without complementary motivational strategies, can sometimes hinder rather than enhance learning³⁵. In certain educational settings, English proficiency has been shown to depend more on instructional structure and teacher support than on resources or motivation alone, emphasizing the need for a well-rounded support system for student success³⁶. Lastly, studies on resource dependency indicate that reliance on instructional resources without sufficient motivation can lead to disengagement and reduced academic performance, as students may become passive recipients of information rather than active learners without a strong intrinsic drive³⁷.

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Chapter Five

Conclusion

This chapter focuses on the summary of findings, conclusions, recommendations (based on the findings of the study), contribution to knowledge and the areas of further research.

5.1 Summary of Findings

The research aimed at investigating the influence of instructional resources availability and students' motivation on academic achievement in Oral English among students in public secondary schools in Ibadan North West Local Government, Oyo State. Firstly, the level of academic achievement in Oral English was found to be low, primarily due to a lack of qualified teachers, limited access to instructional resources, and insufficient opportunities for practice. Many teachers lack the necessary training to effectively teach the subject, and students face challenges such as inadequate textbooks and digital tools, which hinder their learning experiences. Cultural attitudes that prioritize native languages over English also contribute to low student motivation.

Additionally, low intrinsic and extrinsic motivation among students was identified as a significant barrier to academic success. Factors influencing this motivation include a lack of interest in the curriculum, passive teaching methods, insufficient recognition of achievements, and peer dynamics that devalue academic effort. Furthermore, parental support and the

classroom environment, including overcrowding and misaligned assessments, also affect student performance.

The study found that the availability of instructional resources in these schools is low, primarily due to inadequate funding and poor infrastructure. This scarcity limits teachers' ability to provide engaging learning experiences, further impacting student motivation and achievement.

Testing two hypotheses revealed a significant combined and relative influence of instructional resources availability and student motivation on academic achievement in Oral English. However, the availability of instructional resources was found to negatively impact achievement, likely due to a mismatch between the resources provided and students' needs.

5.2 Conclusion

This study has highlighted the critical factors influencing academic achievement in Oral English among students in public secondary schools in Ibadan North West Local Government. The findings show the alarming reality of low academic performance in this subject, primarily driven by a lack of qualified teachers, limited instructional resources, and insufficient opportunities for practice. The interconnectedness of teacher training, resource availability, and student motivation highlights the need for a holistic approach to educational improvement. As evidenced by the findings, the low levels of both intrinsic and extrinsic motivation among students further complicate their academic engagement and success. Addressing this issue requires not only enhancing teaching quality and resource accessibility but also fostering a more supportive and motivating learning environment. In conclusion, improving academic achievement in Oral English necessitates a concerted

effort involving teacher training, better funding for instructional resources, and initiatives to enhance student motivation. Stakeholders including teachers, policymakers, and parents must collaborate to create a conducive learning environment that supports both teachers and students. By addressing these multifaceted challenges, it is possible to foster a more effective educational experience that enhances the proficiency of students in Oral English and equips them with essential communication skills for their future.

5.3 Recommendations

Based on the findings of this study, the following recommendations were made:

1. To address the issue of low academic achievement in Oral English, it is essential to invest in comprehensive professional development programs for teachers. These programs should focus on equipping teachers with the necessary skills and strategies for effectively teaching Oral English, including training in communicative teaching methodologies and the integration of technology in the classroom
2. Schools should advocate for increased funding from government bodies to ensure the availability of essential instructional resources. This includes not only textbooks and audio-visual aids but also digital tools that facilitate interactive learning.
3. To enhance student motivation, teachers should focus on creating a classroom environment that values participation and recognizes student achievements. This can be achieved through positive reinforcement strategies, such as praising efforts, celebrating successes, and implementing reward systems that acknowledge both academic and personal growth.

4. Schools should prioritize the availability of both digital and traditional instructional resources, ensuring that these materials are not only accessible but also aligned with the curriculum. Additionally, they should implement comprehensive programs designed to foster both intrinsic and extrinsic motivation among students.
5. Schools should invest in targeted professional development for teachers that focuses on the effective integration of instructional resources into their teaching practices. This training should equip teachers with the skills necessary to utilize these tools to maximize student engagement and comprehension.

