Students' Oral Communication in EFL in an Officially Bilingual Context

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Abstract

The study investigated formulated two objectives and two research questions to guide it. The study used the mixed method convergent parallel research design. The study targeted six secondary schools, out of which 186 students and 8 English teachers constituted the sample, which were done using the simple random sampling and stratified random sampling technique. Data were collected using closed ended questionnaire in a Likert scale format and an interview guide. The validity of the instruments was gotten using content validity index while the reliability of the instruments was gotten using the Cronbach's Alpha coefficient reliability test.The quantitative data were analysed using SPSS version 23 and presented description using tables, frequency and percentages and the inferential results were presented using the Pearson Product Moment Correlation Coefficient, while the qualitative was analysed using narrative interpretation. Findings of the study revealed that
there was a strong positive correlation between interactional teaching patterns and EFL students' oral communication in English as a foreign language and finally, there was a moderate positive correlation between instructional materials and EFL students' oral communication in English as a foreign language. It was recommended that teachers should incorporate pair and group activities into the classroom to encourage meaningful interaction among students. Providing tasks that require authentic instructional materials is another recommendation to EFL teachers engaged in oral communication

Keywords:EFL, interactional patterns, instructional materials, oral communication

Introduction

Most countries of Sub-Sahara Africa are multilingual with at least one European language being part of the languages. This is due mostly to their colonial history. Cameroon is not left out being a multilingual country with over 240 Home Languages (HLs) and several lingua fracas the vestiges of colonialism still bequeathed Cameroon English and French as official languages upon reunification in 1961. Due to political reasons of togetherness, both languages were adopted in the Constitution of the Federal Republic of Cameroon as a bilingual country. The phenomenon of English-French 'official bilingualism' in Cameroon has become quite complex and may be constructed from different purviews. In the absence of an official government white paper conceptualising official bilingualism, it is difficult despite ongoing action and declared efforts to encourage the use of French and English at the individual, socio-cultural, institutional and government levels (Takam&Fassé, 2020; Annual Report on Official Languages 2019–20, 2021). The bilingual drive was gradually intensified with such provisions as bilingual teacher training, bilingual schools, bilingual studies at higher education, bilingual week, bilingual and multicultural commission and bilingual centres. The curriculum for all levels of schooling makes the teaching-learning of both English and French mandatory for English-speaking and French-speaking school goers. The official bilingualism policy is to train learners to be sufficiently competent to be able to communicate both languages. Therefore, it is expected for every Cameroonian learner to be bilingual in English and French (Tante, 2018a; 2018b; Echu, 2004).

With the English-French and French-English official bilingualism policy upheld by the guarding law of the land (the Constitution) much effort is being put to encourage its effective implementation and

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use in the form of decisions, ordinances, decrees, circulars, and service notes. For example, Kouega (2018, pp. 2-4) and Kucha (2018, pp.38-39) outline an exhaustive list.

> − *linguistic centres were created to enable citizens to learn English and French, an activity which was originally restricted to the British Council, the American Cultural Center and the French Cultural Centre;*
> − *translation services were offered in all State institutions and a school for the training of translators and interpreters (Advanced School of Translators and Interpreters─ASTI) was opened in Buea;*
> − *bilingual secondary schools were created in various localities in the country;*
> − *the bilingual degree programme was set up in the University of Yaounde and the Higher Teacher Training College (Ecole Normale Supérieure─ENS); today this programme is available in all State universities of the country;*
> − *English became a subject in all French-medium secondary schools and French the same in all English-medium schools);*
> − *the second official language became a subject in all public examinations, with francophone candidates writing an English language paper and Anglophone candidates writing a French language paper;*
> -*ministerial order No. 21/E/59 of 15 May 1996 mandating 'every primary school teacher [to] henceforth teach every subject on the school syllabus including the second official language subject' (ie, French to Anglophones and English to Francophones;*
> -*presidential decree No. 2002/004 of 4 January 2002, organizing the Ministry of Education created a General Inspectorate for the promotion of Bilingualism to oversee the teaching of the second official language (i.e., French toAnglophones and English to Francophones) in both the Anglophone and francophone sub-systems of education (*All the highlights are the researchers'_
> − *the Official Gazette, which records the country's daily activities, was printed in the two languages and so was the official daily newspaper i.e. Cameroon Tribune published;*
> − *the national radio and TV network (CRTV) alternated programmes in French and English at regular intervals.*
> − *a National Day of Bilingualism in public and private schools in Cameroon was instituted (Decision no 1141/B1/1464/MINEDUC/IGE/IGP/BIL of October 28, 2002); on this day, anglophone pupils are expected to communicate in French and francophone pupils in English;*
> − *a circular letter instructing secondary education state officials to see that the National Bilingualism Day is observed in all schools and that, in addition, Language Clubs (LC), to be called "Club Français" for Anglophone pupils and "English Club" for Francophone pupils, be set up in all schools, that the National Anthem be sung in English and French on alternate days and that a prize be awarded to the best bilingual pupils in each class (Circular letter No B1/1464/MINEDUC/IGE/IGE/GP/BIL of December 2, 2002);*
> − *a decision creating a bilingualism watchdog committee in the Ministry of Education, which is responsible for the observation, verification and supervision of the practice of bilingualism in central and external services of the Ministry of Education (Decision No 1230/B1/1464/MINEDUC/CAB of June 12, 2003)···*
> -*The National Commission for the Promotion of Bilingualism and Multiculturalism (NCPBM) and also known as the Bilingualism Commission was created by Presidential decree No: 2017/013 of the 23rd January 2017 as an advisory body with legal personality and financial autonomy. It is the consultative organ*

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responsible for promoting Bilingualism and Multiculturalism in Cameroon with a view to: maintaining peace; Consolidation the country's unity.

In terms of teaching-learning of English language in Cameroon there are two strands which are English as a Second Language (ESL) for English-speaking Cameroonians, otherwise called Anglophones, and English as a Foreign Language (EFL) for French-speaking Cameroonians, known also, Francophones. However, in this article, the focus is on the effectiveness of students' oral communication in EFL in an officially bilingual context.

