

EFFECT OF CLASSROOM INTERACTION PATTERNS ON SENIOR SECONDARY TWO STUDENTS' LEARNING OUTCOME IN ORAL ENGLISH IN APA LOCAL GOVERNMENT AREA, BENUE STATE

By
BENARD OJOBOR, PhD
CHARITY ONUMAH

Abstract

The study investigated the effect of classroom interaction patterns on students' learning outcomes in oral English at Senior Secondary Two students in Apa Local Area of Benue state. The study also examined the differential effect of classroom interaction patterns on male and female attitude to oral English. Two research questions and two hypotheses formulated and guided the study. The sample for the study was made up of 234 senior secondary two students from six schools across the three districts in the local government area. The study adopted pretest and post -test quasi experimental group design. Intact classes were assigned to the experimental and control groups using purposive sampling technique. Data were collected using Oral English Attitude Survey (OEAS) and Oral English Performance Test (OEPT). The OEPT was validated using Cronbach's Alpha formula to analyse its reliability which yielded $r=0.85$. Descriptive statistics of mean and standard deviations were used to answer all research questions while Analysis of Covariance (ANCOVA) was used to test all the hypotheses formulated at 0.05 level of significance. The study revealed that students exposed to classroom interaction patterns had significantly performed higher than those in the form-based approach. However, there was no significant gender difference in the attitude of students in classroom interaction patterns. Based on the findings of this study it was recommended among other things that English language teachers should be encouraged to adopt classroom interaction patterns most especially in the teaching of oral English lessons. In similar vein, there should be proper orientation for practicing English language teachers on how to improve on their classroom interaction patterns.

Keywords: Effect, Classroom Interaction, Students' Attitude, Learning Outcomes, Oral English

Introduction

The essential role of language, in this case, English in education, communication, and national development cannot be overemphasized. This necessitates the need to teach and learn English language effectively. Effective language teaching and learning are aimed at the mastery of the four micro language skills of listening, speaking, reading and writing. As a second and national language, English is the language that aids learners' comprehension of knowledge taught in school; classroom interactions between teacher and students; among learners and the wider society or life after school. It is important to note that most of these interactions are done orally. Language is first of all oral, therefore, there is the urgent need for the proper teaching of all aspects of oral English which may lead to proficiency in English.

Classroom interaction is the inter-personal transaction between the teacher and students which occurs at different levels. This encompasses a lesson situation during which the teacher and students through their verbal and non-verbal actions have reciprocal influence on each other (Muodumogu & Yusuf, 2018). These include the teacher's solicitation of students-talk through questions or recitation request to which students respond or fail to respond and then the teacher reacts by praising the students, accepting and using their ideas or rejecting them and criticizing their ideas or behaviour (Eboikpomwe, 2019). Classroom interaction optimally has a four-dimensional character, involving interaction between teacher and students, students and student, teacher and materials and students and materials (Muodumogu & Ibrahim, 2018).

A critical step in making the learning of oral English meaningful in schools is to first develop in the children the ability to understand and speak English. Although speaking is the second skill to be developed, in primary language instruction, it is given prime attention and is among the expressive concepts of language. It is usually interwoven with the listening skill, because by nature, the language skills are not separate from each other (Oyetunde & Muodumogu, 2025). Oracy skill serves as the foundation or basis for a child's academic learning outcome and proficiency in the other aspects of language, because children need English first of all to communicate orally in it. That is, to understand it when it is spoken to them, and to express their feelings and experiences in it in a way that is intelligible and convincing. Secondly, reading and writing are built on oral language foundation. Students will learn to read and write English easily if their oracy skills in the language have been adequately developed. English learning will have meaning and relevance to children if this fact is observed in its instruction (Oyetunde & Muodumogu, 2025).

The persistent problem of poor learning outcome of students in English Language at the senior secondary school two of education has been attributed to students' deficiencies in various aspects of the language (Fakeye, 2022). Even, English language is the language of instruction in the Nigerian educational system, its teaching to students for whom it is a second language continues to pose enormous challenges to teachers. Major evidence of these challenges is the high failure rate of students in the school certificate examination for English language nationwide and also the inability of these students to communicate properly using the language (Ajibola, 2020).

Poor communication resulting from mother tongue interference is also another problem that calls for urgent attention. It is a known fact that learners' first language influences the pronunciation of the target language (Iyere, 2023). Nigerian Languages are tonal and syllable-timed, while English is a stress-timed language and therefore they have a great deal of differences in stress and rhythmic patterns. The basis for rhythm in any Nigerian language is the number of syllables, and the production of every syllable virtually takes the same amount of time, while the basis for English rhythm is that of

stress and the stressed syllable takes more time to pronounce. With no knowledge of this significant feature, many Nigerian students learning English in the classroom often find it difficult to clearly articulate every English syllable and word in speeches (Iyere, 2023). This results in a foreign-sounding' accent, and possibly misunderstanding.

