Journal of CUDIMAC (J-CUDIMAC)
ISSN 0794-4764 (Print) ISSN 2651-6063 (Online)
Vol 6, No.1 2019

Secondary School Students' Learning Outcomes in English Consonant Clusters: Impact of Pronunciation Drill and School Location

Uloh-Bethels, A.C. and Offorma, G.C.
Department of arts education
University of nigeria, nsukka
annah.uloh-bethels@unn.edu.ng; 07039594168

Abstract

The study was designed to determine secondary school students' learning outcomes in English consonant clusters using pronunciation drill. The study also investigated the impact of school location on the students' learning outcomes in Nsukka Local Government Area of Enugu State. To carry out the study, two research questions and two hypotheses were posed. The study adopted a quasi-experimental design, specifically the pretest posttest treatment and intact classes involving one experimental and one control group. The sample size was 267(132 urban and 135 rural) students randomly selected from four (two urban and two rural) co-educational schools in the study area. The Consonant Clusters Achievement Test (CCAT) questionnaire, which was validated by three experts from the University of Nigeria, Nsukka, was used for data collection. The reliability index of the instrument after trial testing using Kuder Richardson (K-R 20) formula was 0.91. Mean scores, standard deviation and analysis of covariance (ANCOVA) was used for data analysis. The findings of the study indicate that despite their location, students' learning outcomes were greatly enhanced exposed to pronunciation drill. However, location was a significant factor of achievement since students in the urban area achieved higher than those in the rural areas. It was, therefore, recommended that government and school administrators should ensure equal distribution of educational resources and facilities in the urban and rural areas and that English language teachers should adopt the use of pronunciation drill technique in teaching English consonant clusters.

Keywords: Drill, Pronunciation drill, Learning outcome, School location, consonants and Consonant clusters

Introduction

The English language, apart from becoming a key element in the globalization process, has metamorphosed into an international language of communication. Emad (2010) notes that English has developed from a foreign to an international language, which plays a significant role in achieving mutual intelligibility and understanding between native speakers and other users of English in the world. Consequently, there is an increasing need for accuracy, fluency and communicative competence in English language in almost all the countries of the world including Nigeria. English plays a dual significant pedagogical role in Nigeria: as a language of instruction and a subject of study. It is in this light that the teaching and learning of English has become obligatory at all levels of education including the secondary school level. This is as enshrined in the National Policy on Education (NPE) by the Federal Government of Nigeria (FRN, 2013).

The objectives of teaching English in Nigerian secondary schools, according to the Nigerian Educational Research and Development Council (NERDC, 2017), include equipping students with the basic linguistic skills of listening, speaking, reading and writing that will enable students to communicate competently in both the written and spoken forms of English. Of all these linguistic skills,

speaking is the most important (Carte and Nuan, 2001). The speaking skill is taught at the secondary school as the spoken or oral English. This is the aspect of English which deals with articulation and pronunciation of English speech sounds, stress, rhythm and intonation.

The speech sounds comprise vowels and consonants. In written English, there are five vowels and twenty-one consonants that make up the twenty-six letters of the English alphabets. In spoken English, there are twenty vowel sounds and twenty-four consonant sounds making up the English speech sounds 44 in number. A vowel is pronounced when air from the lungs flows out through the mouth without being obstructed by the tongue, teeth or lips. If the air is obstructed at any time during the production of a speech sound, the resulting sound will be a consonant (Barber, 2000).

Consonants can be defined as non-vowel sounds which are produced by a partial or total obstruction of the air flowing through the mouth. Nordquist (2018) further explains that whereas vowels are produced from the vocal cords with shaping of expelled breath, consonants are created through obstruction and channeling of breath by the lips, teeth, tongue, throat and nasal passage. According to Nordquist, while some consonants like /b/ involve the vocal cords, some like /r/ and /w/ flow from the breath in a way that steers them relatively close to being vowels.

Consonants and vowels combine to form syllables. This combination follows an acceptable sequence which is 'CVC' where 'C' stands for consonant and 'V' represents an intervening vowel between two consonants as in 'cat', 'sum' and 'box'. But some English words do not strictly follow this sequence. Sometimes zero to three consonants can be produced in quick succession at the beginning, middle and at the end of a word in quick succession without an intervening vowel as in slip, master, problems, scroll, plants and conspire. At times, it could be zero to four consonants produced at the medial and final positions of syllables in an uninterrupted sequence without a vowel in between them as in conscript, circumscribe and attempts. Such production of consonants in quick succession without any interruption of a vowel is referred to as consonant cluster or consonant blend.

