EFFECTS OF TEACHING LISTENING AND SPEAKING SKILLS USING AUDIO VISUAL MATERIALS ON STUDENTS' ORAL ENGLISH PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN KANO STATE

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR AWARD OF MASTERS IN EDUCATION, CURRICULUM AND INSTRUCTION AHMADU BELLO UNIVERSITY ZARIA, NIGERIA.

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DECLARATION

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I declare that this research work titled "EFFECTS OF TEACHING LISTENING AND SPEAKING SKILLS USING AUDIO VISUAL MATERIALS ON STUDENTS' ORAL ENGLISH PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN KANO STATE" has been carried out by me in the Department of Education, Ahmadu Bello University, Zaria. The work was done under thorough supervision of Professor I. A. Olaofe and Dr. Mrs. H. O. Yusuf. I also declare that the information embedded in the literature has been properly acknowledged in the text and a list of references provided. However, no part of this research work was previously presented for another degree or diploma programme at any university.

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CERTIFICATION

This thesis titled "Effects of Teaching Listening and Speaking Skills using Audio Visual Materials on Students' Performance in Senior Secondary Schools in Kano State" meets the regulations governing the award of Master of Education, Ahmadu Bello University, Zaria, and is hereby approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late father, my mother and my children.

ACKNOWLEDGEMENT

During the course of conducting this research, I have acquired debts of gratitude to various persons. I wish to place on record that this research work has been made possible through the dedicated effort and commitment of a number of individuals too numerous to mention. However, I am highly indebted to **Professor I. A. Olaofe** who kindled the intellectual fire in me. The project itself was made possible by this eminent Professor.

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ABSTRACT

The study focused on the effects of teaching listening and speaking skills using audio visual materials on students' oral English performance in senior secondary schools in Kano State. Three research questions were developed and answered in line with what the study sought to find out. Also three null hypotheses were formulated and tested at the probability of 0.05 levels of significance. The study made use of Students' Listening Comprehension Test (SLICOT) instrument to determine students' entry level in listening comprehension and their level of attainment in listening comprehension. Thereafter, they were subjected to treatment for 6 weeks using recorded lessons on tape recorder and flashcards. The instrument (SLICOT) was developed from the review of related literature and was used for the treatment of the respondents. The instrument (SLICOT) was face validated by three experts in English language and to ensure reliability of the items, they were pilot tested in two (2) senior secondary schools outside the selected schools within the study area. The entire population for the study was 131,589 students obtained from six (6) senior secondary schools selected from the study area with gender biasness (3 male schools and 3 female schools). Five hundred and six (506) respondents were sampled out of the total population using simple random sampling technique. The data collected for the study were analyzed using analysis of variance (ANOVA) to answer the research questions as well as testing the null hypotheses. The findings of the study revealed that there was significant difference in the performance of respondents (males and females) subjected to treatment using audio visual materials (radio and tape recorder) in teaching listening comprehension. It was also discovered that there was no significant difference between the urban and rural respondents when subjected to treatment using audio visual materials in teaching listening comprehension. It was recommended that audio-visual resources should be used in conjunction with oral communication to enhance effective teaching and learning of listening and speaking skills at senior secondary school level. The government should enforce the use of audio-visual resources such as audio cassettes, tape recorder and flash cards in our various secondary schools across the nation. This could be enhanced by building language laboratories in our secondary schools.

DEFINITION OFOPERATIONAL TERMS

Listening Comprehension: In the context of ELT, this term means listening to a passage and processing it through a number of activities for the sake of interpreting it.

Listening: This term means receiving an oral message. For example listening to words for the sake of correct pronunciation.

Parsing: Dividing a sentence into parts and describing the grammar of each word.

Prior Knowledge: Knowledge which the learners already have and helps them to process a text.

Top down processing: Refers to using background knowledge to interpret and understand a message.

Bottom up processing: Refers to deriving the meaning of a message based on language data like sounds, words, grammatical relationships, stress and intonation.

Schemata: Background knowledge used to interpret a message.

Oral Skill: Is the ability to manipulate the spoken language conventionally.

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LIST OF ABBREVIATIONS

ANOVA	-	Analysis of Variance
FL	-	Foreign Language
LSN	-	Language Society of Nigeria
SLICOT	-	Students' Listening Comprehension Test
S S S	-	Senior Secondary School
S S II	-	Senior Secondary School Class II
WAEC	-	West African Examination Council
WASSCE	-	West African Senior Secondary Certificate Examination

CHAPTER ONE

INTRODUCTION

1.1 General Background

The neglect of speaking skills in the mainstream of English language does not exclude listening because language comprehension is the basis for communication. Communication is seen as the exchange of thought-tokens, in other words, the student has to learn not only the forms of the foreign language, the sound segments, the word forms, and the sentence structures but also to interact with context of words to act the possible meaning. Some teachers consider listening as the easiest skill to be taught. Most students think it is difficult. This contradiction points to the fact that there are some aspects of teaching listening that need to be explored. Students' burden in listening comprehension activities does arise from difficulties in decoding the signals. In normal experience in mother tongue, language grows in context, whereas for foreign language, context must be created, because the more knowledge about the situation the more readily the language used.

This made listening one of the most challenging skills for students to develop and yet one of the most important. Developing the ability to listen well affords students the opportunity to become more independent learners, hearing accurately, likely able to reproduce accurately, refine their understanding of grammar and develop their vocabulary skills.

Listening is to hearing what looking is to seeing. Both listening and looking require a zoom, whether auditory or visual, which enables a person takes in relevant information while turning out irrelevant information. Listening is too often regarded in

schools as simply the passive state of a child that enables the teacher to instruct and be obeyed. This narrow perspective of listening presents the child as a passive receiver of information and fails to acknowledge listening as active and requires both attention span and interaction. Listening is the ability to identify, understand what others are saying and grasping meaning from it.

According to Joseph (1985), listening is one of the fundamental language skills. It is a medium through which children and adults gain a large portion of education – information, understanding the world and human affairs, ideas, sense of values, and appreciation.

Listening to and understanding speech involves a number of basic processes, which depends upon linguistic competence, previous knowledge not necessarily of a purely linguistic nature, and psychological variables that affect the mobilization of language in the particular task situation. The listener must have a continuous set to listen, to understand, and hear the utterance in order to process and remember the information transmitted. Linguistic competence enables the learner presumably, to recognize the formatives of the heard utterance, that is, to dissect out the wave form of the morphemes, words, and other meaning-bearing elements of the utterance.

Long before man developed a system of writing to communicate ideas; man depended upon listening and speaking to communicate ideas. If communication is the goal of teaching any language, the place of listening and speaking cannot be over emphasized. Apart from the fact that listening is the first language skill, it also provides the foundation for all aspects of language and cognitive development, and it plays a lifelong role in the process of communication.

According to Howatt & Dakin (1974), listening which is the ability to identify and understand what others are saying, involves understanding speakers accents or pronunciation, grammars and vocabulary, and comprehension of meaning. It involves more than simply hearing. Listening is an active process that constitutes the construction, retention and reaction of meaning that is assigned to information.

However, speaking is a vital component of the English Language, which provides the base for growth in reading, writing and listening ability. It is both verbal and non-verbal and helps individuals take alternative role of speaker and listener, as it enables one to make connection between what one knows and what one is learning. It can be immediate and spontaneous, or planned and deliberate. Although language learning begins with listening, yet communication cannot take place unless it is extended to speech. This is why after listening children learn how to speak by imitating what they have heard. From psycholinguistic standpoint, a child that cannot listen cannot speak. A child gathers linguistic data, processes them within the brain before producing them. For the quality of input of linguistic data determines the quality of intake.

Highlighting the centrality of listening to effective communication, Norton (1998) noted that a writer cannot communicate effectively without effective listening ability, no matter how intelligent and artistic the writer is. In English language, the two primary skills of language must be well taught at all levels of education. This is why it is not out of place to emphasize the importance of English as the official language of education, mass media, law, commerce, as well as diplomatic relations.

In recent years, the focus of language teaching has been on promoting oral skills in order to respond to the students' needs for effective communication in second

language or foreign language. Fivuish & Fromhoff (1988) stated that more attention is now devoted to the development of aural – oral skills before students are exposed into literary work. It is the concern of the study to approach the listening comprehension skill as a means of attracting the language teachers' attention to give listening comprehension and oral English more time on the English time table.

Halliday, McIntosh & Strevans (1964) cited in Sani 2001:3 recognized the importance of aural – oral skills by stating that:

> Students from more than one country in Africa, now go to the Soviet Union, Czechoslovakia or France for the purpose of acquiring a better practical ability in English, because most of the channels to English offered in their countries are concerned above all with literary studies.

Some language specialists in different parts of the world have stressed the importance of oral language over the written one. They explain that people communicate through speaking and listening (Usman, 1997; Olaofe, 1991).

Listening and speaking are the commonest channels through which most people encounter language and learn to use and interpret feelings or messages. In this respect, oral involvement is essential as students expand, refine their communication skill and handle the written language (Johnstone and Milne 1995).

Banjo & Connell (1984) have observed that "… the skills for oral communication have been largely neglected" even though Chomsky (1965) has also stressed the importance of listening comprehension by saying that competence in language development is the ability to speak and understand a language, while performance is the actual application of this ability in language behaviour. Despite the prominence of English language in the curriculum, the communicative competence in Chomsky's term especially in the secondary school has not improved. This incompetence is mostly

noticeable in spoken English. The place of listening and speaking skills cannot be over-emphasized, yet many English language teachers seem to make little effort in this direction due to the fact that:

1. Teachers who are new to the profession lack both training in ELT and confidence in the mastery of English.
2. Lack of emphasis on teaching listening comprehension in language textbooks in general.
3. Little is offered in terms of methodology or practical application for helping the ESL students develop aural skills. This is why students are exposed to aural-skills activities for the first time in education at the tertiary levels.

Shule (2003) found that despite apparent pass marks at school level, students have little or no comprehension ability in English. Their listening skills are poor. A close scrutiny of the WAEC, SSS Examination in English language shows that the teaching of aural – oral skills is not given attention, particularly with respect to what is expected of them at the final SSS oral language examination (WAEC Chief Examiner report 2004). It is observed that in spite of the introduction of recent advances in language teaching methodology, the traditional methods of testing listening comprehension and oral English still prevail in Nigeria.

Precisely, this study sets out to investigate the relationship between listening comprehension skills and oral performance and the effect of listening comprehension skills on oral language performance among Senior Secondary Schools Students of some selected Secondary Schools in Kano State. This is in a bid to improving the quality of

teaching and learning of these skills in order to enhance communicative competence of the learners.

1.2 Statement of Problem

In recent years, the focus of language teaching has been promoting oral skills in order to respond to the students' needs for effective communication in second language or foreign language. From experience in teaching English Language the general observation is that there is a complete neglect of listening comprehension in the teaching of English in the Senior Secondary School (SSS). This is supported by the fact that listening comprehension is not included by the different English language text books and teaching materials used at this level. The neglect results in an imbalance in the teaching/learning process of the four skills.

Danner (2006), observed that the performance of Nigerian students in English Language Senior Secondary School Examination for the year 1992 – 1994 and concluded that over 50% of students that sat for the English Language Examination for three consecutive years failed the subject. In 2001, out of a total of 252,342 students who enrolled for May/June Senior Secondary School Certificate Examination, 34% failed woefully. This trend is particularly alarming because out of the countries participating in the West African School Certificate Examination (WASCE), Nigerian students have continuously scored lowest in English Language – Nigeria (8.47%), Ghana (54.86%), Liberia (42.84%) and Gambia (25.40%). This poor performance of Nigerian students may likely be attributed to nothing but teachers' failure to teach listening comprehension aspect of the language.

Similarly Olabopo (1998) in an analysis of Senior Secondary Certificate Examination (SSCE) English Language results for nine years concluded that the percentage of failure range between 55.36% and 72.71%. Less than 15% of the candidates that passed the SSCE examination were qualified for admission into tertiary institutions as others did not have basic requirement in English Language between1983 – 1996.

The response of students is described in Olabopo (1998) as "rather disappointing in spite of the fact that the questions were clear and straight forward". His report seems to validate views expressed in various quarters about the falling or fallen standard in English. Oluikpe & Nwaegbe (1979) observe that, "to the average highly placed Nigerian, the standard of English has fallen because of current greater incidence of deviations from the Queen's English of corrections". The general poor performance in English Language spreads through all the levels of Nigerian educational ladder – primary, secondary and the tertiary institutions.

Also, Dabalen (2000) in World Bank report scored Nigerian graduates low in English Language. They contended that the 22% unemployment rate in the metropolitan areas in Nigeria is as a result of poor quality of the graduates' communication skills. The decline in quality of the graduates is "increasing rather than levelling off". The graduates exhibit "poor abilities in the oral and written expression of English Language". They are inadequately prepared in English Language, as some of them employed in the Bank and other industries cannot draft "simple memos or get five correctly drafted sentences in one paragraph". Nigeria is lagging behind. Could it be that there are no qualified English teachers, enough teaching materials and facilities or that the teachers do not possess the

skill needed to teach the subject successfully? Could the blame lie with the students' interest/attitude or home background?

This study therefore sought to investigate the effectiveness of the use of audio visual materials in the teaching and learning of listening and speaking skills with a view of improving oral English performance of students within the study area. It also sought to improve the teachers' skills in handling the audio visual materials in teaching listening and speaking skills.