Factors responsible for this poor learning outcome in the various aspects of English language especially Oral English, are not farfetched. The strategies employed in teaching Oral English are far from being satisfactory. The recitation script' strategy for example, places the teacher at the helm of affairs in the classroom and enables him to exercise a dominant role as the key possessor of knowledge and controller of the learning environment, thereby ignoring the parallel role which encourages students' active participation in the learning process and enhances knowledge acquisition (Muodumogu & Yusuf, 2018). The concept of teaching Oral English is downsized to mere recitation of sounds without any meaning attached to them. This translates in students' poor interest in and negative attitude to Oral English.

The uninspiring nature of these methodological strategies culminates in shaping students' perception of Oral English as a difficult, abstract and uninteresting area of study. All these aggravate students' level of frustration and heighten poor academic learning outcome, irrespective of their gender. In the light of the foregoing, the concern of this study therefore, is to determine the impact of Classroom Interaction Patterns on Senior Secondary two (SSII) Students' Attitude to oral English, with gender as moderator variable in Apa Local Government Area of Benue State.

Classroom interaction is a form of institutional talk which is locally managed but cooperatively constructed speech exchange system (Markee & Kasper, 2024), composed of interactions between teacher and students and among students. Classroom interaction is one of the platforms where any reality about classroom phenomena is produced and can be observed at the same time (Kharaghani, 2023). According to Papaja (2021) classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention. Papaja (2021) claim that it is in their interactions with each other that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development. Interaction between the teacher and learners as well as the learners themselves is critical in the classroom (Papaja, 2021).

The crux of the matter here is that students' attitude towards oral English should imply how they view and react to oral English teaching and learning within and outside the classroom. This underscores their positive or negative predisposition towards the subject. Students' attitude towards

oral English language therefore, would be referred to as how they view and react to oral English language teaching and learning.

When all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them (Tuan & Mai, 2015). Tuan & Mai (2015) suggests some reasons for students to use mother-tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do. Consequently, if teachers frequently use the students' language, the students will feel comfortable to do it (Tuan & Mai, 2015).

Oral English has been made an important part of the language curriculum in Nigeria. The efficiency of the English language in the wider Nigerian society depends largely on the English curriculum and the competence of the teacher (Soneye, 2020). In the teaching of English as an L₂, the differences and similarities between the sound systems of English and that of the MT should be pointed out. For example, English has twenty vowel sounds which comprise twelve pure vowels and eight diphthongs whereas Nigerian languages have between five and ten vowels without diphthongs. There is a difference between, the English sounds /æ/ or /a:/, /C:/ and /e:/ and the Nigerian language sound /a/, /e/ and /e/ respectively. Speakers of English in Nigeria substitute the English sounds for the indigenous language sounds. This often impedes intelligibility (Egwuogu, 2022).

Apa is situated in the Northern part of Benue State of Nigeria and is divided into two districts; Ochekwu and Ikobi. About 90% of the local government population is predominantly engaged in agriculture and this is due to the fertile nature of the soil. Apa Local Government Area is predominantly an Idoma speaking area with few other ethnic groups from different parts of the country. The local government has many primary and secondary schools owned voluntary agencies, individuals, community and government, with English language as the medium of instruction. Apart from the working-class population, a large majority of the people are peasant farmers living below the poverty line. This implies that most children within primary school age in this local government area are in public primary schools from where they transit to secondary schools and into the tertiary institutions.

The low English language proficiency with which the majority of the students enter post primary and tertiary levels of education is a pointer to the fact that the public primary school system is unable to inculcate lasting ability to communicate effectively in English language in the learners.

This study was therefore designed to investigate the effect of classroom interaction patterns on Arts Senior Secondary Two students' poor attitude and learning outcome in Oral English in Apa Local Government Area of Benue State.

Research Questions

The following questions and hypotheses guided the study.

1. What difference is there between the mean attitude scores of students exposed to teacher-student classroom interaction patterns and those not exposed to classroom interaction patterns towards Oral English?
2. What is the effect of teacher-student interaction pattern on male and female students' mean attitude scores in Oral English?

Hypotheses

1. There is no significant difference between the mean attitude scores of students exposed to teacher-student classroom interaction pattern and those not exposed to classroom interaction pattern in Oral English.
2. Teacher-student interaction has no significant effect on male and female students' mean attitude scores in Oral English.

Review of Related Literature

The essential role of language, in this case, English in education, communication, and national development cannot be overemphasized. This necessitates the need to teach and learn English language effectively. Effective language teaching and learning are aimed at the mastery of the four basic language skills of listening, speaking, reading and writing. As a second and national language, English is the language that aids learners' comprehension of knowledge taught in school; classroom interactions between teacher and students; and among learners and the wider society or life after school. It is important to note that most of these interactions are done orally. Language is first of all oral therefore, there is the urgent need for the proper teaching of all aspects of oral English which may lead to proficiency in English (Ojobor, Udu & Achor, 2024).

