

Teaching and learning of spoken English in senior secondary schools: A Survey of Gombe South Senatorial District, Gombe State, Nigeria

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ABSTRACT: This study investigated the teaching and learning of spoken English in senior secondary schools in Gombe South Senatorial District, Gombe State, Nigeria. The study was guided by three research questions and corresponding hypotheses. A cross-sectional survey design was adopted with a population of 7,757 students and teachers, from which a sample of 478 respondents (370 students and 150 teachers) was selected using multistage sampling. Two structured questionnaires were developed for data collection, and their validity and reliability were established through expert review and Cronbach's Alpha. Data were analyzed using descriptive statistics (mean, standard deviation) and inferential statistics (paired correlation, chi-square, and z-test) at a 0.05 level of significance. Findings revealed that resources for teaching spoken English were inadequate, underutilized, and inconsistently applied in classrooms. The results further showed that gender significantly influenced perceptions of teachers and students regarding the use of oral English resources. The study concluded that the lack of adequate resources hinders students' oral English proficiency and overall academic performance. It recommends regular training of teachers, provision and effective utilization of instructional resources, and incorporation of gender-sensitive practices to enhance the teaching and learning of oral English in senior secondary schools.

Keywords: English, Gombe State, Nigeria, language, senior secondary schools, teaching and learning.

INTRODUCTION

Language stands as the most commonly utilized and intricately developed method of communication among humans. It is through language that individuals interact and engage with one another, facilitating the sharing of ideas, conveying emotions, and expressing a wide array of thoughts. The absence of language would render humanity incapable of sustained, logical thinking and meaningful discourse, hindering progress and collaboration (Njoku 2017). In the context of global communication, the English language has emerged as an international lingua franca, deeply woven into the societal fabrics of numerous countries, including Nigeria (Njoku 2017).

In Nigeria, the English language holds a unique position as it is incorporated into the educational framework from

the very earliest stages of learning. Children are introduced to English in kindergarten and continue to study it rigorously until they reach university level. This pervasive presence of English is reflected in the daily timetables of most Nigerian schools, where it is an essential subject that every student is required to learn. From the foundational years in primary school to the more advanced curriculum in secondary school, the English language is not just another subject but a pivotal component of academic development.

Moreover, the significance of the English language extends beyond the classroom. It has been endowed with a vital role in the political, social, and economic landscape of Nigeria. As the official language of the country, English is utilized in governmental discourse, legal documentation,

and public administration. It serves as the medium of instruction in educational institutions, thus playing an integral part in the learning process across various disciplines. Additionally, English is the language of business, facilitating trade and commerce both within Nigeria and with international partners.

The educational system in Nigeria heavily relies on English, as it is the primary medium through which almost all subjects in the curriculum are taught. This includes subjects such as mathematics, science, and social studies, which, despite their diverse content, are delivered in English. In contrast, indigenous languages, while important, often take a backseat in formal education, which underscores the dominant role that English occupies in the country's academic and professional arenas. As such, proficiency in English is not just an academic requirement; it is a crucial skill that empowers individuals and enhances their opportunities in a globalized world (Abudu *et al.*, 2020).

Teaching learning process thrives on effective communication between the teacher and the learner. No matter how expertly learning experiences are selected and organized, the ultimate objective of the teaching-learning exercise would not be achieved if the language of instruction is unfamiliar to the learner (Matiki *et al.*, 2023). English language as a subject taught and learned within the Nigerian school system, success in the different skills of the English language - listening, speaking, reading, and writing is generally considered as success in both internal and external examinations (Olagbaju 2015). The implication is, students' learning success in other subjects is connected to their success in the English language because all the subjects are taught in English in secondary schools, except indigenous languages subjects such as Hausa, Igbo, and Yoruba.

In life of humanity, listening leads one to speaking. Good pronunciation, intonation, and idiomatic expressions cover ideas clearly. Good pronunciation, right intonation, excellent aural comprehension, and marvelous proficiency bring one to successful communications. A good speaking of oral English lies in one's ability to observe the correct phonemes and stress patterns as they vary in different speech situations (Iyorza, 2015). Speaking English Language correctly is an albatross to many Nigerians of all ages, status, and tribe. It is common to hear a speaker of Hausa and Fulani origins pronounce a word like 'newspaper' as 'newsfafer'; substituting the /p/sound for the /f/ sound. The speaker from Yoruba extract pronounces 'champion' as 'shampion', substituting the /t/sound for /f/ sound. The speaker from the Tiv origin of Benue State finds it easier to pronounce a word like 'rat' as 'lat', substituting the /r/sound for the /l/ sound. A typical Ibibio person is known for saying 'soya' instead of 'soldier' (Iyorza, 2015).

It is in the wake of these observed difficulties in speaking English Language orally and correctly that the secondary school curriculum in Nigeria emphasizes the need for oral

English to be treated with more commitment, especially at the senior secondary school level. Today's senior secondary school candidates seeking to score high in English Language in Nigerian secondary schools must have their skills tested in terms of recognition of vowel sounds, consonant sounds, and rhyming in words. They are also tested for stress in words and sentences, intonation, and the relationship between phonetic symbols and the associated sounds. They are equally tested for their ability to relate symbols (whether the normal English alphabet they are familiar with, or the phonetic alphabet) to sounds (Opeifa *et al.*, 2022). It therefore behooves all SSCE candidates and users of the English language as a medium of communication to interpret correctly the symbol and speak the Language correctly.