Consonant clusters are not easily noticed by merely seeing words in their graphic forms. The pronunciation or transcription of some words is sometimes required for the clusters to be identified. For instance, except the words explain/iksplein/, glimpsed/glimpst/ and sign/sain/ are phonetically transcribed, one would think there is a medial cluster of three consonants in 'explain' and 'glimpsed' and a final cluster of two consonants in 'sign'. On the contrary, there is a medial cluster of four consonants in explain /iksplein/; a final cluster of four consonants in glimpsed /glimpst/ but no cluster in sign /sain/. It is this discrepancy that underlies the complexity of English spelling (Crystal, 2006) and also constitutes pronunciation difficulty thus, leading to mispronunciation of some English words by many learners and non-native speakers of English language especially Nigerians.

The reason for this difficulty encountered in articulation and pronunciation of consonant clusters is not far-fetched. First, unlike the mother tongue which is acquired, the English language to most Nigerians is formally learnt at school under the tutelage of non-native English language teachers who serve as models. Most of these teachers are not proficient in speaking English (Ayesha, 2013) and when it comes to pronunciation of words especially those that contain consonant clusters, they are poor pronunciation models (Banjo, 2012). According to Dike (2015), when teaching oral English, teachers who, like their students, have their mother tongue interfering, grapple with working out the right pronunciation of words by decoding the individual sound symbols; the number of syllables and the right place for the primary stress. Dike contends that the teachers have to work all these out before

pronouncing the words. In doing this, they end up producing variations in pronunciation of a word that has just one pronunciation form. Students on their part, absorb whatever variation pronounced by the teacher whether correct or incorrect. The implication of this is that most students correctly identifies sounds in writing but never in pronunciation.

Second, the nature and sound system of the English language is not the same with that of most Nigerian languages. While English has as many as twenty vowel sounds, most Nigerian languages have less than ten. Ukwueze (2010) observes that all levels of individual sounds of Nigerian languages have simpler word system than English. For instance, Igbo language has eight vowels. Yoruba has eleven including four nasalized vowels and Hausa has fourteen including eight diphthongs. Consequently, most Nigerian learners of English substitute the difficult and unfamiliar English vowel sounds which do not exist in their native language with the vowel sounds they are familiar with.

Third, many languages of the world are more restrictive than English in terms of consonant clusters (Kwan, 2002). For instance, whereas many Nigerian languages do not allow consonant cluster in a syllabic structure, English permits so. Hence, many non-native speakers of English insert vowels where there are consonant clusters in order to ease pronunciation. This wrong insertion of vowel into the English syllabic structure hampers correct pronunciation and retards attainment of proficiency in English language.

Fourth, some consonant letters in some English words are not supposed to be realized during articulation. Such letters are called silent consonants or dummy letters. They are /b/, /c/, /d/, /g/, /h/, /gh/, /k/, /l/, /n/, /p/ and /t/. For instance, the underlined letters should not be heard when pronouncing the following words: /b/ as in climb, debt, lamb, plumber and thumb; /c/ as in muscle, scissors; /d/ as in Wednesday, bridge, adjective, handsome, handkerchief; /g/ as in foreign, design, reign, sign, resign; /h/ as in scheme, ghost, rhythm, school, honest; /gh/ as in caught, right, bought, eight, thought; /k/ as in knee, knight, knickers, knife, knock, knowledge; /l/ as in chalk, should, calm, could, talk, would, calf; /n/ as in column, solemn, hymn, autumn; /p/ as in sword, wrist, wrestle, wrinkle, write; /t/ as in often, whistle, listen, wrestle, butcher. Most learners and non-native speakers of English language do not take cognizance of these silent letters when pronouncing words that bear them. Thus, they are yet to come to terms with correct pronunciation and spellings of such words.