Research question

1. What is the effect of teacher interactional patterns on EFL students' oral communication?

2. What is the effect of instructional materials on EFL students' oral communication?

The research questions were hypothesised

$H_0 1$: Teacher interactional patterns does not significantly affect EFL students' oral communication.

$H_a 1$: Teacher interactional patterns significantly affect EFL students' oral communication

$H_0 2$: Instructional materials do not significantly affect EFL students' oral communication.

$H_a 2$: Instructional materials significantly affect EFL students' oral communication.

Conceptual Review

Students' Oral Communication

The ability to express oneself effectively and appropriately in fluent English is known as oral communication. Oral communication skills are essential for success in academic, professional, and social contexts, as they enable individuals to convey their ideas, opinions, and feelings to others. Oral communication skills in English language include a range of abilities, such as speaking fluently and coherently, listening actively and attentively, engaging in discussions and conversations, and presenting information and ideas in a clear and concise manner (Brown & Yule, 2000).

Effective oral communication in English language requires not only language competency but also the ability to use language in context, to adjust one's language to suit different audiences and situations, and to interpret and respond to nonverbal cues (Canale & Swain, 2003). Oral communication skillsare important for individuals from diverse linguistic and cultural backgrounds, as they enable them to participate fully in academic, professional, and social settings. Moreover, as English is a global language its importance becomes critical for individuals seeking to work, study, or communicate internationally.

To develop students' oral communication skills, teachers can use a variety of strategies and techniques, such as providing opportunities for students to practice speaking and listening in English, providing feedback and corrective feedback on students' pronunciation and grammar, and using authentic materials and real-life situations to create meaningful contexts for language use (Brown, 2007).

What makes the difficulties in speaking more complex are the factors that increase the rate of those difficulties. The first factor,according to Al-Housni (2014), is 'inhibition' where students might be worried of making mistakes, also 'scared of their classmates' criticism. The second one is 'nothing to say' that is expressing feelings or ideas which do not motivate students. The third factor is 'low

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participation' which is the opportunities to participate are not provided because of the large number of students in classes apart from the dominance of some learners. The last factor is 'mother tongue use' which refers to learners who have the same first language because learners feel less stressed while speaking their home languages.

Moreover, there are several elements that increase the difficulties while speaking English among EFL learners. Some factors are due to the learners themselves, the teaching strategies, the curriculum, and the environment. For instance, many learners are struggling to find the proper vocabulary to convey the intended meaning. Thus, it is difficult to keep talking (Rabab, 2005) cited in Al-Housni (2014). Communication competence can be another element to not be able to keep the interaction going on. Importantly, some learners are not motivated to speak English although improving the communicative capacities happen when the learners have the motivation and opportunity to succeed in expressing themselves, ideas, emotions, and identity. Also, the unsuitable teaching strategies have an influence in increasing those difficulties, especially when they do not pay attention to speaking.

On the other hand, factors that supply those difficulties are varied. First, teachers' perceptions and beliefs about teaching speaking is a contributing factor to reduce speaking difficulties. Although a number of teachers believe that teaching speaking is important as a part of language learning, they do not give sufficient time to do that, and say the time is not available. Due to some administrators who force teachers to finish teaching the whole lesson in its allocated time even if learning would not have taken place, many teachers are only concerned with finishing the steps of the course.

In addition, teachers focus on teaching grammar points and vocabulary items rather than teaching speaking. If a chance or a time is obtainable to allow students to speak, teachers prefer just moving on to accomplish other tasks like reading and writing (Bani Abdelrahman, 2013).

The lack of teaching speaking strategies is another reason that hinders speaking. Teachers are considering teaching grammar and vocabulary items are what would help students to speak. In fact, that is not sufficient for students need to be engaged in communication in order to improve their speaking skill. After that, there is a curriculum which also focuses on teaching reading and writing skills, and there are no tasks to teach speaking. Teachers have said that speaking is integrated into reading and writing. In addition, curriculum analysis is another factor. Analysing students' textbooks derives speaking activities. Apparently, those activities/tasks are carrying few tasks to teach speaking. Those tasks are in the form of asking and answering questions.

Interactional Patternsand FFL Students' Oral Communication
Interaction patterns refer to the various ways in which teachers and students engage with each other in the classroom. In the context of students' oral communication, interaction patterns are important since they can either facilitate or hinder the development of students' oral communication skills. Interaction patterns in relation to students' oral communication refer to a teaching approach that emphasizes active participation and engagement of students in the learning process, with a focus on developing students' oral communication skills through interactive activities and tasks (Harmer, 2007).

Richards and Rodgers (2001) argue that interaction patterns involve a variety of techniques and strategies, such as using pair work and group work activities, providing opportunities for students to practice their oral communication skills in English, using authentic materials and real-life situations to create meaningful contexts for language use, and providing feedback and corrective feedback on students' pronunciation and grammar. Effective interaction patterns can help create a positive learning environment, increase student participation and engagement, and encourage the development of oral communication skills. Below are some examples of interaction patterns that can contribute to students' oral communication skills in English, supported by relevant research.

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Teachers who engage in positive interactions with their students can foster a supportive and positive learning environment that encourages student participation and engagement (Dornyei & Csizer, 2002). Teachers can provide feedback and praise to students, ask open-ended questions, and encourage students to share their ideas, opinions, and experiences.

Teacher-student interaction apart, students can learn from each other and practice their oral communication skills by engaging in student-student interaction such as pair work, group work, and discussion (Hartoyo & Cahyono, 2018). Collaborative activities provide opportunities for students to share their ideas, practice communication skills, and receive feedback from their peers.

Instructional Materials and FFL Students' Oral Communication

Instructional materials are those teaching resources that help and facilitate the teaching and learning process. They help students to use their sensory capacities to bring meaning to phenomenon thereby autoactivating students' responses, and providing timely feedback. The use of instructional materials in teaching and learning English language in the classroom and during lesson preparation or private study time at home is quite important as these would facilitate the acquisition of oral communication skills. 2007).