As stated by Iyorza (2015), the performance of senior secondary school candidates in oral English is overwhelmingly poor, and this is exemplified in the manner some fresh students in Nigerian universities speak English. At the end, failure to speak orally correct English correctly at the secondary level results in the inability of most Nigerians to speak English in the future. Little wonder, reputable individuals in Nigeria, including academics (Ph.D holders and Professors) speak English without regard for the phonetic dimensions of the language.

Matiki *et al.* (2023) opined that phonological problems, syllabic problems, and voiced and voiceless final consonant observation are some of the problems that feature in oral English speaking problems in Nigeria. The average Nigerian grapples with a number of problems as he aspires to develop his oral skills. Paramount among these problems is the problem of interference (Opeifa *et al.*, 2022). At senior primary school age, the Nigerian child has been brought up to master his native phonemes, which indeed are different from those of English. The result is that he finds it difficult to discriminate and utter some English phonemes effectively. Altun (2015) stated that, since they have already mastered one or more of the local languages, the phonological features of such languages are translated directly into their spoken English, resulting in mispronunciation of the vowel and consonant sounds of English. Often, such mispronunciation results in intelligibility loss.

Amadi *et al.* (2022) stated that the availability of teaching resources refers to the materials, tools, and technology that are accessible to both teachers and students. These may include textbooks, supplementary reading materials, laboratory equipment, multimedia resources, and online educational platforms. When these resources are readily available, students have the opportunity to engage with a wide range of learning materials that can enhance their understanding and skills. The audio-visual media (especially television and film), with their audio and visual capacities, are believed to be appropriate channels that can mediate between the classroom teaching and learning of oral English in Nigerian secondary schools. Unfortunately, the use of the media generally, talks less of the audio-visual media in teaching the subject, has been

ignored by most schools. Most Nigerian secondary schools ignore the use of television and film in teaching vital subjects like oral English and literature, an effort that would have enhanced the learning pace of students.

It is essential to evaluate whether schools have the necessary teaching resources, such as textbooks, libraries, technology, laboratory equipment, and other materials. This assessment should also include the condition and accessibility of these resources. Students in schools with limited or outdated resources may face challenges in comprehensively understanding the subjects, which can impact their academic performance (Abudu *et al.*, 2020). There are many reasons brought out in favour of using the Internet and Communication Technology (ICT) for Education in previous studies. ICT devices like phones, laptops, notebooks, and tablets are able to host learning content and apps at no or minimal costs and have gained popularity as crisis tools for learning during the pandemic (Naresh, 2020). Interactive learning content, grounded by scientific learning theories, is providing personalized and distance-agnostic learning solutions, making it an attractive proposition for society. Besides, ICT, owing to its reach and connectedness, can be used in improving or changing the education scenario in Nigeria in this 21st century of the world where some people are living with no access to printed knowledge, skills, and technologies. The massive penetration of mobile and internet technology opens new opportunities for education and connectedness at wider scope and scale. When the teaching resources in oral English are available, the next thought is the utilization of the identified or needed resources.

Elzbieta (2015) stated that, as regards the decision-making process and corrective feedback, the analysis of the data revealed both differences and similarities in the opinions of the two groups of respondents in comparison with the actual classroom conditions, which indicate that correcting students' erroneous forms is a complex issue meriting further investigation and consideration. Adeyemi (2014) study showed that there was a significant relationship between teachers' competence and teachers' attitude to media utilization ($\chi^2 = 27.5$, $p < 0.05$). Also, there was a significant relationship between media utilization and students' performance in Oral English ($r = .306$, $p < 0.05$). Adeyemi (2015) states that schools must be well supervised to make sure that teachers comply by using media types to enhance uniformity and quality at the Senior Secondary Schools level and to aid better performance of learners. Ibrahim and Bello (2019) state that teachers follow the format of the test and skip other content in the curriculum that did not feature in the test. The research concludes that the practice constitutes negative washback on teaching methodology and that examination bodies must improve their testing system for the attainment of the envisaged positive washback.

In their comprehensive study, Olagbaju and Senghore (2020) meticulously examined the role of visual aids in the teaching of English Language classes. Their analysis

indicated that a substantial number of educators frequently integrated visual materials into their teaching methodologies. This practice not only enriched the learning experience but also demonstrated a significant impact on student engagement. Classroom observations, as documented in their study, revealed that when visual aids were utilized effectively, students exhibited notably positive reactions. These pupils responded with enthusiasm to the lessons, showcasing increased attentiveness and a deeper understanding of the material being presented. Their level of participation in class discussions improved markedly, as they were more inclined to provide varied and insightful responses, which indicated a higher level of cognitive processing and engagement with the subject matter.

In addition to this, the research conducted by Opeifa *et al.* (2022) highlighted a significant shift in the perceptions of teachers toward the incorporation of technology in the instruction of Oral English. The findings suggested that educators currently possess a favorable outlook regarding the use of technological tools in their teaching practices. This positive disposition underscores the necessity for ongoing professional development initiatives tailored for English Language teachers. It is vital that educational stakeholders prioritize and facilitate continuous training opportunities to enable teachers to adapt seamlessly to the ever-evolving landscape of technology integration in educational contexts, especially concerning Oral English instruction.

