**Teaching Spoken English Using Computer-Assisted Instruction:
An Assessment of Selected Students of the University of Abuja**

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Abstract

Computer technology plays a vital role in modern education. Its inherent characteristics, such as accuracy, high-speed performance, reliability, and practicality, have enabled educational institutions to improve in teaching, learning, and research. Given the ongoing concerns about the declining quality of the English language in Nigeria, with stakeholders attributing the issue to inadequate teaching and obsolete methods used by teachers, it is essential to look at ways to

improve the situation. It is on this backdrop that this study was designed to investigate the effects of Computer-Assisted Instruction (CAI) on the performance of students of the University of Abuja. A quasi-experimental design that allows for the manipulation of extraneous variables was adopted for the study. Findings from the study showed that students who were taught spoken English using computer software performed better than those who were taught via chalkboard, as shown by the significant difference in the subjects' mean scores. In addition, students who were trained using a computer-assisted method retained more information than their peers who were taught using the conventional method. As a result, it is recommended that CAI be promoted more in the teaching of spoken English, and the use of the chalkboard minimized.

Keywords: computer-assisted instructions, Nigerian teachers, spoken English, teaching and learning problems

Introduction

The advancement in technology has prompted changes in pedagogy and produced an enriched learning environment. This has also been accompanied by improvement in teaching techniques and a corresponding shift from the traditional teaching methods to more modern ones. We must acknowledge the difference that exists between the conditions under which we learned and under which today's learners learn English. This difference implies that methods and techniques that worked in the past may be inadequate or entirely useless today. For instance, the current trend in education emphasizes the use of Information and Communication Technology (ICT). This is because the focus of this era is on discovering and delivering what today's learner needs to make the best of the learning experience. Computer-Assisted Instruction (CAI) is seen as an extension of technological development. According to McCombs (2000), technology can support learning in five ways, which are to:

- bring exciting curricula into the classroom, based on real-world problems. This is essential to relate all learnings to practical solutions to societal problems. When curricula are not fashioned to solve real-life problems, it brings about unemployment and lack of development.
- provide tools and scaffolds that enhance learning and are a part of a coherent and systemic educational approach. Through the use of computers as teaching aids, technology has made learning easier and more engaging.
- give learners and teachers more opportunities for feedback, reflection, and revision. For example, the use of a computer network may aid in the presentation and/or distribution of educational material, as well as the provision of two-way communication through a computer network so that students can communicate with one another, teachers, and staff.
- create local and global communities that include teachers, staff, parents, students, practicing scientists, and other community members. Information and communication technology promote a learning community that transcends age, distance, gender, regional, cultural and socio-economic barriers.
- Increase opportunities for teacher development, such as assisting teachers in thinking about learners and learning in new ways. Teachers may use technology to incorporate, as well as receive training and retraining in best pedagogical practices.

Most concerns of our education stakeholders can be alleviated for the accelerated success of students in various subject areas if these five methods are incorporated into the Nigerian education

system. Unfortunately, many concerned parties have continued to raise hues and cries concerning the poor performance of students in English, across Nigeria's education levels. This poor performance is demonstrated in noticeable and frequent gaps in English language usage, in the form of wrong articulation of sounds, spelling problems, and grammatical deviations. Although such gaps are unavoidable given that English is a second language in Nigeria, Akinnaso (2018) decries that "…what is unexpected and troubling is the appalling level to which the standard of English has fallen within the last twenty years or so."

The decline is reflected in the results of the West African School Certificate Examination and the National Examination Council, which show a rise in the failure rate in English and Literature in English tests. Many secondary school students take these poor grades into universities, resulting in a huge percentage of graduates who are unable to communicate effectively in English. Over time, the low level of English language use would spread throughout the community. This should not be the case, given the prominence of English as the country's official language.

It has been suggested that poor English language usage among students is indicative of a widespread decline in educational quality. Everyone participating in the educational system carries some responsibility, from students and teachers to parents and government officials at all levels. While many would point the finger at the government for failing to provide adequate resources, infrastructure, and facilities for effective teaching and learning, regular teacher assessments in primary and secondary schools have frequently revealed major gaps in teachers' knowledge and skills. While such assessments may not be available in university education, similar challenges exist. Surprisingly and for unknown reasons, many university professors have yet to adopt new teaching methods and strategies.

