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# IMPLICATIONS OF LANGUAGE LABORATORY UTILIZATION FOR THE EFFECTIVE TEACHING AND LEARNING OF ORAL ENGLISH IN UPPER BASIC SCHOOLS

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***Abstract***
*This research paper is on implications of language laboratory utilization for effective teaching and learning of oral English in upper basic schools language laboratory is an audio or audio-visual installation used as an aid in modern language teaching. This aspect in English language in the recent time was regarded as speech and writing laboratory. Thereupon, all the four language skills (ISRW) were given important attention and learners are provided with ample opportunities to practice by listening to the audio programmer and watching the video chips. Similarly, language laboratory is a room consisting of instructional technology tools and resource units that can disseminate audio, audio-visual, and or written materials to any number of students. It is a room in an institution that contains special equipment to help students learn foreign languages by listening to tapes, watching videos and recording themselves. In furtherance on this research paper, the following areas were highlighted, the meaning of language laboratory, types of language laboratory, kinds of installation, importance and advantages of language laboratory, challenges of language laboratory, English language teachers and language laboratory, mother interference among other vital variables. Conclusion and recommendations were drawn based on the position of the authors of the paper.*

***Keywords:*** *Implications, language, laboratory, Oral English, Upper Basic.*

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**Introduction**

English language as official language in Nigeria was introduced by the Colonial Masters. English language as a second language in Nigeria has played a role in Nigeria which could be seen in an education, government, business, commerce, media and most of internal and external communication. Above all, English language has played the role of the language of political unity.

According to Aremu (2021), English language is a medium of communication, like every other language of the world. He added that English language is the native language of some parts of the Western World like the Great Britain (United Kingdom), some parts of the America (U.S.A) etc. He further describes English language as one of the most spoken languages of the world. Today, English is the lingua franca of Nigeria (official language) as Nigeria was colonized by Britain. Also Abdullahi (2019) opined that it is the language introduced to some countries of the world by their colonizers. He added that, the English language is a universal language though not adopted by the entire nations of the world but more than 97% use it as means of communication. However, Salihu (2019) is also of the opinion that the English language serves a general means of communication in some areas, mostly where it is generally accepted as their lingua franca. Aliyu (2022), also observed that the English language is said to be the language which originates from British as their native language and it is recognized by the Americans with the exception of South Americans.

For the process of education to function effectively, the school curriculum is taken into consideration. Therefore, curriculum is the term used to indicate a group of subjects or field of study arranged in a particular sequence. According to Salihu (2019), Curriculum is the selection, organization and administration of a body of subject matter designed to lead the students on the same definite life objective.

In spite of the fact that so many aspects of man's knowledge compete today for inclusion as subjects in the school curriculum, at least one modern language continues to maintain the right to a place in the secondary school curriculum. All those who believe that the study of a modern language other than one's own has an important part to play in the development of the adolescent, a part which perhaps today is even more essential than in the past, are content that this should be so. It has been observed that in' theory and practice whenever circumstances allow the advantages inherent in such a study are beneficial to children in secondary schools.

Language according to Webster's Encyclopedia Unabridged Dictionary of the English Language: Is the system of use common to people who are of the same community or nation, from the same geographical area or the same cultural tradition. Language is human speech either spoken or written. Whenever there is a human society, there is language. Most forms of human activity depend on the co-operation of two or more persons. A common language enables human beings to work together in an infinite variety or ways.

According to Anibueze (2023), English Language is a lingua franca. As lingua franca, it is the Language for unification. It is highly established so that the people of varied languages will have purposes to relate together mutually and work in union. A Hausa man may comfortably stay and effectively speak with a Yoruba man or an Igbo man, and vice versa. It is, therefore worthwhile acquiring mastery of this very important language for whoever does not, has deprived him of access to the world's brightest ideas and modern technologies.

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In Nigeria today, English remains the language of pedagogy, students can hardly make commendable progress in their studies without adequate mastery of English through which most of the course in primary, secondary and tertiary institutions are taught and examined. This calls for a system that would be both rudimentary and functional in its approach. Since the student uses a foreign Language as a medium of communication, he has to start from the scratch to learn the rudiments of the Language. It is natural then that this is the function where the various problems arising from the teaching and learning of the Language meet the need to do so properly.