Expanding upon these insights, Al Nakhlah (2016) underscored the critical connection between performance in Oral English and that in other related academic areas. The study posited that inadequate performance in Oral English could have downstream effects, contributing to overall poor academic results in other subjects. Furthermore, the research indicated that there exists a substantial likelihood that students who struggle with Oral English also face challenges in succeeding in their other coursework. Therefore, addressing the teaching methodologies and support systems for Oral English is imperative not only for enhancing students' proficiency in this specific area but also for fostering their overall academic success. In summary, the collective findings from these studies advocate for a more integrated approach to teaching English, emphasizing the need for visual aids, technological integration, and ongoing teacher training to improve student outcomes in Oral English and beyond.

In their insightful study, Tomczyk (2013) undertook a comprehensive investigation to analyze the relationship between students' engagement levels and their speaking skills. This research was conducted among eighth-grade students at SMPN 18 Krui during the academic year 2021/2022. The researchers discovered that a significant majority, comprising 20 students, equating to 77% of the total participants, displayed a high level of engagement in the learning activities. These students achieved an impressive mean score of 69.61, indicating that they were

actively involved and motivated in their educational pursuits. In addition to engagement, the study also evaluated the speaking skills of the students. The findings revealed that 24 students, which represented an overwhelming 94%, demonstrated fairly good speaking skills, achieving a mean score of 64.04. This data suggests that a large proportion of the students not only participated actively in their learning environments but also possessed competent speaking abilities.

Moreover, the researchers calculated the coefficient of correlation between students' engagement and speaking skills, which yielded a value of 0.680. This figure is indicative of a relatively strong correlation, leading the researchers to conclude that there is, indeed, a significant relationship between students' engagement in learning activities and their proficiency in speaking skills. Such findings have important implications for educators, as fostering higher engagement levels could potentially enhance students' speaking capabilities.

In a related study by Ali *et al.* (2019), the researchers examined gender differences in attitudes towards English as a Foreign Language (EFL) speaking performance. Their findings suggested that there were no significant differences between genders, with both male and female students exhibiting a generally positive attitude toward their speaking performances in English. Furthermore, research conducted by Ali (2016) provided additional insights into the dynamics of gender differences in language acquisition. This study indicated that various factors had a strong positive impact on the performance differences observed between genders in English language learning. The results from Ali *et al.* (2019) further corroborated these findings, illustrating that both male and female students responded similarly in their engagement with language learning tasks, indicating that gender may not be a substantial barrier to effective English language speaking skills.

In the study conducted by Al-Abdallat and Omari (2019), it was revealed that educators, irrespective of their years of experience, gender identities, or the educational levels they are responsible for teaching, encounter remarkably similar obstacles when it comes to imparting effective oral skills. This finding suggests that the challenges faced in the realm of oral skills instruction are widely experienced across various demographics within the teaching profession. However, it is noteworthy that distinctions were observed specifically between teachers working in public versus private educational institutions, particularly concerning the issues related to the availability and quality of teaching equipment. Public school teachers often face more significant constraints in terms of resources and facilities, which can directly impact their ability to teach oral skills effectively. The research conducted by Al-Abdallat and Omari (2019) further revealed that the category labeled as "Students" emerged as the most significant source of challenges for educators in the context of teaching oral skills; this category received the highest

average mean score of 2.88. This suggests that many teachers find that student-related factors—such as motivation, engagement, prior knowledge, and proficiency in oral communication—represent major hurdles in effectively delivering oral skills instruction.

Omachonu and Chibiko (2023) revealed that females achieved higher than their male counterparts in Oral English. Based on this finding, the paper recommends, among others, that to better understand the reasons for the differential academic achievement between males and females in Oral English. Orfan (2023) explored the differences between men and women's speech. It particularly examines gender differences in phonology, morphology, syntax, use of taboos, and conversation. The author reviewed the literature on gender differences in language and summarized several research papers in different countries. The review shows that women and men are different in the way they use language. Numerous factors, including social organization and culture, can account for gender differences in language.

In relation to the theoretical framework underpinning their analysis, the study draws upon Lev Vygotsky's social development theory, a conceptual framework first articulated in 1896. Vygotsky's theory posits that learning is an essential and universal phenomenon that plays a crucial role in the development of culturally organized, uniquely human psychological functions. According to this theory, the process of learning is inherently social, emphasizing the importance of interpersonal interactions and cultural context in shaping cognitive development.

Moreover, upon reviewing the existing literature, several significant gaps were identified in relation to the focus of past studies compared to the current research. Many of the reviewed works predominantly centered upon teaching resources, yet they often did so in general terms, offering views and opinions rather than delving into specific variables that influence the teaching of oral English. Furthermore, there has been a lack of comprehensive exploration of gender differences among teachers and students concerning the utilization of resources for oral skills instruction. This indicates a pressing need for further research that examines these variables more closely, particularly in light of the findings from the current study, which highlights the multifaceted challenges educators face in teaching oral skills and the critical role of student dynamics in this process.