According to Tambo (2003), students using textbooks can proceed at their own rate and to some extent depending on their interest. This means that students can read ahead at home before actually listening to the teacher's explanation. This goes a long way to facilitate the teaching and learning of the English language.

Equally, Wilkins (2000) opines that the use of newspapers, magazines and journals would provide students with current events and help to keep students updated. Research has revealed that the use of instructional materials such as Audio-visual in the teaching and learning of the English language will go a long way to improve the language proficiency of visual learners. Such audio-visual aids like television have a great impact on students' academic performance. Farrant (2004) refers to television as something which offers to schools a window to the world through which students can look and enter into the privacy of such places as hospitals operating theatres or experience the excitement of supersonic travel. Thus, television can help students learn and retain information about the English language. There is, therefore, no doubt that when students hear, see, feel, and touch, they hardly forget since they make use of all their senses during the process of cognitive development.

Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) argue that instructional materials help teachers to teach conveniently and the learners to learn easily without stress. According to the authors instructional materials have direct contact with all the sense organs of the students. Kochhar (2012) supports this view by saying that, instructional materials are very significant learning and teaching tools. There is need for teachers to find necessary and relevant instructional materials to complement classroom interaction and textbooks in order to broaden and arouse students' interests in the subject

Instructional materials also help in widening learners' understanding of English language lessons, especially in grammar. Instructional materials make the teaching and learning of the English language more efficient and easier. When learning is accompanied by the use of instructional materials, there would be a positive effect. The involvement of instructional materials during lessons makes use of practical lessons and if teachers should deliver knowledge and lessons without the use of adequate textbooks and teaching aids, learning may not properly take place.

Ibeneme (2000) observes that teaching aids are important for practical and demonstration in the class situation by students and teachers. Ikerionwu (2000) sees instructional materials as devices that assist the teacher to present a lesson to the learners in a logical manner. In Fadeiye's (2005) perspective, instructional materials such as visual and audio-visual aids, concrete or non-concrete, used by teachers

to improve the quality of teaching and learning activities. Agina-Obu (2005) states that instructional materials of all kinds appeal to the sense organs during teaching and learning. Isola (2010) also describes instructional materials as objects or devices that assist teachers to present their lessons logically and sequentially to the learners. Oluwagbohunmi and Abdu-Raheem (2014) acknowledge that instructional materials are such used by teachers to aid explanations and make learning of subject matter understandable to students during teaching learning process.

Omabe (2006) asserts that instructional materials are central in the teaching and learning of English language because they are used to compliment efficiency of a teacher, and effectiveness in lesson delivery. Esu, Enukoha and Umoren (2004) affirm that instructional materials facilitate learning of abstract concepts by helping to concretize ideas and stimulate learners' imagination. Moreover, instructional materials help to increase active participation in the learning process while saving teachers' energy, reducing the teacher centeredness in teaching. In the same vein, Mathew (2012) states that the use of instructional materials make teaching effective as it enables learners to participate actively in classroom instruction. All these views suggest that the use of instructional materials can improve students' performance.

The use of instructional materials can enhance teaching and learning outcomes by providing students with access to a wide range of language materials and resources.

Empirical Review

Interactional Teaching Patterns and Students' Oral Communication in English as a Foreign Language

Empirical research has shown that strong oral communication skills in English are positively associated with academic achievement, increased participation and engagement in classroom activities, and improved social-emotional development (Klassen & Kim, 2019; McIntyre et al., 2014).Research has also shown that interaction teaching pattern approaches can be effective in developing students' oral communication skills in English. For example, a study by Lee and VanPatten (2003) found that students who participated in interactive activities such as role-plays, simulations, and discussions showed significant improvement in their oral communication skills in English. Moreover, interactive teaching approaches can also promote students' engagement in learning English, as they provide opportunities for students to connect with their peers and to use English in meaningful and relevant ways (Thornbury, 2005). Interaction patterns in relation to students' oral communication is an effective and engaging approach to language teaching that can help students develop their oral communication skills in English and enhance their overall language learning experience.

Sundari., Rafli and Ridwan(2017)conducted a study on interactive teaching patterns in English as foreign language classroom at lower secondary schoolsin Jakarta, Malaysia. Using qualitative approach, the study was carried out in eight lower secondary schools in Jakarta. Moreover, twenty English language experienced teachers with three to thirty-six years of teaching experiences were recruited as participants. Interviews, classroom observations/recording and focus-group discussion were instruments to collect data. Qualitative data analysis was selected in developing categories and sub-categories of the data. The findings showed that the teachers apply at least three identified interactional patterns in EFL classroom which modify the IRF structure. Teachers initiate interaction to the entire class by giving questions and instruction. Then, they also point out one specific student to answer the question or do the required task. In addition, teachers set the classroom activity to make the students interact with each other.

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Teachers' use of Instructional Materials and Students' Oral Communication in English as a Foreign Language

Considering empirical studies, İsmail (2015) carried out a study on materials commonly employed by foreign language teachers at elementary schools in Turkey. The reasons behind preferring or not preferring certain instructional materials specified within the research were analysed. To this end, during the course of school experience, 68 prospective English teachers observed 38 teachers of English working at 14 elementary schools on a weekly basis, and they completed a questionnaire. A semi-structured interview was also conducted with five randomly selected teachers to identify their reasons for choosing certain instructional materials. The descriptive results revealed that most of the teachers were reluctant to use many of the highly beneficial materials due to reasons including overcrowded classes, limited technological knowledge, lack of time for preparation, curricular time constraints, heavy work load, and burnout.

Li (2018) conducted a study examining the impact of instructional materials on oral communication skills in Englishlanguage. The findings indicated that carefully selected and scaffolded materials that provide opportunities for authentic communication significantly improve students' oral communication abilities. Nguyen and Smith (2019) investigated the effectiveness of multimedia instructional materials on students' oral communication skills. Their study revealed that the use of multimedia materials, such as videos, audio recordings, and interactive digital resources, positively influenced students' oral communication development by increasing engagement, motivation, and language exposure.