Language teaching, according to Oluikpe (2023) is that the basic criteria for assessing students' proficiency in writing and speaking as generally controlled by the basic grammatical categories such as punctuation, tense, number, gender etc. Language teaching in Nigeria has a lot of deficiencies. The major reason for these deficiencies is our English teachers who not only lack the technical know-how but are also non-professionals. A situation where a teacher of the language has no mastery of its grammatical categories, as we see today, does not mean well for the system. Also writing on these problems facing Language teaching, according Regner (2021) ascertained that "many good teachers are adaptive rather than rigid in their approach to teaching children and only loosely based on their instruction on a given method.

Hindu (2024) defines the concept language laboratory as a room in a school, college, training institute, university or academy that contains special equipment to help students learn foreign languages by listening to tapes or CDs, watching videos, recording themselves, etc. The Language Laboratory is an audio or audio-visual installation used as an aid in modern language teaching. It was also called Speech and Writing Laboratory. All the four language learning skills (Listening, Speaking, Reading and Writing) are given importance and learners are provided with ample opportunities to practice by listening to the audio programmer and watching the video clips. In other words, a Language Laboratory is a room consisting of instructional technology tools and source units that can disseminate audio, audio-visual, and or written materials to any number of students at individual seats or carrels, with a wide variety of potential feedback mechanisms to the student, teacher, or other students.

Modern language laboratory is really one of the newest media that is making a lot of impact in our educational system. The language laboratory is an audio or audio-visual installation used as an aid in laboratory each student is able to replay one track of a tape and at the same time record his response on another track. He is then able to rewind the tape to listen to both the master track and the recording to his own response comparing the two recordings.

**Concept of Language Laboratory**

According to Hindu (2024), a language laboratory is defined as a room in a school, college, training institutions, university or academy that contains special equipment to help students learn foreign languages by listening to tapes or CDs, watching videos, recording themselves, etc. The Language Laboratory is an audio or audio-visual installation used as an aid in modern language teaching. It was also called Speech and Writing Laboratory. All the four language learning skills (Listening, Speaking, Reading and Writing) are given importance and learners are provided with ample opportunities to practice by listening to the audio programmer and watching the video

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The Language Laboratory is used for language tutorials, which are attended by the students and persons who voluntarily opt for remedial English classes. Lessons and exercises are recorded on a cassette or computer so that the students are exposed to a variety of listening and speaking drills; These especially benefits students who are deficient in English and also aims at confidence-building for interviews and competitive examinations. The Language Laboratory sessions include word games, quizzes, extemporary speaking, debates, skits etc. These sessions can also be conducted online where many websites provide practice sessions.

According to Deepika and Kalaiarasan (2020), Language Laboratory is an audiovisual installation used in modem teaching methods to learn the foreign languages. Perhaps the first Language Laboratory was at the University of Grenoble. In the 1950s up until the 1990s, they were tape based system using reel to reel or (latterly) cassette. But the current installations are generally multimedia computers. The Language Laboratory is a technological break for imparting skills in English Language. The Language Laboratory offers an exclusive result oriented and efficient to enrich the English Language learning process.

**Types of language laboratory**

From 1948 the interest in the use of electronic equipment for teaching languages increased greatly. It was at this time that the world "laboratory" came into general use. From the simple tape recorder was evolved the dual channel machine. The language laboratory assists educators in delivering foreign language instruction, and has been through many developmental stages over the years. Few types of laboratories are being focused on here

**Traditional/Conventional laboratory:** This is the earliest form of language laboratory developed. It makes use of a recorder and cassette tapes to help language learners. The tape usually contains texts or stories read aloud by a native language speaker. There are also listening and speaking exercises that follow in each chapter. The teacher plays back the tape and the learners listen to it and learn the material

**Lingua Phone Laboratory:** A lingua-phone laboratory is like conventional laboratory, with a little modernization. The students are given headphones to listen to the audiocassettes that are played back. As regards to the conventional laboratory, the distractions in this laboratory are less so there is certain amount of clarity in listening.

**Computer Assisted Language Laboratory (CALL):** There are two brands of this laboratory: Computer Assisted Language Laboratory (CALL) and Web Assisted Language Laboratory (WALL). The first one that is CALL uses the computer to teach language. Computer Assisted Language Laboratory. The entire course module is already stored in the computer. The language course resources are already downloaded on the computer and are presented to students according to the features available in the system.

