

Teachers' Social Skills as Predictors of Effective Teaching of Phonetics and Phonology in Sandwich Programmes of Colleges of Education in South-West, Nigeria

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Abstract: The study was carried out on teachers' social skills as predictors of effective teaching of phonetics and phonology in Sandwich programmes of South-West, Nigeria. Descriptive survey research design was used. The study population comprised, English Language students of Sandwich programme of Colleges of Education in South-West, Nigeria. The sample size of the study was Four hundred and eighty (480) respondents selected from ten colleges of Education in South-West, Nigeria (Lagos, Ekiti, Ogun, Ondo, Oyo and Osun). From each of the ten selected colleges of Education, forty (40) English Language were selected through a simple random sampling technique. A self-developed research instrument by the researchers, titled on 'Rating scale one Teachers' social skills as predictors of effective teaching of phonetics and phonology in Sandwich programmes of Colleges of Education in South-West, Nigeria' The research instrument was modelled on four liker rating scale; strongly agree (SA), agree (A), strongly disagreed (SD), disagreed (D). The research instrument was validated by an expert in test and measurement while it reliability was obtained through test retest method at two weeks interval. 0.63 coefficient reliability was obtained. Data collected on the research question was analyzed using, descriptive statistics (frequency counts, simple percentages and mean), while data collected on research hypothesis analyzed through inferential statistics (spearman ranking correlation coefficient). Based on the findings of the study conclusion were made that teachers' of English Language possessed skills for the teaching of sound, articulation and also effective mentors, while teaching words' stress. Based on the conclusion, recommendation were made that; competence English language teachers should be employed to be teaching phonetics and phonology topics in Sandwich programmes of Colleges of Education in South-West, Nigeria. Also, language laboratory which is an essential resource centre should be provided for English Language Departments of the Colleges of Education in South West, Nigeria, and all tertiary institutions Department running English language programme.

Keywords: Teachers, Social skills, Predictors, Sandwich programmes, Phonetics and phonology

I. BACKGROUND TO THE STUDY

The teaching of phonetics and phonology as an aspect of English language has gained the attention, especially in the nation like, Nigeria, where English language is a second language (L2). Phonetics and phonology are concerned with the study of speech and more particularly with the dependence of speech on sound (Finch, 2000). Hazima (2018), makes a clear distinction between two with explanations that phonetics is the branch of linguistics that deals with the generation, transmission and view of speech sounds. In other words, it is the study on how human speech sounds are produced. On the other hand, phonology deals with the mental aspects of speech sound in a particular language. Phonetics describes how physical expression if human speech are produced, while phonology is the study of significant speech sound.

From the existing reports and studies or researches on second language learners several difficulties are being faced by the students, especially in the major areas, ,such as; stress, words, vowel and consonant sounds, combined sounds, physical attributes and translation between language. Also, phonetics errors are also prominent in the areas of incorrect articulation of sounds such as, insufficient closeness, openness of sound and vowel listening. Also, teachers are facing with several challenges in the teaching of phonetics and phonology in Nigerian schools. According to Mohd, Sekolah, Kikin and Sembilan (2020),

Pronunciation is a key component of speaking skill and providing students with sufficient knowledge on correct pronunciation will help to improve their overall speaking skills. However, pronunciation remains a contentious issue in English as a second language (ESL) teaching and learning process as teaching pronunciation has often been avoided by language teachers. Most teachers' phonetics and phonology. One of the main contributing factors for the lack of emphasis on teaching phonetics in the lack of knowledge teachers have due to the absence of a clear and systematics guide for

teachers (Derwing, Diepenbroek, and Foote, 2012), Derwing and Foote 2011; Lekha Swarna Priya, Prasautha Kumar, 2020). Some teachers are very reluctant to prepare lesson note for the teaching of phonetics and phonetics because they do not have the relevant and appropriate skills for teaching this aspect of English language. Several findings studies have showed that ESL are found of feeling unwilling to teach phonetics and phonology because they are not well trained for its teaching, especially , the pronunciation aspect (Scriver, 2005). Therefore is ESL classroom, phonetics and phonology are poorly taught.

Similarly, many schools do not have the necessary resources for the teaching of phonetics and phonology. In Nigeria, English is a L₂ all its components need to be well taught. Observable, many school language laboratory and other gadgets need for its teaching. This is because adequate attention is not giving to the teaching of phonetics and phonology.