However, Seith, Sadand & Jinadal (2004) have identified a few spelling sequences that may help learners with correct spellings and pronunciation of words containing silent letters. According to Seith et al, the following spelling sequence obtains: */b/* is always silent in the spelling sequences of *mb* and *bt* occurring in the word-final position as in *comb* and *debt.* /d/ is always silent in the spelling sequence *dj as in adjective* and *adjunct.* /h/ is always silent in the spelling sequence *gh* and in the word-final position as in *ghost, ghetto* and *oh.* /k/ is always silent in the word-initial spelling sequence *kn* as in *knowledge, knock, knee, knight* and *knead*. Apart from those identified above, it could also be observed that /d/ and /c/ are usually silent in the spelling sequences of *dg* and *sc* as in *bridge, hedge, pledge, scissors* and *muscle*. */g/* is usually silent in the spelling sequence *gn as* in *resign, foreign, reign* and *sign.* /n/ is usually silent in the word-final spelling sequence *mn* as in *column, hymn* and *solemn*.

Fifth, most Nigerian languages are syllable-timed and do not distinguish between stressed and unstressed syllable. Onuigbo (2003) asserts that the English language is stressed-timed and distinguishes between stressed and unstressed syllable unlike most Nigerian languages in which syllables and words are pronounced with the same relative breath effort. Therefore, the difference

between the syllable-timed Nigerian language and the stress-timed English language creates some pronunciation difficulties for teachers and learners of English. These problems emanating from differences in various features of English language and students' native language not only make the teaching and learning of spoken English a complex process but also create phonological and articulatory difficulties especially in production of consonant clusters. Due to variations in their mother tongue and the English language, the syllabic structure of English may be by many non-native speakers of English in such a way that a vowel is wrongly inserted where there is a consonant cluster to reflect their native phonetics. For example, pronouncing departimenti/dipa:timənti/; gureati/gureiti/; tabulu/teibulu/; aduvice/əduvais/; penu/penu/ penality/penəliti/ instead of department/dipa:tmənt/; great/greit/; table/teibl/; advice/ədvais/; /pen/pen/ and penalty/penəlti/. What technique can the teacher employ to combat the phonological and articulatory difficulties resulting from students' native linguistic interference which leads to mistakes or errors in production of consonant clusters?

Apart from the above-mentioned problems, the conventional technique which English language teachers adopt in teaching do not seem to facilitate students' learning and achievement in consonant clusters. This is because it makes students passive and does not make them responsible for their own learning. It also does not give students opportunity to make their own discoveries since it does not encourage active participation of students in the class. What obtains from using this conventional technique is what Obanya (2002) describes as frontal teaching, which produces learners who reflect poor abilities in oral and written expression in English language and also learners who reflect poor ability to read correctly. That is why an appropriate technique is required to facilitate the teaching and learning of the English consonant clusters. Uloh-Bethels (2013) suggests a practical technique which is the use of pronunciation drill technique. According to Uloh-Bethels, correct pronunciation of the speech sounds of the English language in any given situation is an essential component of oral communication. Students, therefore, need to be adequately drilled in pronunciation of consonant clusters which is a very important aspect of oral English.

Pronunciation drill has its root in the audio-lingual approach to language teaching and learning. It encourages students' active participation during lessons in speech sound. Drilling in pronunciation of consonant clusters increases students' 'talking time' because they are allowed to pronounce freely without fear of making mistakes. The efficacy of pronunciation drill lies in its emphasis on fluency and accuracy in communication which can be achieved through extensive exercise, frequent practice and repetition of a patterned consonant cluster structure or blend modelled by the teacher. By so doing, students learn to memorize and internalize the structural pattern presented to them by the model. For instance, students can be drilled in such patterned structure as cluster of two, three or four at the beginning, medial and final positions of words.

Theoretically, pronunciation drill is anchored on the B. F. Skinner's (1938) operant conditioning theory which gives credence to behaviourism. Skinnerian approach to language learning extols learning through instrumental conditioning (which can be drill in patterned structure of consonant clusters) by immediate reinforcement of correct (consonant cluster) responses. Titi Tudorancea Learning Centre (TTLC, 2010) states that the expected terminal behavior of using pronunciation drill is that learners should 'automatize' the manipulative structured pattern. When students internalize the patterns through pronunciation drill, the tendency is for them to correctly pronounce the clusters whenever such patterns appear in syllables, words or sentences. Incidentally, they transfer the pattern to other identical pattern

since the essence is for students to master the structural consonant cluster patterns and use them correctly in communication.