Compared with CALL, WALL is

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almost thesame as CALL with one difference that is, in WALL system, computers are connected to the internet. In WALL, the teacher as well as students can browse any resources from the internet during the teaching learning process. (Wilson & Thayalan, 2022). There are many and different other kinds of language laboratories like The Dial Access Lab, Mobile Lab, Wireless Lab, Remote control lab, etc.

**Kinds of Installation**

The various types of installation may be classified in different basis. There is the classroom with fixed machines used for foreign language classes. The true laboratory consists of a separate from specifically designed to contain the equipment and used only for language practice. In the case of the special laboratory there are essentially two varieties.

The first consists of centrally controlled recording and play back machines from which the sound is sent by wire to each student at his position. There may be several machines with different programmes given simultaneously.

The second type of installation consists of booths in each of which there is a record played controlled by the student himself. The two types may be combined of course.

**(a) The Classroom Installation**

A normal classroom is equipped with a certain number of audio-visual devices controlled by the teacher. Each student at his desk is provided with earphones. The phonograph, tape recorder and microphone will be in front of the room. There may also be a screen and a motion picture projection as well as a strip film projector.

**(b) The Middle Installation**

Because of its expensive nature, the lack of space and the school programme, it will be advisable to employ the mobile units. A certain number of "wagon" that is, tables on wheels will be used with a small sound proof partitions containing a play back machine, a microphone and a tape recorder. When needed these five or six wagons are wheeled into the front of the classroom.

**(c) The listening Laboratory**

One step closer to the real language laboratory is the listening room. It may be provided with sufficient listening posts for an entire class. If it is installed in the library, the uses of earphones will prevent disturbing other students. For effective use of the listening laboratory a teacher or monitor should be in charge.

**Advantages of the Language Laboratory**

Arguing for the advantages of the language laboratory, Chabbert (2022) considers it as a place where Texts can be played several times and with the teacher in collaboration, students learn better and faster. The language laboratory gives the student the opportunity to express simple ideas in his own words and this will enable him to gain confidence in his oral ability. The use of the laboratory aids language in the following ways:

1. Practically all the objectives of language course can be achieved in the laboratory.
2. The near ideal pronunciation of native speakers is always available. That is why Harding (2008) stated that the laboratory offers the possibilities for teaching pronunciation, intonations, reading as well as drilling in the use of grammatical forms and structures.
3. The students is accustomed to different kinds of voices-male and female, old and

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young, coarse and fine etc. In the conventional classroom he hears only his teacher's voices.
4. The students can listen over and over again.
5. Students practice individually during the whole period. In the class he generally recites or speaks but a few minutes at each session.

**The Availability of the Language Laboratory**

One thing is always clear, that the availability of materials or resources for teaching and the readiness of the learner go hand-in-hand. Hence the availability of adequate teaching facilities helps to enhance and encourage students towards any task.

The use of the language laboratory by the teachers in teaching students depend on a large extent on the availability of useful and up-to-date resource materials including tape recorders and the related materials in the language laboratory. Good materials will produce good outcome. Therefore the availability of adequate facilities in the teaching and learning of English language will go a long way in fostering positive impact on the student's performance.

Ubakwe (2022) pointed out the necessity of using instructional materials to make the teaching and learning of oral English more meaningful. He said that the growth of technology, especially in the area of electronics, has provided more precise tools for studying the sounds of a language laboratory is an essential if not indispensable requirement for effect teaching of modern language.

Ihenacho (2021), laments that the non-existence of the language laboratory in Nigeria has impeded effective teaching and learning of oral English. It is a pity to say that a country like Nigeria and Ebonyi Local Government to be precise has little or no language laboratory.

**Limitations of the Laboratory**

Some scholars are of the view that some the language laboratory does not offer any miraculous solution to language training and cannot produce the finished product of near-native speaker of a second language, it should be eradicated. Ruley (2024), disagreed with Pimslear, Lezson and Chabbert in the notion that the language laboratory in collaboration with the teacher, the students learn faster and better when he said that the laboratory is no more efficient teaching method (aid) than any other teaching devices. Every mechanical device has its advantages and its disadvantages.

1. It is costly
2. This chief danger is that the procedures may become monotonous. If the student's alertness is not maintained, he may become drowsy and half listen to the teacher or model. Monotony can be avoided by:
   (a) Avoiding the use of lengthy recordings
   (b) Introducing musical selections
   (c) Providing opportunity for student's participation.