The teaching of pronunciation has not received the attention. It deserves this is due to a number of factor ranging from inexperienced teachers to adoption of inappropriate techniques as well as unavailability of education media, such as audio-visual materials (Egwuogu, 2012).

Lack of facilities make accurate from pronunciation, correct information, good phasing and fluently difficult for teachers to teach phonetics and phonology. All these plethora of factors combined to make teaching of phonetics and phonology difficult, the performance of students on this aspect of English language has always been discouraging, comparing to other aspects or branches of the language. The poor performances of students has become very worrisome and discouraging, particularly to the English language scholars, not only at secondary school level but also at tertiary level of education. It was this observed challenge that motivated the researchers to carry out this research on teachers' social competency as predictors of effective teaching of phonetics and phonology in sandwich programmes of Colleges of Education in South West, Nigeria.

Statement of the problem

Phonetics and phonology is an aspect or branch of English Language which its effective mastery will aid good pronunciation of English language, especially in a nation where English language is being accepted and taught as second language (SL). However, the teaching of phonetics and phonology in Nigerian schools ranging from primary tertiary level is marred by several challenges from teachers' perspective.

Many teachers lack the appropriate teaching competencies, skills and motivation to teach the aspect of English language, and so on. It was against this background this study was carried out on teachers' social skills competency as predictors of effective teaching a phonetics and phonology in sandwich programmges of colleges of Education in South-West, Nigeria.

Research Questions

One research questions was raised to guide the conduct of the study

1. Do teachers possess communicating skills to teaches sound articulation, effectively?

Research Hypothesis

One research hypothesis was formulated to guide the study.

Ho1: It is hypothesized that there will be no significant relationship between teachers effective mentoring and learning of words stress.

Purpose of the study

A broad purpose of the study was on teaching social skills as predictors of effective teaching phonetics and phonology in Sandwich programmes of Colleges of Education in South-West, Nigeria and the specific purposes were to:

1. ascertain the impact of teachers' communication skills on effective teaching of sound articulation and ;
2. determine the influence of teachers' effective mentoring and learning of words' stress.

Significance of the study

The findings of the study would be significant in the following ways; firstly, the finding of the study will help to establish the importance of impact of teachers' communication skills on effective teaching of sounds articulation. Also, the result of the research will establish whether there is positive relationship or not between teachers' effective mentoring and learning of word stress. Lastly, the study will add to the existing literature within the confine of the study, thus, become a good source of reference materials for researchers in future.

II. METHODOLOGY

Descriptive survey research design was adopted for the study because, it was not everybody in the study population that could be covered, and therefore, the resulting data on the sample size of the study was generalized on the entire study population. The population of the study comprised English Language students of Sandwich programmes of Colleges of Education in South West Nigeria (Ogun, Oyo, Ondo, Osun, Ekiti and Lagos) States. The sample size of the study was Four hundred and eighty (80) respondents. Ten (10) Colleges of Education in South-West, Nigeria running part- time programme and offering English language were randomly selected.

The research instrument that was used to collect data titled, "Rating scale one teaching' social skills as predictors of effective teaching of phonetics and phonology in sandwich programmes of Colleges of Education in South-West, Nigeria. it was modelled on four likert ratings scale of strongly agreed (SD) agreed (A), Disagreed (D), Strongly disagreed (SD). The research instrument was validated by an expert in test and

measurement and its reliability was done, through test and retest method at an interval of two weeks and 0.63 coefficient reliability as result was obtained.

Descriptive statistics (frequency counts, simple percentages and mean) was used for analyze data collected on the research question, while inferential statistics (Pearson correlation coefficient) was used to analyze data collected on the research hypothesis.

III. LITERATURE REVIEW

Teachers Social Skills And Effective Teaching Of Oral Language

Social skills have arrays of definitions and explanations. Human being, being sociable creatures have developed mainly methods of passing our message feeling and through to either or one another. What we social is influenced by both verbal language and how we use its tone of voice, volume of speech and the words such as body language, gestures and other non-verbal communications methods. All these constitute social skills.