5.4 Contribution to Knowledge

This study adds valuable data about what affects academic achievement in Oral English among students in public secondary schools in Ibadan North West Local Government. By analyzing the connections between instructional resources availability, student motivation, and academic achievement, the findings provide clear evidence that can guide future research and educational policies. The results shed light on specific issues, such as the influence of resource availability and motivation levels, helping us better understand the challenges in this educational setting.

Conceptually, the research enriches the existing knowledge about educational achievement by bringing together important ideas, like the role of instructional resources and student motivation, into a unified framework. It highlights how these factors work together to influence academic success, emphasizing that educational achievement is not just about one element but involves various interrelated factors. Socially, the findings have implications for everyone involved in education, including teachers, parents, and policymakers. By

identifying the obstacles to effective learning in Oral English, the study encourages these groups to work together to improve educational outcomes. The focus on motivation and resource availability can help foster community support for schools, which is crucial for enhancing student performance and overall well-being.

On a practical level, the study offers actionable recommendations for improving student achievement in Oral English. The insights can help schools develop targeted strategies, like better teacher training and resource allocation. By applying these findings, teachers can implement more effective teaching methods and motivational programs, ultimately leading to better learning outcomes. The study serves as a practical guide for teachers and administrators who want to enhance student engagement and success in Oral English.

5.5 Suggestion for Further Studies

Future research should investigate additional dimensions of instructional resource availability and student motivation that were not covered in this study. Expanding the research to include primary schools and higher education institutions would offer a broader perspective on these dynamics across various educational settings.

Longitudinal studies would also be valuable, as they could track students' academic achievement in Oral English over time. This approach would yield deeper insights into how instructional resources and student motivation develop and influence learning outcomes at different educational stages. Additionally, broadening the research to encompass multiple states or even conducting a nationwide analysis would significantly enhance our understanding of how these factors interact on a larger scale.

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Appendix I

Students' Academic Achievement in Oral English Questionnaire (SAAOEQ)

Department of Art and Social Science Education,

Faculty of Education,

Lead City University, Ibadan

Dear Respondent,

Request to Participate in a Research

I am a student of Lead City University, Ibadan. I am currently carrying out a research on the above topic. Please, assist me in completing the questionnaire. All the information gathered shall be used strictly for research purpose only and shall be treated with absolute confidence.

Thanks, for your cooperation

Lawal Olufunmilayo Prosperity

Section A

Instruction

Please, tick the space (✓) provided in front of the option that best fit your responses to the questions below

1. Gender: Male () Female ()
2. Age Range: 13-15 years () above 15 years ()
3. Class: _____

Section B

Please, tick (✓) the most appropriate option in the items below

Very True (VT), True (T), Untrue (U), Very Untrue (VU)

S/N	Items	VT	T	U	VU
1	My classroom has internet access that we use for Oral English activities.				
2	Audio tools, like headphones or speakers, are available for us to practice Oral English.				
3	There are videos or multimedia resources readily available for learning Oral English in my class.				
4	Our classroom has projectors or screens used for Oral English lessons.				
5	We have language learning apps or software accessible for Oral English practice				
6	My teacher uses teaching aids, like charts or flashcards, to make Oral English lessons clearer.				
7	Our teacher is available to answer questions or give extra help with Oral English.				
8	We regularly receive feedback from our teacher on how to improve in Oral English.				
9	Our teacher organizes activities that make practicing Oral English easier.				
10	There are enough textbooks or reference materials provided by our teacher for Oral English.				

Section C

Please, tick (✓) the most appropriate option in the items below

Very True (VT), True (T), Untrue (U), Very Untrue (VU)

S/N	Items	VT	T	U	VU
1	I enjoy learning Oral English because I find it interesting.				
2	I feel satisfied when I successfully understand something new in Oral English.				
3	I look forward to learning more about Oral English, even outside of class.				
4	Learning Oral English is enjoyable, even when it's challenging.				
5	I am curious about learning how to speak and understand Oral English better				
6	I want to do well in Oral English to receive good grades.				
7	I feel motivated to learn Oral English because it will help me in the future.				
8	I put effort into learning Oral English because my teacher praises my progress.				
9	I try hard in Oral English because it can lead to more opportunities				
10	Doing well in Oral English makes me feel accomplished when compared to others				

Appendix II

Academic Achievement in Oral English” (AAOE)

TEST OF ORALS (OBJECTIVE)

[60 marks]

Section 1

From the words lettered A to D, choose the word that has the **same vowel sound** as the one represented by the letter(s) underlined. An example is given below.