This can be done by pausing at intervals for students to repeat. It can also be done by letting the student record his own voice on the record or tape.

**Qualification of English Teachers**

The issue of the language laboratory is therefore an established approach to the teaching of English Language especially the oral English. The Ministry of Education, in this country has so far seen to necessity for training those who are to devote themselves to the mission of pushing beyond its national limit the use of the mother tongue. For anybody to be a good teacher of English, he

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must be a good speaker of the language.

Some teachers avoid teaching oral English because of the problems they will encounter. Those teachers in the researcher view are not better off in all their theoretical knowledge than those who know nothing about phonetics. Maccarthy (2022) stressing the importance of language teacher's performance asserts that:

> The first and most important part of a language teachers techniques is his own performance, his ability to demonstrate the spoken language in every detail of articulation as well as influence speaking so that student's capacity for imitation is given the fullest scope of encouragement.

There is need for the teachers to be perfect models in this respect. The researcher expects that every secondary school teacher has to help learners understand spoken English without difficulty and to express themselves in English fluently, correctly and intelligibly. But before any teacher can do this he should have followed a general course in phonetics. There is the tendency that the English teacher has a perfect understanding of the sound system of the language he is teaching or he may not have. Even if he has a little understanding of it, he knows that the sounds of English are different from those of the mother tongue of the students he teaches.

If this is the case the question then is: Who should be qualified to teach or train as a specialist in English? Such a person should be a teacher or a student who has no speech defeats. In support of this Banjo (2019) says that:

> A student may be generally intelligent and interested but may lack the gift of the tongue. Persons with speech defeats, low aural performance, and shown articulation should not be chosen as future teachers of spoken English since they are bought into contact with the second language primarily at school. It follows that African pupils will be singularly influenced by their teachers.

This implies that for the selection of studies or teachers not only must they possess good grades in their school certificate, they must be well acquainted with the language laboratory and must also have no psychological handicap in their vocal system. No matter these how a teacher is qualified, if he has vocal problems these will constantly affect his studies adversely especially in the spoken aspect.

**The Teacher and the Language Laboratory**

The machine cannot replace the teacher that is why Pimslear (2020) stats that the laboratory supplements the teacher and makes his efforts more fruitful. The teacher is useful in the following ways.

1. The teacher is linked by the headphones to every student. Since her voice is heard by the students she has a closer relationship. She commands complete attention.
2. The teacher deals with a group in which everyone is participating eagerly.
3. Instruction is on an individual level because there is an intimate private interchange between the teacher and the learner.
4. The teacher can build up certain qualities that are lost in the classroom namely self-evaluation and criticism on the part of the student. The student pronounces words; he is allowed to evaluate and criticize himself based on what he has heard the teacher or model say.

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**Teaching Method**

Most English teachers are conservative and find it difficult to apply varied methods in the teaching of the language. This attitude is a setback on the level of performance of the students. Due to lack of organized blending of teaching methods, the students do not participate actively in the learning of the language. According to Saunders (2019),

If I hear, I forget
If I see, I remember
If I do, I know

This statement goes to emphasize the importance of applying varied methods such as the use of audio visual-aid; language laboratory and employing the activity method for the desired effect. Francis (2021) in discussing the direct method says:

> Direct method is one of the most widely known, its main characteristics are used for everybody vocabulary: Grammar taught by situation are the use of many new items in the same lesson to make the language sound natural and encourage normal conversation. Oral teaching of grammar and vocabulary concrete meaning through objects abstract ones through association of ideas. Extensive listening and limitation until terms become automatic. First few weeks should be devoted to pronunciation and all oral reading matters first presented orally.

According to Nwodo (2021:13) in discussing speaking states that:

> The teacher should make it abundantly clear to the students that their ability to speak well is an important factor in every aspect of their lives, Therefore, both the teacher and the learners should make conscious effort to attain proficiency in oral expression. It is at this level that conscious and concerted efforts should be made to teach students phonetics and phonology of the English language. There is every need for secondary schools to be equipped with language laboratory because it is not enough to teach students' how to position their speech organs to articulate sounds. The language laboratory offers the learner the opportunity of listening to recorded materials rendered by native speakers in numerous language environments. Such an opportunity is indeed very useful in view of the globalization phenomenon. When the learner able to understand the recorded voice of a native speaker, he becomes better equipped for international intelligibility in the language.