1.3 Purpose of the Study

The purpose of the study is to:

1. Determine the effect of teaching listening and speaking skills using audio visual materials on students' oral English performance.
2. Determine the effect of teaching listening and speaking skills using audio visual materials on male/female students' oral English performance.
3. Determine the effect of teaching listening and speaking skills using audio visual materials on students' oral English performance based on urban/rural location.

1.4 Research Questions

The study poses the following research questions.

1. What is the effect of teaching listening and speaking skills using audio visual materials on students' oral English performance?
2. What is the effect of teaching listening and speaking skills using audio visual materials on male/female students' oral English performance?
3. What is the effect of teaching listening and speaking skills using audio visual materials on students' oral English performance based on rural/urban location?

1.5 Hypotheses

The null hypotheses tested are:

a) There is no significant difference in the post-test gain scores in the performance of students taught listening and speaking skills with audio visual materials (radio and tape recorder) and those taught without the materials.

b) There is no significant difference in the post-test gain scores in the performance of male and female students taught listening and speaking skills with audio visual materials and those taught without the materials.

c) There is no significant difference in the post-test gain scores in the performance of urban and rural students taught listening and speaking skills with audio visual materials and those taught without the materials.

1.6 Significance of the Study

The outcome of the study is expected to provide empirical evidence that would be useful to teachers of English Language in the classroom, curriculum developers as well as textbooks writers. As any research effort in listening/speaking skills could contribute tremendously by providing the necessary information about the effect of teaching listening comprehension using instructional materials on oral English language performance of SSS students. The study could help second language teachers to realize that mastery of a language rests on the ability to listen well, understand the speeches of other people, and the ability to communicate effectively. This realization would make teachers discover that the two primary language skills (listening and speaking) could best be developed through effective teaching of the skills. The study therefore made some useful suggestions which could encourage second language teachers to use different

materials in developing the English listening and speaking skills of their students at the Senior Secondary Level.

Finally, the study would be useful to curriculum planners, educational administrators, textbooks writers and other stakeholders. Curriculum planners would need to take into consideration students' experiential background in their selection of topics for listening comprehension. The findings from the study could also help curriculum planners to include oral development topics as part of the listening comprehension with appropriate audio – visual materials in the senior secondary school classes. The study could also provide guide for using instructional facilities such as radio, tape recorder, e.t.c for teaching listening comprehension. In fact, curriculum planners and all those concerned might come to appreciate the areas of difficulties of teachers of English and make necessary adjustments in the English Language curriculum.

The textbook writers would also gather from the study that the spoken forms have meaning for students only if students are familiar with those words through listening. Therefore, the beginning of each unit in English textbook should contain listening aspects.

1.7 Scope and Delimitation

The scope of this research study is defined in terms of two basic variables. The basic language skill to be studied and the time frame of the research in term of the period of investigation to be covered. The study would only cover two out of the four basic language skills which are listening and speaking skills, because of the general dearth of relevant materials and literature, as very few researches have been conducted in the area. The study was restricted to cover two schools in each of the three selected Local

Governments Areas in Kano State. This is to achieve an in-depth treatment that the research deserves since the study is strictly interested in finding out the effect of teaching listening comprehension using instructional facilities on oral English language performance.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The chapter reviewed the related literature in the area of listening and speaking skills in language teaching and learning. The reviewed literature was carried out under the following headings- listening comprehension: Concepts and definitions, oral performance: Concepts and definitions, listening comprehension: Purpose and importance, listening comprehension: Types and procedures, listening comprehension and oral performance: Relationship and effects, Attitude to listening comprehension and oral performance, listening comprehension and oral performance: Teaching facilities. The review ended with these skills and problems associated with the development of listening skills and how they affect oral English language performance.

2.1 Listening Comprehension: Concepts and Definitions

Listening is an attempt to hear something or attentively hear a person speaking. This is why Wolvin and Coakley (1985) define it as the process of receiving, attending to and assigning meaning to aural stimuli. In another vein, it is paying close attention to and making sense of what is heard. It involves more than simply hearing. Notably, listening is an active process that involves the construction, retention and reaction to meaning that is assigned to information. It also requires sustained attention and focusing as it does not occur naturally like hearing.

Arnold (2005) defined listening as an active process as the mind actively engages in making meaning. It is a hard work and can be stressful. So in order to maximize the potential for acquisition of language, the teacher needs to ensure that the learners are not

stressed about the process. It is the teacher's duty to ensure that the materials used are comprehensible to the learners and also within the range of what they are developmentally ready for.

Joseph (1985) also sees listening as a fundamental language skill and medium through which people gain a large portion of their education, information, understanding of the world, human affairs, ideas, sense of values and appreciation. Yet foreign or second language teachers often ignore it. Hence, this is an over-looked dimension in language acquisition. Listening is a complex problem solving skill that is more than just perception of sounds although perception is the foundation. Yet it includes comprehension of meaning of words, phrases, clauses, sentences and connected discourse. Hence, Meady, Nancy, Rubin and Donald (1998) define listening as a receptive skill comprising physical, interpretative and analytical process. It includes critical listening skills (analysis and synthesis and non-verbal listening) comprehending the meaning of tone of voice, facial expressions and gestures. This expanded definition emphasizes the relationship between listening and speaking.

Ronald and Roskelly (1985) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising and generalizing which writing and reading demand. It involves active process of receiving, constructing meaning from and responding to spoken and/or non-verbal messages, the ability to retain information as well as to react emphatically and/or appreciatively to spoken and/or non-verbal messages (ILA, 1995).

Listening in its broadest sense, is a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive

orientation); negotiating meaning with the speaker (collaborative orientation) and creating meaning through involvement, imagination and empathy (transformative orientation) (Rost, 1996 & Olaofe, 2006).

Listening is a complex process of interpretation in which listeners relates what they hear with what they already know. This is why Thomlison's (199 4) definition of listening includes "active listening" which goes beyond comprehending as understanding the message contents as an act of emphatic understanding of the speaker.

Furthermore, Gordon (1985) argues that empathy is essential to listening and contends that it is more than a polite attempt to identify a speaker's perspectives. Thus, the listener altruistically acknowledges concern for the speaker's welfare and interests (Egocentric anti-social behaviour):

In view of the above, listening is the process of identifying the component sounds and sound sequences whereby known words are recognizable. It can therefore, be seen as a process which involves more than merely hearing sounds and noise. It is the process of hearing, identifying, understanding and interpreting spoken language in the presence of the speaker.

Good listening habit involves not only thinking with the speaker but also anticipating the direction of thought, objectively evaluating the verbal evidence offered in terms of the speaker's purpose and reviewing mentally some of the facts presented. Although language learning begins with listening, communication cannot take place unless it is extended to speech. This is why after listening children learn how to speak by imitating what they have heard.

Ordinarily, listening is not an isolated skill. In normal everyday communication, listening usually occurs together with speaking. It is only in certain circumstance for instance, in a lecture or when listening to radio, does it appear to be an isolated skill. Yet in these situations, listeners often have support from the written word such as lecture handouts, theatre programmes, notes, radio programmes, listening to figure out the meaning. Moreover, skilled listeners in such a circumstance apply what they know from other skills to predict what is likely to be said next.

In teaching the speaking skill, one must begin with the listening skill because to fully exploit the power of oral language, one must be able to listen. This is why in normal everyday communication, listening usually occurs together with speaking.

Listening can therefore, be defined as an interactive process in which an individual alternatively takes the role of speaker and listener both through verbal and non-verbal components (Meads & Rubin 1985). It could be immediate and spontaneous or planned and deliberate.

2.2 Oral Performance: Concepts and Definitions

Oral performance or speaking is the ability and right to speak freely and clearly, unashamed, to fully vocalize, to choose to make contact with a word and to communicate that word successfully. Speaking is the ability to express oneself clearly in flexible conversational language, nationally and internationally accepted (Gbenedio, 1996).

Oral performance includes the learning of vocal skills for a free and articulate delivery, as such oral performance may focus on production of speech, dramatization of speech and dramatic interpretation.

Speaking is a vital component of the English language which provides basis for growth in reading and writing abilities. It involves activities that occur prior to, during and after the actual speaking event. Hence, it enables students to make connection between what they know and what they are learning. Opportunities to practice oral expression will help students become more competent communicator.

Listening helps to acquire knowledge and explore ideas, which is forming relationship through language. Speaking encourages students to reproduce and transform knowledge through observations, evaluation of information and comparison of views. The oral articulation of ideas influences the development of critical thinking, problem solving abilities, and general learning outcome. This transformation of knowledge increases students' critical thinking ability and retention ability.

Speaking performs two important functions, which are social functions and intellectual functions. As a social function, it helps students to adjust to ideas and these ideas are reformulated to facilitate understanding. It helps in sharing information and ideas with listeners by speaking informally and sharing through conversation. To participate actively in our society individuals must be able to communicate clearly, effectively and appropriately in a variety of modes and to employ reasoned analysis to interpret and structure arguments (Forster, 1994). As an intellectual function, it shapes students' perception of the world and represents these perceptions as knowledge. From these definitions, one can infer that competence in listening comprehension is a vital component of the English language which is important to oral performance and it is quite useful in this study.

The operational definition for listening for this study is that listening is the process of receiving, attending to and assigning meaning to aural stimuli while speaking involves the ability to express oneself clearly in flexible conversational language through listening and evaluation of the speaker. From these definitions, it can be deduced that listening is a vital activity which aids effective speaking. These two activities are vital components of language learning because they help learner's ability to perform basic linguistic tasks which are mainly communicative in nature. However, they have not proffered absolute solutions to the issues of listening comprehension as it affects oral performance.

2.3 Listening Comprehension: Purpose and Importance

Listening is the most common communicative activity in daily life. We can expect to listening twice as much as we speak, four times more than we read, and five times more than we write (Morley, 1987). Listening is also the important for obtaining comprehensible input that is necessary for language development. As a basic communicative instrument, attention should be paid to listening skills more than it is presently. The importance of listening is played down or shadowed by the other components of language speaking, writing and reading (Gbenedio, 1996).

Debor et al (1951) lament that thousands of studies have been conducted in the other components of communication while listening comprehension improvement has been given little attention. It should be observed that teaching is not simply intended to make students hear a sound a word or a sentence; rather it is to cultivate students' abilities to understand speakers' intentions accurately and communicate with each other

effectively, since listening is giving ear to or paying attention with effort to hear something.

Beverly, Robert and Joy (1998) sums up that listening is more important in this communication – oriented age. This, "is why in most companies, effective listeners hold higher positions than ineffective listeners". Considering the importance of listening and speaking, language teachers should produce and transform knowledge as they shift through observations, evaluation of information and comparison of views. This helps in increasing students' critical thinking abilities and retention. Exposure to oral English is very important for ESL students who need to hear the language spoken in meaningful contexts in order to acquire receptive (listening) language abilities which precede expressive (speaking) language abilities. So the student needs to spend a great deal of time listening as they develop their speaking abilities. Learners spend the majority of each school day listening and much of what they know is acquired through it. Therefore, it is essential that learners have opportunities to practice it effectively. There are lots of reasons to take listening seriously. Virtually, all professions and careers depend on listening as it is the way of getting ideas and information. In this day of mass communication much of it oral, it is of vital importance that students are taught to listen effectively and critically to help in developing spoken language.

Emphasizing the importance of listening, Goh (2002) says he prefers to be dumb and illiterate than to be deaf. This is because it is through listening that that he conducts at least 90% of his interaction. Olarewaju (2000) upholding this view asserts that listening is the most important medium for input in the learning of a language. By increasing our students' ability to perceive speech, we are increasing the amount of input

they will receive and therefore, adding to their language acquisition and competence. Similarly, Rost (1994), holds the opinion that helping learners improve their skill (listening ability) and encouraging them to successfully use the various listening strategies, we would be making them better learners and high academic achievers.

In furtherance of the above claims, Shrope (1970), as cited by Oyinloye (2002), assert that listening is a receptive skill and as a receptive skill it gives way to productive activities – which is the aftermath of good education. Therefore, teaching properly will enable our students to adopt a positive attitude, be responsive, shut out distractions, listen for the speaker's purpose, look for signals of what is to come, look for summaries of what has gone before, evaluate the supporting materials and look for non-verbal clues. Base on this, it is very relevant to the teaching and learning process.

Conclusively, listening to and understanding speech involves a number of basic processes, some depending on linguistic competence, previous knowledge that is not necessarily of purely linguistic nature, and some depending upon psychological variables that affect the mobilization of these competence and knowledge in the particular task situation. Then, it becomes imperative for the student to have continuous set to listen and understand, and as they hear the utterance, they may be helped by some kind of set to process and remember the information transmitted.

From the above it could be understood that listening is a tool for understanding and facilitating language learning. This has emerged as an important component in the process of second language acquisition. The effectiveness of listening therefore depends on the purpose for which a listener requires it. It is the purpose that determines the content, interest or usefulness of it. These include transactional, interactional and

academic listening. The relationship between importance of listening and the purpose of listening as part of communication in relevance to this study is based on the fact of a direct relationship between listening ability and learning, which can be developed through listening and speaking.

Other purposes of listening as Anderson (1985) Pp 139 splits it include;

i. Speech perception that is distinguishing the speech sounds of English
ii. Parsing or lexical and grammatical access that is understanding the patterns and structure of speech sounds
iii. Comprehension that is in comprehending instructions.