Objectives

The objective of this study is to investigate teaching and learning of spoken English in senior secondary schools in Gombe South Senatorial District, Gombe State, Nigeria. The specific objectives are to:

1. Compare the views expressed by teachers and students regarding resources for teaching oral English in schools.

2. Determine the extent to which the views and opinions expressed by teachers differ in gender regarding the resources for teaching oral English.
3. Determine if the views and opinions of students regarding the resources for teaching of oral English will differ due to gender.

Research questions

The following questions were raised to guide the study;

1. How do views expressed by teachers differ from those of the students regarding resources for teaching oral English in schools?
2. To what extent do the views and opinions of teachers differ in gender regarding the resources for teaching oral English?
3. To what extent does gender affect the views expressed by teachers regarding resources for teaching oral English?

Hypothesis

- H₀₁:** There is no significant relationship between views expressed by teachers and students regarding resources for teaching oral English in schools.
- H₀₂:** There is no significant relationship between the views and opinions of teachers' gender regarding the resources for teaching oral English.
- H₀₃:** There is no significant difference in the views and opinions expressed by male and female students regarding the resources for teaching of oral English in Gombe South Senatorial District.

METHODOLOGY

A cross-sectional survey design was employed for the study. The population of this study comprises 7,757 students and teachers, from which a sample of 478 respondents (370 students and 150 teachers) was selected using Morgan's table of sample size determination. A multistage sampling technique was employed for this study. Firstly, the schools and students were randomly selected from the study area through a ballot. Secondly, a purposive sampling technique was employed in selecting teachers of the English language in the selected schools, and a non-propositional sampling technique was employed in selecting teachers of the English language who were to participate in the selected school. The first instrument title, "Students Views on teaching resources Oral English (SVTROE)", which contained 10 items, was structured along Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), and Undecided (U). Secondly, instruments "Teachers

Views on Teaching Resources in Oral English" (TVOTROE) contain 10 items structured along Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), and Undecided (U). The data was collected through a questionnaire. The instruments were validated by three subject experts review whom two were from the department of English education and one from measurement and evaluation, for clarity, content, and face validity. The reliability of the instrument was established through Cronbach Alpha, with the results being 0.76 and 0.88. The researcher employed and trained the services of research assistants on how to administer the questionnaire to the students and teachers. The research assistants, under the guidance of the researcher, administered the questionnaires to respondents, and the respondents ticked their responses appropriately. The administered questionnaires were retrieved immediately, which gave room for 100% retrieval. The collected data were analyzed using descriptive statistics (mean, standard deviation) and inferential statistics (paired correlation, chi-square, and z-test) at a 0.05 level of significance.

RESULTS AND DISCUSSION

Research Question 1: How do views expressed by teachers differ from those of the students regarding resources for teaching oral English in schools?

The result, as presented in Table 1, revealed that the overall mean rating of 2.42 (SD = 1.05, Disagree) indicates that teachers and students generally perceive oral English resources as inadequate, underutilized, or ineffective in their schools. Internet access (M = 2.38) and relevance/effectiveness of resources (M = 2.30) received the lowest ratings, suggesting poor digital integration and weak alignment of available resources with learners' needs. While resources are sometimes used for lesson planning (M = 2.82), videos (M = 2.63), and audio clips (M = 2.91), these remain below the "Agree" threshold, implying infrequent or inconsistent use. Engagement in interactive activities (M = 2.61) and provision of feedback (M = 2.46) are also limited, which restricts opportunities for developing spoken English proficiency. The only positively rated item is "Resources on oral English skills development are very important" (M = 3.20, SD = 1.34, Agree), showing that both teachers and students value the role of instructional resources, despite their scarcity. It means that although teachers and students acknowledge the importance of instructional resources for oral English, their actual availability, accessibility, and utilization in schools are inadequate. This mismatch between recognition and practice highlights systemic gaps in resource provision, particularly in areas such as internet connectivity, multimedia use, and interactive classroom activities. It implies that teachers and students in Gombe South Senatorial District recognize the importance of oral

Table 1. Students views on teaching resources oral English (SVTROE).

No.	Items	N	X	SD	Remarks
1	Feedback are provided by teachers on the resources	478	2.46	1.05	Disagree
2	Internet access by teachers and students are available	478	2.38	1.03	Disagree
3	The teacher use computer in teaching oral English in the classroom	478	2.82	1.04	Disagree
4	There is adequate engagement of students in interactive activities or discussions during oral English classes.	478	2.61	1.05	Disagree
5	Students are involved in use of oral English resources to improves student performance.	478	2.48	0.824	Disagree
6	The resources for teaching and learning are relevant and effective in our school.	478	2.30	0.781	Disagree
7	I have been working frequently in leaning oral english language using videos	478	2.63	1.18	Disagree
8	We have been learning oral English using audio clips.	478	2.91	1.30	Disagree
9	The students use projectors in learning oral English language.	478	3.20	1.34	Agree
10	The oral English teaching resources help in language proficiency	478	2.33	1.02	Disagree
	Total	478	2.42	1.00	Disagree

Key N = Number of Respondents, **X** = Mean, **SD** = Standard Deviation

Table 2. Teachers views on teaching resources in oral English" (TVOTROE).