**Impact of language laboratory on students' performance in oral English**

Echatabu (2023) called the language laboratory a kind of practice field, the use of the language laboratory is based on the nation that understanding and speaking are the prime essentials in acquiring foreign language. Since we learn what we do, extensive and systematic practice in learning and speaking is necessary.

The fundamental aim of the laboratory

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is to provide much and regular practice in listening to models, in imitating these models and in repetitive oral drills. Ubakwe (2022) pointed the necessity of using instructional materials to make the teaching and learning of oral English more meaningful. He said that the growth of technology especially in the area of electronics has provided more precise tools for studying the sounds of language. Constant listening will build up the ability to understand the foreign language. Oral drills will strengthen the ability to speak fluently. Bowen (2019) said that there may be some teachers who language learning. The main advantages of the use of the language laboratory are the fact that it provides practice in the spoken language. The language laboratory, then, can accomplish what the ordinary classroom cannot. It increases the quality and the quantity of the student's performance.

**Students in the Laboratory**

Pimslear (2005) reviewed the functions of the language laboratory in a foreign language instruction with particular reference to spoken language in his article on "The foundation of the language laboratory" he says:

> The language laboratory could create good basic speech habits with collaboration of the teacher, bringing about an acceptable pronunciation.

With the mechanical equipment every pupil is able to get active language practice throughout the period. No student is left out in the practice even the dullest among the student. As the model or the teacher pronounces the words the students follow suit. In the traditional classroom each student advances at the same place. Each one must cover the same amount of material there is little possibility for differentiation in the language laboratory, however, it is possible to provide for different levels of learning and to adjust the rate of progress to the capacity of the learner. Sharp and dull students are recognized and they have a sense of identity for example, a set of students may understand the difference in the pronunciation of the sound.

**/tʃ/ and /d3/ as in Church and Judge.**
**// and /d/ as in thank and the**

While another set of students may find it difficult. The equipment allows the students to study until they master it. The teachers are human beings... At the end of the day they are tired. Hence, the student can get additional practice by making use of the laboratory in free period and regular school hours. The laboratory provides the additional practice b making use of the laboratory in free periods and after regular school hours. The laboratory provides the additional practice which is so necessary for efficient language learning.

The student is faced with something impersonal and looses the feeling of self consciousness. Those qualities and acts of the teacher which may produce an unpleasant reaction on the part of the students such as impatience, sarcasm, critical comments and the giving of a grade is absent. Because of this privacy, the student is not embarrassed when he makes errors. Students have the tendency to laugh, insult or look down on students who make costly mistakes. A student who uses /r/ instead /!/ and III Instead of/r/ is likely to be mocked by his fellow students. He is brought as close as possible to the speaker either his teacher or native voice on the tape or recorder. Hearing is stressed. Since language is basically sound, the sense of hearing must be appealed to more than any other.

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**Problems in Connection with the Use of the Language Laboratory**

Despite its advantages, the laboratory does not solve all the problems in the teaching of foreign languages. Since it is after all, a collection of machines, it cannot replace the teacher. It can be a very effective aid but it is and must remain an auxiliary device (Echatabu, 2023:18).

> Just as the language laboratory is costly to install so also is the cost of maintenance. Secondly, the lack of trained teachers to handle the language laboratory is one of the problems encountered. Finally, extreme case is needed in choosing the tapes and recorders. If materials are not good it affects the laboratory.

There are problems that actually led to the inception of the language laboratory. It did not just evolve. The learning laboratory was built to help alleviate the problems second language learners encounter. One of these problems is the interference of the mother tongue. The interference of the mother tongue has hampered the learning of the foreign language a great deal. With the language laboratory this problem can be curbed or reduced to a great level.

**Mother Tongue Interference**

A child's mother tongue is his first language, the language spoken by his immediate community. It is the first learned language of a child, the language of his heart, home and friendship. This is the language in which he learns to express himself.

It is universally accepted that a child learns best in his mother's milk. That is why Jerome Brunner emphasized the importance of mother tongue. He said that:

It is extremely important for school children to grasp the way of using language in a more expanded form in which they can talk about things, bring up associations and identify an object in its connotation.