2.4 Listening Comprehension: Types and Procedures

Galvin (1985) proposes that students need to select an appropriate role, distance and purpose to guide them as they listen. These help the listener to select appropriate strategies for seeking specific clarification, for noting down certain details and for scanning for the intent of the speaker. Therefore, successive listening has to be learned through co-operative endeavour, as good listening requires the temporary suspension of all unrelated thought. Galvin (1985) identifies different categories of listening with general corresponding purpose as learning for new information. Interactional listening is learning for new information, that is, recognizing personal components of message and critical listening which involves evaluating, reasoning and evidence. Recreational listening helps in appreciating random or integrated aspects of event.

However, listening is viewed, not only as a linguistic skill but also as a cognitive and social skill involving non-linguistic judgement by the listener.

Wolvin and Coakley (1992) in a related study identified and expanded four kinds of listening comprehension. These are –

i. **Appreciative Listening** – refers to listening for pleasure or enjoyment – which helps the listener to gain sensory impression of the message and requires paying aesthetic attention to language style.

ii. **Emphatic Listening** – however provides emotional support for the speaker since it focuses on the emotional content as well as the fact given by the speaker.

iii. **Comprehensive Listening** – requires the listener to understand the message of the speaker. Finally

iv. **Critical Listening** – entails the evaluation of a message for the purpose of accepting or rejecting it.

In a likewise manner, Oxford (1990) classifies listening into three types. These are:

1. **Listening for Details**: listening for details calls for the listener to pay selective attention to details.

2. **Listening for Main Ideas:** centres on broader concepts other than details and examples.

3. **Relational Listening** – however involves paying attention to the whole environment as part of listening comprehension.

Many other kinds of listening might also exist. Therefore, it is important that foreign language learners/listeners know what kind of listening they are involved in at a given time so that they can choose the appropriate listening behaviour.

In listening comprehension, different procedures are involved. Vandergrift (2003) posits that guiding students through the process of listening provides them with the knowledge from which they can successfully complete a listening task. This also motivates them and puts them in control of their learning. The teacher can direct the students' attention to specific points using activities that actively support learners' understanding and guide their attention to specific parts of the spoken text. The use of pre-listening activities helps to stimulate the students' schemata,

The communicative approach to language teaching involves modelling listening strategies and providing listening practice authentic situations, precisely those that learners are likely to encounter when they use the language outside the classroom.

Another strategy is that of listening to learners by teachers. This skill provides appropriate interactional and text adjustments, especially in developing listening skill. A considerable body of research (Bacon, 1989 & Carrell, 1983) indicates that the best comprehension of spoken text occurs through the interaction or combination of top-down and bottom-up processing that is perceiving, on the one hand and parsing of the linguistic input on the other hand.

Bottom – up listening – teaching model helps students to understand the meaning of vocabulary by discriminating sounds, monitoring and controlling the meaning of discourses by understanding sentence meaning. It includes listing for specific details, recognizing cognates and word-order patterns (Ur, 1984).

Top-down listening teaching model is a process whereby the listener taps into background knowledge of the topic, the situation or context, the type of text and the language. This background knowledge activity is a set of expectation that helps the

listener to interpret what is heard and anticipate what will come next. It includes listening for the main idea, predicting, drawing inferences and summarizing (Richards, 1983). To comprehend meaning, the listener links what is heard to internal schemata – mental frameworks in long – term memory (Brynes, 1984).

Other listening strategy include: Meta – Cognitive Strategies which regulate and direct the language learning process. O'Malley, Chamota and Kupper (1989) shows that skilled listeners use more meta-cognitive skills than less skilled listeners (Chamoy, 1990; Vandergrift, 2003). Cognitive strategies help students to manipulate learning materials and apply specific techniques to a listening task. Also socio-effective strategies describe the techniques which listeners use to collaborate with others to verify understanding or to lower anxiety. These are some of the procedures involved in listening comprehension competence learning.

2.5 Listening Comprehension and Oral Performance: Relationship and Effects

Learning the speaking skills helps in developing the listening skill and vice versa. This shows that the two skills are interdependent. Brooks (1960) assumes that by listening to the language in large doses through sufficient exposure to oral presentations, listening skills will develop. Also language learning depends on listening since it provides the aural input that enables learners to interact in spoken communication. Therefore, listening comprehension competence helps the development of the spoken language. Listening comprehension is a necessary preliminary to oral proficiency. It can be expanded and further developed through listening activities, especially the reading aloud of stories and eventually through reading experiences (Galda and Cuttinan 1991; Glazer 1989, in Anonymous 1997:1). Listening to stories is an excellent vehicle for

expanding thinking skills and for building vocabulary (Eller, Pappas and Brown 1988; Ellery 1989; Leung and Pikulski 1990).

In Feyten's (1991) study, listening is a set of related abilities which can contribute significantly to the prediction of foreign language proficiency. Eleven (11) to thirty eight (38) percent (%) of the variability in proficiency was explained by listening; for it contributed more to the prediction of proficiency than did sex, length of previous language learning experience, language being learned and last contact with the language. Listening and the skills of oral English are so closely related, as speaking enables students to make connection between what they know and what they are learning and it helps them to acquire knowledge and explore ideas. This is why the classroom is a place where the use of spoken language is sensitively supported with tasks and materials that help active listening to be developed and valued. Also Brown et al (1985) demonstrated that experience in the listeners' role in collaborative activities promotes sensitivity to the demand of the speaker's role which tends to be more explicit and more concerned with audience comprehension.

From the above, one can easily infer that listening comprehension has a great effect on oral performance as competence in it leads to competence in oral performance of the students. Based on this, much attention is expected to be paid to the students' listening ability and comprehension in order to enhance and develop the students' oral performance. Though the explanation given on listening comprehension above has greatly contributed to this study, it has not satisfactorily provided adequate measures to tackle all problems on it. Hence in designing listening comprehension skills, the language training should design listening tasks, keeping in mind that complete recall of all the

information in an aural text is an unrealistic expectation to which even native speakers are not usually held. Listening comprehension tasks that are meant to train should be success oriented and build up students' confidence in their speaking ability.

The widespread adoption of communicative approaches to language has brought renewed urgency to the teaching of pronunciation. There is a threshold level of pronunciation in English such that if a given non native speakers' pronunciation falls below this level, he or she will not be able to communicate orally no matter how good his or her control of English grammar, vocabulary and listening ability might be. This does not mean that pronunciation instruction is easy. There are certain learner variables that can impede or enhance the acquisition of reasonable listening and pronunciation. These include the learner's native language. Each language has specific sound contrast with English. This makes it more difficult for learners who come from languages with more contrast with English to achieve accurate pronunciation.

The younger or early qualitative exposure, the better chance of achieving accurate pronunciation, the learners' innate phonetic ability counts, in that some learners are better at listening to sounds than others. This makes the good listeners grab the sound contrasts more effectively than the poor listeners. As a good listener, one is able to perform well in the second language situation, because it would promote active communication, develop an active mind and enhance self-image.

Listening to and understanding speech involves a number of basic processes, some depending on linguistic competence, some depending upon previous knowledge that is not necessary of a purely linguistic nature, and some depending upon psychological variables that affect the mobilization of these competence and knowledge in the particular

task situation. Then, it becomes imperative for the student to have continuous set to listen and understand, and as they hear the utterance, they may be helped by some kind of set to process and remember the information transmitted. One's linguistic competence enables one presumably, to recognize the formation of the heard utterance, that is, to dissect out of the wave form of the morphemes, words and other meaning-bearing elements of the utterance.

2.6 Attitude to Listening Comprehension and Performance

Most people are poor listeners, even when they think they are listening carefully, they usually grasp only half of what was heard and retained even less. The learners' attitude and sense of identity, that is, the way the learner feels about the people, culture and the language they are learning will affect their listening and pronunciation. Also, the learners' motivation, concern, feelings can have effect on their listening and pronunciation. Often, foreign language students have a negative attitude or belief about their listening ability. Anxiety frequently occurs when students feel that they cannot handle a listening talk/task. This is why Oxford and Lavine, (1991) said that highly visual learners are particularly vulnerable to anxiety when faced with complex listening activities. Therefore, improving listening skills can be helpful in every part of life as good listening habits involve not only thinking with the speaker, but also anticipating the direction of his thoughts, objective, evaluating the verbal evidence offered in terms of the speaker's purpose and reviewing mentally some of the facts presented.

It is an unrealistic goal for listeners to attempt to understand every word they hear, this leads to anxiety. According to Meter (1984), anxiety is capable of creating a sense of failure or fatigue. It also prevents learners from transferring most basic of their

first language coping skills to second language. Yet, some can still listen in the midst of anxiety. Anxiety can be reduced through a variety of techniques such as deep breathing, using music to relax and saying positive affirmations (Oxford and Lavine 1991). Henner Stanchina (1986) note that, few foreign language listeners realize that they must extract meaning and mentally integrate new knowledge with what is already known. Most of them believe that in order to understand, they must define every word and apply every grammar rule. They do not have to do so to understand what they hear in their own native language. More positive listening self concepts can be created by helping students to realize that word for word comprehension is not necessary and that guessing and hypothesis testing are valuable, (Oxford, 1990).

Although, the teaching of listening and speaking has been recommended, its difficulty has made many language teachers to always relegate it to the background. Teachers claim that it is just an innate ability, not knowing that listening is a difficult task that can be stressful and need to be developed upon. It is also observed that, in spite of the introduction of recent advances in language teaching methodology, the traditional method of testing and teaching still prevail in Nigeria. Generally, there is very little time for oral testing in the secondary school examination conducted by all the examination bodies in the country. Besides, the secondary schools do not even offer oral English language in their internal school examination. The absence of practical oriented oral examination contributes to the poor students' attitude in listening comprehension and oral performance in senior secondary schools. Therefore, not having practical oriented oral examination may lead to poor attitudes to listening activity among the senior secondary school students. Listening is rarely taught in senior secondary schools as educators (with

almost every one else) assume that listening is tantamount to breathing, that is it is automatic. But effective listening and speaking are skills that need thorough learning and practice.

Teachers are to encourage learners to tap their own background knowledge, identify the purpose of the listening task in order to conquer their fears about listening comprehension. The potential effect of anxiety on student performance and its possible relationship in decrease success and increased attrition in language classes was noted. Bailey (1998) concludes that a high level of anxiety could have adverse effects on students' performance. Anxiety makes anxious students to underestimate their own ability, which in turn diminishes their performance in class. Anxious learners may express their feelings through avoidance behaviour, such as skipping class, or avoiding eye contact with the teacher. Some students become so fearful of speaking in class that they refuse to participate in some classroom activities (Young, 1991).

Maclntyre (1995), in view of language anxiety research, determined that anxiety plays a significant role in language learning problems. Krashen (1991), says a long held belief is that anxiety is a important factor in language acquisition. Anxiety, motivation and self – confidence are effective filter hypothesis which posits that learners with low anxiety levels perform better than anxious students.

Alpert and Haber (1960) determined that anxiety could have a beneficial effect on students' performance. In examining the effect of foreign language anxiety on the learner's oral performance in class; Chang (1996), noted that many of the instruments designed to measure foreign language anxiety have a prepondence of items that address anxiety which reflects the widely held supposition that speaking is the most anxiety

provoking of foreign language learning for many students. Therefore, this can be as a result of poor listening which invariably affects their oral performance. Ideas presented above on listening comprehension and oral performance facilitates the study. Nevertheless, it has not satisfactorily taken care of the entire problems of them in this study.

From the review above, it is clear that teachers have relegated the teaching of listening comprehension and oral performance to the background. Similarly, the lack of practical oriented assessment of listening comprehension and oral performance has contributed to the students' negative and nonchalant attitude towards listening comprehension which invariably affects their oral performance in and outside the classroom leading to poor oral performance. The effect of this is timidity, reservedness and shyness to express ideas. The learners will, therefore, not develop ability in listening and registering of on-going streams of sounds for retention. Students who develop positive attitude to listening could engage in forming auditory messages and be capable of to recalling the sequences of utterances in a dialogue and be able to respond appropriately.

2.7 Gender Differences in Listening & Speaking Performance

A number of studies on foreign language acquisition have included gender as one of the variables for the study of the relationship between listening comprehension and oral performance. In 1990, Chastain disclosed that women performed better in written tests while men did better in oral tests of language skills. The differences, however, were not statistically significant as a result of the difference in their listening speaking skills ability was the same.

Elkhataifi (2005) found out a significant difference between male and female in their levels of learning anxiety, with female being more anxious than male. The finding reported reveals no significant difference between listening and anxiety based on gender as both male and female has the same attitude towards listening and anxiety. Shuie (2003), from a test carried out showed that women tended to do better than men in listening skills. In their test, women scored higher percentage than the men.

Young and Fraser (1996), says that recent studies have shown that gender is proving to be an important variables in the ways that people learn. There has been the assumption that girls perform better in language courses than the boys. This assumption was however faulted by Willingham and Cole (2004) in a study carried out in United States of America. The Wilcoxon-Mann-Whitney test was employed to ascertain the effect of gender on language learning. The results indicate that overall males and females had similar performance in language learning.

Bacon (1992) examined the strategies male and female use while listening to authentic listening passage in Spanish. The male participants reported using significantly more translation strategy (bottom-up processing) especially when listening to a more difficult text. Nonetheless, female participants reported using more inference or guessing the meaning from context strategies (top-down processing).