No.	Items	N	X	SD	Remarks
11	I have the resources for teaching oral English frequently	478	2.21	0.97	Disagreed
12	I have been frequently using resources for learning of oral English.	478	2.40	0.91	Disagreed
13	I spend average time on the resources for learning oral English frequently	478	2.38	0.92	Disagreed
14	I have been engaging my time in learning of oral English	478	2.43	1.00	Disagreed
15	I have been having credit pass scores in oral English	478	2.32	1.24	Disagreed
16	I have a minimum of 'C' grade in Oral English	478	2.75	1.10	Disagreed
17	I have changes in learning practices or academic performance attributed to the resources in oral English	478	2.42	1.12	Disagreed
18	I have been using the videos resources to improve my language proficiency	478	2.60	1.03	Disagreed
19	I have been using interactive activities to improve in oral English	478	2.35	0.89	Disagreed
20	My language proficiency has improved tremendously due to the perceived effectiveness and usefulness of the Oral English resources.	478	2.35	0.83	Disagreed
	Grand Total	478	2.16	0.76	Disagreed

Key N = Number of Respondents, **X** = Mean, **SD** = Standard Deviation.

English resources but lack access to effective tools, limiting opportunities for improving students' spoken English proficiency.

Research Question 2: To what extent do the views and opinions of teachers differ regarding the resources for teaching oral English?

The result, as presented in Table 2, revealed the overall mean score of 2.16 (SD = 0.76, Disagreed) shows that teachers generally hold negative views regarding the availability, frequency of use, and effectiveness of resources for teaching oral English. Teachers reported rare access to resources (M = 2.21) and infrequent use of these resources in teaching (M = 2.40), indicating systemic scarcity and underutilization. Time engagement with oral

English resources is also low (M = 2.38), suggesting that even when resources are available, they are not consistently integrated into teaching and learning practices. Academic performance indicators are weak: both credit pass scores (M = 2.32) and minimum "C" grades (M = 2.75) show that students' outcomes in oral English remain unsatisfactory. Teachers rarely observed changes in learning practices or performance attributed to resources (M = 2.42), implying limited effectiveness of current tools. Specific resources, such as video (M = 2.60) and interactive activities (M = 2.35) are not widely used or impactful, further reducing opportunities for language proficiency growth. The lowest item means (\approx 2.21–2.35) emphasizes a general lack of perceived improvement in oral English proficiency despite the presence of some teaching materials. It means that teachers perceive both the availability and effectiveness of oral English resources

as insufficient. Limited access, infrequent usage, and weak integration into teaching practices contribute to poor language proficiency outcomes among students. While some tools (e.g., videos, interactive activities) exist, they are neither adequately utilized nor producing the desired academic improvements. It implies that Teachers in Gombe South Senatorial District largely disagreed that oral English resources are frequently available, effectively used, or impactful on student performance, underscoring a gap between resource provision and classroom application

Research Question 3: To what extent does gender affect the views expressed by students regarding resources for teaching oral English?

The data presented in Table 3 indicate the Students' Responses (Grand Mean = 3.07, Agreed): Students generally agreed that gender influences preferences and confidence in oral English learning. Male students reported stronger preferences for debates, presentations, role-play ($M = 3.21$), technology-driven/gamified resources ($M = 3.46$), and multimedia/video-based tools ($M = 3.27$), reflecting a more assertive and competitive orientation. Female students preferred supportive, non-threatening activities ($M = 3.20$) such as storytelling, small-group discussions, and reflective practices ($M = 2.89$ – 3.00). Female students also expressed less confidence in oral communication ($M = 3.00$) and acknowledged inhibition due to societal expectations ($M = 3.00$). A significant disparity was noted in access to oral technology and extracurricular opportunities ($M = 3.05$), favoring male students. For the Teachers' Responses (Grand Mean = 3.22, Agreed). Teachers agreed that gender differences shape teaching preferences. Male teachers showed a preference for competitive, structured tasks ($M = 3.56$) and valued their own oral skills highly ($M = 3.34$), often aligning with multimedia and real-world practice tools ($M = 3.14$). Female teachers leaned toward collaborative and rapport-building approaches ($M = 3.18$ – 3.25) and engaged with oral English resources more frequently ($M = 3.19$). Teachers also acknowledged the existence of biases favoring male students ($M = 3.02$) and noted that female teachers may undervalue their own oral English skills ($M = 3.01$). It means that both students and teachers in Gombe South Senatorial District perceive gender as an influential factor in the teaching and learning of oral English. Male students and teachers tend to favor competitive, structured, and technology-driven resources, while female students and teachers prefer collaborative, supportive, and expressive activities. However, issues such as lower confidence among female students, limited access to technology, and subtle teacher biases continue to reinforce gender disparities in oral English learning and teaching practices. It implies that gender differences strongly influence how both students and teachers view

and use oral English resources, with males leaning toward structured and technological tools, and females valuing collaborative and supportive environments. Addressing these differences can promote equity and effectiveness in oral English education

Hypotheses testing

Hypothesis 1: There is no significant relationship between views expressed by teachers and students regarding resources for teaching oral English in schools

The correlation coefficient of -0.052 indicates a very weak negative relationship between the views of students and teachers regarding the resources for teaching oral English. The p-value (Sig. = 0.260) is greater than 0.05, meaning the correlation is not statistically significant (Table 4). This suggests that students' and teachers' responses do not move together in any meaningful or consistent pattern; their views are largely independent of each other. It means teachers and students hold differing perspectives on the availability, accessibility, and effectiveness of oral English resources. While both groups generally acknowledge inadequacies (as reflected in earlier tables), their evaluations are not significantly aligned, implying a lack of shared perception or common experience regarding resource use. It implies that the insignificant negative correlation indicates that teachers and students in Gombe South Senatorial District do not share a common perception of oral English resources, highlighting the need for more coordinated and inclusive approaches in resource provision and utilization.