Teacher and student interaction is understood to be an important issue in education, and teacher-student interaction is beneficial for students' learning. Flanders (1970) cited in Liu, Lin, Liou, Feng and Hou (2023) developed an analytical system for teacher-student interaction and identified seven categories of teachers' behaviour: clarifying feelings, praising, using students' ideas, asking questions, lecturing, giving directions, and criticizing. Teachers could help to develop students' ideas by asking questions. When teachers asked specific questions or asked for students' help, they (students) felt more confident and secure (Liu & Elicker, 2023). Two roles can be identified among teachers and students: parallel and inclination. When teachers and students perform parallel roles, they have equal status. When teachers and students perform inclination roles, they interact as educators and the educated (Liu & Elicker, 2023). For teachers, behaviour such as playing with students and expressing their experiences were related to the parallel role, and behaviour such as directing and asking questions were related to the inclination role. During teacher-student interactions, teachers can use

strategies such as denomination, correction, and expansion to reconceptualize the information provided by the students (Rosemberg & Silva, 2019). Chi, Siler, Jeong, Yamauchi and Hausmann (2021) suggest that in a one-to-one context, instructors could provide suitable support according to students' needs, thereby enhancing students' motivation and learning performance.

Student and student interaction, according to Dempsey (2019) means that the students interact on what they have learned, and be able to share what they have gained for discussion. Classes where students have opportunities to communicate with one another help them to effectively construct their knowledge. Under this pattern of interaction, students share responsibility for learning with each other, discuss divergent understandings, and shape the direction of the class. This type of class is characterized with a more student focused class and provides multiple opportunities for students to discuss ideas in small groups and may support a whole class discussion (National Association of Geoscience Teachers, 2014). During student-students interaction, the teacher plays two key roles: facilitator (making sure the students are able to speak) and evaluator (assessing students' progress with the task and also assessing the language they are producing) (Languages International, 2015).

Of the two patterns of interaction, there are a number of ways in which they differ, each with its own strengths and weaknesses (Weinstein, Tomlinson-Clarke, & Curran, 2023). First, there is a difference in the two on how the students work. Considering the teacher-students interaction pattern which is a teacher-centred approach, the students do their work alone where they do exercises related to the teacher's presentation during or after the lesson while on the other hand, in the student-student interaction pattern which is a student-centred approach, the students work together in groups or pairs as per the demand and purpose of the activity. This way, teaching and learning becomes an enjoyable and friendly active and rewarding activity hence making it easier for the students to understand the lesson since they are actively involved in the learning. Secondly, the teacher-student interaction pattern portrays students as basically passive while the teacher is active. The teacher is the main focus in this pattern of interaction which is considered sensible since the teacher is familiar with the language which the students are not. In this case, the students are less engaged during the learning process. However, with the student-students interaction, the teacher and the student are both active participants since they share the learning responsibility of the learner, helping to identify how the students should use the language (Ibrahim & Muodumogu, 2018).

The term "attitude" is a transliteration of the term "aptitude" which had been used exclusively of each of a number of believes the person by painters and sculptors. Aptitude is derived from the Latin word "aptitudo" which in turn comes from "aptus", meaning suited, fitted. As soon as "aptitude" took the form of "attitude", its use became a general one (Project, 2023). An attitude is defined as a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards

socially significant objects, groups, events or symbols (McLeod, 2019). In other words, it is the sum total of a person's inclination and feelings, prejudices or bias, preconceived notions, ideals, fears, threats and convictions about any specific topic (Alao, 1990). An attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor and disfavor (McLeod, 2019).

Attitudes are of interest because they often drive behaviour. That is, people tend to act favourably toward things they like and unfavourably toward things they do not like. This implies that it is a predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object. Attitude is also viewed as predisposition or tendency to respond positively or negatively towards a certain idea, object, person or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives and rewards (together called stimuli) (Business Dictionary, 2023).

The form-based approach is referred to as a traditional method of teaching and learning because knowledge is taken from a general reference or source; then the information is readily made available (Gyapong, 2023). The usual flow of information begins with the introduction and presentation of the concept followed by activities (International Teachers Training Organization, 2016; Gyapong, 2023). According to Oxford University Press (2025), a form-based approach (rule driven) starts with the presentation of a rule and is followed by examples in which this is applied. Information is based on facts, statements, and pre-determined logic. The approach is easy to apply, leaves little room for mistakes, and information is valid. There is also a clear and defined scope and requires little preparation for the teacher (Gyapong, 2023). The form-based approach also has its disadvantages which include a very structural and predictable flow. This approach also leaves little interaction. It is most effective for large number of students. In terms of application in language, the form-based can also be useful in explaining a literary work (Gyapong, 2023).