Theoretical reviews

Vygotsky's Social Development Theory (1978) asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions. Learning is a crucially social process as opposed to an independent journey of discovery. He expands on this by stating that a child's learning benefits greatly from being guided by a more knowledgeable member of the community, such as a parent or teacher.The more knowledgeable other could be anyone with a greater understanding of the task or concept that the child is trying to complete or learn. The zone of proximal development (ZPD) refers to leaners' ability to do a task with the assistance of a more knowledgeable person. This theory explains why some skills present themselves in a more social context when the child is unable to display them by themselves.Vygotsky also highlighted the importance of learning that was guided by an educator or teacher. Techniques used by the teacher to engage the child, such as performing the task themselves as an example or collaborative dialogue.

Vygotsky views language as an essential tool for communication and that culture and behaviour is understood through language. Vygotsky also highlights the critical role that language plays in cognitive development; he says that social interactions help children develop their ability to use language. actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or collaboration of more capable peers (Murray, & Arroyo, 2002). The second, "potential development" is defined as that which a child can achieve if given the benefit of support during the task.

Vygotsky's theory also focuses on scaffolding the process directly related to the zone of proximal development in that it is the support mechanism that helps a learner successfully performs a task within his or her ZPD. Typically, this process is completed by a more competent individual supporting the learning of a less competent individual.

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Methodology

The study made use of the mixed-methods approach. The study adopted convergent parallel research design. According to Creswell (2014) the design is a form a mixed methods design in which the research converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. This design was most appropriate because it provided opportunities to obtain a variety of information on the same issue and to use the strengths of each data collection technique to overcome the deficiencies of the other on the phenomenon under investigation.

The target population consist of all Francophones students in the six selected secondary schools in Nkongsamba.The accessible population of this study involved all Francophones form four and five students in the six selected secondary schools in Nkongsamba.The sample size consisted of 186 FormsFour and Five students in the six selected schools.

The sampling technique used in this study were stratified sampling, simple random sampling and purposive sampling techniques. Stratified random sampling technique was employed to include government, mission, and lay private schools in the population of the study. In this connection, names of schools according to the type and sub division were written on pieces of papers and were kept inside the basket before it was randomly selected. The sample size of the study and per school was gotten using Krechie and Morgan (1970), sampling size technique which state that a population of 485 can be represented by a sample size of 186 respondents. The six schools were selected using simple random sampling technique. The purposive sampling technique was adopted to select the class of interest (FormsFour and five).

Questionnaire was the main instrument used to collect data supported with a semi-structured interview. The data collected from the questionnaire was first processed using EPiData 3.1 whereby, all the participants' responses were keyed, in accordance with each of the test items. After the data were completely entered for all the participants, the data based were exported to SPSS version 25 for further consistency.The descriptive statistical tools used were frequency count, percentages, mean, standard deviation and multiple responses set which aimed at calculating the summary of findings for each variable for a quick comprehension of the overall findings. On the other, the qualitative data derived from the interview was analysed using the narrative technique.

Presentation of results

The research questions were hypothesised

Research Question One: What is the effect of teacher interactional patterns on EFL students' oral communication?

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Table 1

EFL students' responses on teachers'interactional patterns

| te	stretched				collapsed	
	sa	a	sd	d	sa/a	sd/d
My teacher encourages me to ask questions in English language lessons	40 (22%)	65 (34%)	50 (27%)	31 (17%)	105 (56%)	81 (44%)
My teacher encourages me to answer questions in English language lessons	55 (30%)	60 (32%)	49 (26%)	22 (12%)	110 (62%)	76 (38)
our English language teacher usually pair us in groups during lessons	39 (21%)	70 (38%)	30 (16%)	47 (25%)	109 (59%)	77 (41%)
My teacher usually involves the whole-class in discussion during English language lessons	60 (32%)	40 (22%)	25 (13%)	61 (33%)	100 (54%)	86 (46%)
My teacher provides clear instructions and guidance on how to participate effectively in class activities in English language	71 (38%)	25 (13%)	35 (19%)	55 (30%)	96 (51%)	90 (49%)
Our teacher usually assigns each student to do a presentation in English during lessons	45 (24%)	40 (22%)	60 (32%)	41 (22%)	85 (46%)	101 (54%)
Our teacher usually teaches using role play	70 (38%)	39 (21%)	39 (21%)	47 (25%)	109 (59%)	77 (41%)
multiple response set	**380 (29%)**	**339 (26%)**	**288 (22%)**	**304 (23%)**	**714 (55%)**	**588 (45%)**

From Table 1, majority of the students (56%) agreed that their teacher encourages them to ask questions in English language lessons. Meanwhile (44%) disagreed. Also, (62%) of the respondents agreed to the fact that their teacher encourages them to answer questions in English language lessons, meanwhile (38%) disagreed to the fact.

Moreover, (59%) of the respondents agreed that their English language teacher usually pair them in groups during lessons, and (59%) agreed. Again, majority of the respondents (54%) agreed that their teacher usually involves the whole-class in discussion during English language lessons, meanwhile (46%) disagreed. Moreover, (51%) equally agreed that their teacher provides clear instructions and guidance on how to participate effectively in class activities in English language, and (49%) also disagreed. In addition, (46%) of the respondents agreed that their teacher usually assigns each student to do a presentation in English during lessons, and (54%) agreed. Lastly, majority of the students (59%) agreed that their teacher usually teach using role play, meanwhile (41%) disagreed.