Hypothesis 2: There is no significant relationship between the views and opinions of teachers' gender regarding the resources for teaching oral English

The Chi-square results show a calculated value ($X\text{-cal} = 3.92$) that is greater than the critical value ($X\text{-crit} = 2.13$), with a p-value of $0.00 < 0.05$, indicating a statistically significant relationship between teachers' gender and their views regarding resources for teaching oral English (Table 5). Male teachers ($N = 65$, Mean = 2.27, SD = 1.88) reported slightly higher mean scores, suggesting they perceive and use oral English resources more frequently or more positively compared to their female counterparts. Female teachers ($N = 43$, Mean = 2.00, SD = 0.00) recorded lower and more uniform responses, indicating a consistent but less favorable view of resource adequacy and usage. It means that teachers' gender significantly influences their perceptions and opinions regarding oral English resources. Male teachers tend to express stronger confidence and slightly higher engagement with such resources, whereas female teachers display lower and more uniform responses, suggesting either limited access,

Table 3. Students and teachers gender views regarding resources for teaching oral English.

S/no	Parameters	N	X	SD	Remarks
Items (Students Response)					
31	Male students show a preference for debates, presentation or role-playing games	478	3.21	1.37	Agreed
22	Female students feel more comfortable with activities like discussions or storytelling	478	3.00	1.33	Agreed
23	Female students feel less confident or less encouraged to speak up in oral communication exercise than male peers.	478	3.00	1.34	Agreed
24	Male students feel more confident or assertive in expressing their opinions, potentially valuing resources like debates or public speaking tools more	478	2.62	1.15	Agreed
25	Female students feel more inhibited in oral English activities due to societal expectations around modesty or deference.	478	3.00	1.33	Agreed
26	Female students value resources that create a supportive, non-threatening environment, such as small-group interactions or one-on-one practice tools.	478	3.20	1.38	Agreed
27	Male students might perceive technology-driven or gamified resources as more engaging and effective	478	3.46	1.41	Agreed
28	Male Students favor resources like multimedia tools, video simulations, or real-world practice scenarios that challenges and test practical application than male students	478	3.27	1.42	Agreed
29	Female Students prefer resources like storytelling, reflective practice, or collaborative platforms that allow for nuanced communication and emotional expression.	478	2.89	1.33	Agreed
30	Male students have more access to oral technology or extracurricular opportunities than female peers	478	3.05	3.62	Agreed
	Grand Total	478	3.07	1.56	Agreed
Items (Teachers Responses)					
31	The male teachers have preference for teaching materials, methods or classroom interactions that is competitive or structured tasking	478	3.56	1.34	Agreed
32	The female teachers prefer teaching materials, methods, or classroom interactions that is collaborative tasking	478	3.25	2.27	Agreed
33	Male teachers unintentionally have biases about how boys succeed with specific teaching resources.	478	3.02	1.26	Agreed
34	Female teachers have confidence levels when speaking more than male teachers.	478	3.24	1.27	Agreed
35	Female teachers engage with oral resources in teaching more than male teachers.	478	3.19	1.24	Agreed
36	Female teachers focus more on building rapport and fostering communication skills while male teachers prioritize structured or analytical approaches	478	3.18	2.28	Agreed
37	Male teachers value their oral skills. This lead to better building of confidence in speaking	478	3.34	1.39	Agreed
38	Female teachers undervalue their oral English skills	478	3.01	1.31	Agreed
39	Male Teachers favor resources like multimedia tools, video simulations, or real-world practice scenarios that challenges and test practical application	478	3.14	1.35	Agreed
40	Female Teachers prefer resources like storytelling, reflective practice, or collaborative platforms that allow for nuanced communication and emotional expression.	478	3.22	1.41	Agreed
	Grand Total	478	3.22	1.51	Agreed

Key N = Number of Respondents, X = Mean, SD = Standard Deviation.

lower valuation, or different teaching orientations. It implies that gender is a significant factor shaping teachers' views of oral English resources, with male teachers showing

more favorable perceptions than female teachers. This calls for gender-sensitive interventions in training, resource allocation, and classroom practices.

Table 4. Paired correlations of students views on teaching resources in oral English.

Paired correlations		N	Correlation	Sig.
Pair	Students' scores and Teachers scores	478	-0.052	0.260

Table 5. Chi-square of relationship between views and opinions of teachers' gender regarding the resources for teaching of oral English.

Gender	N	Mean	SD	Df	X-cal	X-crit	Sig	Remark
Male	65	2.27	1.88	106	3.92	2.13	0.00	Significant
Female	43	2.00	0.00					
Total	108							

Table 6. Z-test analysis of the difference in the views and opinions expressed by male and female students regarding the resources for teaching of oral English.