In another study by Ehrman and Oxford (1989), it was proved that females attempted to guess where there was lack of sufficient information. Examining self-reports on males and females on their attitudes, beliefs, strategies, and experience in language learning. Bacon (1992), conducted a series of experiments in foreign language listening. The comprehension process of learners was examined across different factors. The result

shows that there are significant differences between male and female listeners in strategies, confidence, and effective response.

From the above tests therefore, one would agree that female students tend to listen more carefully than the males. The males' attention span in class is always short lived based on the fact that the male students are always very anxious and this could be as a result of fear of performing lower than their female counterparts, which affects their listening skills.

It is a general belief that females are less anxious and would like to take the full gist of an event thereby paying more careful attention than their male counterparts. For this study, more attention would be paid to the males in arousing their attention and interest towards listening comprehension.

Wubbels and Levy (2005) say that though there is similar performance of both male and female in language learning, yet there exists some imbalance. They say that teachers can begin to address this imbalance by observing the patterns of students' participation and general dynamics in their classes. If after analyzing the patterns of students' participation, a teacher discovers that there is an obvious imbalance between the level of male and female response, it is time to begin rectifying this.

From the foregoing, it can be assumed that gender, has a role to play in language learning and teachers have to come in as rectifiers where there exist high level of imbalance, One of the ways of rectifying this is through the teaching of listening comprehension and speaking which is the crux of this study.

In furtherance of the above claims, this study intends to investigate the difference between male and female ability or attitude in listening and oral performance among the senior secondary students in Kano state.

2.8 Methods of Teaching Listening Comprehension & Oral English Pronunciation

Listening skills are best learnt through simple engaging activities that focus more on the learning process than on the final product. In teaching listening whether to a large or small group of students some of these methods could be useful.

1. **Interpersonal activity method**. – One effective and non – threatening way for students to develop stronger listening skills is through interpersonal activities, such as mock interviews and storytelling. In this method you assign the students in small groups of 2 or 3, and then give them a particular listening activity to accomplish e.g. you may have one situation interview another for a job with a company or for an article in a newspaper. Even in a story telling activity such as one that answers the question "what was your favourite movie for last year? This methods also gives the students opportunity to ask one another questions and then to practice active listening skills.
2. **Group Activities Method.** – Larger group activities also serve as a helpful method for teaching listening skills to students. One can begin with a single group activity. For the first part divide students into group of 5 or more and instruct them to learn one hobby or interest of at least two other group members. Encourage them to ask clarifying question during the activity and you may allow them to take note if the notes are helpful. However, as time passes their skills

grow you should limit students to only writing note after the completion of the first part of their group activity. For the second part, make the students seat in a large circle and then, have each individual student share the name and hobby of interest of the group members that he or she meet. The second part of the group activity can also lean itself the additional listening exercises, e.g. you may ask students to name a number of hobbies and its interest identify during the sharing session.

3. **Audio Method.** – This method can be used in teaching listening skills through audio segments of radio programmes, instructional lectures and other audio messages. In doing this, the teacher models interactive listening process in class with the students, and then instructs them to repeat the exercise on their own. First, instruct the students to prepare for listening by considering anything they will want to learn from the content of the audio segment. Once they have written down or shared these ideas, then play the audio segment, allowing the students to take notes if helpful. Once they have gained confidence and experience, repeat the activity but instruct students not to take notes until the completion of the audio segment.

Method of Teaching Oral Skills

Oral English is taught through minimal pairs – listening to words of similar sounds in pairs or triplets structures. The teaching of pronunciation is important as it will improve speaking skill. Teacher should focus on stress in the teaching of pronunciation because there is massive difference between how one person and another perceives an utterance. Use of dialogues as English pronunciation teaching materials is very important. Short

dialogues should be used in teaching oral English as this will help the students to listen to the right pronunciation and stress pattern of the language.

2.9 Quality of Teaching Listening Comprehension and Oral English

Developing effective listening and speaking abilities cannot be left to chance. Active listening and speaking experience should be structured into daily English language activities. Students will learn to value listening when it is given prominent role in the English language teaching/curriculum/syllabus with their speaking, reading and writing experiences. The recent scathing critique about the quality of American education completed by the National Commission on Excellence in Education has far-reaching implication for teacher preparation programmes in all academic disciplines. Certainly, acceptable proficiency levels of the prospective teacher in the four basic skills and in culture will continue to be a major concern to second language educators.

Yangang (1999), in his report, accepted the dictum that two years were the maximum available for language study. He also asserted that it was impossible to teach more than the ability to read a foreign language within that time. Moreover, since the world has indeed become a global village and with increased emphasis on communication in second language instruction, an oral command of a second language is and will remain an accepted objective of language teaching both here and abroad. Not surprisingly some states are taking steps to prevent the certification of teachers who lack speaking fluency. This is why the California Foreign Language Teachers Association successfully moved the commission on Teacher Preparation and Licensing to add oral proficiency to its credential requirements for foreign language teachers. According to Iowa's standards for state approval of Teachers Education, all programmes preparing

students to teach a second language should ensure that prospective teachers can understand conversation, lectures and news broadcasts at normal tempo. They should be able to converse with a native speaker at normal speed with good pronunciation.

The President's Commission on Foreign Languages and International Studies also stressed the need to establish language proficiency goals and guidelines. Despite all these moves from different parts of the world for the improvement of listening comprehension teaching, yet the quality of teaching it is yet to receive its right attention. Emphasis on the teaching of listening comprehension in relation to oral performance has actually added spice to this study. Though it was not done in full measure in countries such as America, and the United Kingdom where English is first language still have the problems of poor preparation quality of English teachers. Nigeria being a country where English language is taught as a second language equally has greater problem of poor preparation of quality English teachers.

2.10 Listening Comprehension and Oral Performance Teaching Facilities

For the effective development of second language listening comprehension skills, teaching aids are needed to facilitate understanding of concepts (Williams 1990).

Some of the important aids that can be used to provide step-by-step focus in telling any brief story which rests on simple physical action is the chalk and flannel-boards (Smith 1994). These aids can be used to display materials that can be described, an activity which could even lead to asking questions and giving answers.

Similarly, other aids used in the presentation of images that prompt oral composition include over-head and opaque projectors (McAlphin 1989, Usman 1997).

Generally projectors are used to enlarge and make vivid situations that can be discussed in the classroom.

On the other hand, Barret (1990), Roberts (1995), among others, suggested that aids used to develop listening comprehension activity and the subject-matter to eventually lead to oral interaction and exchange of ideas include relia, drawings and photographs, picture cards, slides, diagrams, maps, grids, family – trees and newspapers headlines. Apart from the acquisition of basic vocabulary, the writer feels that these aids can be displayed for students to discuss in ways like description, asking questions and giving answers, story-telling, identifying the difference which could even lead to debating.

Other aids, according to Forrest (1986), Dakin (1986), Anderson and Lynch (1988), Roberts (1995) and, Winter (1996), are radio and television sets, film strips, video/cassette-tapes, tape-recorder and language laboratory. These aids provide not only an interesting record of activities but also a means by which group of students listen to and criticize themselves and, moreover, a means of hearing voices other than the teachers'. After listening to a programme, students in pairs or groups can be assigned to discuss about what they have listened to or he engaged in asking one another questions and giving answers.

Furthermore, textbooks and syllabus are important aids in this regard. These aids usually bring into focus topics for practice to enable students to be communicatively competent (Legutice and Thomas 1991; and Carter and Thomas 1996). Indeed, the teaching aids used in developing listening comprehension skills are unnumbered because it has long been realized that the use of aids helps to make meanings clear,

comprehensible and memorable (Bello 1991; Lee 1989; and Farrant 1991). In this regard, the researcher would check on the different teaching aids which English teachers in SSS II classes in Kano State use to develop listening comprehension skills in their schools.

However the mentioned facilities for developing listening comprehension skills like language laboratory, tape recorders, video/cassette tapes, radio cassettes, flash cards and newspaper headlines are relevant to this study based on their importance and availability. It is therefore clear that without teaching facilities, listening comprehension skills cannot be facilitated fully.

Summary Table 2.1: Title-Gains from the review and their impact on the present

Topic	**Authors Reviewed**	**Points Reviewed**	**Aspect That Is Relevant To The Study**
Listening Comprehension: **Concept and Definition**.	Wolvin and Coakley (1985).	As the process of receiving, attending to and assigning meaning to aural stimuli.	Definition of listening.
	Arnold (2005).	Listening is an active process.	Meaning of listening.
	Bulletin (1952).	Listening as a fundamental language skill and medium through which information, ideas etc are gained or comprehended.	How fundamental listening is to language skill.
	Meady, Nancy, Rubin and Donald (1998).	Listening is a receptive skill which comprises of a physical interpretative and analytical process as it included critical listening skills.	Definition of listening.
	Ronald and Roskelly (1985).	Listening is an active process requiring the same skills of prediction, hypothesizing, checking, revising and generalizing which writing and reading demands.	Requirement for listening.
	International Language Association ILA (1995).	Listening involves active process of receiving, constructing meaning from and responding to spoken messages.	Process of listening.
	Rost (1996) and Olaofe (2006).	Listening is the process of receiving what the speaker says, constructing and representing meaning and creating	The process of listening comprehension.

		meaning through involvement, imagination and empathy. This helps the listener to match what is been heard with what is already known.	
	Gordon (1985) Thomlison (1994)	Lays emphases on the importance of empathy to identify a speaker's perspectives.	Definition of listening.
Listening Comprehension: **Purpose and Importance**.	Beverly et al (1985).	Listening is more important in communication oriented age as effective listeners' holds higher position than ineffective listener.	Importance of listening comprehension.
	Gbenedio (1998).	Listening is very important as a basic communicative instrument and should not be play down or shadowed by reading and writing.	Importance of listening.
	Debor et al (1951).	Listening helps to cultivate abilities to understand speakers intensions accurately and communicate effectively with each other.	Purpose of listening comprehension.
	Brown et al (1985).	Emphases the importance of listening comprehension on oral performance, it establishes that competence in listening comprehension also leads to competence in oral performance.	Role of listening in collaborative activities.
Listening Comprehension: **Types and Procedures**.	Galvin (1985).	Proposes that students need to select an appropriate role, distance and purpose to guide them as they listen. He listed four types which are 1. General corresponding; 2. Interactional listening; 3. Critical listening and 4. Recreational listening.	Types of listening and strategies for effective listening.
	Wolvin and Coakley (1992).	Identify four types of listening comprehension: 1. Appreciative listening; 2. Emphatic listening; 3. Critical listening and 4. Recreational listening.	Types of listening.
	Oxford (1990).	Identify three types: 1. Listening for details: 2. Listening for main idea; 3. Relational listening.	Types of listening.
	Vandergrift (2003)	That attention should be directed to specific points using activities that actively support understanding and guiding attention to specific part of the	Procedures of listening comprehension.

		spoken text.	
	Bacon (1992) and Correll (1983)	Indicates that the best comprehension of spoken text occurs through the interaction or combination of top-up that is perceiving on one hand and parsing of the linguistic input on the other hand.	Listening comprehension procedures.
Listening Comprehension and Oral Performance: **Relationship and Effect**.	Brooks (1996)	By listening to the language in large doses through sufficient exposure to oral presentations, listening skills will develop. Language learning depends on listening since it provides the aural input and enables learners to interact in spoken communication.	Relationship between listening comprehension and oral performance. Effect of listening comprehension on oral performance.
	Feyten (1991)	Listening is understood as a set of related abilities which can contribute significantly to the prediction of foreign language proficiency. Also reflected is the relationship between the listening skills and oral English performance.	The effect of listening comprehension on oral performance.
Attitude to listening comprehension and oral performance.	Oxford and Lavine (1991)	Highly visual learners are particularly vulnerable to anxiety when faced with complex listening activities.	Attitudinal effect to listening comprehension and oral performance.
	Meter (1984)	Anxiety is capable of creating a sense of failure or fatigue. It also prevents learners from transferring the most basic of their first language skills to secondary language.	Effect of attitude to listening comprehension and oral performance.
	Henner and Stanchina (1986).	Note that few foreign language listeners realise that they must extract meaning and mentally integrate new knowledge with what is already known. Most of them believed that in order to understand, they must define every word and apply every grammar rule.	Attitude to listening comprehension.
	Bailey (1998).	Concludes that a high level of anxiety could have adverse effects on students' performance. Anxiety makes anxious students to underestimate their own ability, which in ture diminishes their	Effects of attitude (anxiety) on listeners'.

		performance in class.	
	Young (1991).	That anxious learners may express their feeling through avoidance behaviour, such as skipping class, avoiding eye contact with teacher etc, some students become so fearful of speaking in class that they refuse to participate in some class room activities.	Effects of attitude to listening comprehension and oral performance.
Male and female students attitude to listening comprehension and oral performance: **Relationship**	Chastain (1990).	Disclosed that women performed better in written tests while men did better in oral tests of language skills.	Gender attitude to listening comprehension and oral performance.
	Shuie (2003).	Finds out that woman tended to do better than men in listening skills.	Gender attitude to listening comprehension and oral performance.
	Elkhataifi (2005).	Found out a significant difference between male and female in their levels of learning anxiety, with female being more anxious. The data report reveals that no significant difference between listening and anxiety based on gender.	Gender attitude to listening comprehension and oral performance.
Listening comprehension and oral performance: **Teaching Facilities**.	Lee (1989) and Williams (1990)	For the effective development of second language listening comprehension skills, teaching facilities are needed to facilitate the understanding of concepts.	Teaching facilities for listening comprehension and oral performance.
	Bello (1991); Lee (1989); and Farrant (1991).	The teaching aids used in developing listening comprehension skills are unnumbered because it has long been realised that the used of aids helps to make meanings clear, comprehensible and memorable.	The importance of teaching facilities to listening comprehension and oral performance.
	Carter and Thomas (1996) Cromback and Snow (1997) Robert (1995) Berman (1980)	Teaching aids used to develop listening comprehension activity and the subject-matter to eventually lead to oral interaction and exchange of ideas.	Usefulness of the teaching facility.

