

EFFECT OF ELECTRONIC ENGLISH PRONOUNCING DICTIONARY INSTRUCTIONAL RESOURCE ON SENIOR SECONDARY SCHOOL STUDENTS ACHIEVEMENT IN ORAL ENGLISH IN ENUGU STATE NIGERIA

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ABSTRACT

This study investigated the effect electronic English pronouncing Dictionary (e-EPD) instructional resource on has senior secondary school students achievement in oral English. The study employed the non-randomized pre-test post-test control group quasi experimental design. One research question and one null hypothesis were formulated to guide the study. The area of the study was Enugu East local government area in Enugu State Nigeria. The sample for the study consisted of 130 senior secondary schools of all the four co-educational class two (SS2) students of all the four co-educational schools in Enugu East LGA. One intact class was randomly sampled from each of the schools and assigned to either the experimental or control group. Oral English Achievement Test (OEAT) was used for data collection. The instrument was adapted by the researcher from West African examination council past questions and validated by five experts from the University of Nigeria Nsukka (UNN). The achievement test was trial tested using twenty (20) students from the senior secondary two level of study, before administering it on the sample for the study. The coefficients obtained was 0.87 showing that the instrument was reliable. Using the instrument a pre-test was administered to the groups before the experiment which lasted for four weeks. A Post-test was administered after the experiment. The scores of the students from, the test was used as the data for the study. The research questions was answered using mean and standard deviation while the analysis of covariance (ANCOVA) was used to test the null hypothesis at $P < 0.05$. The result from the data, analysis showed that students taught oral English using e-EPD instructional resource. Performed better than those achieved higher than that taught using the conventional method these findings present crucial implications for English language teachers, students and stake holders in English language. Recommendations were made based on these findings one of which is that the English language teacher in Nigeria should be encouraged to adopt electronic English pronouncing Dictionary instructional resource as an alternative to the conventional text resources for smoother teaching and learning of oral English.

KEYWORDS: Oral English, Dictionary Resource, Achievement, Test