Finally, (55%) of the students agreed to the fact that interaction teaching pattern affect student's oral communication in English as a foreign language, and (45%) disagreed. This is illustrated in the diagram below;

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Figure 1

EFL students' responses on teachers' interactional patterns
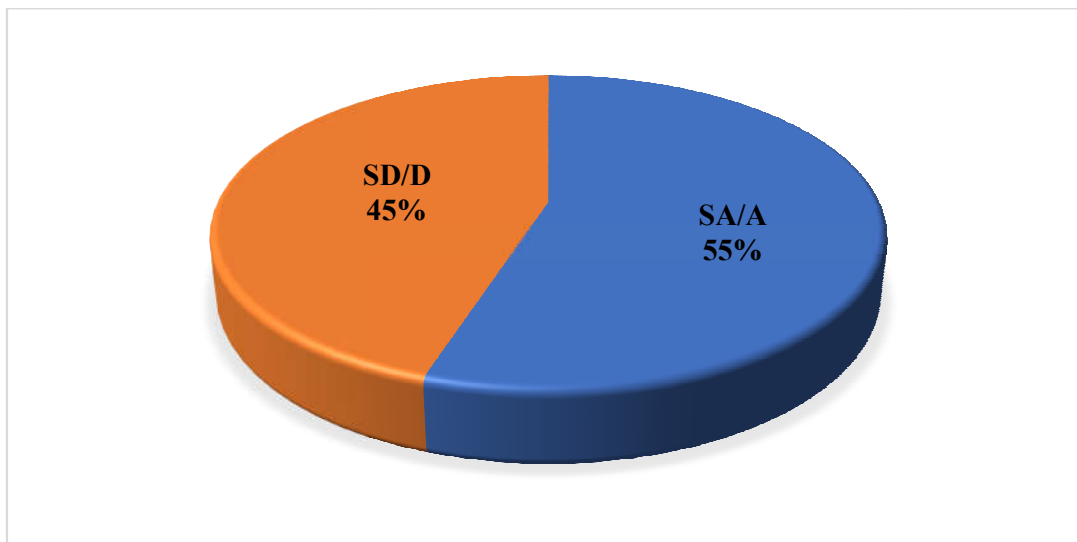
English teachers' opinion on how interactional teaching patterns affect EFL students' oral communication

Among English teachers interviewed, when they were asked, how interaction teaching patterns impact students' Oral communication in English, majority of them reported that by increasing students opportunities for practice, students could improve on their oral communication skills as depicted in the statement "*Interactive teaching patterns, such as pair work, group discussions, debates, and role-plays, provide students with abundant opportunities to actively engage in spoken English. These activities encourage students to communicate with their peers, express their ideas, and participate in meaningful conversations*" "*Regular practice in interactive settings helps students develop fluency, improve pronunciation, and build confidence in using English orally*".

In the same trend, another teacher said that social interaction and collaboration is an effective interactive teaching strategy for improving students' oral communication in an English language learning classroom as narrated "*Collaborative activities encourage students to engage in discussions, actively listen to their peers, and respond appropriately. Through cooperative learning experiences, students learn to take turns, ask questions, provide feedback, and negotiate meaning, all of which are essential skills for effective oral communication in English.*"

In the same vein, another teacher said that authentic language Use in an English learning classroom is an effective strategy for improving student oral communication skills as narrated in the statement "*Interactive teaching patterns often involve real-life language use, therefore, allowing students to experience English in authentic contexts through discussions, debates, or simulations, students can apply language skills to solve problems, express opinions, and negotiate meaning. This authentic language use promotes the development of communication strategies, vocabulary expansion, and an understanding of English cultural nuances in oral communication*

To elucidate, few teachers reported that interactive teaching patterns through engagement and motivation can help build students' speaking skills as depicted in the statement "*When students actively participate in interactive activities, they are more likely to be invested in the learning process.*

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The opportunity to communicate with peers, express their opinions, and collaborate on tasks fosters a sense of ownership and motivation to improve their oral communication skills in a supportive and engaging environment"

In all, interactive teaching patterns have positive effects on students' oral communication in the English language. By providing ample opportunities for practice, promoting authentic language use, fostering social interaction, offering feedback, and enhancing motivation, these teaching patterns contribute to the development of students' fluency, accuracy, confidence, and communication skills in English. This is further illustrated in the diagram below;

Figure 2

English teachers' opinion on how interactional teaching patterns affect EFL students' oral communication
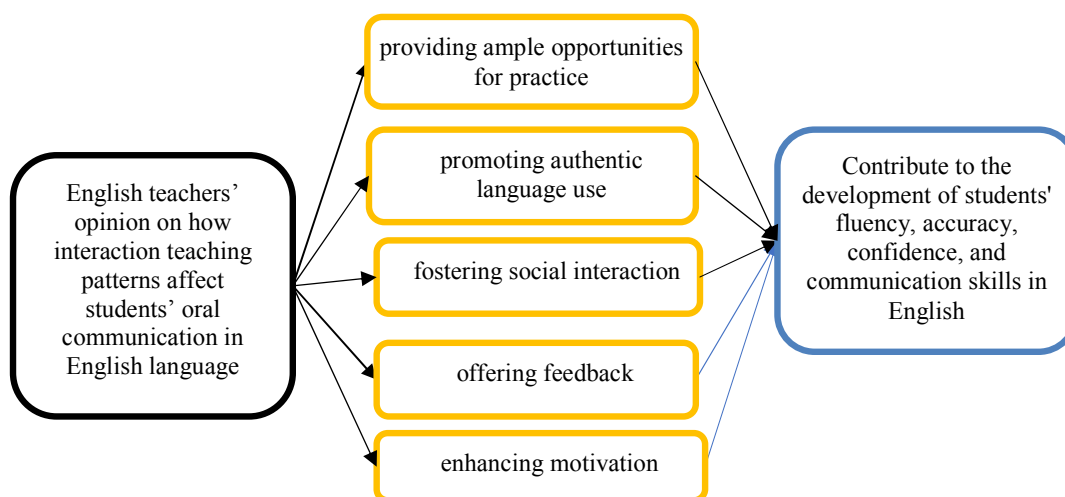
Test of Hypothesis One

H$_0$1: Teacher interactional patterns does not significantly affect EFL students' oral communication.

H$_a$1: Teacher interactional patterns significantly affects EFL students' oral communication

To further determine the effect of interaction teaching patterns on student's oral communication in English as a foreign language, the Pearson product moment correlation coefficient was calculated to ascertain the relationship as indicated on the table below.