2.11 Previous Studies on the Development of Listening Comprehension and Oral Performance Skills

Reported studies on listening comprehension and oral performance skills in English as a second language have been directed at various targets. Some of them that are related to the present study include; the search for standard variety of spoken English to be taught in our schools, the assessment of spoken English curriculum for the senior secondary schools and the description of the level of oral English performance of one of the group of students (Ferrer and Whalley, 1990).

Studies that describe and/or prescribe what Nigerian spoken English is, Joseph's (1985) study on evaluating listening comprehension and speaking proficiency. This study has made an attempt to evaluate, identify and describe the phonology of samples of standard Nigerian English which the researcher felt is spoken by final year university students. Sixty final year undergraduates in English and Education of two Federal Universities, Ahmad Bello University and University of Calabar were the subjects of this study. The sixty subjects represented thirty two (32) language groups or clusters in Nigeria and one native speaker of English is used as a control. Each of the subjects and the control read twenty – eight sentences, twenty – eight words and spoke on "my home" for a maximum of five minutes. The subjects' productions were tape-recorded, phonetically transcribed and analyzed by phoneticians. The distinctive phonological features of Nigerian English were defined when paired with that of a native speaker. Indeed, the study provided an empirical data of the phonology of what standard Nigerian English might be and these finding can be useful for classroom teaching. This study borrowed oral reading as a testing technique from Joseph's (1985) work to determine the

effectiveness of developing listening comprehension, on oral performance skills of senior secondary class II students.

On the other hand, Ogunrombi's (1986) study was on the level of oral English performance of final year primary school pupils. The subjects were 120 pupils systematically selected from four primary schools in Zaria area. Apart from listening comprehension test, the subjects were requested to read aloud a passage and some five sentences. After, they (the subjects) spoke on one of two topics given to them for three minutes. All the responses from the subjects were tape-recorded and scored by five different assessors. The weakness of Ogunrombi study is the use of tape recorder for taking the response from the subjects- this does not allow there to be interaction between teacher and the learner. Another weakness was that the listening comprehension test results was not analysed to see the impact of the pupils listening comprehension effect on oral performance.

One of the Ogunrombi's (1986) instruments relevant to this study is: the tape-recording of responses from the subjects to enhance reliability of the data collected. This study also supports Ogunrombi's (1986) instrument that if competent English Language teachers and variety of instructional facilities are used in developing listening comprehension, the oral performance skills of SS II students would be facilitated, thus making the students to be competent in listening comprehension and oral performance in second language.

Another study on the assessment of the spoken English Curriculum for the JSS was conducted by Aina (1997). Fifty English teachers and 1046 JSS III students from five JSS in Ilorin East Local Government Area were the subjects. In addition to one week

classroom observation, questionnaire sets, listening comprehension and dictation test were used. Again, five sentences were read by the students. A recommendation of the study is that teaching of oral English Language should be done by competent teachers. The study also advocated for the use of eclectic approach for teaching listening comprehension.

This study intends to adopt the questionnaire sets, listening comprehension and a week class room observation on testing the effect of listening comprehension on oral performance.

The subjects for the previous study are too few and the language is too large. The sample is too small, so it cannot be used for generalization. Also, the subjects of the study were for primary school pupils and undergraduate students. Therefore, the result of the previous studies (undergraduates) is not suitable for SS II students as it is more advanced for the SS II. It was also discovered that the result of previous studies among primary school pupils is not suitable for the SS II level, since it is too elementary for the SS II level. Therefore, there is no basis for measuring the performance of SS II students in listening skill and oral performance. It is therefore the intension of this research work to find appropriate measurement of the performance of SS II students in listening comprehension and oral performances.

While the search for listening comprehension and oral performance skills competence in English is on, this study would evaluate the effects of listening comprehension on oral language in the SS II classes. The focus of language teaching has been on promoting speaking skills in order to respond to the students' needs for effective communication in second or foreign language. This is why more attention is now devoted

to the development of listening/speaking skills before taking students to literary work. Weeks (1979); Davies; (1988) and O' Conner, (1981) have rightly observed that language starts with the ear and moves to the mouth, making human languages to be based on listening and speaking. No doubt then, that when listening and speaking skills are poorly developed, the other language skills are developed with much difficulty too.

According to Obanya (1982) and Ubahakwe (1979), "the major objective in language learning is the development of listening/speaking skills which form the basic ability to read and write. This means that good listening and speaking leads to good reading and writing. Oderinde (1982) in order to show the place of listening and speaking skills in language development, states that in the classroom practice, listening and speaking have to be regarded as the foundation work, such that a good grounding in these skills is deemed as naturally constituting good basis for learning to read and write in a well planned course. Obanya (1982), states that in daily lives, people listen and speak most of the time what they do. One talks and hears other people talk. Even when the usual activities embody great deal of reading and writing, one still spend most of the time listening and talking. So, it can as well be said that when students are able to listen well, they have eased the work of a teacher because they are already on the way to learning (Olaofe, 1991). This study therefore, contends that by listening properly to correct pronunciation, stress, rhythm and intonation, students can speak correctly and thereby transmit the message of the teacher.

Furthermore, the two well known theories of language learning have acknowledged the importance of listening-speaking skills. Chomsky (1975) accepted that children need to listen to and imitate the adult speech before they develop their language.

Stanbery (1992) also agreed that "children imitate the words they hear". It follows then, that the skills in listening have to be used at one time or the other by an individual in order to fully comprehend other people. To understand what someone has said and to make oneself easily understood, there are specific sets of skills that ought to be developed Obanya, (1982) and Olaofe, (1991). From the foregoing therefore, this study now contends that proper development of listening skills will actually enhance students' proficiency in oral language performance.

2.12 Measuring Listening Comprehension and Oral Performance

The method of assessing measuring listening comprehension and oral communication skills depends on the purpose of the assessment. For example, a method that is appropriate for giving feedback to students who are learning a new skill is not appropriate for evaluating students at the end of a course, (Beverly 1998). However, any assessment method should adhere to the measurement principles of reliability, validity and fairness. The instrument should be accurate and consistent, it represents the abilities that are to be measured, and it operates in the same way with a wide range of students. The method used should be appropriate to the purpose of the assessment and make use of the best instrument and procedures available.

The systematic measuring of listening comprehension and speaking proficiency among second language students is a relatively new science. The first of the modern tests of auditory comprehension was tried out in France in 1954, and it became part of the College Entrance Examination Board Tests and stood under its own identity as the co-operative French listening comprehension Test (Pimsleur 1996).

The 1960s saw the development of the three listening/speaking tests which for the first time met the criteria of validity, reliability, ease of administration, and objectivity of scoring. They are the listening/speaking Test of MLA Foreign Language Proficiency Test for Teachers, and Advanced Students (1962). The listening/Speaking Test of MLA Co-operative Foreign Language Test (1964); the French Speaking Proficiency Test by (Pimsleur, 1996), and perhaps the most frequently discussed instrument for measuring listening/speaking fluency today is the oral proficiency interview. These types of tests are at present not being used in the language classroom or examinations in Nigeria.

So far, three instruments have been identified for measuring listening proficiency for advanced students in foreign languages. But none from the review has been identified for measuring listening proficiency for the senior secondary school level. Therefore, the method of testing listening comprehension and oral language is still played down.

However, listening comprehension skills of SSS could be measured by :

1. Developing vowel contrast
2. Developing consonant contrast
3. Stress patterns
4. Listening comprehension passage that are within the level of the students

From the above items, students' performance in listening comprehension during class work, test and examination could be rated and graded to determine their weakness and strength.

2.13 Theoretical Framework

This study is based on theories of listening comprehension and oral performance. One's proficiency in speaking skills is a function of one's efficiency in listening, since

the two skills are symbiotically related as primary language skills upon which the secondary skills, reading and writing are predicted (Gbenedio, 1996).

Behaviourism derives from the work of the famous psychologist Skinner (1975). According to this school of thought, every utterance is produced as a result of some kind of stimulus. Such stimulus could be internal, physical or verbal. For example, language response to hunger which is an internal state could be the utterance, "I am hungry". For a child to learn to make such a response, his attempt at producing the piece of language will have to be reinforced, and if reinforced, would likely lead to further utterances.

This school of thought also believes that learning of rules governing language or the description of the principles underlying a language does not enhance the learning of the language. Language teaching instead should be based on spoken language. This theory also emphasises that writing should not be taught until a child has mastered the language in its oral form.

Another theory of language learning is the Mentalist theory as advocated by Noam Chomsky (1975). According to this theory, everybody learns a language, not because they are subjected to conditioning processes, but because they possess an in born capacity which permits them to acquire a language as a normal maturational process. It follows that human beings must possess some internal or innate capacity for language. This innate capacity is what is referred to as Language Acquisition Device (LAD). According to this school of thought, a child after birth is exposed to language which usually triggers off the LAD. The LAD in each child has the capacity to formulate hypothesis of the structure of the language to which the child is exposed. The child continues to test the hypothesis in the course of further exposure to the language. He

modifies it and tests it again until the hypothesis is accepted. As the child gets older, the hypotheses get more complex because the speech is beginning to approximate that of the adult speaker. This process is a construction of the internal structure of the grammar of the language being learnt. This grammar passes through modification until it becomes adult language and approximates the descriptive grammar which the linguist attempts to describe and write.

The two schools of thought are still emphasising on the importance of listening as an ingredient of effective learning of a language since they believe that the child must learn the spoken language before learning the reading and writing skills. Therefore, these theories have provided the needed guide for this study.

Lee (1989) and Williams (1990) admitted that for effective development of second language listening comprehension skills audio – visual resources are needed to facilitate the understanding of concepts.

This study focused on audio visual resources used in developing listening comprehension activity and the subject-matter that eventually lead to oral interaction and exchange of ideas. Previous studies have continued to focus on what students continue to learn but ignore teachers' effects and how to help the students learn all they ought to know. This is why the present study provided guidance for teachers, schools, teacher educators and others that are interested in the teaching and learning of listening comprehension.

2.14 Summary of the literature review

The literature review would make a survey of the ways through which listening comprehension and oral performance skills in English can be developed. The review would show that:

1. Listening comprehension and speaking skills are the base upon which the other language skills can be developed.
2. There are certain specific skills which second language teachers should aim to develop in listening comprehension and speaking skills for students to intelligibly communicate or understand what has been communicated.
3. Various language teaching strategies can be used eclectically to develop listening comprehension and speaking skills of second language learners. The study would evaluate through the instrument mentioned in chapter 3 of this work, the strategies teachers use in the development and measurement of listening skills of students.
4. The use of teaching facilities can facilitate rapid and comprehensive development of listening skills of the second language learners; and
5. Second language learners face some problems that militate against the proper development of listening skills in English. This study sought to find out through classroom observations the ways teachers go about tackling these problems.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter has its focus on the methodology for the study, which is aimed at investigating the effects of listening comprehension skills on oral language performance in senior secondary schools. This chapter therefore addressed the following issues:

Research Design, Population, Sample and Sampling Procedure, Research Instruments, Validity of the Instrument, Reliability of the Instrument, Data Collection and Method of Data Analysis.

3.2 Research Design

The research design for this study is quasi experimental involving independent variables (listening and speaking skills) and moderator variables A pre-test was administered on the subjects using students' listening comprehension test instruments (SLICOT) to determine students' entry level in listening and speaking and ensure that the samples are of comparable abilities. The sampled subjects were divided into experimental group and control group. The experimental group was exposed to rigorous teaching (treatment group) using audio visual materials while the control group was treated using the contemporary approach of teaching without materials. These two groups were post tested using SLICOT to access if there was effect due to the treatment. The summary of the research design is as shown in the diagram below.

EG ⟶ O1 ⟶ AV ⟶ O2

CG ⟶ O1 ⟶ CA ⟶ O2

EG = EXPERIMENTAL GROUP O2 = POST TEST

CG = CONTROL GROUP AV = AUDIO – VISUAL

O1 = PRE – TEST CA = CONTEMPORARY APPROACH

3.3 Population

The population of this study comprise of all male and female SSS II students in Senior Secondary Schools students' in Kano State. All the Secondary Schools are sub-divided into ten educational zones as shown in table 3.1.

Table 3.1 : Distribution of schools by zones and student population

Zone	**No. of Senior Secondary Schools**	**Population**
Bichi	16	8,662
Danbatta	19	12,685
Gaya	15	2,949
Gwarzo	14	10,545
Minjibir	19	5,030
Municipal	36	22,579
Nassarawa	25	47,472
Rano	23	10,747
T/Wada	13	4,860
Wudil	17	6,160
Total		**131,589**

Source: Kano State Ministry of Education (2009).

3.4 Sample of the Study

A sample is a small group of element or subject through a definite procedure from a specified population. The sample was used to represent the population when the entire population could not be studied.