Student learning occurs primarily through interactions with people (teachers and peers) and instructional materials (textbooks, workbooks, instructional software, web-based content, homework, projects, quizzes, and tests) (Chingos & Whitehurst, 2022). Instructional materials, when properly harnessed by teacher and students, enhance students' learning outcome based on findings from several studies conducted in the past (Oladeji, Olsunde, Ojebisi & Isola, 2021). English is a second language, but because of the many important roles it plays in the Nigerian society, it is being given a special place. For instance, it serves as an official language (the language of administration and education at some level), the language of relevance for unifying the nation (Yusuf, 2022). Socially, the social linguistic situation in Nigeria has often seen the social network and other activities being conducted

in English. In a nutshell, English language is widely spoken and occupies a prominent place at the workplace, in the media and as a medium of instruction in schools (Danladi, 2023).

The concept of gender is an important factor in the teaching-learning process that plays a vital role in determining students' attitude based on the cultural as well as social phenomena. It indicates the distinction between human beings on the basis of masculinity and femininity in relation to their expected or earmarked roles in society. Odey (2012, p.168) views gender as "a socially, ideologically and culturally defined power relation which determines a range of processes, behaviour, activities, forms of organization which are considered appropriate for men and women in a given time and place". It then implies that gender is attributed to attitudes which distinguish the female sex from the male sex.

The result of the study supports Heider's (1958) attributive theory, Blumer's (1969) symbolic interactionism and Homan's (1960s) social exchange theory. These theories are related to the classroom interaction patterns that take place between the teacher and students in the teaching-learning process as well as their influences on both the external and internal attributions of the students which shape their views or perceptions about the teacher and the subject s/he teaches (a factor that may create either positive or negative attitude in them and enhance or mar their learning outcome). The implication of this is that teachers should always have positive perception of their students and be fair in their dealings with them during the teaching-learning process. For the students would in turn reciprocate such gestures in the same way by developing positive attitude towards him/her and the subject he/she teaches.

Methods

Two hundred and ninety-eight students were involved in the study. Purposive sampling was used to select school type from the two districts of the local government area. In each of the schools, one intact class was used for the study. Two intact classes constituted the experimental group while the remaining two schools constituted the control group. Six intact classes were used in all for the study.

Oral English Attitude Survey (OEAS) and Oral English Performance Test were the instrument used for data collection. This instrument was adapted from Fraser (1981) Test of Science-Related Attitude (TOSRA) to measure seven different oral English language related attitudes among secondary school students. These attitudes are named Social Implication of Oral English Language (SIOEL), Normality of Oral English Language Specialists (NOELS), Attitude to Social Inquiry (ATSI), Adoption of Oral English Language Attitudes (AOELA), Enjoyment of Oral English Language Lessons (EOELL), Leisure Interest in Oral English Language (LIOEL), and Career Interest in Oral English Language (CIOEL). There are 70 items (i.e., each scale contains ten items) in the original version of TOSRA by

Fraser (1981). In this present study however, the researcher employed all the seven scales, but narrowed the number of the items to 25 for the sake of convenience and ease of administration of instrument. In addition, the instrument comprises two sections. Section A comprises respondent's bio-data, while section B comprises test items.

The response pattern of OEAS required the students to state their degree of agreement with each statement on a 4-point Likert scale. These responses are Strongly Agreed (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). About half of the items in (Fraser, 1981) TOSRA were reverse-scored (Eccles, 2007 in Ali, Mohsin, & Iqbal, 2013). Hence, the present study sticks to the same method of scoring. Scoring involved allotting 4, 3, 2, 1 for the responses, SA, A, D, SD accordingly, for items designated as positive (+) and allotting 1, 2, 3, 4, for the responses SD, D, A, SA accordingly, for items designated as negative (-). The instrument was validated for appropriateness and clarity of language by two experts in the field of English Language education and one expert in test and measurement from the Department of Arts and Social Science Education, Benue State University, Makurdi.

Mean and standard deviations were used to answer the research questions while analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance.

Results and Discussion

The data collected were analyzed and presented in the tables according to the research questions and hypotheses.

Research Question 1

What difference is there between the mean attitude scores of students exposed to teacher-student classroom interaction pattern and those not exposed to teacher-student classroom interaction pattern in Oral English?

Answer to research question 1 is provided in Table 1.

Table 1: Mean and standard Deviation of Attitude Scores of Students in the Experimental and Control classrooms

Group		Pre-Test Attitude	Post-Test Attitude	Mean Gain
Student-Teacher Interaction Group	Mean	3.20	3.20	0.09
	N	196	196	
	Std. Deviation	.36	.34	
Form-Based Group	Mean	3.27	3.29	0.01
	N	182	182	
	Std. Deviation	.31	.30	
Gain Difference		-	-	0.08

Table 1 reveals that the mean gain in attitude for students in teacher-student classroom interaction pattern is 0.09 while those in form-based classroom has a mean of 0.01 with the mean difference of 0.08 in favour of students in teacher-students classroom interaction pattern. Therefore, students who were exposed to teacher-students interaction had slight improvement in attitude towards Oral English after treatment compared to those in non-teacher-students interaction classroom. This implies that there is a difference in the attitude of students taught Oral English using teacher-students interaction pattern and those taught the same aspect of English using the form-based approach in favour of those exposed to teacher-student interaction pattern.