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Table 2
Perceived effect of interactional teaching patternson EFL students' oral communication

		Interaction teaching pattern	Students' oral communication
Interaction teaching pattern	Pearson Correlation	1	.720[**]
	Sig. (2-tailed)		.000
	N	186	186
Students' oral communication	Pearson Correlation	720[**]	1
	Sig. (2-tailed)	.000	
	N	**186**	**186**

**. Correlation is significant at the 0.05 level (2-tailed).

From table 2 above, the Pearson correlation coefficient (R = 0.7200, P=0.05) indicates that there is a strong positive relationship between interaction teaching pattern and students'oral communication in English as a foreign language. This shows that interaction teaching pattern positively influences oral communication in English as a foreign language.

Therefore, the null hypothesis which stated that interaction teaching pattern does not significantly affect student's oral communication in English as a foreign language, was rejected and the alternative hypothesis which stated that interaction teaching pattern significantly affect student's oral communication in English as a foreign language, was accepted.

Research Question Two: What is the effect of instructional materials on EFL students' oral communication?

Table 3
EFL students'responses on instructional materials on oral communication

Test Items	Stretched				Collapsed	
	SA	A	SD	D	SA/A	SD/D
Our English teachers uses pictures while teaching	**32** (17%)	50 (27%)	49 (26%)	55 (30%)	82 (44%)	104 (56%)
Our English teachers uses flip chats while teaching	65 (35%)	40 (22%)	51 (27%)	30 (16%)	105 (57%)	81 (43%)
Our English teachers uses flash cards while teaching	30 (16%)	40 (22%)	70 (38%)	46 (25%)	70 (38%)	116 (38%)
Our English teachers uses cartoon strips while teaching	35 (19%)	41 (22%)	60 (32%)	50 (27%)	76 (41%)	110 (41%)
Our English teachers uses projectors while teaching	65 (35%)	37 (20%)	45 (24%)	39 (21%)	102 (55%)	84 (45%)
Our English teachers uses television while teaching	35 (35%)	40 (22%)	46 (25%)	65 (35%)	75 (41%)	111 (59%)
Our English teachers uses different text books in English while teaching	78 (42%)	**25** (13%)	39 (21%)	44 (24%)	115 (62%)	71 (38%)

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|						
I understand English lessons when the teacher use different instructional materials in teaching	55 (30%)	49 (26%)	50 (27%)	32 (17%)	104 (56%)	82 (44%)
Our English teachers use computers while teaching	40 (22%)	75 (40%)	25 (13%)	46 (25%)	115 (62%)	71 (38%)
Multiple Respond Set	**435 (26%)**	**397 (24%)**	**435 (26%)**	**407 (24%)**	**844 (50%)**	**830 (50%)**

From the above Table 3, (44%) of the students agreed that their English teachers uses pictures while teaching, meanwhile (56%) disagreed. Also, (57%) of the respondents agreed to the fact that their English teachers uses flip chats while teaching. Meanwhile (43%) disagreed to the fact. Moreover, (38%) of the students agreed that their English teachers uses flash cards while teaching and (62%) agreed. Again, (41%) of the respondents agreed that their English teachers uses cartoon strips while teaching, meanwhile (59%) disagreed. Moreover, (55%) equally agreed that their English teachers useprojectors while teaching, and (45%) also disagreed.

Moreover, (41%) of the students agreed that their English teachers uses television while teaching, and (59%) agreed. Again, majority of the respondents (62%) agreed that their English teachers uses different text books in English while teaching, meanwhile (38%) disagreed. Moreover, (56%) of the students agreed that they understand English lessons when the teacher use different instructional materials in teaching, and (44%) agreed. Lastly, majority of the students (62%) agreed that their English teachers use computers while teaching meanwhile (38%) disagreed.

This if further illustrated in the figure below

Figure 3
EFL students' responses on instructional materials on oral communication

Students' Oral Communication in EFL in an Officially Bilingual Context
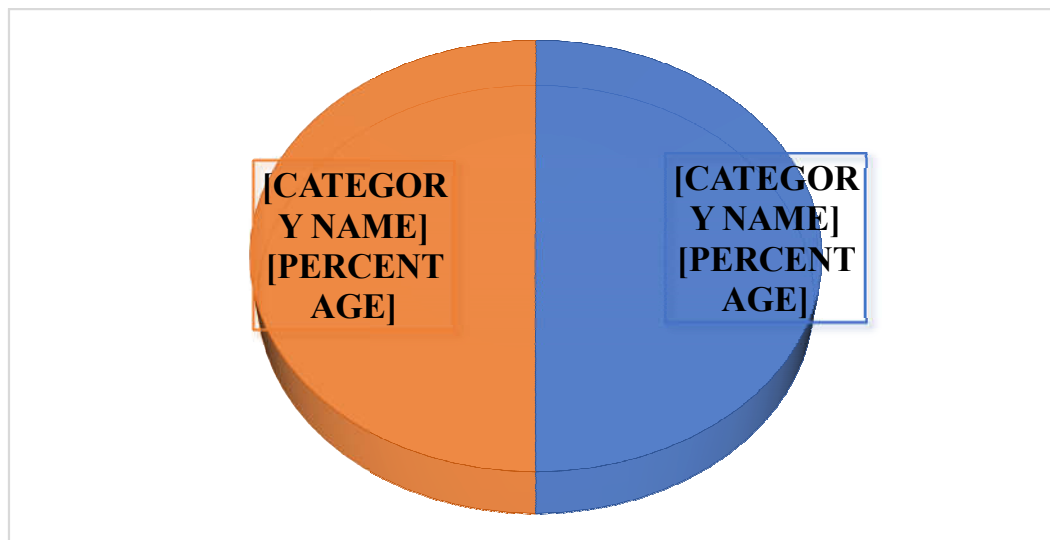
English teachers' opinion on how instructional materials affect EFL students' oral communication.