The students of senior secondary school class II (SSSII) in 2008/2009 session were sampled out for the study because they are considered more stable class than their senior

secondary classes I & III counterparts who are either just beginning or about to complete their studies. The students have also attained a reasonable feat in English language learning bid. This makes them a better set of students for this study than their SS I and SS III counterparts.

The SS II students were selected because they were in a better position to respond to tests that were used to determine effectiveness of teaching listening and speaking skills in the secondary schools. The SS II students were also chosen because they were yet to complete the secondary school final examination which will qualify them for admission to tertiary institutions.

3.5 Sampling Technique

This refers to the statistical and research means used to arrive at the sample size. (Uzoagulu, 1998). It is the strategy adopted by the researcher for arriving at a good representativeness of the population.

3.6 Stratified Random Sampling Technique

This involves dividing the population into separate strata on a characteristics assumed to be closely associated with the variables under study. This technique was applied for selecting sampled population across the selected schools as representative sample for the study as follows:

First, the schools were subdivided into ten education zones of Kano State then the sample were drawn from six Senior Secondary schools II(SS II) to reflect in three local government areas of the state. The schools from which samples were drawn are as shown on the table 3.2 below.

Table 3.2 Sampled SS II Students.

Name of School	Type	Population	Sample Exp.
Stadium Sec. School, Kano	Urban	449	136
Govt. Girls Sec. School, Kwa	Rural	238	72
Govt. Sec. School Bichi	Rural	232	70
Govt. Commercial Sec. School Wudil	Rural	319	96
Maikwatashi G. G. Sec. School, Kano	Urban	160	48
Govt. Girls Sec. School, Gezawa	Rural	279	84
Total	-	**1,677**	**506**

Source: Kano State Ministry of Education (2009).

From the above table, a total of 633 students were females out of which 204 were sampled while the male population from the selected schools was 1,044 out of which 302 were sampled. Therefore, the total sampled population of male and female respondents for the study was 506 under the table 3.2

This agrees with the recommendations of Frankel and Wallen (2000) that a minimum of 30 subjects is adequate for an experimental research. However, for a wider generalisation, this study employed 30% of the sample.

3.7 Research Instrument

The research instrument employed in this study is the Students' Listening Comprehension Test (SLICOT). The instrument was self developed by the researcher due to the difficulty in finding a standardized test that could be relevant with the Nigerian curriculum and the researcher's field of interest.

The SLICOT Test is a twenty-five-item test (Append 1) which is subdivided into four sections. The sections include listening comprehension passages, test of knowledge

of vowels and consonants, the use of stress in sentences and use of intonation in English sentences. The items enumerated from the use of a table of specification on table 3.4 and the result of test validation based on the pilot study.

3.8 Validity and Reliability of SLICOT

To ensure the validity of the instrument, the table of specification was strictly used to construct fifty items. Experts in language education in the Department of General Studies and Experts in test and measurement in Educational Psychology and Guidance and Counseling examined the items for content and face validity. The instrument was criticized and suggestions for improvement were made. Thereafter, the pools of items were pilot-tested in two Senior Secondary Schools in Bichi Local Government which are not involved in the study.

During the pilot study, the test was given to a total of forty students twice within three weeks. The test-retest result of the pilot study were subjected to Pearson Product Moment Correlation Coefficient to assess its reliability. The test-retest reliability of 0.75 was obtained. This co-efficient is high enough to adjudge the test reliable and useful for the research in views of Gays (1981) assertion that one would be very satisfied with reliability greater than or equal to 0.70.

3.9 Treatment

The instructional packages consist of six lesson notes.

1. The lesson notes were presented by the researcher using method of listening to sounds of English e.g. vowels and consonants, segmental and suprasegmental features e.g. stress and intonation and short comprehension passage to teach the respondents. Each note covers an aspect of listening comprehension and oral

English which were taught for six weeks. Six lesson notes were developed by the researcher to cover topics under the area of study. The researcher undertook the treatment in two schools (GSS Stadium – experimental and GGSS Kwa – control). The other four schools were treated by their respective classroom teachers under the researchers' supervision using the lesson notes.

2. The classroom teachers teaching English Language in the selected schools were all first degree holders in English language with a minimum of 10 years teaching experience. They were trained on how to use the above method i.e sounds of English, segmental, supramental features and comprehension passages in teaching listening and speaking skills to the students in the selected schools. The teachers were subjected to series of tests after training to ascertain their level of mastery of the method to agree with th researchers' view.

Each group was treated under their two lesson periods of 45 minutes each per week.

The summary of the lesson notes is as shown in table 3.3

Table 3.3 Summary of the lesson notes

Weeks	**Items to be Taught per week.**	**Instructional facilities**
Week I	Vowel contrast. (**[I, i:], [æ a:][ə]**)	Flash cards, audio cassette
Week II	Vowel contrast. **(/ ɔ, ɔ:/, /ʌ, ɜ:/, /ʊ,** u:/**)**	Chalkboard, flashcards, audiocassette, tape recorder
Week III	Consonant contrast (/t /, / /, / /, / t /, / θ /, / d /, / /, / b /, / v /)	Chart, audio cassette, chalkboard
Week IV	Stress (Shifting Stress)	Flashcards, audio cassette, chalkboard
Week V	Intonation (Intonational Patterns of Statements and Questions)	Audio cassette, chalkboard
Week VI	Listening Comprehension falling tune ↓.	A tape recorded story, tape recorder

Table 3.4 Table of Specification for Post-SLICOT Testing Instrument

Topic	Content	No of items	Level of Thinking		
			A	B	C
Vowel contrast	Vowel articulation Vowel perception	5	1	3	1
Consonant contrast	Consonant production Consonant perception	5	3	1	1
Stress and intonation	Word stress (shifting stress) Sentence stress (emphatic) Intonation of statement, questions and command sentences.	15	5	5	5
Listening for ideas and details	Main ideas and supporting details.	5	2	1	2
	Total	**30**	**11**	**10**	**9**

3.10 Data Collection Procedures

Sampled students from each school were given a pre-test and a post-test. The pre-test was administered to establish the students' existing listening comprehension skills proficiency level as well as to ensure the groups equivalence. The groups were treated for six weeks. Four schools (2 urban and 2 rural) were taught with standard facilities while the other two schools were taught by the contemporary approach without facilities.

After a six week treatment, the Experimental and Control groups were tested using the SLICOT to assess if there was any difference due to the treatment. The scores obtained from the test were used to test the Null hypotheses.

Six lesson notes were developed by the researcher to cover topics under the area of study. The researcher undertook the treatment in two schools (G.S.S. Stadium – experimental and G.S.S. Kwa – control).

The other four schools were treated by their respective classroom teachers under the researchers' supervision using the lesson notes. Each group was treated under their two lesson periods of 45 minutes each per week.

3.11 Data Analysis Procedures

The data obtained were subjected to Analysis of Variance (ANOVA) which was used to test the null hypotheses.

CHAPTER FOUR

4.1 Introduction

The focus of this study was to investigate the effects of listening comprehensive skills on oral English Language performance in selected Senior Secondary Schools in Kano State. In chapter three, an attempt was made to outline the procedure employed in data collection. In this chapter, the data collected was analyzed to test the null hypothesis listed in chapter 1. The instrument generated pre and post test data.

The pretest data was analyzed using the analysis of variance to ensure that the samples selected are of comparable ability. The summary of the analysis is presented in Table 4.1.

Table 4.1. Anova analysis of students pretest.

	Sum of squares	Df	Means square	F	P value	Decision
Between groups	17.540	5	3.508	1.707	0.131	Retained
Within groups	1027.806	500	2.056			
Total	1045.346	505				

□ 0.05 level of significance.

From the Table 4.1, the P value of 0.131 is greater than the 0.05 level of significance. Then, there is no significant difference in the abilities of the groups. Therefore, the groups selected for this study are of comparable abilities.

4.2 Hypothesis Testing

This study was aimed at finding out whether the use of resources in the teaching of listening comprehension has any effect on students' oral English Language

performance. To ascertain this, three hypothesis postulated were tested using the analysis of variance statistics (ANOVA). The summary of the analysis by hypothesis is as shown below.

Research Question 1

What is the effect of teaching listening and speaking skills using audio visual materials on oral English performance?

To answer the research question 1, a null hypothesis was developed and stated as follows:

4.2.1 Testing Hypothesis 1.

The first hypothesis was to compare the effect of resources in the learning of listening and speaking skills. The null hypothesis is restated thus:

H_{o1}: There is no significant difference in the performance of students taught listening and speaking skills with audio visual materials such as flashcards, audio cassette and those taught without materials.

To test the hypothesis, the post test data for the experimental group taught with resources (radio cassette player and recorded oral English audio cassette) and the control group taught without resources were analyzed using the ANOVA (Appendix x). The summary of the analysis is presented in Table 4.2.

Table 4.2: ANOVA Comparison of post test scores for students taught with Audio visual materials and those taught without materials.

	Sum of squares	**Df**	**Means square**	**F**	**P. Value**	**Decision**
Between groups	391.807	3	130.602	8.940	0.001	Retained
Within groups	5084.011	348	14.609			
Total	**5475.818**	**351**				

From the Table 4.2, above, the P value 0.001 is less than the 0.05 level of significance. This shows that there is significant difference in the performance of experimental group and control groups. As it is traditional with ANOVA that, when a significance difference is found between groups, a pair wise comparison is taken to ascertain the source of the difference. In this study, turkey's pair wise comparison was used (Appendix XV). The results revealed a no significant difference between experimental groups taught with audio visual materials but showed a significant difference with control groups who were taught without materials. The difference is in favour of the group taught with audio visual materials that has a consistent low mean difference and standard error compared to those of the control group not taught with materials. From the above result, it therefore shows that the use of resources have significant effect on the students' performance in listening speaking skills.

Research Question 2

What is the effect of teaching listening and speaking skills using audio visual materials on male/female students' oral English performance?

To answer the research question 2, a null hypothesis was formulated and stated as follows:

4.2.2 Testing Hypothesis 2

The second hypothesis was posed to ascertain whether gender has any difference in the learning of listening comprehension skills among secondary school students. The research hypothesis tested is re-stated thus:

Ho_2: There is no significant difference in the performance of male and female students taught listening and speaking skills using audio visual materials such as flashcards, audio cassettes e.t.c.

To test this hypothesis, the post tests of the experimental group treated with resources were subjected to ANOVA. The summary of the analysis is as shown in Table 4.3

Table 4.3: T - Test analysis of SLICOT Scores for Male and Females in the experimental group.

Groups		N	Mean	SD	SE	df	T	P-Value sig	Decision
Scores	Male	206	12.96	3.94	0.27				
	Female	132	12.55	4.24	0.37	336	0.902	0.336	

Considering the analysis in Table 4.3 the P value 0.378 is greater than the 0.05 level of significance. The result revealed that there was no significant difference in male and female students' performance in the SLICOT scores for listening and speaking skills. This implied that both male and female students performed equally well after exposure to the treatment. This finding showed that the use of resources in the teaching of listening comprehension is gender friendly.

Research Question 3

What is the effect of teaching listening and speaking skills using audio visual materials on students' oral English performance based on rural and urban location?

To answer this research question, a null hypothesis was formulated and stated thus:

4.2.3 Testing Hypothesis 3.

The aim of this hypothesis was to access if the location of the schools (urban or rural) have any effect on the academic performance of students, in the experimental group taught oral comprehension skills using resources. The hypothesis tested is restated here.

H_{o3}: There was no significant difference in the performance of urban and rural students taught listening and speaking skills with audio visual materials.

To test the hypothesis, the result of two male schools in Kano metropolis (GSS Maikwatashi and GSS Stadium) were compared with those of GSS Bichi and GGSS Gezawa from the rural schools. The results were subjected to analysis of variance. The summary of the result analysis is as shown in Table 4.4.

Table 4.4: ANOVA analysis of urban and rural students.

	Sum of squares	**Df**	**Means square**	**F**	**P. Value**
Between groups	50.918	3	16.973	1.032	Decision
Within groups	5492	334	16.446		Retained
Total	**5543.719**	**337**			

From the P – Value obtained in table 4.4, the P-Value (0.378) is greater than the 0.05 level of significance. This shows that there was no significant difference between the scores of urban and rural students. This showed that both urban and rural students performed equally well in the speaking skill test. Thus, audio – visual materials are location friendly, and can be used to teach in both rural and urban settings.

4.3 Summary of Findings

(i) Analysis of data to test the first null hypothesis showed that there was significant difference in the academic performance of the students taught listening comprehension skills with resources such as flashcards, audio cassettes e.t.c., and those taught without resources.

(ii) Analysis of data to test the 2nd null hypothesis revealed that there was no significant difference in the academic performance of male and female students taught listening comprehension skills with resources.

(iii) Analysis of hypothesis 3 showed that there was no significant difference in the academic performance of urban and rural students taught with resources in listening comprehension skills test.

4.4 Discussion of Findings

The main objective of this study was to investigate the effect of listening comprehension skills on oral English performance in senior secondary schools in Kano State.

Effects of Audio-visual Resources of students' performance

From the analysis of data to test this null hypothesis, it was established that students taught listening skills can perform better in oral English Language. This is supported by Brooks (1960) who stated that by listening to the language in large doses through sufficient exposure to oral presentation, listening skills will be developed. He stated further that language learning depends on listening, since it provides the aural input that enables learners to interact in the spoken language. Glazer (1989) and Galda (1991)

asserted that listening to story is an excellent vehicle for expanding thinking skills and for building vocabulary which are very essential for oral performance in language learning. This implies that listening comprehension competence helps the development of the spoken language and a necessity for preliminary oral proficiency.

