

TITLE: Effects of Audio-taped Instructional Package on Learners' Performance in Spoken English in Primary Schools of Akwa Ibom State.

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DEPARTMENT: Department of Educational Technology

DEGREE: Ph.D. Education (Educational Technology)

YEAR: 2007

ABSTRACT

This study examined the differences in the performance of learners of English Language exposed to Audio-taped Instructional package and those not exposed in the rural and urban schools of study. It also compared the performances of male and female learners in primary schools exposed to audio-taped instructional package in pronunciation of English language words and identified the effect of the use of audio-taped instructional package on learners' retention of lessons in pronunciation of English language words. This was with ultimate aim of improving the pupils' pronunciation of English Language

A quasi-experimental two-by-two factorial design involving pretest and post-test was used. The population for the study consisted of all the Ibibio speaking learners of English Language in all the Public Primary Schools in Akwa Ibom State. Thirty Primary Four Pupils from eight Public Primary Schools ((four rural and four urban) were randomly selected making a total of two hundred and forty pupils. The pretest was a recorded pronunciation exercise, where words

involving vowels and consonants were put on flip cards and charts for all the subjects to pronounce. The post-test was researcher designed, it consisted of the audio-taped recorded instructional stimulus materials that was used as proficiency test. A retention test was administered two weeks after the post-test. The data collected from the pretest-post-test and the retention test from the two groups of study were analyzed using Analysis of Variance, t-test of independent samples and the hypotheses tested at 0.05 level of significance.

The result showed that the pupils taught with audio-taped instructional package performed significantly better in the pronunciation of English Language words than those taught with the chalk and talk method ($F= 64.32$). The result also showed no significant difference in the performance of male and female learners in the pronunciation of English Language words ($t=0.61$, $P<0.05$). Further, there was a significant difference ($F=8.33$) in the retention of lessons in pronunciation of English words among primary school learners exposed to audio-taped instructional package against those not exposed to the study package.

The study concluded that audiotaped instructional package enhanced Primary School Learners' pronunciation of English Language words.

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