Among the English teachers interviewed, when they were asked what kind of materials do they use to teach English language, majority of teachers reported that they mostly used only textbooks and work books in English language classrooms as narrated in the statement *" here, we only have textbooks and workbooks provided by the school authorities as instructional materials in teaching English language and we faced challenges as most of our students lack these textbooks and workbooks for follow -up during lessons"*.

In the same trend, another teacher said that at times she uses visual aids such charts, posters and flash cards to teach vocabulary, grammar concepts in order to make learning more engaging and memorable as depicted in the statement *"sometimes in my English language classroom, I used visual aids such as flash cards, charts and posters to teach vocabulary and grammar"*. In another direction, few teachers acknowledged that English language teachers could also be taught using audio-visual aids such as television, computers, tape recorders, CDs, DVDs or projectors as narrated in the statements *"English language could be taught usingtelevision, computers, tape recorders, CDs, DVDs or projectors but teachers of English language especially here in Bakassi are never in deposition of these materials while those who even have these materials, can use them in the classroom because of no electricity "*.

Among the English teachers interviewed, when they were asked how instructional materials improve students' oral communication in English as a foreign language, very few teachers reported that if English teachers select authentic and engaging materials that reflect real-life situations and contexts such as videos, audio clips, newspaper articles, or dialogues that expose students to natural language use, students will develop communication skills that are applicable in real-world situations as narrated in the statement *" in order to enhance speaking skills among learners in an English language learning classroom, teachers can expose students to natural language use through videos, audio clips, newspaper articles, or dialogues"*.

In the same trend, another teacher said by engaging students in listening or reading comprehension tasks related to the instructional material. Provide comprehension questions or tasks that require students to extract specific information, summarize the main ideas, or analyze the content. This helps students to develop their comprehension skills and lays the foundation for effective oral communication as depicted in the statement *"In my English language classroom, I engage students into reading comprehension tasks related to the instructional materials such as charts or pictures"*.

In another direction, another teacher opined that oral communication can be improve by using instructional materials as a springboard for expanding students' vocabulary, identifying key vocabulary words or phrases within the material and create vocabulary-building activities such as word association exercises, context-based activities, or vocabulary games as narrated in the statements *"in an English language classroom, oral communication skill by identifying key vocabulary words or phrases within the instructional material and create vocabulary-building activities such as word association exercises, context-based activities "*.

In all, all the teachers attest those instructional materials greatly affect students' oral communication in English language.

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Test of Hypothesis Three
H$_0$2: Instructional materials do not significantly affect EFL students' oral communication.

H$_a$2: Instructional materials significantly affect EFL students' oral communication.

To further determine the effect of instructional materials on student's oral communication in English as a foreign language, the Pearson product moment correlation coefficient was calculated to ascertain the relationship as indicated on Table 4 below.

Table 4
Perceived effect of instructional materials on EFL students' oral communication

		Instructionalmaterials	Students' oral communication
Instructional materials	Sig. (2-tailed)		.500**
	N	186	186
Students' academic performance	Pearson Correlation	.500**	1
	Sig. (2-tailed)	.000	
	N	**186**	**186**
. Correlation is significant at the 0.05 level (2-tailed).			

From Table 4 above, the Pearson correlation coefficient (R = 0.500, P=0.05) indicates that there is a moderate positive correlation between instructional materials and EFL students' oral communication. This implies that instructional materials positively influence EFL students' oral communication.

Therefore, the null hypothesis which stated that interaction pattern in classroom does not significantly affect student's oral communication in English as a Foreign language was rejected and the alternate hypothesis, which stated that interaction teaching pattern in classroom significantly affect student's oral communication in English as a foreign language. was accepted.

Table 5
EFL students' responses on their oral Communication

Test Items	Stretched				Collapsed	
	SA	**A**	**SD**	**D**	**SA/A**	**SD/D**
I feel confident when communicating in English	70 (38%)	39 (21%)	39 (21%)	47 (25%)	109 (59%)	77 (41%)
I am able to express my ideas clearly in English	45 (24%)	40 (22%)	60 (32%)	41 (22%)	85 (46%)	101 (54%)
I use appropriate grammar and vocabulary when speaking in English	71 (38%)	25 (13%)	35 (19%)	55 (30%)	96 (51%)	90 (49%)
I am able to understand and respond appropriately to questions and comments in English	60 (32%)	40 (22%)	25 (13%)	61 (33%)	100 (54%)	86 (46%)
I am able to give effective presentations in English	39 (21%)	70 (38%)	30 (16%)	47 (25%)	109 (59%)	77 (41%)
My classmates sometimes laugh at the way I pronounce English words	55 (30%)	60 (32%)	49 (26%)	22 (12%)	110 (62%)	76 (38%)
My classmates sometimes laugh at the way I pronounce English word	40 (22%)	65 (34%)	50 (27%)	31 (17%)	105 (56%)	81 (44%)

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|						
I usually mispronounced English words in my oral conversations	65 (35%)	30 (16%)	51 (27%)	40 (22%)	95 (51%)	91 (49%)
I usually mispronounced English words in my oral conversations	45 (24%)	65 (35%)	39 (21%)	37 (20%)	110 (59%)	76 (41%)
Multiple Respond Set	**490 (29%)**	**434 (26%)**	**378 (22%)**	**381 (23%)**	**919 (55%)**	**755 (45%)**

From the above Table 5, (59%) of the students agreed that they feel confident when communicating in English, meanwhile (41%) disagreed. Also (46%) of the respondents agreed to the fact that they are able to express their ideas clearly in English. Meanwhile (54%) disagreed to the fact. Moreover, (51%) of the students agreed that they use appropriate grammar and vocabulary when speaking in English, and (51%) agreed. Again, (54%) of the respondents agreed that they are able to understand and respond appropriately to questions and comments in English, meanwhile (46%) disagreed. Moreover, (59%) equally agreed that they are able to give effective presentations in English, and (41%) also disagreed.