Research Question 2

What is the effect of teacher-student interaction pattern on male and female students' mean attitude scores in Oral English?

Answer to research question 2 is contained in Table 2.

Table 2: Mean and standard deviation of Attitude scores of Male and Female students exposed to teacher-students interaction pattern

Group		Pre-Test Attitude	Post-Test Attitude	Mean Gain
Male	Mean	3.21	3.30	0.08
	N	111	111	
	Std. Deviation	.34	.35	
Female	Mean	3.19	3.30	0.11
	N	85	85	
	Std. Deviation	.38	.30	
Gain Difference		-	-	0.03

It can be seen from Table 2 that the mean gain in attitude for male students exposed to teacher-student interaction is 0.08 while that of girls exposed to the same interaction pattern is 0.11. Thus, the difference in mean attitude between males and females is 0.03 in favour of the females. This implies that girls exposed to teacher-students interaction pattern in Oral English gained higher in 0.03 attitude compared to boys exposed to the same mode of instruction.

Hypothesis 1

There is no significant difference between the mean attitude scores of students exposed to teacher-students classroom interaction pattern and those not exposed to the same interaction pattern. Data for testing hypothesis 1 are contained in Table 3.

Table 3: ANCOVA test of mean Attitude pretest and posttest for Experimental and Control Groups

Source	Type III Sum of Square	Df	Mean Square	F	Sig.
--------	---------------------------	----	----------------	---	------

Corrected Model	.46a	4	.12	1.14	.34
Intercept	35.10	1	35.10	349.78	.00
Pre Test Attitude	.50	1	.50	4.06	.05
Group	.03	1	.03	.31	.58
Gender	.04	1	.04	.40	.53
Group Gender	.04	1	.04	.35	.56
Error	37.54	373	.10		
Total	4136.48	378			
Corrected Total	37.10	377			

a. R Squared = .012 (Adjusted R Squared = .001)

Table 3 reveals that with $F_{1,377} = 0.31$, $p = 0.58 > .05$, there is no significant difference in mean post attitude gain between students in teacher-student interaction classroom and those in the form-based group. This means that the difference in mean attitude score between students in teacher student interaction classroom and those in the form-based approach classroom was insignificant. Thus, the null hypothesis was not rejected.

Hypothesis 2: Teacher-students interaction Data for testing hypothesis 2 are contained in pattern has no significant effect on male and female students' mean attitude scores in Oral English.

Table 4: ANCOVA test of mean attitude pre-test post-test scores for male and female students in the experimental group.

Data for testing hypothesis 2 are contained in Table 4.

Table 4: ANCOVA test of mean Attitude pretest and post test scores for male and female students in the experimental group.

Source	Type III Sum of Square	Df	Mean Square	F	Sig.
Corrected Model	.49a	2	.25	2.205	.11
Intercept	19.47	1	19.47	174.18	.00
Pre Test Attitude	.492	1	.49	4.40	.04
Gender	4.10	1	4.20	.00	.99
Error	21.58	193	.11		
Total	2153.08	196			
Corrected Total	22.07	195			

Table 4 shows that with $F_{1,195} = 0.00$, $p = 0.99 > .05$, there is no significant difference in the mean attitude score of male and female students in teacher-students interaction classroom. This means that the mean difference in attitude scores between male and female students exposed to classroom pattern was not significant. Thus, the null hypothesis was not rejected. Therefore, gender is not a factor in attitude change when an interactive strategy such as classroom interaction pattern is used as mode of instruction in Oral English.

This study investigated the effect of classroom interaction patterns on Senior Secondary two students' attitude to oral English language. The discussion is based on the findings from the research questions and hypotheses. Both research question one and hypothesis one sought to find out if there is difference in the mean attitude scores of students exposed to classroom interaction pattern and those exposed to form-based classroom interaction pattern. Table 1 revealed that the mean difference in the scores of the students taught using teacher-student interaction pattern and those in the form-based approach classroom interaction was 0.08 in favour of students in teacher-student classroom interaction pattern.

The finding of a difference in attitude which was in favour of students in classroom interaction pattern alludes to the fact that in the teacher-student interaction pattern, the teacher negotiates with his students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students benefit by drawing on the experience of their teacher on how well to interact in the manner that is most effective (Kouicem, 2020). This by implication means that the environment of the class makes high impact on the students' desire and interest in learning and practice which in turn translates to students' positive attitude towards oral English (Guo & Wang, 2023).

This also corroborates the stance of Bhaskar and Soundiraraj (2023) who mentions that positive attitudes towards the L2 and its speakers can be expected to enhance learning while negative attitudes impede it. Learner attitudes have an influence on the level of L2 proficiency achieved by individual learners. Thus, learners with positive attitudes become successful in achieving their goals whereas those with negative attitudes find it difficult to acquire the expected level of proficiency in English (Bhaskar & Soundiraraj, 2023). Besides, even the negative attitudes of the students can be changed by adopting apt approach or methods and materials that would help students acquire favourable attitude towards the target language and the culture of the native speakers of that language (Bhaskar & Soundiraraj, 2023).