Effects of Gender on students' performance

Another significant finding of this study was that female students performed equally well as their male students when both were exposed to the use of resources, such as radio, tape, recorder/cassette player, for the teaching of oral comprehension. This finding is in line with the study conducted by Brantimeir (2002) on listening comprehension, it was revealed that there was no significant difference in the performance of male and female on both tests – (Pre and Post). Also, Young and Oxford (1999) observed in their study that no difference was found between male and female performance on gender based test on listening comprehension.

Ogunrombi (1986) also proved in his study that oral English can readily be learnt if adequate resources are made available to the learners. Therefore, the authorities concerned should consistently provide different teaching aids for the learning of listening comprehension. Teachers also through refresher courses need to be enlightened to improvise and use teaching aids in order to bring interest and varieties to listening comprehension lessons.

Effects of school location on students' performance

The location of a school (urban and rural) has no significant effect on the academic performance of the child. Ezeuwu (1987) stated that the obvious that the location of a school (rural and urban) has no effect on the child's ability to study and

perform at the level expected of him, if the child is exposed to the same facilities. He further stated that it is only the degree of interest a student derives from a learning environment that affect his performance. Mkpugbe (1998) noted that the individual students' academic performance is influenced not only by motivating forces of his home, scholastic ability and academic values but also by the social pressure applied by the participant in the school setting. If rural and urban schools in Nigeria are provided with qualified English teachers, equipped with basic teaching/learning facilities, all these serve as arousing factors for good academic performance in listening comprehension skills. This agrees with Abdullahi (1997) and Aderounmu (2007) who opined that if the urban and rural students are taught listening comprehension skills with the same resources, they will have the same performance in oral English language.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discussed the summary, major findings of the study and its implication, conclusion, recommendations, limitations of the study and suggestions for further research.

5.2 Summary

The study sought to investigate the effect of listening comprehension skills on oral English Language performance in senior secondary schools in Kano State. The study samples consist of six (6) students selected from six (6) senior secondary schools three (3) of which were selected from rural area and the remaining three (3) from urban area with special consideration for male and female schools within the selected areas. The schools were grouped into two, each group consisting of a male and a female school. The two groups were pre-tested using the Students Listening Comprehension Test (SLICOT) to establish the group equivalence in relation to listening comprehension (Appendix 1). At the end of the pretest, control and experimental groups were exposed to treatment (teaching) on oral work (vowel contrast, consonant, contract, stress, intonation and listening comprehension. The experimental groups were taught with resources while the control groups were taught without resources. After the six weeks treatment (teaching) the students were reassessed using students listening comprehension test (SLICOT). The hypotheses were tested using analysis of variance at 0.05 level of significance.

Analysis of hypothesis 1 (H_{o1}) revealed that there was no significance difference in the ability of the groups. This showed that there was no significant difference in the performance of the students taught listening comprehension skills with facilities and those taught without facilities. The hypothesis was therefore retained.

Analysis of hypothesis 2 (H_{o2}) revealed that there was no significant difference in the academic performance of male and female students taught listening comprehension skill using facilities. Hypothesis 2 (H_{o2}) was therefore retained.

Analysis of hypothesis 3 (H_{o3}) also revealed that there was no significant difference in the academic performance of urban and rural students taught listening comprehension skills with facilities. Hypothesis 3 (H_{o3}) was thus retained. Based on these findings, a number of recommendations were made.

5.3 Implications

5.3.1 Implications for Teachers

From the findings of this study, it would appear that using audio-visual resources such as audio cassettes, flashcards and chalkboard in teaching listening comprehension would have significant effect on students' oral English language performance. Teachers should realize that the use of audio-visual resources such as audio cassette, tape recorder, flashcards and chalkboard in teaching listening comprehension would assist students to relate what they listen to, to what they already know. There is therefore need for teachers to stimulate students' existing knowledge and then make them relate their background knowledge to the text (Yusuf 2005). By using audio cassette, tape recorder in teaching listening comprehension, the teacher leads students to set a purpose for their listening through purposeful conversation/dialogue. This helps students to get relevant

pronunciation and information. It also encourages concentration. Teachers must be creative in devising strategies to draw upon students' experiential background. One way of doing this is by providing them with guided short listening comprehension passages on audio cassettes, such as "one week experience of Okoro" directly related to the new knowledge to be gained from the passage. Teachers can stimulate students' interest through some pre-listening questions before they listen to any given passage.

Listening comprehension is a meaningful activity because of communication between the speaker and the listener. Every listening comprehension passage introduced to pupils should reflect the fact that the purpose of listening comprehension is to make sense of the text (Yusuf 2005). It should therefore be noted that the way teachers teach listening comprehension has an important influence on whether or not learners view listening as a meaningful activity. It is important for teachers to bear in mind that the essence of listening comprehension is to understand the speaker; hence the students do not have to be passive listeners.

Teachers should encourage interactive activities, active participation and cooperative learning in any listening task. This can be through pair listening, group work e.g. dialogue in pairs or groups (Yusuf 2005). This will make listening comprehension lessons more meaningful and interesting. It will also encourage active participation. Teachers should keep in mind that comprehending a language as it is being spoken is a complex active skill involving many processes. Teachers should therefore always consider this complexity of listening comprehension process and carefully arrange classroom activities in actual listening comprehension stage, schematic knowledge, context knowledge and knowledge of the L2 system are all important. The selection of

listening is also very important to prepare student for real – life English communication and listening comprehension. In the classroom, the teacher should encourage the students to be inventive, imaginative and active in all the three stages (pre – listening stage, main listening stage and post listening stage) to enhance their language performance.

Activities before listening include motivation, contextualization and preparation e.g. students brainstorm a kind of story, students describe one of their favourite story and what they like about it, predict some words or expression that might be in the story.

Activities during listening include, listening and deciding if the story is happy or sad, listening again ordering the line of the story and listening again to check their answers or read a summary of the story with errors in and correct them (Yusuf 2005).

Activities after listening include: discourse, decide whether they liked or did not like the story, decide whether they enjoyed the story or not and writing a review of the story, answering comprehension, discussing in pairs, groups and searching for meaning from the text listened to.

Students should be exposed to listening in other subject areas. Listening should be taught and students made to listen to news over the radio and English programmes such on radio (Yusuf 2005).

No education programme can rise above the quality of its teachers. The teacher factor becomes a critical one in the improvement of listening efficiency and much more effort is needed to raise their level of competence (Yusuf 2005). In the light of the above statement, therefore teachers should be encouraged to belong to professional associations like English Language Teachers Association of Nigeria (ELTAC). They should also seek

to upgrade their classroom pedagogy through reading journals and attending relevant seminars and workshops that promote listening effectiveness.

Workshops and seminars for teachers are generally recognized to be an effective means of introducing innovations to practicing teachers but experience has shown that teachers are reluctant to introduce innovations in their classrooms without the backing of their superiors (Yusuf 2005). To this end therefore, Educational Trust Fund at the national, state and local government levels should ensure that these workshops are mounted for teachers to disseminate this new innovative method of teaching listening comprehension.

5.3.2 Implications for Curriculum Planners

Curriculum planners need to take into consideration students' experiential background in their selection of topics for listening comprehension (Yusuf 2005). They need to try as much as possible to include oral language development topics as part of the listening comprehension with appropriate audio-visual resources in the junior secondary school classes. This will help set a purpose for their listening and also enhance students' oral language proficiency.

There is need for curriculum planners to involve classroom teachers in future curriculum development in listening comprehension (Yusuf 2005). This is necessary because this aspect of language development is neglected and teachers can provide information on actual classroom encounters. They can make suggestions on the content and audio-visual resources such as audio cassette, tape recorder, flash card radio, required for developing listening skills. They can also trial test draft materials in their classrooms.

5.3.3 Implication for Textbook Writers

There is the need for textbook writers to bear in mind that spoken forms have meaning for students only if students are familiar with those words through listening (Yusuf 2005). The beginning of each unit in English textbook should contain listening aspects that fall within students' range of prior knowledge. Textbook writers need to consider students' background knowledge in selecting the content of listening materials and should use language development activities in listening skills.

Teachers should try as much as possible not to rely solely on textbooks, manuals or syllabus guidelines produced by the ministry of Education but should try to design their own evaluative procedures (Yusuf 2005). It is their knowledge and experience of the actual teaching situation that is important. Textbook writers should ensure that listening materials are relevant to each aspect of the units in English texts. They should provide materials to treat a particular listening skill in each unit of the texts, which could form the basis of a listening skill exercise.

5.3.4 Implications for students

Listening comprehension tests should be instructionally relevant. The test result should be easily interpreted to provide the teacher with information about what and how to teach students. In teaching listening comprehension, there is need to include oral, inferential and critical questions so as to encourage students to do critical listening. By so doing, the students' interest in learning listening comprehension and consequently their oral language performance will improve.

It would seem obvious from the construction of the instrument for this study and the analysis of data that using instructional facilities such as audio cassettes, tape

recorder, flash cards in teaching and testing listening comprehension is bound to be more productive compared to a setting in which such materials are not incorporated. Hence for them to record maximum efficiency in teaching process as well as to obtain an accurate and precise measurement of achievement, teachers should endeavour to be resorting to the said techniques and materials in listening comprehension. This indicates that there is an urgent need to upgrade the basic listening skills of students and to promote the correct concept of listening as personal meaningful communication. Remedial listening programmes should be organized for all students in schools.

5.4 Conclusion

The following conclusions are drawn based on the recommendations of the study.

The use of audio-visual resources promoted cognitive gain and increase students' academic achievement. The results were further classified on the basis of gender as follows: male and female students in the experimental group were compelled using their students listening comprehension test scores. The result revealed that there was no significant difference between male and female students within the experimental group after their treatment using audio-visual resources. This indicated that the relevance of audio-visual resources in enhancing listening skills cannot be underestimated and as such its gender friendly.

Conclusively, the finding of this study showed that students' academic performance in vowel contrast, consonant contract, stress, intonation and listening comprehension in English Language could be enhanced when audio-visual resources are effectively utilized. It was also discovered that students' attitude was positively

enhanced when audio-visual resources were used as learning aids. On the basis of these findings, the following generalizations are made:

- The effective use of audio-visual resources in teaching listening skills has significant effect on students' academic achievements and increase positive attitude in language learning.
- It could also be generalized that the use of audio-visual resources for teaching listening comprehension is gender friendly since it was established that there was no significant difference in the performance of male and female students taught with instructional facilities.
- Finally, the use of audio-visual resources for teaching and learning listening comprehension skills could lead to higher academic achievement than the use of standard traditional approach could instill in the students the spirit of enquiry and problem solving if well utilized. This will help the students to learn English Language effectively and would lead to the production of better future linguists that could bring about the total transformation of language studies in Nigeria thereby satisfying the objective of National Policy on Education.

5.5 Recommendations

This study has established the positive effects audio-visual resources such as flashcards; audio cassette has in the teaching and learning of listening comprehension skills. The following recommendations were made based on the findings of the study:

a. Audio-visual resources such as flashcards and audio cassettes should be used in conjunction with oral communication especially in the rural areas, where some of

the audio-visual resources like flashcards and audio cassettes are not very common, so as to enhance language teachers and students' performance.

b. Government should enforce the use of audio-visual resources such as flashcards and audio cassettes in our various secondary schools across the nation; this could be enhanced by building language laboratory in our secondary schools.

c. In addition to the above, government should ensure that teacher training institutions continue to utilize the language laboratory in their various institutions. This will ensure its effective use at the secondary school level.

d. Adequate funds should be made available to accommodate the financial needs of instructional facilities such as flashcards and audio cassettes at all educational levels in general and at the secondary school levels in particular.

e. In-service training should be given to all language teachers on instructional facilities to enable them develop positive attitude towards using instructional facilities such as flashcards and audio cassettes for effective teaching of listening comprehension skills.

f. Federal, State and Local Ministry of Education, educational parastatals and professional organization such as Language Society of Nigeria (LSN) should organize regular workshops, seminars, conferences on the use of instructional facilities for effective teaching of listening skills for teachers in our various educational institutions.

5.6 Limitations of the Study

The study is limited to senior secondary school levels (SS II) even though the effect of the use of instructional facilities for effective teaching listening comprehension

skills is scantily researched at all levels of our educational system. Also the unavailability or inadequacy of instructional facilities in some schools within the study area limits the study. The sampling size of the study may also constrain wider generalization.

5.7 Suggestion for Further Study

The effects of listening comprehension skills on oral language performance are scantily researched especially at secondary and tertiary levels of education. This study is therefore required to be replicated to establish the impact of using audio-visual resources for effective teaching of listening skills at secondary and tertiary levels of education. The study may be undertaken with bigger sampling size to enable wider generalization.

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APPENDIX I
PRE-TEST QUESTIONS

Listen to the following passage and answer the questions on it.

The Passage

A. The West African slaves were treated very cruelly. They had to march all day and were given little food or water. If they walked slowly, their captors hit them. If they fell ill, they were killed or left alone to die in the forest. The traders who bought them only cared about getting them to the coast in time to meet the slave ships. Only the healthiest slaves made it to the coast. These were mainly young men. Women and children frequently died on the journeys to the coast.

(1) How were the West African slaves treated?

(2) How were they fed?

(3) How will you described the attitude of slave captors towards the slave?