Quality of education is evident where students are prepared to be highly competent, academically up to date, able to solve problems on their own, have a positive attitude and experience to use technology in a teaching-learning environment. To this end, integrating computer tools in classroom activities would affect students' comprehension of the topic of discourse. Earlier studies, such as Baugher (1999), Ajibode (2006), and Isyaku (2016), have confirmed that students perform better when they are instructed using computer-assisted methods than through conventional methods. Barik and Mondal (2010) note that innovative pedagogies should be expected as a result of technological advancements in education. This is because, as cultures have modernized, people have become more informed with systematized teaching-learning methods and instruction on a variety of subjects in a variety of fields. This chain does not exclude English language education.

Listening and speaking skills, as well as pronunciation, are generally linked. This explains why teaching listening precedes teaching speaking. Listening is a vital part of language acquisition, especially when it comes to structures, vocabulary, and pronunciation. This shows that before teaching spoken English, ESL teachers should give adequate necessary components as prior knowledge, focusing on L2 speaking skills, language and discourse knowledge, and communication approaches (Richards, 2009; Burns, 2012). The teaching of spoken English should be fundamentally distinct from the teaching of written English. As a result, ESL teachers should adopt specific straightforward teaching strategies, regardless of where they teach, to avoid any language problems and eliminate the possibility of a language barrier. This is especially true when

it comes to teaching spoken English. Because learning and practicing spoken English skills are so intertwined, Nigerian educational institutions, such as the University of Abuja, should be places where active listening is taught and promoted. Students can establish connections between what they know and what they're learning when they speak, and listening can help them acquire knowledge and explore ideas when they listen. Communication abilities that distinguish between minimal and excellent spoken English communication may be taught, practiced, and developed, and people who communicate more successfully tend to achieve better success in school and other aspects of their lives.

The Place of the English Language in Nigeria
In Nigerian culture, the English language is held in high regard. It is widely regarded as the British's most significant legacy to Nigeria. It's the language of politics, business, education, and the media. It is an important means for both internal and external communication and has aided in the reduction of linguistic differences among the diverse people who make up the geopolitical entity known as Nigeria. The English language has, thus, successfully united varied Nigerian speakers, with its predominance growing stronger by the day (Eyisi, 2017). Those who are fluent in English are given a certain level of respect, particularly in Nigeria where one's education is measured by one's command of the language. The majority of Nigerians no longer regard it as a borrowed language, but rather as an integral part of our linguistic heritage. Even though English is not indigenous to Nigerians, we often use it with a sense of confidence and ebullience that stems from a confident sense of ownership. In the views of Onuigbo (2007) cited in Eyisi (2015), there is no better linguistic candidate for national integration, unity, and identity than the English language. No Nigerian language is considered a useful tool for this herculean task. He firmly expresses:

> *My feeling and answer to the question are that since the language reflects and reinforces the cultural patterns of the users, none of the three languages can adequately serve the purpose. (p.40)*

The advantages of English are unrivaled: its foreign recognition, the social importance it confers on those who are fluent in it, the fact that it is no longer a "taunting reminder" of the colonial past, and its widespread acceptance by Nigerians. Mutual ethnic mistrust, the spectre of dominance, and minority concerns are only a few of the reasons that have given the language a free pass in our country's various facets (Eyisi, 2017). English is the language of dominance in science and technology and a tool for national unity. To demonstrate the importance of the English language in the Nigerian developmental system, Afolayan (1986) notes that it is unrealistic for anyone in Nigeria today to believe that national unity (in terms of language) can be achieved in the country without recourse to the English language. He argued that the language will continue to enjoy a prime status as long as it remains the major means of expressing and addressing national political issues as well as discussing socio-economic policies.