Many researchers have established the efficacy of pronunciation drill technique and other types of language drills in enhancing students' learning outcomes in consonant clusters and other aspects of English language. This explains the various studies carried out within and outside Nigeria. For instance, Okolo (2003) carried out a quasi-experimental study on the effect of the use of drills on students' achievement in English spelling in senior secondary schools in Oshimili North and South Local Government Area of Delta State using a sample population of 208 students. The findings of the study revealed that there was a statistically significant effect of drills on students' achievement in English spelling. In a related research carried out by Uloh-Bethels (2013) using 267 respondents to determine the effect of pronunciation drill on senior secondary schools students' achievement in consonant clusters in Nsukka Local Government Area of Enugu State, the result indicated that pronunciation drill was efficacious in enhancing students' achievement in English consonants. From outside Nigeria, the findings of Gee and Umar's (2014) study, carried out in Malaysia using 60 students, showed a statistically significant influence of drill on students' achievement and motivation in learning English language. Furthermore, the result of Deen's (2005) study indicated that drill and practice mode increased students' intrinsic motivation towards learning of Mathematics. This implies that drill, whether in the languages, Mathematics, sciences or technology, has been found to be an effective technique in enhancing students' learning outcomes. Pronunciation drill is, therefore, a very important aid that needs to be exploited by English language teachers to prevent students from making pronunciation mistakes.

Good as the pronunciation drill technique may seem, its efficacy on students' leaning outcome could be influenced by school location. This refers to whether a school is situated in the urban or rural area as well as the environmental condition and infrastructural amenities available in that location. Where a school is located tends to influence the quality of education and literacy level and learning outcomes of students in that area. Owoleye and Yara (2011) attribute academic performance of students to school location and learning environment. According to Ahmed (2003), the purpose which a particular learning environment serves depends largely on the facilities available for learning. A relationship, therefore, exists between school location and quality of learning that takes place in that location. What distinguishes urban from the rural school characteristics include but not limited to conducive learning environment (cool, clean and 'noiseless' premises, buildings, well-lit and ventilated classroom), availability of modern educational/social facilities, number of qualified teachers, class size, good access road, availability of Information Communication Technology (ICT) facilities and steady power supply. However, Brendan (2013) notes that though these facilities motivate students in the urban area, they constitute distractions to them unlike the rural students who have few distractions because of lack (or inadequacy) of these facilities. Therefore, students' learning outcomes may be positively or negatively affected by the availability or non-availability of these facilities in their school locations. Consequently, the level and quality of students' learning outcomes may not be even in the urban and rural areas.

So, whether consonant clusters is 'well' taught and learnt may be influenced by location. This may account for the divergent results of various investigations conducted on school location and students' achievement in English language. For instance, while the findings of Obizue (2012) and Uloh-Bethels

(2018) showed that students in the urban area achieved higher than their rural counterparts and that there was a significant interaction effect of method and location on students' achievement in English vocabulary, Brendan's (2013) study revealed a significant interaction effect of method and location on students' attitude and achievement in environmental education but students in the rural area achieved higher than those in the urban area. On the other hand, the findings of Anizoba (2004) and Torty (2010) indicated that there was no significant effect of location on students' achievement in English essay writing and tenses. But while Anizoba's study showed a significant interaction effect, Torty's study recorded no significant interaction effect of method and location. It is against this backdrop that this study examined the impact of school location and pronunciation drill in relation to students' learning outcomes in the English language consonant clusters. Two research questions and hypotheses were formulated to guide the study:

Research Questions

1. What is the impact of pronunciation drill and location on the mean achievement scores of students in consonant clusters?
2. What is the interaction effect of pronunciation drill and school location on students' mean achievement scores in consonant clusters?

Research Hypotheses

1. Pronunciation drill and location will have no significant impact on the mean achievement scores of students in consonant clusters.
2. There will be no significant interaction effect of pronunciation drill and location on the mean achievement scores of students in consonant clusters.

Method

The study adopted a quasi-experimental design. It specifically adopted the pretest and posttest treatment and intact classes involving one experimental and one control group. The target population was 3,348 senior secondary two (SSII) students in all the urban and rural public secondary schools in Nsukka Local Government Area in the 2017/2018 session (PPSMB, 2018). Out of this number, a sample of 267 (132 urban and 135 rural) students were randomly drawn from four (two urban and two rural) schools and by simple balloting, one school in each location became the experimental and control group respectively.

The Consonant Cluster Achievement Test (CCAT) questionnaire was the instrument used for data collection. It was a 50-item questionnaire divided into four sections. Section A-C tested students' ability to articulate, recognize and realize initial, medial and final consonant of two, three and four clusters. Section D was an oral production (tape-recorded) test which evaluated students' ability to listen, articulate and correctly produce consonants/cluster of consonant sounds following the voice prompt from cassette player.