Gender	N	Mean	SD	df	Z-cal	Z-crit	Sig	Remark
Male	207	2.00	0.00	368	1.84	0.83	0.00	Significant
Female	163	1.00	0.00					
Total	370							

Hypothesis 3: There is no significant difference in the views and opinions expressed by male and female students regarding the resources for teaching of oral English in Gombe South Senatorial District

The calculated Z-value (Z-cal = 1.84) is higher than the critical Z-value (Z-crit = 0.83), with a p-value of 0.00 < 0.05, showing a statistically significant difference between male and female students' views on oral English resources. Male students (N = 207, Mean = 2.00, SD = 0.00) rated the resources slightly more positively than female students. Female students (N = 163, Mean = 1.00, SD = 0.00) reported lower perceptions of availability, accessibility, and usefulness of oral English resources (Table 6). The consistent SD = 0.00 for both groups suggests that responses within each gender group were highly uniform. It means that gender significantly influences students' perceptions of oral English resources. Male students tend to express more favorable views, while female students consistently reported less positive experiences, possibly due to differences in confidence, participation opportunities, or access to technology and extracurricular activities. It implies that there is a significant gender-based difference in how students perceive oral English resources, with male students more favorable and female students less positive, underscoring the need for gender-sensitive interventions in oral English teaching and resource allocation.

DISCUSSION

The discussion surrounding the importance of spoken English resources in education highlights a critical gap that

many teachers and students face, the lack of access to effective tools for improving English language proficiency as reviewed in this study as agreed by Abudu *et al.* (2020) that students in schools with limited or outdated resources may face challenges in comprehensively understanding the subjects which can impact their academic performance. Spoken English is crucial for effective communication in today's globalized world, as stated by Njoku (2017) that the absence of language would render humanity incapable of sustained, logical thinking and meaningful discourse, hindering progress and collaboration. Language enhances students' ability to express themselves, participate in discussions, and engage in professional environments. Teachers recognize that proficiency in spoken English can significantly impact students' academic and career opportunities, as agreed by Iyozza (2015). A good speaker of oral English lies in one's ability to observe the correct phonemes and stress patterns as they vary in different speech situations. Many educational institutions in the study area, especially in underfunded areas, lack the necessary resources to provide effective spoken English tools. Olagbaju and Senghore (2020) revealed that when visual aids were utilized effectively, students exhibited notably positive reactions. This includes access to language labs, audio-visual materials, and interactive learning platforms. Without these tools, both teachers and students struggle to practice and improve their spoken English skills. Teachers may understand the importance of spoken English, but often lack training in how to effectively teach it. Professional development programs that focus on oral communication skills are essential for equipping teachers with the strategies and resources they need to foster spoken language proficiency among students.

Students are often eager to learn and improve their

spoken English, but without engaging and accessible resources, their motivation can wane. Al Nakhalah (2016) advocated for a more integrated approach to teaching English, emphasizing the need for visual aids, technological integration, and ongoing teacher training to improve student outcomes in Oral English and beyond. Interactive tools such as apps, online courses, and speaking clubs can enhance engagement, but these are not always readily available. The lack of access to effective spoken English tools can lead to lower proficiency levels among students. This not only affects their academic performance but also their confidence in using the language in real-life situations. Proficiency in spoken English is increasingly a requirement for higher education and employment. Teachers and students acknowledge the critical importance of spoken English in education; the lack of effective resources and their application in the classroom creates a significant barrier to learning. Addressing this gap requires a multifaceted approach that includes better resource allocation, teacher training, and community support to create a more conducive environment for developing spoken language skills.

The lack of spoken English resources for teaching and learning highlights a significant gap between the availability of resources and their effective application in the classroom. This issue affects both teachers' ability to effectively teach spoken English and students' opportunities to practice and improve their skills. Teachers and students alike recognize that spoken English is essential for effective communication and academic success. However, the realization of this importance is often overshadowed by the stark reality of insufficient resources. Many educators express frustration over the limited materials, tools, and support available to enhance spoken English instruction. These findings agreed with Amadi *et al.* (2022), who stated that audio-visual media (especially television and film), with their audio and visual capacities, are believed to be appropriate channels that can mediate between the classroom teaching and learning of oral English in Nigerian secondary schools. Unfortunately, the use of the media generally, talks less of the audio-visual media in teaching the subject, has been ignored by most schools. Most Nigerian secondary schools ignore the use of television and film in teaching vital subjects like oral English and literature. This effort would have enhanced the learning pace of students. Commonly identified gaps include a shortage of audio-visual aids, language learning software, interactive speaking tools, and real-world practice opportunities. Traditional textbooks often fail to provide the interactive elements necessary for developing spoken proficiency. Teachers need access to diverse resources that cater to different learning styles and promote active participation.

The lack of resources limits teachers' ability to employ varied teaching methods that could foster spoken English skills. For instance, without access to multimedia tools or language labs, teachers may resort to lecture-based

approaches that do not engage students in speaking exercises. This can lead to a monotonous learning environment where students are less motivated to participate. Amadi *et al.* (2022) stated that the availability of teaching resources refers to the materials, tools, and technology that are accessible to both teachers and students. Further stated that when these resources are readily available, students have the opportunity to engage with a wide range of learning materials that can enhance their understanding and skills. Students often feel the impact of resource scarcity directly. Without adequate materials or technology, their opportunities to practice speaking English are severely limited. This lack of practice can lead to anxiety and frustration, making it even harder for them to develop confidence and fluency.