Example: bark

- A. mass
- B. ant
- C. spa
- D. ward

The correct answer is C because only spa contain the same sound as the one underlined in bark.

Therefore, answer space C would be shaded.

Now, answer the questions that follow.

1. Women
- A. red
 - B. rid
 - C. bead
 - D. cool

2. Pearl
- A. curtain
 - B. fear
 - C. care
 - D. sergeant

3. edit
- A. many
 - B. earthy

- C. forte
- D. meaty

4. Brute
- A. should
 - B. stood
 - C. lose
 - D. brought

5. ploy
- A. plough
 - B. law
 - C. noise
 - D. sort

SECTION 2

From the words lettered A to D, choose the word that has **the same consonant sound(s)** as the one represented by the letter(s) underlined. An example is given below. An example is given below.

Example: ten

- A. depot
- B. listen
- C. attack
- D. christen

The correct answer is C because only attack has the same consonant sound as the one underlined in ten. Therefore, answer space C would be shaded.

Now answer the questions that follow.

6. suture

- A. chalet
- B. badge
- except**
- C. chalk
- the
- D. city
- example

D. till

Section 3

In the following options, all the words

one have the same stress pattern. Identify one with a different stress pattern. An is given below.

Example:

- A. dessert
- B. colour
- C. instinct
- D. risky

Now answer the questions that follow.

7. rest

- A. near
- B. survey
- C. choir
- D. carry

8. giggle

- A. league
- B. ensign
- C. genre
- D. gesture

9. helped

- A. moved
- B. banded
- C. risked
- D. begged

- 10. A. couture
- B. cowshed
- C. forest
- D. gadget

- 11 A. galley
- B. hamlet
- C. hotel

10. indict
 A. pack
 B. listen
 C. friction_

D. madam

12. A. remember
 B. harmony
 C. percentage
 D. agreement

Section 4

sound repre-

From the words lettered A to D, choose the word that **rhymes** with the given word. An example is given below.

Example: sweet

- A. suite
 B. quit
 C. sword
 D. white

The correct answer is A because only suite rhymes with sweet.

Now answer the questions that follow.

13. muscle
 A. tousle
 B. puzzle
 C. tussle
 D. dozen

14. trouser
 A. browser
 B. bounce
 C. trowel
 D. cower

15. aisle
 A. isle
 B. bail
 C. fly
 D. real

Section 5

From the words lettered A to D, choose the Word that contains the **sound** represented by the given phonetic symbol. An example is given below.

The correct is C because only contains the sented by the given symbol.

Now answer the questions that follow.

16. / v /

- A. of
 B. few
 C. off
 D. phone

17. / ai /

- A. Freight
 B. faith
 C. said

D. peity

18. / i: /

- A. pit
 B. exile
 C. regal
 D. serve

19. / 3: /

- A. heart
 B. floor
 C. herb
 D. fork

20. / j /

- A. jet
 B. flew
 C. few
 D. just

Example: / 0 /

- A. bother
- B. without
- C. path
- D. bathe

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Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	151	54.1	54.1	54.1
	Female	128	45.9	45.9	100.0
	Total	279	100.0	100.0	

Age Range of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13-15 Years	161	57.7	57.7	57.7
	Above 15 Years	118	42.3	42.3	100.0
	Total	279	100.0	100.0	

My classroom has internet access that we use for Oral English activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	116	41.6	41.6	41.6
	Untrue	55	19.7	19.7	61.3
	True	50	17.9	17.9	79.2
	Very True	58	20.8	20.8	100.0
	Total	279	100.0	100.0	

Audio tools, like headphones or speakers, are available for us to practice Oral English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Untrue	157	56.3	56.3	56.3
Untrue	39	14.0	14.0	70.3
True	60	21.5	21.5	91.8
Very True	23	8.2	8.2	100.0
Total	279	100.0	100.0	