The content validity of the instrument was ascertained by three experts from the University of Nigeria, Nsukka. The estimate of internal consistency of the instrument, which yielded a reliability co-efficient of 0.91was determined using the Kuder-Richardson (K-R 20) formula.

Two researcher-prepared lesson plans were used for teaching consonants and consonant clusters. One was the pronunciation drill lesson plan used for teaching the experimental group. The other was the conventional lesson plan used for teaching the control group. The instrument was first administered

to the students as pretest before the treatment and as posttest after the treatment. Both tests were marked and scored. Results realized from the two tests formed the data for this study. Mean scores and standard deviation were used to answer the research questions while the analysis of co-variance (ANCOVA) was used to test the hypotheses at 0.05 level of significance.

Results

The data analysis and results are presented in line with the research questions and hypotheses that guided this study as shown in the tables below.

Research Question 1

What is the impact of pronunciation drill and location on the mean achievement scores of students in consonant clusters?

Table 1: Impact of pronunciation drill and location on the mean achievement scores of students taught consonant clusters

Location	N	Pretest	SD	Posttest	SD	Gain
Urban	132	39.39	7.36	57.09	17.76	17.70
Rural	135	39.04	7.51	51.16	12.84	12.12
Mean Difference		0.35		5.93		

Data presented in Table 1 indicate that the pretest mean scores of urban and rural students are valued at 39.39 and 39.04 respectively with a mean difference of 0.35. This implies that the urban and rural students were almost at the same level of understanding of consonant clusters before the commencement of the treatment. However, after administering the treatment, the posttest scores reveal that students in the urban schools recorded a mean score of 57.09 against the 51.16 recorded by students in the rural schools. The results also show that the mean difference of the two groups was 5.93 in favour of the urban students.

Research Question 2: What is the interaction effect of pronunciation drill and school location on students' mean achievement scores in consonant clusters?

Table 2: Interaction effect of pronunciation drill and location on students' mean achievement scores in consonant clusters

Group	Location	N	Mean	SD
Experimental	Urban	67	72.2687	9.38662
Control	Urban	65	41.4462	8.04291
Experimental	Rural	63	63.0476	5.62090
Control	Rural	72	40.7639	6.96772

Table 2 above shows that urban students in the experiment and control groups obtained a mean score of 72.2687 and 41.4462 respectively. On the other hand, students from the rural location recorded a mean score of 63.0476 and 40.7639 in the experimental and control group. The higher mean scores

recorded by students in the experimental group in urban and rural locations may have resulted from treatment (pronunciation drill).

Hypothesis 1

Pronunciation drill and location will have no significant impact on the mean achievement scores of students in consonant clusters.

Table 3: Summary of ANCOVA of students' post achievement scores in consonant clusters by pronunciation drill and location

Source	Type III sum of square	Df	Mean square	F	Sig of F	Decision
Corrected model	46270.660[a]	8	5783.832	118.607	.000	
Intercept	12773.573	1	12773.573	261.944	.000	
Pretest	1872.152	1	1872.152	38.293	.000	
Pronunciation drill	39957.385	1	39957.385	815.293	.000	S
Location	1561.049	1	1561.049	29.233	.000	S
Drill *Location	1224.294	1	11224.294	22.927	.000	S
Error	12581.254	258	48.765			
Total	914293.000	267				
Corrected Total	58851.918	266				

[a]R squared =0.786 (Adjusted R square =0.780) *S =Significant at 0.05 level.

The test of hypothesis 1 as presented in Table 3 reveals that an F-ration of 29.233 with a probability value of 0.000 was obtained for location. Since this value (0.000) is less than the 0.05 set as criterion decision for this study, the null hypothesis that pronunciation drill and location will have no significant impact on the mean achievement scores of students in consonant clusters was, therefore, rejected. This means that pronunciation drill and location had a significant impact on the mean achievement scores of students in English language consonant clusters.

Hypothesis 2

There is no significant interaction effect on pronunciation drill and location on the mean achievement scores of students in consonant clusters.