There is a clear disconnect between the resources that are theoretically available and those that are practically applicable in classrooms. Schools may have access to certain technologies or programs, but if teachers are not trained to use them effectively or if the infrastructure is inadequate, the resources become underutilized. This finding agreed with Amadi *et al.*, (2022), who suggested that students not only need to participate actively in their learning environments but also possess competent speaking abilities. To bridge this gap, there is a critical need for professional development programs that equip teachers with the skills to utilize available resources effectively. Training on integrating technology into language instruction, designing interactive lessons, and assessing spoken English skills can enhance the overall teaching and learning experience. The influence of gender differences on both teachers' and students' views and use of spoken English resources presents a nuanced discussion. It highlights how male and female learners interact with language learning tools and environments differently, affecting their overall proficiency and engagement. Research indicates that male and female learners often exhibit different learning preferences and styles. Males may gravitate towards structured, technical tools that emphasize grammar, vocabulary, and formal aspects of language learning, as agreed by Omachonu and Chibiko (2023), who revealed that females achieved higher than their male counterparts in Oral English. Also, Orfan (2023) explored the differences between men and women's speech to identify gender differences in phonology, morphology, syntax, use of taboos, and conversation among students.

They might prefer practices that involve clear rules and logical progression, which can lead to a focus on the mechanics of spoken English. Male students often favor using structured resources such as language software, apps, and other technical tools that provide direct feedback and measurable progress. In contrast, female students may thrive in collaborative settings that promote interaction, discussion, and peer support. They often benefit from environments that encourage sharing ideas and working together, which can enhance their spoken

English skills through practice and social engagement. The view of Abiola (2022), it was revealed that gender cannot be regarded as a serious determining factor for effective and efficient teaching of English studies. Llewellyn-Jones

Teachers' perceptions of gender differences can also influence how they present spoken English resources in the classroom. Male teachers might emphasize structured approaches and technical proficiency, while female teachers may focus on fostering a collaborative and supportive atmosphere. This difference in teaching style can impact how students engage with spoken English resources and their overall learning experience. Female students often find motivation and confidence through collaboration and peer interaction. Group discussions, role-playing activities, and peer feedback can significantly enhance their spoken English skills. On the other hand, male students might be more motivated by competitive scenarios or individual assessments that showcase their technical abilities. However, Ali *et al.* (2019) findings suggested that there were no significant differences between genders, with both male and female students exhibiting a generally positive attitude toward their speaking performances in English. Ali *et al.* (2019) further corroborated these findings, illustrating that both male and female students responded similarly in their engagement with language learning tasks, indicating that gender may not be a substantial barrier to effective English language speaking skills

The preference for different types of resources based on gender can lead to varying levels of engagement. If a classroom primarily uses technical tools that resonate more with male students, female students might feel less engaged and vice versa. Teachers need to be aware of these differences and strive to incorporate a balanced mix of resources that cater to diverse learning preferences. As stated by Xiao (2013) that men are prone to be more impulsive, attaching great importance to language fluency instead of accuracy, and behaving actively in answering questions in the language classroom. On the contrary, women usually tend to be more reflective and concentrate more on the accuracy of language, as a consequence of which they react more slowly than men in the class and are usually in a state of waiting and listening. To bridge the gap between male and female students' needs, educators should aim to create inclusive learning environments that value both structured learning and collaborative practices. This can involve integrating technology with opportunities for group work, discussions, and projects that encourage teamwork while also allowing for individual achievement.

Conclusion

Teachers and students acknowledge the vital role of spoken English in education and beyond; the lack of effective tools and resources poses a significant barrier to improving proficiency. Addressing this issue requires a

collaborative effort from educational institutions, communities, and policymakers to ensure that all students have the opportunity to develop their spoken English skills. Encouraging students to express their views on the types of resources they prefer can help educators tailor their approaches. By soliciting feedback from both male and female students, teachers can better understand their needs and preferences, fostering a more equitable learning environment.

Gender differences significantly influence how teachers and students perceive and utilize spoken English resources. Recognizing these differences is crucial for developing effective teaching strategies that cater to the diverse needs of learners. By creating balanced and inclusive environments that embrace both structured tools and collaborative practices, educators can foster greater proficiency and confidence in spoken English for all students.

Recommendation

To bridge this gap or identify findings, the following recommendation should be considered:

1. Schools and educational authorities should invest in spoken English resources by funding technology, forming partnerships with language organizations, and developing community-based programs that provide extra practice opportunities.
2. Collaboration between schools, community groups, and local businesses should be encouraged through initiatives like resource sharing, language exchange programs, and advocacy for improved funding and resource allocation.
3. Community and parental engagement should be strengthened through workshops, English-focused events, and language exchange activities that create supportive environments for practicing spoken English outside the classroom.
4. Educators should receive training on gender differences in learning styles to help them design inclusive, engaging, and effective spoken English lessons for all students.

CONFLICT OF INTEREST

The authors declare that they have no conflict of interest.

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