Although it is a colonial heritage, the system has found the language invaluable, if not indispensable, in this period, especially because of the global status the language enjoys. It is no exaggeration to assert here that performance in English, rightly or wrongly, is the barometre used to measure the quality, efficiency and effectiveness of our educational curricula, and education, we know, is the cornerstone of national development. Certainly, the language is as relevant to

education now as it was in the colonial era when the British Secretary of State for the Colonies affirmed:

> *... to delay unduly the switch from vernacular to English as the primary school medium of instruction would be interpreted by Africans as an attempt by government to hold back the Africans from legitimate advance in civilization.*

A consideration of the Biblical story about the impossible task of completing the Tower of Babel (Genesis, Chapter 11) – a typical instance of a national developmental project – helps to bring into sharp focus the difficulties of any society that speaks with so many mutually exclusive tongues. Nigeria, as it is known, is a multi-ethnic, multi-religious, multi-lingual society. Without varying levels of communicative competence in English, no one in the country – lawyers, doctors, teachers, engineers, preachers, drivers, traders, and so on – would be able to work effectively. The explanation for this is that with so much communication breakdown, little to no work could be done. The language, therefore, is an inescapable and all-pervasive element in Nigerian society. A look at some of the government institutions would persuade any investigator that English is the common thread that binds all people together. Communication in English promotes work in all fields. Stopping the use of this language may result in a similar experience to the communicative difficulties faced by the builders of the 'Tower of Babel'. As a result, the issue of national growth in Nigeria will become a non-issue. The global functions of English are hence made explicit in education, international communication, Nigeria's national development, technology, business, and social change. This point is logically and factually linked with that espoused by Ichidi (1985 cited in Eyisi, 2015a) that:

> *The English language is very essential for public affairs, schooling, science and technology, the mass media, literature, culture, human values and ethics, multicultural development, social change and national development, decision-making and empowerment (politics).*

All of this is the pillar of modern national progress, which our culture so desperately needs. The English language is a good example of those languages that are thought to be more equal than others; thanks to its rapid development over the last two centuries, which has seen it completely supplant the French language and other serious competitors (Obi-Okoye 2006). Since, there is no immediate alternative, no heir apparent, and no pretender to the throne among the multitude of languages in Nigeria, the English language will continue to bestride the Nigerian developmental sky. Academically, it is a passport for educational advancement and prestigious employment. Virtually all other subjects in the school curriculum are taught in English. As a result, one cannot ascend the educational ladder without some proficiency in the language. A credit pass in it is a necessary prerequisite if one's certificate must be considered worthwhile for any formal usage. Unfortunately, the entrenchment of English resulted in the indigenous languages' gradual descent to neglect and ignominy. Recently, however, some 'tepid, half-hearted' concern is being devoted to the promotion of the study of indigenous languages.

Although many native speakers of Nigerian languages have a deep desire to see their languages survive, these aspirations have no bearing on the teaching and learning of English or the importance of English in our educational system. Regardless of its colonial antecedent, the language is used for trade and industry; economically, it is the language of government and

administration; and socially, it is the language of high recognition. To this end, Achebe (1997) and Omodiaogbe (cited in Eyisi (2015b) make the following claims:

> *We can believe in the value of English to the survival of the Nigerian nation without feeling like deserters… we can use energies constructively in the important task of extending the frontiers of English to cover the whole area of our Nigerian consciousness (1997:.22).*

> *So long as the medium of instruction remains English and the language remains the bonafide official language of Nigeria, so long as most textbooks are written in English and so long as the language remains an international one and a veritable gateway to the understanding and mastering of science and technology, it will continue to be the primus inter pares if not the numero uno (1992).*

Considering the above glaring facts, the English language appears indispensable to modern living. In the Nigerian linguistic firmament, its permanence and longevity have been conditioned and assured. Thus, it must be well taught and learned in our classrooms. We must provide our children with as much encouragement as possible for them to speak it correctly. Good command of the English language is a social, professional, and economic asset for everyone who wants to be successful — locally and globally. In this regard, English proficiency is a must for both teachers and students, especially in maintaining cordial relationships among individuals from various ethnic groups in Nigeria and beyond, as well as in achieving the goals of the new educational policy – self-reliance and self-employment in any part of the world – because English is a global language.

An enormous responsibility revolves around the teachers of English in Nigeria. They must be pronunciation conscious as well as good models of speech, grammar and writing for students to emulate. Educationists accept this as a fundamental and ineffable qualification of a good teacher of language, particularly English (Eyisi, 2000). They must have the special training needed for adequate teaching of English and must leave no stone unturned in their bid to impart this knowledge to their students. This is essential because, in a world language, such as English, intelligibility and comprehensibility are worth any price. Being an adept listener to the native speakers of the language through the radio or television, where available, the teacher of English should motivate his/her students to delight in doing the same. Wonderful opportunity and strength should be directed to the study of grammar and the pronunciation of English sounds, particularly, those of them that are not incorporated in our sound system. Stress and intonation must in addition be squarely treated in our classrooms with enough drills and practice. By so doing, our children will attain a high level of performance in the use of English and will correctly convey differing attitudes and emotions such as doubts, surprise, certainty and uncertainty, agreement and reluctance.