The child in his pre-school years acquires the linguistic principles of the language of immediate environment and consequently in the first three years of primary education this language is used as a medium of instruction in the first three years of the primary school in Nigeria.

A conscious study of related literature reveals a number of impacts the language laboratory has on an effective learning of the English language as second language (oral English). The language laboratory is there to help pin point and correct the errors brought by the interference's of the mother tongue muses.

The structure of the Igbo language however, differs from that of the English language. It creates problems for the Igbo child who finds it difficult to adapt to the second language when it is introduced as a means of instruction. It is noted that the difficulties that occur in our learning and use of a foreign language are caused by the interference of our mother tongue. Whenever the structure of the foreign language differs from that of the mother tongue we expect difficulty in learning and error in performance.

The interference of the mother tongue occurs in the phonology, morphology, syntax and semantics of the English language. Our concentration is going to be based on the phonology and partly the semantics of the English language because these are simply the areas oral English covers.

**Interference in Pronunciation (phonology)**

The term phonology as earlier defined has to do with the sound system of the English language. This involves the individual

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phonemes and their pronunciation. Much research has been carried out on the phonological difficulties encountered by the Igbo speaking learner of the English Language.

Atuonwu (2023) brought out some phonological difficulties peculiar to Igbo speaking students. Her emphasis was on the extent the Igbo phonological patterns affect the study of spoken English by Igbo-speaking students. For the Igbo speaking students learning English, pronunciation problems are encountered where sounds in the mother tongue are difficult from sounds in English; pronunciation problems do not exist where sounds in the Igbo language and the English language are similar.

The phonemes in the Igbo language are different from those in the English language. In the Igbo language, there are eight vowel and they are all monothongs while in the English language there are 20 vowels, twelve (12) simple vowels and eight (8) diphthongs. Also the dental fricatives which exist in the English language are absent in the Igbo language. That is learning English the child conies across certain phonemes that do not exist in his mother tongue. For example: III may be substituted with /r/ and /r/ with /I/. This is called metathesis.

From the above it is concluded that of phonological interference for the Igbo speakers are:

(i) That sounds which exist in Igbo and at the same time in English do not create problems for the Igbo speakers learning English,
(ii) That sounds which exist in English but do not exist in Igbo creates problems for the Igbo speaking students learning English.

The analysis of some possible causes of phonological difficulties encountered by Igbo speaking students in the learning of oral English concluded that the misplacement of the place of articulation for some vowels and consonants voicing some of the voiceless sounds, inadequate foundation of the English language in the lower (junior) classes of the secondary schools, ignorance and lack of good teachers and lack of students participation in activities that involve effective use of oral English are the cause of the phonological difficulties encountered by Igbo students in the learning of oral English.

**Interference in meaning (Semantics)**

Meaning is the act of making sense. When one's speech is in line with the conventions of a given language and at the same time makes sense, that speech is said to be meaningful.

The mother tongue interference is the act of making meaning because; the second language learner transfers his knowledge of Igbo language directly to the English language. This is known as transliteration. For example, an Igbo learner may translate “Enwere m Obi abua maka ya” as “I have double mind about it”. The latter is not an English expression, for example; O na-eme aka abua-He does two hands O bu mbe-He is a tortoise Anya m di n'iro-my eyes are outside (Echatabu, 2022).

Nigerian languages have a syllable structure that is radically different from that of English. That is, English combines its phonemes to form syllables in a way that is different from that of Nigerian languages. In most Nigerian languages, consonant is immediately followed by a vowel as in baba, which is consonant (C), vowel (V), or CVCV. English on the other hand, can have a string of consonants in a syllable without any vowel intervening. This phenomenon is known as consonant clustering. The following are typical examples;. CV as in 'be' CCV as in 'stay' CCCV as in 'strong'

Another problem for Nigerians

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learning English is that the music of English speech is different from the music produce by the speech of most Nigerian indigenous languages. What we have called 'music' is a combination of what linguists refer to as stress and intonation.

The first refers to the way the speaker raise or lowers the volume of his voice. The syllable written in capitals in these words show that part of word that is stressed (a) Import (b) imPORT. Transferring the stress from position (a) to (b) changes the meaning of the word. Intonation refers to the modulation for the voice. This is, the way the speaker makes has voice rise or fall as he speaks. English speaking persons can by modulating their voice in the correct way, make a difference between:

(a) He was here: and
(b) He was here

Both stress and intonation combine to give the native speech of every language a type of music that is peculiar to it. Because the music of English speech is radically different from the music of Nigerian languages, many Nigerian learners tend to transfer the music of their own language into English. This again results in interference.