Social skills can be defined as the abilities to adopt improvise and cope well in social situations (William and Gragg, 2021). Further, it was stated that social skills are important for success in a variety of areas, such as; education work and everyday life. Social skills facilitates good relationships with other people in the form of friends, romantic partners, co-workers and even acquaintances. It can also be termed as social competencies which enable individuals to understand how interact with others in multiple contexts everyday life. If someone has good social skills, he or she will have ability to influence other people, positively. They are essential life, skill, which make people to be always happy successful and healthier. They can also have better relationship and stronger bounds with other people.

Gragnon (2019), explained that social skills are qualities of a good teacher. These qualified include; skills in communication, listening, collaboration, adaptability, emphasized and patience. Others qualities are effectively teaching include an engaging classroom presence, value in real-world learning, exchange of best practices and a life-long love of learning. In the teaching of orals in school social skill are needed by English language students. Mousna and Sidiro Poulou (2017), stated that conversation is the very heard of schooling and pedagogy. Oral language is very vital for interaction, social relationship and friendships and for building a sense of belonging. Therefore, the teachers of oral language need some social skills. Oral language is one of the most important skills students needs to master for both social and academic success. Students need these skills to carry out these. Functions and activities; deliver instruction make request, ask questions, receive new information and interact with peers. Therefore, in these endeavour the teachers that are teaching oral language need to support their students as follows:

1. Encourage conversation
2. Model syntactic structure
3. Maintain eye contact
4. Remind student to speak loudly and articulate clearly.
5. Explain the subtleties of tone
6. Attend to listening skills, and so on.

The teaching oral language is very vital for learning. They need competence on oral language in other for them to achieve success in their academic.

IV. PRESENTATION OF FINDINGS AND DISCUSSION OF RESULTS

Research Question One: Do teachers possess communication skills to teach sound articulation, effectively?

Presentation of findings

Table 1: Showing frequency counts and simple percentage (%) and mean (x) on do teachers possess communication skills to teach sound articulation, effectively

S/N	ITEMS	SD	D	S	SD	MEAN	DECISION
1	My English language teachers, can pronounce sounds, correctly.	4 0.83	12 2.5	63 13.1	401 83.54	3.79	Accepted
2	My English teachers do not know how to pronounce sounds, correctly	10 2.08	4 0.83	43 8.95	423 88.12	3.83	Accepted
3	My English language teachers can write sound symbols very well	328 68.33	75 15.62	29 6.04	48 10	1.57	Accepted
4	My English language teachers do not know how to write sound symbols, very well	9 1.87	18 3.75	32 6.66	421 87.70	3.80	Accepted
5	My English language teachers can use non verbal skills, while teaching orals	422 87.91	35 7.29	9 1.87	14 2.91	1.19	Rejected
6	My English language teachers can not complement teaching oral verbally with non-verbal skills	7 1.45	29 6.04	33 6.87	411 85.62	3.76	Accepted
	TOTAL	780 27.08	173 6.00	209 7.25	1,718 59.65	2.99	Accepted

Table 2 shows the results obtained on research question one. On items (1), the following responses were obtained; 401 (83.54), 63 (13.1), 12 (2.5) and 4 (0.83) for strongly agreed, agreed, disagreed and strongly disagreed. On item (2) responses got show; 423 (88.12), 43 (8.95), 4(0.83) and 10 (2.08) for strongly agreed, agreed, disagreed and strongly disagreed. On item (3), 48 (10), 29 (6.04), 75, (15.62) and 328 (68.33) for strongly agreed, agreed, disagreed and strongly disagreed were obtained as responses.

On item (4), the following responses were got; 421 (87.70) 32, (6.66), 18 (3.75) and 9 (1.87) for strongly agreed, agreed, disagreed and strongly disagreed. On item (5), responses obtained were; 14 (2.91), 9 (1.87), 35 (7.29) and 422 (87.91) for strongly agreed, agreed, disagreed and strongly disagreed. On item (6), the following were responses obtained; 411 (85.62), 33 (6.87), 29 (6.04) and 7 (1.45) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed.

Generally, speaking since the average rating scale of four ($\bar{x}=2.50$) is lesser than the mean of average rating scale of

four ($\bar{x}=2.99$). It therefore indicates that teachers of English language in South-west programmes of Colleges of Education in South-West, Nigeria possess communication skills needed to effectively teach sound articulation.