Unfortunately, considering the various benefits of understanding spoken and written English in Nigeria, no significant attempt is made to ensure that it is taught and studied effectively at all levels of education. This explains why our children's grammatical skills and English pronunciation are poor. Since teachers are unable to intervene at this stage, the vicious cycle continues, even at higher levels and beyond. This problem is exacerbated in the classroom when it comes to teaching oral English, especially because the teachers are not properly trained in the subject. We shall not only

be restricted to the study of acceptability and grammaticality of words and sentence constructions in English. The spoken version of the language, more than anything else, deserves our immense concern. The onus of this lecture is to help us speak English better than we have been doing. Indisputably, all citizens of Nigeria would want to speak and write English intelligibly.

Problems of the English Language in Nigeria
Two major factors influence the growth of English in Nigeria, as well as in any other situation where English is used as a second language. The first, and perhaps the strongest factor stems from interference from indigenous languages and other languages in contact. When two languages meet, they tend to impose their linguistic system on the other. If this imposition is successful, which is often the case, inter-lingual problems will arise. The second, which is equally significant, is caused by inherent irregularities in the structure of the second language. The rich vocabulary that the English language enjoys is because of its borrowing ability. And in the process of borrowing, the meaning, spelling and/or pronunciation of the borrowed languages are sometimes retained (good examples are French words). When an English language learner in an L2 environment encounters these words, confusion often arises because of the plethora of irregularities that occur both in spelling and pronunciation.

Inter-Lingual Problems
The development and growth of English in West Africa, especially in Nigeria, is beset by linguistic issues arising from structural differences between native languages and English, which serves as the target language. Before English was introduced to Nigeria, Nigerian communities worked and lived in their own languages. These languages have their structural characteristics, but even though many human languages share certain characteristics, each language has the features that distinguish it from the others (Eyisi, 2017). That is likely why there are significant structural variations between the English language and many Nigerian languages.

Inter-Lingual Problems arise as a result of these structural variations. These issues can be investigated at different levels of linguistic analysis, but the one that occurs at the phonological level appears to be the most challenging. We know, for example, that speaking is the most psychologically taxing of the four language learning skills. This is because each language has its own set of phonological characteristics. Furthermore, speech is the aspect of language learning that reveals one's linguistic context. This is also the place where another language that is studied subsequently clashes the most. Phonology, more than any other area of linguistic study or analysis, bears one's personality stamp and reveals one's linguistic identity.

Phonological Problems

It should be noted, however, that while Nigeria has hundreds of native languages, each with its own set of phonological characteristics, there seem to be some common issues that affect the teaching and learning of English as a second language. These issues are best investigated at the level of vowels and consonants, as well as stress and intonation. The following speech sounds (See Table 1), at the vowel and consonant levels, can be said to pose serious problems for proper teaching and learning of spoken English in Nigeria.

Table 1: English vowels and consonant sounds absent in Nigerian languages

Vowels	Consonants

/æ/	/ʒ/
/ʌ/	/θ/
/ə/	/ð/

Many of the Nigerian languages lack the above vowels and consonants, and the phonological system of these native languages tends to support these generalizations as we know the places of most difficulty. Most learners seek to simplify the interference problem by introducing negative alterations to the target language system, which causes problems. At the vowel level, there may be vowel alteration or outright exchange of the target segment with the native segment. Learners also prefer to substitute the troublesome segment with what appears to be an analogous segment at the consonant level in the native language phonological structure. It's crucial to highlight, however, that the phonological challenges that arise in English teaching and learning are far more complicated than we normally portray. For one reason, many Nigerian languages forbid consonant clusters at the beginning and end of a syllable. Learners of English language speech use cluster simplification to simplify an otherwise difficult segment sequence by eliminating any of the consonants in the cluster or adding an intrusive vowel. In English, the contrasts between voiced and voiceless consonants add to the phonological challenges. When studying English, many Nigerian languages lack a length comparison between vowels, making it difficult for learners to notice the difference.