Moreover, (62%) of the students agreed that they are able to participate in group discussions and debates in English, and (38%) agreed. Again, majority of the respondents (56%) agreed that their classmates sometimes laugh at the way they pronounce English words, meanwhile (44%) disagreed. Moreover, (51%) of the students agreed that their friends love the way they speak English in school, and (49%) agreed. Lastly, majority of the students (59%) agreed that they usually mispronounced English words in my oral conversation, meanwhile (59%) disagreed.

This is further illustrated in the figure below

Figure 4
EFL students' responses on their oral communication

Students' Oral Communication in EFL in an Officially Bilingual Context
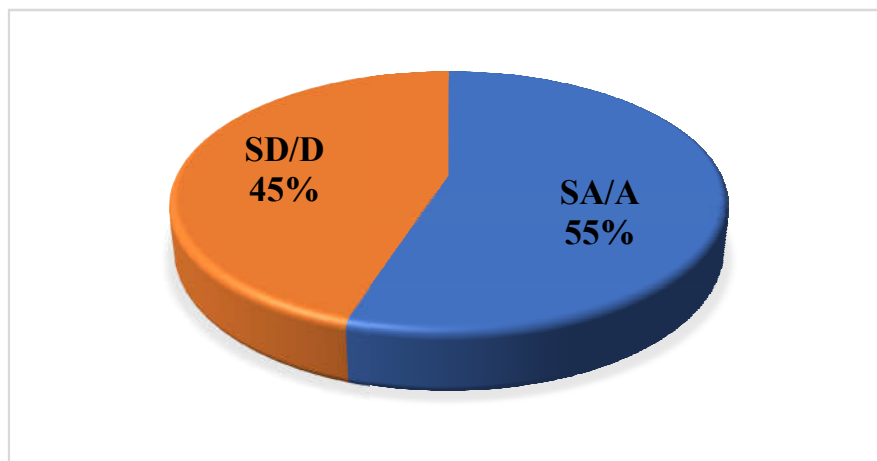
Summary of Findings
Table 6
Summary of Findings

Research question	Tests statistic	Comment
1. What is the effect of teacher interactional patterns on EFL students' oral communication?	Pearson product moment correlation (R=0.720, P = 0.05)	The findings revealed that there that there was a positive strong relationship between interactional teaching patterns and EFL students' oral communication
2. What is the effect of instructional materials on EFL students' oral communication?	(R=0.500, P = 0.05)	The findings indicate that there isa significant positive relationship between instructional materials and EFL students' oral communication.

Discussion
Research Question One: What is the effect of teacher interactional patterns on EFL students' oral communication?

The findings proved that there was a positive strong relationship between interaction teaching patterns in classrooms and students' oral communication in English as a foreign language. Therefore, students who experience higher levels of interaction with their teachers, characterized by active participation and opportunities for practice, demonstrate stronger oral communication skills. The findings suggest that interaction teaching patterns play a crucial role in facilitating students' language development and enhancing their oral communication abilities. When teachers provide ample opportunities for students to interact in English, such as through pair work, group discussions, and role-plays, students have more chances to practice and apply their language skills.

The findings are similar to that of Chalaune (2021) study on motivational techniques used in teaching English at basic level in Kirtipur Kathmandu, Nepal. The study aimed to find out the different motivational Techniques used at basic level and to explore the teachers' perception on the Role of motivation to basic level language learners. She concluded that motivational strategies Like group work/ pair work, praising, effective collaboration were effective strategies for improving language development.

The positive relationship between interaction teaching patterns and students' oral communication skills aligns with Lev Vygotsky theory of Cognitive Development. Vygotsky's theory emphasizes the role of social interaction and cultural context in cognitive development, including language development (Vygotsky, 1978). According to Vygotsky, children learn through interaction with more knowledgeable others, such as parents, teachers, and peers. These interactions provide opportunities for children to learn new words, concepts, and language structures. According to Vygotsky, the Zone of Proximal Development refers to the gap between a learner's current level of development and their

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potential level of development with the assistance of others. In the context of oral communication, teachers can use motivational techniques to scaffold students' learning and support them within their ZPD. By providing appropriate challenges and guidance, teachers can help students develop their oral communication skills and move toward higher levels of proficiency.

Research Question Two: What is the effect of instructional materials on EFL students' oral communication?

The analysis of the data reveals a significant positive relationship between instructional materials and students' oral communication.Students who are exposed to well-designed and engaging instructional materials will demonstrate higher levels of oral communication proficiency. Therefore, effective instructional materials like text books, charts, flash cards, pictures can provide students with opportunities to engage in meaningful and authentic language use. They can expose students to diverse language structures, vocabulary, and communicative contexts. Well-designed materials can focus on relevant and engaging topics, incorporate authentic language samples, and provide scaffolded practice activities that gradually build students' oral communication skills. The findings suggest that carefully selected materials can play a crucial role in enhancing students' language development and promoting effective oral communication.

The findings are concurrent with those of Nguyen and Smith (2019) investigation on the effectiveness of multimedia instructional materials on students' oral communication skills. Their study revealed that the use of multimedia materials, such as videos, audio recordings, and interactive digital resources, positively influenced students' oral communication development by increasing engagement, motivation, and language exposure. Similarly, Akcayır (2017) explored the effects of augmented reality technology as an instructional material on students' oral communication skills. The findings suggested that AR-enhanced materials provided a more interactive and immersive learning environment, leading to greater engagement, motivation, and improvements in students' oral communication abilities. In the same, Li (2018) conducted a study examining the impact of instructional materials on oral communication skills in English as a foreign language. The findings indicated that carefully selected and scaffolded materials that provide opportunities for authentic communication significantly improve students' oral communication abilities.

Conclusion
The study investigated students' oral communication in EFL in an officially bilingual context. Two research questions guided the study and they included: what is the effect of teacher interactional patterns on EFL students' oral communication? and what is the effect of instructional materials on EFL students' oral communication? Findingsindicated that there was a positive strong relationship between interactional teaching patterns and EFL students' oral communication and there was a significant positive relationship between instructional materials and EFL students' oral communication.

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