There are videos or multimedia resources readily available for learning Oral English in my class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Untrue	160	57.3	57.3	57.3
Untrue	60	21.5	21.5	78.9
True	59	21.1	21.1	100.0
Total	279	100.0	100.0	

Our classroom has projectors or screens used for Oral English lessons.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	169	60.6	60.6	60.6
	Untrue	49	17.6	17.6	78.1
	True	49	17.6	17.6	95.7
	Very True	12	4.3	4.3	100.0
	Total	279	100.0	100.0	

We have language learning apps or software accessible for Oral English practice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	125	44.8	44.8	44.8
	Untrue	74	26.5	26.5	71.3
	True	57	20.4	20.4	91.8
	Very True	23	8.2	8.2	100.0
	Total	279	100.0	100.0	

My teacher uses teaching aids, like charts or flashcards, to make

Oral English lessons clearer.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	121	43.4	43.4	43.4
	Untrue	57	20.4	20.4	63.8
	True	63	22.6	22.6	86.4
	Very True	38	13.6	13.6	100.0
	Total	279	100.0	100.0	

Our teacher is available to answer questions or give extra help with Oral English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	135	48.4	48.4	48.4
	Untrue	70	25.1	25.1	73.5
	True	51	18.3	18.3	91.8
	Very True	23	8.2	8.2	100.0
	Total	279	100.0	100.0	

We regularly receive feedback from our teacher on how to improve in Oral English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	117	41.9	41.9	41.9
	Untrue	42	15.1	15.1	57.0
	True	49	17.6	17.6	74.6
	Very True	71	25.4	25.4	100.0
	Total	279	100.0	100.0	

Our teacher organizes activities that make practicing Oral English easier.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	107	38.4	38.4	38.4
	Untrue	50	17.9	17.9	56.3
	True	65	23.3	23.3	79.6
	Very True	57	20.4	20.4	100.0
	Total	279	100.0	100.0	

There are enough textbooks or reference materials provided by our teacher for Oral English.

		Frequency	Percent	Valid Percent	Cumulative
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					Percent
Valid	Very Untrue	122	43.7	43.7	43.7
	Untrue	46	16.5	16.5	60.2
	True	62	22.2	22.2	82.4
	Very True	49	17.6	17.6	100.0
	Total	279	100.0	100.0	

I enjoy learning Oral English because I find it interesting.

					Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	155	55.6	55.6	55.6			
	Untrue	51	18.3	18.3	73.8			
	True	54	19.4	19.4	93.2			
	Very True	19	6.8	6.8	100.0			

I feel satisfied when I successfully understand something new in Oral English.

					Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	117	41.9	41.9	41.9			
	Untrue	66	23.7	23.7	65.6			
	True	43	15.4	15.4	81.0			
	Very True	53	19.0	19.0	100.0			
	Total	279	100.0	100.0				

I look forward to learning more about Oral English, even outside of class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	146	52.3	52.3	52.3
	Untrue	47	16.8	16.8	69.2
	True	54	19.4	19.4	88.5
	Very True	32	11.5	11.5	100.0
	Total	279	100.0	100.0	

Learning Oral English is enjoyable, even when it's challenging.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	132	47.3	47.3	47.3
	Untrue	59	21.1	21.1	68.5
	True	65	23.3	23.3	91.8
	Very True	23	8.2	8.2	100.0
	Total	279	100.0	100.0	

I am curious about learning how to speak and understand Oral English better

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	123	44.1	44.1	44.1
	Untrue	58	20.8	20.8	64.9
	True	65	23.3	23.3	88.2
	Very True	33	11.8	11.8	100.0
	Total	279	100.0	100.0	

I want to do well in Oral English to receive good grades.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	131	47.0	47.0	47.0
	Untrue	64	22.9	22.9	69.9
	True	73	26.2	26.2	96.1
	Very True	11	3.9	3.9	100.0
	Total	279	100.0	100.0	

I feel motivated to learn Oral English because it will help me in the future.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	101	36.2	36.2	36.2
	Untrue	84	30.1	30.1	66.3
	True	80	28.7	28.7	95.0
	Very True	14	5.0	5.0	100.0
	Total	279	100.0	100.0	