Research Hypothesis

Ho1: There will be no significant relationship between teachers’ effective mentoring and learning of stress words.

Table 2: Showing pearson correlation coefficient on there will be no significant relationship between teachers’ effective mentoring and learning of stress words.

S/N	COLLEGES OF EDUCATION IN SOUTH WEST, NIGERIA	TEACHERS’ EFFECTIVE MENTORING	R-X	LEARNING OF STRESS WORDS	Rxy	R _x -R _y	D ²
1	Adeyemi College Of Education, Ondo, Ondo State	108	1	106	1	0	0
2	Ekiti College of Education, Ikere, Ekiti, Ekiti State,	63	2	59	2	0	0
3	Emmanuel Alayande College of Education	46	4	49	3	1	1
4	Oyo State College Of Education, Lanlate Oyo State	37	7	38	7	0	0
5	Federal College of Education Abeokuta, Ogun State	42	6	40	6	0	0
6	Ogun State College Of Education, Ilesa, Osun State	12	11	14	11	0	0
7	Federal College of Education (Special) Oyo, Oyo State	23	10	24	9	1	1
8	Federal College of Education, Iwo, Osun State	25	9	42	5	4	16
9	Michael Otedola College of Primary Education Lagos, State	45	5	13	12	-7	49
10	Yewa central College of Education, Ogun State	9	12	27	8	4	16
11	Adenira Ogunsanya College of Education, Iagos	26	8	20	10	-2	4
12	Tai Solarin College of Education, Ogun State	50	3	48	4	-1	1

$\sum d^2 = 88$

VARIABLES	N	DF	D ²	D-CAL	D-CRITICAL	DECISION
X	12	10	88	0.94	0.648	X
Y						

X = significant at 0.05 alpha level.

Since, p-calculated is greater than p-critical. The hypothesis is rejected. This implies that there is a positive relationship between teachers’ effective mentoring and learning of stress words in English Language classes of Sandwich programme of colleges of Education in South-West, Nigeria.

Discussion of Results

The result on table 1, indicates that teachers possessed communication skills in the teaching of sounds articulation the findings negates the opinion of Mohd, Sekolah, Kikir and Sembilin (2020), that many researchers of English language are often found to neglecting teaching oral lesson found of neglecting teaching oral lesson (sound articulation). specifically, because they do not possess the

competency, knowledge and skills required. In other words, the teachers of English language in colleges of Education Sandwich programmes have the appropriate, required and the needed communication skills for the teaching of sound articulation in phonetics and phonology classes.

In the same vein, the findings on table 2, shows that there is a high positive relationship between affective teachers’ mentoring and words stress. This result also contradicts and negates the opinion of Scriver (2005) and Darwins, Diepenbrock and Foote (2012), that many teachers do not have the relevant and appropriate skills for teaching topics in phonetics and phonology. what this bore down to is that teachers of English language possess and competent in

using social skills (verbal and non-verbal communication skills) to teach phonetics and phonology topics (sound articulation, vowel stress intonation and so on), very well.

V. CONCLUSION

Based on the findings of the study. Conclusion were made that English Language teachers possess communication skills to teach sound articulation and they are good mentors in term of using social skills (verbal and non-verbal skill), while teaching stress words in the colleges of Education Sandwich programmes in South West, Nigeria.

VI. RECOMMENDATIONS

Based on the conclusion of the study the following recommendation were made by the researcher;

1. Competent English language teachers should be employed to teach phonetics and phonology topics
2. During teachers' education programme English language Departments of Colleges of Education and Universities in Nigeria should endeavor to train students, very well.
3. All aspects of social skills (verbal and non-verbal) should be used, while teaching topics in phonetics and phonology in the sandwich programme of Colleges of Education in South-West, Nigeria.
4. Languages laboratory is an essential resource of English Language department, this should be provided to the departments in colleges of Education not only in South-West, but in Nigeria tertiary institution where English language is being offered either, at NCE or Degree level.

5. Teachers of English language should be well exposed to modern strategies of teaching phonetics and phonology, this can be achieved through seminars and workshop.
6. Acquisition of social skills is not simply the case rather application of those skills. Therefore, social skills should be put into use by English language teachers' while teaching phonetics and phonology.

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