The manipulation of stress and intonation in the English language is significantly different from that of our indigenous languages. Nigerian languages are predominantly tonal, with a simple syllable structure. In contrast to stress-timed languages like English, they are also known as syllable-timed languages (See Abercrombie, 1967). This important difference could be one of the main reasons Nigerians, like other tonal language users, have trouble understanding the phonetic nuances of the English language.

Intra-Lingual Problems
The challenges of teaching and learning English in a second language context are caused by systematic inconsistencies in the target language as well as native language interference. The conventionality of language allows for the use of the language in accordance with the unwritten rules of the linguistic culture. The various structures at various linguistic levels of analysis operate in ways that can surprise language learners, especially in the early stages of learning.

At the phonological, morphological, syntactic, and even semantic levels of study, surprising situations can occur. Some phonological rules tend to be broken almost as soon as they are formed. The inconsistencies seem to be more pronounced at the syntactic stage than they are at the other stages. The system of pluralization, for example, necessitates the use of the /s, z, iz/ morphemes to achieve plurality in regular nouns, but this is only true for regular nouns. As the name suggests, irregular nouns express plurality in various and irregular ways. As in *sheep* and *furniture*, some plural nouns have zero morphemes. For example, *man – men*, achieve plurality through internal vowel change while *child - children*, is achieved through other radical morphological manipulations. The irregularity appears to be more pronounced in words that are not of English origin, especially Greek and French words. *stadium* and *radius* have two acceptable plural forms as shown respectively: words: stadiums/stadia and radiuses/radii. The confusions and

mispronunciations appear to be more prevalent in words of French origin probably due to the frequent deletion of vowels in the onset and coda positions.

Plural formation in compound words has problems of a different kind. Since these words have two or more components, learners of English in a second language situation get confused as to which of the words in the compound attracts the plural morpheme. This confusion creates enormous problems for the learners especially as the first, second, or third component can attract the plural morpheme. In most cases, compound words, which consist of two nouns, hyphenated, solid, or open, realize their plural forms by adding the -s morpheme on the final element. Different examples are seen in such words as ware-houses and watch-men. The case is usually different when the compound word is made up of a noun and an adjective as in solicitors-general and governors-general. A compound that has *er*-noun and an adverb will, most often, be pluralized by adding the plural marker on the noun element as in *runners-up* and *passersby*.

The inherent inconsistencies in the English plural formation are so complex that no one has been able to come up with a rule that encompasses all of the possibilities. Because none of the components in the compound is a noun, words like show-offs and lineups cannot be conveniently subjected to any of the principles above. When we encounter compounds with two nouns separated by a preposition or a preposition plus a modifier, the problem becomes more complicated. Other terms like justices-of-the-peace and will-o'-the-wisps follow a completely different pattern than compounds like fathers-in-law, brothers-in-law, and chiefs-of-staff. This kind of irregularity creates the kind of problem which is very difficult to handle in a second language situation. Some words or phrases which end in the letter *y* realize their plural forms in different ways. Those words which end in the letter *y* before a consonant have the *y* changed to *-ies* in their plural forms but those that end in *dy, ay, ey, oy* attract only s at the end as in *envoys* and *donkeys*. All these spelling irregularities (which of course compound the pronunciation difficulty for the L2 user of English) are traceable to the complex history of the English language and the inability of her native speakers to have a consensual systematic spelling reform and attempts to measure the complexity of English spelling usually begin, and end, by observing how many different spellings a given sound has in different words.

There are also concerns with past-tense formation, poor generalization, language teaching and learning in a poor environment, and a lack of appropriate materials. Where these books are available, the prices may be exorbitant. there is also a lack of language laboratories, unqualified teachers, and other factors. Because of these issues, successful English teaching and learning in Nigeria is difficult to accomplish, leading teachers and students to engage in an "everything goes" attitude.

Research Questions
This study examines how computer-assisted instruction affected the performance of University of Abuja students in spoken English. To achieve this, the study will examine the following research questions:
   a. What is the difference in the academic performance of students who are taught spoken English using computer-assisted tools and those taught using the chalkboard method?
   b. What is the difference in retention between students who were taught spoken English using computers and those who were taught the conventional way?