I put effort into learning Oral English because my teacher praises my progress.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	109	39.1	39.1	39.1
	Untrue	51	18.3	18.3	57.3
	True	87	31.2	31.2	88.5
	Very True	32	11.5	11.5	100.0
	Total	279	100.0	100.0	

I try hard in Oral English because it can lead to more opportunities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	130	46.6	46.6	46.6
	Untrue	64	22.9	22.9	69.5
	True	72	25.8	25.8	95.3
	Very True	13	4.7	4.7	100.0
	Total	279	100.0	100.0	

Doing well in Oral English makes me feel accomplished when compared to others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	139	49.8	49.8	49.8
	Untrue	55	19.7	19.7	69.5
	True	74	26.5	26.5	96.1
	Very True	11	3.9	3.9	100.0
	Total	279	100.0	100.0	

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.372 ^a	.138	.132	1.056	.138	22.109	2	276	.000

a. Predictors: (Constant), Students' Motivation, Instructional Resources

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.303	2	24.652	22.109	.000 ^b
	Residual	307.736	276	1.115		
	Total	357.039	278			

a. Dependent Variable: Academic Achievement in Oral English

b. Predictors: (Constant), Students' Motivation, Instructional Resources

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.393	.152		15.778	.000	2.095	2.692
	Instructional Resources	-.047	.008	-.427	-6.035	.000	-.062	-.032
	Students' Motivation	.048	.008	.418	5.908	.000	.032	.064

a. Dependent Variable: Academic Achievement in Oral English

Bio-data

A. Personal Data

- **Full Name:** Olufunmilayo Prosperity LAWAL
- **Address:** No 9, Okusaga Street, Obokun, Eleyele, Ibadan
- **Email:** bekkylaw1@gmail.com
- **Phone Number:** 08061510231
- **Date of Birth:** 7th May, 1988
- **Nationality:** Nigerian
- **Marital Status:** Married
- **Name of Next of Kin:** Mr & Mrs Sunday Omololu Ojo
- **Address of Next of Kin:** E9/1063A Odejayi Area, Ibadan.

B. Educational Background

1. Educational Institutions Attended with Dates and Qualification:

i. Primary Education

1992 - 1998 St, Stephen Methodist Primary School, Nalende, Ibadan, Oyo State.

ii. Secondary Education

1998 - 2004 Abadina College, University of Ibadan, Ibadan, Oyo State.

iii. Higher Educational Institutions Attended with Dates & Qualification

2008 – 2012 Obafemi Awolowo University, Ile-Ife, Osun State.

Bachelor's Degree in Arts (English Studies)

2021 – 2022 Lead City University, Ibadan, Oyo State, Nigeria

Postgraduate Diploma in Education PGDE

2022 – 2024 Lead City University, Ibadan, Oyo State, Nigeria

Master in English Studies Education

C. Work Experience with Date

2020- Till date	Tabuchi Group of Schools Head Teacher
2016 – 2020	St. Joseph Catholic Secondary School, New Garage, Ibadan English Language, Phonics and Home Economics Teacher
2013 - 2016	St. Mary Catholic Nur. & Pry. School, New Garage, Ibadan Class Teacher & Phonics Teacher

D. Awards and Fellowship: Nil

E. Membership of Academic Professional Bodies

2008 – 2012 Studies (NASELS)	Member, National Association of Students of English Language
2019	Associate Member, Institute of Certified Communicators (ICCOM)
2024	Member, Association of Phonetics and Phonology, Nigeria (APPN)
2024 (ELTAN)	Member, English Language Teachers Association of Nigeria

F. Publication(s):

Lawal, P. Olufunmilayo, *Assessment of English Language Curriculum Implementation in Junior Secondary Schools in Oluyole Local Government, Oyo State*, **International Journal of Innovative Research and Quality Education for Sustainable Development**, 13, 2023, 78.

Oshinbajo, A. Adeyinka & P. Lawal, *Interference of Bi-Lingualism in English Language*, **Journal of the Association of Phonetician and Phonologist in Nigeria**, Vol 4, 2024

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Signature

Date

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The University Compliance Certification

This is to certify that this thesis by Olufunmilayo Prosperity LAWAL., with matriculation number LCU/PG/002296, in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, is in full compliance with the approved University format and style.

Signature

Date

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