Data from Table 3 indicate that an F-ration of 22.927 with associated probability value of 0.000 was obtained with respect to the interaction effect of pronunciation drill and school location. This probability value of 0.000 is significant considering the 0.05 level set as criterion for this study. This implies that there is a significant interaction effect of pronunciation drill and school location on students' mean achievement in consonant clusters. Therefore, the null hypothesis that there is no significant interaction effect of pronunciation drill and location on the mean achievement scores of students in

consonant clusters was rejected.

Discussion

Results as presented in Table 1 show that after the treatment (pronunciation drill), students from the urban schools had a posttest mean score of 57.09 while those in the rural location obtained 51.16. The mean difference of the two posttests was 5.93. This difference was found to be statistically significant in the test of hypothesis as shown in Table 3. This means that pronunciation drill enhanced students' learning outcomes in both locations however, students from urban schools achieved higher than those from rural schools. Location is, therefore, a significant factor in students' achievement in consonant clusters. The findings of this study agrees with that of Obizue (2012); Brendan (2013) and Uloh-Bethels (2018) that location had a significant effect on students' achievement in different aspects of English language. However, this result disagrees with Okolo (2003); Anizoba (2004) and Torty (2010) who established that though location was a variable in their studies, it made no significant difference in the mean achievement scores of students in the urban and rural schools.

The higher achievement recorded by students in the urban schools could be attributed to the social amenities available to students in urban schools, conducive learning environment, smaller class size, greater number of qualified teachers and easy access to ICT facilities. Where these facilities are not provided as in the rural location, students' performance in such location may be hampered thereby creating unevenness in urban and rural students' learning outcomes.

Data shown in Table 3 also reveal that there was a statistically significant interaction effect of pronunciation drill and location on students' achievement in consonant clusters. This signifies that the higher achievement shown by students in the two experimental groups in the urban and rural areas was not as a result of treatment (pronunciation drill) alone but by the interplay of treatment and location. This finding contradicts Torty (2010) who recorded no significant interaction effect of method and location on students' interest in English tenses. The findings, however, agrees with Obizue (2012), Brendan (2013) and Uloh-Bethels (2018) whose studies recorded a significant interaction effect of method and location on students' achievement in English vocabulary and environmental education. What this means is that achieving high in English consonant cluster may have emanated from being in the urban or rural location. Again when appropriate technique is applied in the teaching and learning of consonant clusters, better students' learning outcomes becomes inevitable.

Conclusions

The following conclusions are made based on the findings of this study. The pronunciation drill technique was significantly efficacious in enhancing students' achievement in consonant clusters. Despite their location, students' learning outcomes in consonant clusters improved when they were exposed to pronunciation drill.

Also, location is a very important factor in the teaching and learning of any subject especially the English language. Whether consonant clusters is 'well' taught or learnt may be influenced by location (urban and rural) and the range of stimulus available to the students in that location. In the urban areas, there are more qualified teachers, educational opportunities and resources, access to ICT facilities and conducive learning environments. This is contrary to what is obtained in the rural areas. The inadequacy or lack of these facilities in the rural areas could be why the mean achievement scores of students in the urban schools was higher than that of those in the rural schools.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. English language teachers should adopt the use of pronunciation drill technique in teaching consonant clusters.
2. Government and school administrators should ensure an equal distribution of educational resources and facilities in the urban and rural areas. This will promote an enabling teaching and learning environment and provide equal opportunities for students both in the urban and rural areas. It will also increase the probability of higher achievement in the English language by students in the rural areas.
3. Writers of English language textbooks should include pronunciation drill technique in their books as an effective technique for teaching different aspects of oral English especially the consonant clusters.

References

Ahmed, T. M. (2003). Education and National development in Nigeria. Retrieved on 15th November, 2018 from https://www.J.stud.Educ.10=3-46

Ayesha, B. U. (2013). Improving English oral communication skills of Pakistani public school students. *International Journal of English language teaching*, 1(2), 17 - 36.

Banjo, A. (2012). The deteriorating use of English in Nigeria. Paper delivered at the inauguration of the University of Ibadan, English language clinic series, March 19, 2012.

Barber, C. L. (2000). The English language: A historical introduction. Cambridge: Cambridge University Press. Retrieved 19/11/2018 from https://www.thoughtco.com/vowel-sounds-and-letters-1692601.

Brendan, N. L. (2013). Effect of language of institution, school location and gender on pupils' attitude and achievement in Environmental Education in Cameroon. *Unpublished Ph.D Thesis*, Faculty of Education, University of Nigeria, Nsukka.