Table 3 reveals that the difference in mean attitude score between students in teacher-student interaction classroom and those in form-based approach classroom was insignificant hence there was no significant difference in mean post attitude gain between the two groups.

The finding of no significant difference in mean post attitude gain between the two groups agrees with that of Oyinloye and Gbenedio (2020) which found no significant effect of methods of teaching on students' attitude towards expression in essay writing while it contradicts that of Gajalakshmi (2013) which found significant difference in male students' attitude towards learning English. The variation in the results of the present study and that of Gajalakshmi (2013) was informed by the following factors: In Gajalakshmi's (2013) study, the learning of English language with respect

to gender was also informed by type of management, locality of school and type of school-all influenced the male student's attitude towards the learning of English language. On the other hand, in the present study, the teaching strategies investigated may have sensitized the students about oral English. It may have happened that students paid attention to or took active part in the teaching-learning process in the course of treatment.

Both research question two and hypothesis two sought to find out the effect of teacher-students interaction pattern on male and female students' mean attitude scores in oral English. The data on Table 2 show that there was no significant gender difference in the mean attitude scores between male and female students in the teacher-students interaction classroom. This finding agrees with earlier assertion by Bleier (1984) in Harper (2001) that 'comparable populations of males and females have the same range of test scores, the same range of abilities, and in some test situations the mean or average test scores may not differ at all, or, differ by only a few percentage points'. It also buttresses the view of Babalola and Oyinloye (2012) that there is no experimental procedure that confirms the superiority of either of the genders in acquiring or learning human language. There is no empirical evidence as to special favour to any individuals on the ground of gender as regards the language competence and language performance (Babalola &Oyinloye, 2022).

Table 4 on the other hand, reveals that there was no significant gender difference in mean attitude scores between male and female students in teacher-students classroom interaction pattern. This implies that despite the fact that the female students had a higher attitude gain; gender is not a factor in attitude change when teacher-students interaction pattern is used as a mode of instruction in oral English. The finding of no significant gender difference in students' attitude agrees with that of Fakeye (2020) which found that there was not a statistically significant difference in the attitude of male and female students in English language and maintained that students' attitude is not gender-related. The finding corroborates that of Babalola and Oyinloye (2022) which revealed that gender had no significant influence on students' ability to acquire the tools for language of communication. These tools are energy behind words, whole messages, listening and feedback (Deslauriers, 2015). The lack of gender difference could be attributed to the students' high morale during the lessons.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Efforts should be made towards improving the oral English language classroom interaction aimed at improving students' attitude. This can be achieved through identifying teachers' teaching approaches which will make them aware of the type of teaching style they employ in their classrooms. This awareness can make them modify or improve on their practice.

2. The teacher training curriculum such as Minimum Standard should be reviewed in order to bring out teacher and students characteristics on which the interaction patterns will be anchored. This is due to their importance in ensuring improved students' attitude in the teaching-learning process.
3. Teachers of English Language should be trained to use teacher-students' interaction strategy and to teach segmental and supra-segmental features of oral English to improve students' attitude and performance in English so that the students would find productive use of language interesting.
4. College of Education and faculties of education in all Nigerian University should expose teacher trainees to classroom interaction pattern.
5. ELTAN, LAN and Ministries of Education in Nigeria should regularly organize workshops, seminars and symposia to train teachers on how to use the strategy effectively.

Conclusion

The study investigated the effects of two patterns of classroom interaction patterns namely; teacher-students' interaction and form-based approach on the Senior Secondary two students' attitude to oral English. Based on the findings of this study it was concluded that students exposed to teacher-students' interaction gained higher mean attitude scores than those exposed to the form-based approach. It was also concluded that gender has no significant effect on the attitude of students in oral English when they were taught using teacher-students' interaction as instructional strategy.

References

- Abidin, Z. M., Mohammadi, M.P., & Alzwari, H. (2022). EFL students' attitudes towards learning English language: The case of Libyan secondary school students. *Asian Social Science*, 8(2), 120-134.
- Ajibola, M.A. (2020). Confronting the challenges of teaching English language as second language in Nigeria. *Journal of the Nigerian English Studies Association (JNESA)*, 13(2), 95-105.
- Alao, E. O. (2020). A scale for measuring secondary school students' attitude towards Physics. *A Journal of Science Teachers' Association of Nigeria*, 7 (2), 75-80.
- Ali, S.M, Mohsin, M.N, & Iqbal, M.Z. (2013). The discriminant validity and reliability for Urdu version of test of science-related attitudes (TOSRA). *International Journal of Humanity and Social Science*, 3 (2), 29-39.
- Al-Zu'be, A. F. M. (2023). The differences between the learner-centered approach and the teacher-centered approach in teaching English language as a second language. *Educational Research International*, 2(2), 24-31.