Methods

The investigation was conducted using a quasi-experimental design. This method was chosen because it is reliable and allows for the modification of extraneous variables. The study used a pre-test-post-test control group design, with the process for the design shown in Table 2. The population for the study comprised all students of the Department of English, University of Abuja, the Federal Capital Territory (FCT). However, the ones accessible for purposes of this study consisted of two hundred level students of the Department. The reason for the choice of two hundred-level students is based on the fact that they have been fully integrated into tertiary education. Being intermediate between the new students and the old students, data gathered from this level will as well serve as a good representative of all levels. All the one hundred and sixty (160) students in two hundred level constituted the sample for the research. The students were assigned to either the experimental group or the control group.

A pilot study was conducted to determine the feasibility of the research and the method's reliability. The study was conducted in the same Department with the same number of participants (40). All of the responders were graded on topics in English Phonetics and Phonology. The students' performance was measured using two tests: a pre-test that checked their prerequisite knowledge and a post-test that rated their progress after the study. The test questions were created from topics covered in class throughout the study time, and data were analyzed using statistical methods of Mean and Standard Deviations.

Table 2: Sample Size Distribution of the Groups Used for the Study

	Groups	Gender M	F	Total Number of 200 Level Students
A	CAI	52	31	83
B	CBM	32	45	77
	TOTAL	84	6	160

Key:

CAI – Computer-Assisted Instruction (Experimental Group)

CBM – Chalkboard Method (Control Group)

Data Analysis

In this section, the researchers evaluated the students in line with the research questions. Table 3, for example, shows the difference in the academic performance of students who were taught spoken English using computer tools and those taught using the chalkboard method while Table 4 reports the difference in retention between students who were taught spoken English using computers and those who were taught the conventional way.

As shown in Table 3, students who were taught communicative English using the blackboard technique had a mean of 42.087 and a standard deviation of 9.21, but those who were taught using the computer-assisted method had a mean of 55.58 and a standard deviation of 9.45. This demonstrates that students taught using the experimental method scored higher on average than students taught using the control method.

Table 4 shows that students who were taught oral English using the computer-assisted technique received an average score of 80.40, while those who were taught using the chalkboard method received a score of 61.81. Students who were taught using the experimental method had higher retention than those who were taught using the traditional method. The data also shows that in the post-test, both the experimental and control groups outperformed the pretest.

Table 3: Mean scores of students taught using the computer-aided method and those taught using the chalkboard method

Method	N0	Mean	Standard Deviation
CAI	83	55.58	9.45
CBM	77	42.087	9.21

Table 4: Results of students' retention level by method of teaching

Method	Pre-test		Post-test	
	Mean	SD	Mean	SD
CAI	54	11.46	80.4	12.34
CBM	42.78	11.97	61.81	10.54

Discussion of Findings

From the results presented above, students taught spoken English using computer tools performed better than those taught using the chalkboard method as there is a great difference in their mean scores. This means that the computer-assisted approach of teaching improves students' English communicative skills more than the chalkboard technique. This is in line with Taiwan (2016), who examined contextual vocabulary learning for English as a foreign language and discovered that an adaptive computer-assisted English learning as a foreign language reading system promotes the growth of foreign language vocabulary. Similarly, Mo et al. (2015), who used computer-assisted learning to test the learning gains of both the worst and better-performing students, found that both participants' performance had improved. The higher level of retention among students who were taught using technological tools supports the claims of Eriba and Sesugh (2008) and Onekutu (2013) that practical activities (such as computer-assisted teaching), various types of methods

used, and other variables such as motivation and interest of the students can all affect students' performance and retention.

Conclusion

Quality of education is evident where students are prepared to be highly competent, academically up to date, able to solve problems on their own, have a positive attitude and experience to use technology in a teaching-learning environment. To this end, integrating computer facilities in classroom activities would affect students' comprehension of the topic of discourse. Considering the elevated status of communicative English in Nigeria, it becomes very necessary that the best and trendy teaching methods are deployed for students' accelerated performance. This explains why this study compared the effects of teaching spoken English using the computer-assisted instruction (CAI) method and the conventional chalkboard method. The research established that students who were taught spoken English using computer tools performed better than those taught using the traditional method, as there is a significant difference in their mean scores. Also, students who were taught using the computer-assisted method had a higher level of retention compared to their counterparts who were instructed with the traditional approach. It is therefore recommended that CAI should be encouraged more in teaching spoken English, while the use of the chalkboard method should be minimized.

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