Carter, R. & Nuan, D. (2001). The Cambridge guide to teaching English to speakers of other languages. Cambridge: Cambridge University Press. Retrieved on 20th October, 2018 from http://oksandrayola.blogspot.com/2013/08/teaching-speaking-at-junior-high…html?m=1

Crystal, D, (2006). How language works: How babies babble, words change meaning and languages live or die. Woodstock, New York: The Overlook Press. Retrieved from https://www.publishersweekly.com/978-1-58567-848-8

Deen, M. (2015). The differences between problem-based and drill and practice game on motivation to learn. Retrieved on 12/11/2018 from https://www.igi-global.com>article>the.

Dike, A. E. (2015). Effects of electronic English pronouncing dictionary instructional approach on senior secondary students' achievement and interest in oral English. *Unpublished M.Ed. project*, Faculty of Education, University of Nigeria, Nsukka.

Emad, M. A. (2010). Phonological analysis of phonotactis: A Case study of Arab learners of English. *The Buckingham Journal of Language and Linguistics,* 3, 17-19.

Federal Republic of Nigeria (FRN, 2013). National Policy on Education (6th ed.). Lagos: NERDC Press.

Gee, Y. T. & Umar, I. N. (2014). The effects of drill and practice course ware on students' achievement and motivation in learning English. Retrieved 12/11/2018 from

https://waset.org>publications>the-effect...

Kwan, Y. O. (2002). Several consonant clusters phenomena rising in pronunciation. Retrieved on 28th November, 2018 from http://www.paaljapan.org/resources/proceedings/PAAL7/Pdfs/13kwan.Pdfc

Nigerian Educational Research and Development Council (NERDC, 2017). Senior secondary education curriculum: English language for SS1-3, Abuja: NERDC.

Nordquist, R. (2018). Consonant sounds and letters in English. Retrieved 19/11/2018 from https://www.thoughtco.com/consonant-sounds-and -letters-1689914.

Obanya, P. (2002). Curriculum overload in the language education programme for basic education. In L. Adebayo; I. Isiugo-Abanihe & I.N. Ohi (eds). *Perspectives on Applied Linguistics in Language and Literature*. Ibadan: Sterling-Horden Publishers Ltd. 112-122.

Obizue, M. N. (2012). Effect of manual games on junior secondary school students' achievement and motivation in English language vocabulary. *Unpublished M.Ed project*, Faculty of Education, University of Nigeria, Nsukka.

Okolo, F. C. (2003). Effects of the use of drills on students' achievement in English spelling of senior secondary school students in Oshimili North and South Local Government Area of Delta State. *Unpublished M.Ed. Project*, Faculty of Education, University of Nigeria, Nsukka.

Onuigbo, S. (2003). *Oral English for schools and colleges*. (rev.ed.). Onitsha: Africana Feb Publishers Limited.

Owoleye, J. S. & Yara, P. O. (2011). School location and academic achievement of secondary school students in Ekiti States, Nigeria. *Journal of Asian Social Science*, 7(5), 170-175.

Post Primary School Management Board (PPSMB, 2018). Nsukka Zone, Nsukka Local Government Area, Enugu State, Nigeria.

Titi Tudorancea Learning Centre (TTLC, 2010). The use of mechanical aids in the language programme of LSU. Retrieved on 28th November, 2018 from http://www.u-aizu.ac.ip/speakout2.htm/

Seith, J.; Sandad, K. & Jindal, D. V. (2004). *Practical course in English pronunciation*. New Delhi: Prentice Hall of India Pvt Ltd. Retrieved from https://www.thoughtco.com>silent

Torty, O. U. (2010). Effect of collaborative learning method on secondary school students' achievement and interest in English language tenses. *Unpublished Ph.D Thesis*, Faculty of Education, University of Nigeria, Nsukka.

Ukwueze, C. P. (2010). Phonological problems of Edem secondary school students in English language. *Unpublished M.Ed. Project*, Faculty of Education, University of Nigeria, Nsukka.

Uloh-Bethels, A. C. (2013). Effects of pronunciation drill and gender on Nigerian senior secondary school students' achievement in consonant clusters. *Review of Education, Institute of Education Journal*, 24(1), 115-130

Uloh-Bethels, A. C. (2018). Comparative effect of two instructional game resources on junior secondary school students' interest and achievement in English vocabulary. *Unpublished Ph.D Thesis, Faculty of Education*, University of Nigeria, Nsukka.