- Alley, D. (2017). Attitude formation. Retrieved on 12th December, 2024 from <http://www.Alleydog.com/glossary/definition.php?term=Attitude+formation>
- Amuseghan, S.A. (2007). ESL curriculum in secondary schools in Nigeria: Issues and challenges towards communicative competence. *Nebula*, 4(2), 319-333.
- Babalola, J.O. & Onyiloye, G.O. (2022). Language and gender distinctions. *International Review of Social Sciences and Humanities*, 2(2), 236-242.
- Blumer, H. (1969). *Symbolic interactionism: Perspective and methods*. Englewood Cliffs, NJ: Prentice-Hall.
- Business Dictionary, (2023). Attitude. Retrieved on 20th October, 2024 from <http://www.businessdictionary.com/definition.html>
- Bhaskar, C.V., & Soundiraraj, S. (2023). A study on change in the attitude of students towards English language learning. *English Language Teaching*, 6(5), 111-116.
- Chingos M.M., & Whitehurst, G.J. (2012). Choosing blindly: Instructional materials, teacher effectiveness, and the commoncore. Retrieved on 18th April, 2024 from <http://www.brookings.edu/brown.aspx>
- Danladi, S.D. (2022). Language policy: Nigeria and the role of English language in the 21st century. *European Scientific Journal*, 9(17) 56-60.
- Dempsey, C. (2015). Student to student interaction patterns. Retrieved on 18th April, 2024 from <http://www.answer.com/Q/student-to-student-interaction-patterns>.
- Deslauriers, P. (2015). Communication tools [PDF file]. Retrieved on 29th August, 2024 from <http://www.google.com/search?client=communication.pdf>
- Eboikpomwe, J.P. (2019). *Impact of teachers' interaction pattern on classroom discipline in secondary schools in Makurdi metropolis*. *Journal of arts and Social Sciences Education*, 3(4), 37-45.
- Egwuogu, C.B. (2022). Challenges and techniques in the teaching of English pronunciation in junior secondary school in Nigeria. *Asian Journal of Social Sciences & Humanities*, 1(4), 212-219.
- Fakeye, D.O. (2020). Students' personal variables as correlates of academic achievement in English as a second language in Nigeria. *Journal of Social Sciences*, 22(3), 205-211.
- Gajalakshmi, (2013). High school students' attitude towards learning English language *International Journal of Scientific and Research Publications*, 3(9), 1-7.
- Guo, M., & Wang, Y. (2023). Affective factors in oral English teaching. *Higher Education of Social Science*, 5(3) 57-61.
- Ghosh, A. (2020). Classroom interaction-part 1 (definition, objectives, teacher's role and merits). Retrieved on 27th June, 2024 from <http://www.examiner.com/article/classroom-interaction-part-1-definition-objectives-types>
- Gubaily, M.A.I. (2022). Challenges of teaching and learning spoken English in Yemen. *International Journal of Social Science Tomorrow*, 1(3), 1-8.

- Gum, P. Oates, J. & Wragg, E. (1998). *Classroom interaction*. Walton Hall Milton Keynes: Open University
- Gyapong, A. (2016). Differences between inductive and deductive language teaching and learning. Retrieved on 9th January, 2024 from <http://www.differencebetween.net/miscellaneous/career-education/difference-between-inductive-and-deductive-language-teaching->
- Harper, C, (2021). *Haralambo and holborn- sociology: Themes and perspectives*. London.
- Heider, F. (1958). *The psychology of interpersonal relations*. New York: Wiley. Homans, G. (1961). *Social Behavior: Its Elementary forms*. New York: Harcourt Brace Jovanovich.
- International Teachers Training Organization.(2016). Understanding inductive and deductive approaches in TESOL. Retrieved on 9th January, 2024 from [http:// www.tefl.com.mx/inductive-and-deductive/](http://www.tefl.com.mx/inductive-and-deductive/)
- Iyere, T. (2023). Pronunciation challenges of open university and distance learning students in B.A. English programme at the National Open University of Nigeria. *International Journal of English and Literature*, 4(5),217-221.
- Junying, Z. (2016). A survey study on students' beliefs about English - dormitory practice: A report from THEIEDC program. *CELCEA Journal (Bimonthly)*, 29 (3), 106-110.
- Kharaghani, N. (2023). Patterns of interaction in EFL classrooms. [PDF File]. Retrieved on 23rd April, 2023 from <http://www.worldconferences.net>
- Kurihara, N. (2016). Classroom anxiety: How does student's attitude change in English oral communication class in a Japanese senior high school? *Accents Asia* [Online], 1(1), 34-68. Retrieved on 10th May, 2024 from <http://www.accentsasia.org/11/kurihara.pdf>
- Kouicem, K. (2020). The effect of classroom interaction on developing the learner's speaking skill: The case of third year LMD students of English at Constantine University *Unpublished Master's thesis*, Mentouri University - Constantine, Algeria.
- Languages International (2015). Student interaction and teacher roles. Retrieved on 18th April, 2024 from <http://www.languages.ac.nz> Liu, E.Z.F, Lin, C.H., Liou, P.Y., Feng, H.C., & Hou, H.T. (2013). An analysis of teacher-student interaction patterns in a robotics course for kindergarten children: A pilot study. *The Turkish Online Journal of Education Technology*, 12(1), 9-18.
- Liu, J., & Elicker, J. (2023). Teacher-child interaction in Chinese kindergartens: An observational analysis. *International Journal of Early Years Education*, 13(2), 129-143
- Markee, N., & Kasper, G. (2004). Classroom talks: An introduction. *The Modern Language Journal*, 88(4), 491-500.
- McLeod, S. (2019). Attitudes and behaviour. Retrieved on 12th December, 2024 from <http://www.simplepsychology.org/attitudes.html>
- Mead Project, (2023). The nature of attitude. Retrieved on 23rd April, 2024 from <http://www.broku.ca/meadproject/Droba/>.