Finally, English is spoken at a tempo (or speed) that is not the same as that of most Nigerian languages. Linguists describe English as a stress-timed language. The number of stresses in a sentence determines how long it takes a speaker to utter it. Stressed syllables are emphasized and dwelt upon. Concept of the English Language

According to Aremu (2021) English language is a medium of communication, like every other language of the world. He added that English is the native language of some parts of the western world like the great Britain (united kingdom), some part of the America(USA) etc. he further describe English as the English language as one of the most spoken language of the world. Today, English language is the lingua franca of Nigeria (official language) as Nigeria was colonized by the British people.

Also Aremu (2021) , opines that English language is the language that was introduced to some countries of the world. He added that English language is a universal language though not adopted by the entire nations of the world but more than 97% uses it as means of communication.

At this juncture English language can be define as the means of communication adopted by some countries as their lingua franca, as a language of instruction in schools and also, it is the native language for some countries like Britain.

**Theoretical framework (classical conditioning (Ivan Pavlov)**

The theory used for this research work was based on the classical conditioning theory experimented by Ivan Pavlov using dog. This emphasize a process of learning by temporal association in which two events that repeatedly occur close together in time become fused in a person's mind and produce the same response (Corner,2018).

Several types of learning exist. The most basic form is associative learning that is, making a new association between events in the environment. There are two forms of associative learning; classical conditioning (made famous by Ivan Pavlov's experiments with dogs) and operant conditioning.

In technical terms, the meat powder is considered an unconditioned stimulus (UCS) and the dog's salivation is the unconditional response (UCR). The bell is a neutral stimulus until the dog learns to associate the bell with food. Then the bell becomes a conditioned stimulus (CS) which produces the conditioned response (CR) of salivation after repeated pairings between the bell and food.

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The bell here is the language laboratory; the teacher should be well-trained and be ready to carry the students along the drills of impacting knowledge through the language laboratory until the students become used to that knowledge. Empirical Framework

Odume (2020), carried out a study on impact of language laboratory for effective teaching and learning of oral English. This study therefore sought to find out if there enough language laboratories available for effective teaching and learning of oral English in secondary school. It is a simple survey design research. A structured questionnaire consisting of four (4) sections was designed to obtain information from English language teachers. The researcher is of the view that there are no qualified teachers to teach the English language using the laboratory. The finding further revealed that none of the schools used in this study had a language laboratory or a language room.

Okolo (2019) examined impact of the school language laboratory in enhancing the performance of students. The purpose of the study was to find out the impact of school language laboratory in enhancing the performance of students. The study was a descriptive survey research which made use of the questionnaire instrument for data collection. The researcher used random sampling technique for the selection of respondents used for the study. The data collected for the study were analyzed with percentages. The study found among other things that: school language laboratory help the students to develop positive study at all levels of education. It helps students to have access to the wide large of information on different topics in different subjects offered in the school. School language laboratory helps students to develop note-taking skills at all levels of education. School language laboratory helps the teacher and students to effectively cover the syllabus for each year. It also arouses students' interest to study.

**Conclusion**

The researchers drew the conclusion based on the points discussed.

1. The lack of language laboratory in schools has actually reduced the academic performance of students in oral English class in schools.
2. Neither the teachers nor the students have that driving skill or joy to using the language laboratory for effective teaching and learning the oral English in Ebonyi Local Government Area.
3. The use of language laboratory tends to improve learners' auditory performance in schools where the language laboratory is made available within the study area (Echatabu, 2022)
4. Teachers' inability to operate and use this language laboratory has caused more harm than good in the field of oral English.

**Recommendations**

With regard to issues raised, the following recommendations are made:

1. That the Government and Educational planners should provide facilities for training more English teachers in junior secondary schools on how to using the language laboratories.
2. English language teachers should not only have the intellectual knowledge of the subject matter. They should know the methodology for imparting the knowledge.
3. The Government and Ministry of Education should make provision for refresher courses during long vacation to bring the languages teachers in tune with modern methodology.
4. Efforts should be made to ensure a blend of experimentation with the direct method or

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that two or more methods may be adopted in the teaching of oral English.

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