- Muodumogu, C. A. (2018). Effective teaching-what is it? In T.O. Oyetunde, Y. A. Mallum, & C.A. Andzayi (Eds.), *The practice of teaching: Perspectives and strategies*, pp 15-30. Jos: LECAPS.
- Muodumgu, C. A. & Ibrahim, (2018). Impact of classroom patterns on senior secondary one students attitude to oral English in Dekina Local Government Kogi State. *Journal of research in curriculum and teaching* 1(10),110-124.
- Nasir, S. (2016). Teaching listening and speaking skills in primary schools as a tool in nation building. *Journal of Advanced Studies in Language and Literature*, 2(1), 25-35.
- National Association of Geosciences Teachers. (2014). Student-student classroom interaction. Retrieved on 18th April, 2024 from <http://www.serc.carlton.edu/NAGTshops/certop/imp-ssi.html>.
- Neovistas.Com. (2024). Attitudes formation and change. Retrieved on 12th December, 2023 from <http://www.neovistas.com/learningzone/attitudes.htm>
- Odey, J. E. (2019). *Reader response to dramatic literature: A gender perspective*. Makurdi: Selfers Academic Press Ltd.
- Oladeji, M. A. Olosunde, G. R., Ojebisi, A.O, & Isola, O.M. (2021). Instructional materials and students' academic achievement in physics: Some policy implications, *European Journal of Humanities and Social Sciences*, 2(1), 113-126.
- Oyetunde, T. O. (2012). Understanding teaching and learning process. In T.O. Oyetunde, Y.A. Mallum, & C.A. Andzayi, (Ed). *The practice of teaching: Perspective and Strategies*. Jos: LECAPS Publishers.
- Oyetunde, T. O., & Muodumogu, C.A. (2024). *Effective English teaching in primary & secondary schools: Some basic considerations and strategies*. Jos: conference on Educational Improvement.
- Oyinloye, G. O., & Gbenedio, U.B. (2020). Investigating the effects of methods with linguistic packages on secondary school students' achievement and attitudes to expression in essay writing in Nigeria. *Anthropologies*, 1(2), 189-196.
- Oxford University Press. (2024). Inductive and deductive grammar teaching: What is it? and does it work? Retrieved on 9th January, 2024 from <http://www.oupeltglobalblog.com/2015/04/24/inductive-and-deductive-grammar-teaching/>
- Papaja, K. (2019). Analysis of types of classroom interaction in clil [PDF file]. Retrieved on 5th January, 2024 from <http://www.google.com/papaja.pdf>
- Petty, R. E., Wheeler, S.C., & Tormala, Z.L.(2003). Persuasion and attitude change. Retrieved on 4" November, 2024 from <http://www.onlinelibrary.wiley.com/doi/10.1002/0471264385.wei0515/abstract>
- Rao, S. R. (2020). Definitions of attitude. Retrieved on 14th April, 2023 from <http://www.citeman.com/10160-definition-0>

- Rosenberg, C. R., & Silva, M.L. (2009). Teacher- children interaction and concept development in kindergarten. *Discourse Process*, 46, 572-591.
- Shamija, T. A. (2019). Impact of classroom interaction patterns on students' attitude and achievement in social studies at junior secondary schools in Benue state. *Journal of Arts and Social Science Education*.4(2),56-63
- Soneye, T. (2020). Traditional and virtual in Nigerian oral English pedagogy. Retrieved on 26th April, 2023 from <http://www.igi-global.com/chapter/traditional-virtual-nigeria-oral-enlish/42807>
- Tuan, N. H., & Mai, T.N. (2015). Factors affecting students' speaking performance at Le Thai Hien high school. *Asian Journal of Education Research*, 3(2), 8-23.
- Weinstein, C. S., Tomlinson-Clark. S., & Curran, M. (2003). Culturally responsive classroom management: Awareness into action. *Theory into Practice*, 42(4), 20-45.
- Yusuf, H. O. (2012). Language as a tool for national integration: The case of English language in Nigeria. *International Journal for Cross- Disciplinary Subjects in Education*, 2(1), 20-22.