(4) What used to be the main concern of the slave traders?

(5) Where were the slaves taken to?

B. Write out the phonetic symbols representing the sounds in the word-final position of each of the following words.

(6) /θ/ Cloth

(7) /ʃ/ cash

(8) /s/ mess

(9) /ʒ/ rouge

(10) /l/ call

(11) /ei/ may

(12) /ɑ:/ car

(13) /íː/ key

(14) /ɔː/ four

(15) /ʊ/ owe

C. Indicate the stressed syllable in each of the following words by writing it in capital letters.

(16) Candidate

(17) Communication

(18) Supervision

(19) Community

(20) Uncertain

D. Identify the words that are naturally stressed in the following sentences.

(21) The West African slaves were treated very cruelly.

(22) If they walked slowly, their captors hit them.

(23) Only the healthiest slave made it to the coast.

(24) These were mainly young men.

(25) Woman and children frequently died.

E. Intonation

Identify the intonational pattern of each of the following sentences.

(26) John is playing football.

(27) When are you coming to school / travelling home?

(28) Will you be going to the party?

(29) Get out of the class

(30) He was there yesterday, wasn't he?

APPENDIX II

PRE-TEST MARKING SCHEME (1 mark each)

1. The West African slaves were treated cruelly.
2. They were given little food or water.
3. The attitude of the slave captors was cold towards the slaves.
4. The main concern of the slave trader was getting them to the coast in time to meet the slave ships.
5. The slaves were taken to the coast.
6. /θ/
7. /ʃ/
8. /s/
9. /ʒ/
10. /l/
11. /ei/
12. /ɑ:/
13. /i:/
14. /ɔ:/
15. /əʊ/
16. Candidate
17. Communication
18. Supervision
19. Community
20. Uncertain

21. The West African slaves were treated very cruelly.

22. If they walked slowly, their captors hit them.

23. Only the healthiest slaves made it to the coast.

24. These were mainly young men.

25. Women and children frequently died.

26. John is playing football.↓ (falling tune)

27. When are you coming to school / travelling home? ↓ (falling tune)

28. Will you be going to the party? ↑ (rising tune)

29. Get out of the class↓ (falling tune)

30. He was there yesterday, wasn't he? ↑ (rising tune)

APPENDIX III

LESSON I

SUBJECT:

CLASS:

ASPECT: Speech

Topic: Vowel Contrast

SUB-TOPIC: Vowels / **[I, i:], [æ a:][ə]**

REFERENCE BOOK: Jowitt D. (2006): Spectrum Oral English for SSS. Ibadan, Spectrum Books Limited.

INSTRUCTIONAL MATERIALS -: Audio cassette, chart and flash cards

INSTRUCTIONAL OBJECTIVES -: At the end of the lessons students should be able to:

(I) recognise the long and short distinction between the pairs of vowels listed above

(II) articulate them correctly

(III) Perceive them appropriately when words are dictated to them.

PREVIOUS KNOWLEDGE -: The students are already familiar with vowels and consonants.

INTRODUCTION -: The teacher introduces the lesson by asking the students to identify the vowels in the following words written on chalkboard and flash cards: sit, pack, read, week, etc.

PRESENTATION -: The teacher presents the lesson as follows:

STEP I -: The teacher carefully pronounces each pair of vowels written on the chalkboard for students to listen to the difference in the length of the vowels. **[I, i:], [æ a:]** she equally pronounces schwa **[ə]** bringing out its quality as a weak short central vowel. This she does by showing the flashcards on which each of the sounds is written, pronounces for the students and ask them to pronounce after her.

STEP II -: The teacher plays the recorded cassette containing minimal pairs displaying the difference between the vowels and asks students to write out the words accordingly. The teacher further writes out the minimal pairs on the board and re emphasises their pronunciation for students to note.

	A	B
1.	/ I /	/ i: /
	sit	seat
	rid	read
	pick	peak
	bid	bead
	nil	kneel
	pill	peel
	sin	seen

	A	B
2.	/ æ /	/ a: /
	cat	cart
	ban	barn
	pat	part

pack	park
back	bark
mat	mart

3. / ə /

a<u>w</u>ay

a<u>b</u>out

teach<u>er</u>

doct<u>or</u>

a<u>g</u>o

STEP III -: The teacher writes words containing the vowels treated above and asks students to identify the vowels in each word examples- woman, earth, pass, kit, people, ladies student.

EVALUATION -: The teacher evaluates the lesson by giving the students the following work.

(I) Identify the following vowels **[I, i:], [æ a:], [ə]** by pronouncing them.

(II) Write the following words down: sit, cat, seat, afore, far, doctor.

CONCLUSION -: The teacher concludes the lesson by reproducing the vowels sounds treated above. He also gives them more word examples attesting the sounds.

APPENDIX IV

LESSON II

SUBJECT:

CLASS:

ASPECT:

Topic: Vowel Contrast

SUB-TOPIC: Vowels / ɔ, ɔ:/, /ʌ, ɜ:/, /ʊ,** u:/

REFERENCE BOOK: Jowitt D. (2006): Spectrum Oral English for SSS. Ibadan, Spectrum Books Limited.

INSTRUCTIONAL MATERIALS -: Audio cassette chart and flash cards

INSTRUCTIONAL OBJECTIVES -: At the end of the lessons students should be able to:

a. recognise the long and short distinction between the pairs of vowels listed above

b. articulate them correctly

(I) Perceive them appropriately when words are dictated to them.

PREVIOUS KNOWLEDGE -: The students are already familiar with vowels and consonants.

INTRODUCTION-The teacher introduces the lesson by asking the students to identify the vowels in the following words written on chalkboard and flashcards: books, cup, girl, not, shoe e.t.c

PRESENTATION -: The teacher presents the lesson as follows:

STEP I -: The teacher carefully pronounces each pair of vowels written on chalkboard and flashcards for students to recognise the difference in their length. The vowels are **/ɔ, ɔ:/, /ʌ, ɜ:/, /ʊ,** u: /. The teacher equally shows students the flashcards on which each of the sounds is written one after the other, pronounces the words containing the sounds for them and asks them to pronounce after her.

STEP II -: The teacher plays the recorded cassette, containing minimal pairs displaying the difference between the vowels and asks students to write out the words accordingly. The teacher further writes out the minimal pairs on the board and re-emphasises their pronunciation for students to note.

1.

A	B
/ɔ /	/ ɔ: /
pot	port
cot	court
spot	sport
not	north
dot	door
cloth	clause

2.

A	B
/ ʌ /	/ ɜ: /
cup	girl
some	shirt
judge	journey
cut	curt

fun fern

3 A B

/ ʊ / / u: /

full fool

pull pool

could cool

book booze

foot fuse

STEP III -: The teacher writes words containing the vowels treated above and asks students to identify the vowels in each word examples- what, law, cut, young, bird, stern, form, good, look, rule, tube.

EVALUATION -: The teacher evaluates the lesson by giving the students the following work.

i. Identify the following vowels by pronouncing them **/ ɔ, ɔ:/, /ʌ, ɜ:/, /ʊ,** u:/

ii. Give two words attesting each of the vowels in (i) above.

CONCLUSION -: The teacher concludes the lesson by reproducing the vowels sounds and more words examples attesting the sounds.

ASSIGNMENT: Give two words that attest each of the following vowels **/ ɔ, ɔ:/, /ʌ, ɜ:/, /ʊ,** u:/

APPENDIX V

LESSON III

CLASS -:

ASPECT -: Speech

SUB-TOPIC -: Consonant contrast

REFERENCE BOOKS -:

(i) Jowit D. (2006) Spectrum Oral English for SSS. Ibadan Spectrum Books limited.

(ii) Onwuchekwa P. (2006) Test of Orals. The Practice of Spoken English. Revised Edition. Onitsha. African-First Publishers Ltd.

INSTRUCTIONAL MATERIALS -: Audio cassettes, Chart

INSTRUCTIONAL OBJECTIVE -: At the end of the lesson, students should be able to

(i) pronounce the consonants in each pair correctly.

(ii) recognise the sound when words are pronounced to their hearing.

(iii) articulate the sound in words context

PREVIOUS KNOWLEDGE -: The students are already familiar with consonant.

INTRODUCTION -: The teacher introduces the lesson by asking the students to identify the consonants at the word- initial position of these words written on chart: cheap, vigour, sheep, thin, tin, zeal, dense, blaze, vest, church, shock, book, think, test, zest, dwell, there, then, e.t.c.

PRESENTATION -: The teacher presents the lesson as follows:

STEP I -: The teacher carefully pronounces each pair of consonants written on the chalkboard for the students to listen to the differences in their articulation /t /, / /, / /, / t /, / θ /, / d /, / /, / b /, / v /. The teacher equally shows the chart on which words containing

each of the sounds being compared are written, pronounces them and asks them to pronounce after her.

STEP II -: The teacher plays the recorded cassette containing minimal pairs showing the difference in pronunciation between each pair of constants and asks the students to write out the words accordingly. The teacher equally writes out the minimal pairs on the chalkboard and re-emphasizes their pronounciations for students to note.

	A	B
(i)	/ t /	/ /
	chalk	shall
	cheer	sheer
	match	flash
(ii)	/ /	/z /
	those	zoo
	them	zip
	bathe	bags
(iii)	/ t /	/ θ /
	tank	thank
	time	theme
	split	health
(iv)	/ d /	/ /
	dose	those
	dart	that
	pad	path

(v) / b / / v /

best vest

bottom volume

verb carve

STEP III -: The teacher then writes some words containing the consonants treated and ask the students to identify the consonant represented by the underlined letter (s) in each word. Blade, thigh, coach, cave, flesh, mother

EVALUATION -: The teacher evaluates the lesson by giving students the following exercise

(i) pronounce the following consonants

/t /, / /, / /, / t /, / θ /, / d /, / /, / b /, / v /

(ii) pronounce the following words: posh, chest, clothe, Venus

(iii) Identify the sound represented by the letter(s) underlined in each word in (ii) above

CONCLUSION -: The teacher concludes the lesson by emphasising the correct pronunciation of the consonant sounds taught.

APPENDIX VI

LESSON IV

CLASS -:

ASPECT -:

TOPIC -: Stress

SUB-TOPIC -: Shifting Stress

REFERENCE BOOKS -: Onwuchekwa P. (2006) Test of Orals: The Practice of Spoken English. Revised Edition. Onisha. Africana- First Publishers Ltd.

INSTRUCTIONAL MATERIALS -: Tape recorder and cassette

INSTRUCTIONAL OBJECTIVE -: At the end of the lesson, students should be able to:

(i) identify the grammatical class of words based on the way they are pronounced

(ii) stress words in two different ways and pronounce them appropriately

PREVIOUS KNOWLEDGE -: Students are familiar with stress as a feature of English speech.

INTRODUCTION -: The teacher introduces the lesson by asking students to pronounce the words written on flashcards: import, subject, export, present, perfect, progress etc.

PRESENTATION -: The teacher presents the lesson as follows:

STEP I -: The teacher plays the recorded cassette containing the two possible pronounciations of each of the words listed below. The teacher later writes out words showing the stress placement in each of the two possible pronunciation of each word using capital letter to indicate the stressed syllable. He calls their attention to the variation

in grammatical classes of each set of words as a result of the differences in the way they are pronounced. E.g.

A	**B**
Noun	Verb
Insult	inSULT
PROduce	proDUCE
REbel	reBEL
SURvey	surVEY
DEcrease	deCREASE
CONcert	conCERT
COMpound	comPOUND
PREsent	preSENT
EScort	esCORT
REcord	reCORD
Adjective	**Verb**
PREsent (also n.)	preSENT
PERfect	perFECT
ABsent	abSENT
FREquent	freQUENT etc.

STEP II -: The teacher pronounces the words in step I and asks the students to pronounce them after her paying careful attention to correct stress placement on the 1st and 2nd syllable respectively.

STEP III -: The teacher uses some of words in sentences to show their usage e.g.

1 (a) My friend was insulted by the teacher.

(b) It is an insult to remain standing while greeting elders.

2 (a) The farmer produces yam every year.

(b) The farmer takes his produce to Lagos for sales every year.

3 (a) The boy has a good record with the college.

(b) The teacher records his students' test score immediately he finishes marking.

4 (a) She is present in the school today.

(b) She presented a gift to her friend at the party.

5 (a) We have perfected arrangement towards the journey.

(b) The arrangement made is a perfect one etc.

EVALUATION -: The teacher evaluates the lesson by giving the students the following exercise-

(i) Pronounce the following word stressing them on the 1st and 2nd syllable: object, subject, conduct, permit and project.

(ii) Use each of the two resulting forms in each word in sentences to show their usage as nouns and verbs.

CONCLUSION -: The teacher concludes the lesson by summarising it.

APPENDIX VII

LESSON V

CLASS:

ASPECT:

TOPIC: Intonation

SUB-TOPIC: Intonational Patterns of Statements and Questions.

REFERENCE BOOK:

(i) Jowit D. (2006) Spectrume Oral English for SSS. Ibadan Spectrum Books limited.

(ii) Onwuchekwa P. (2006) Test for Orals. The Practice of Spoken English. Revised Edition. Onitsha. African-First Publishers Ltd.

INSTRUCTIONAL MATERIAL: Tape recorded and cassette

INSTRUCTIONAL OBJECTIVES: At the end of the lessons students should be able to:

(i) Identify the intonational patterns of statements and Yes/No questions.

(ii) Read statements and Yes/No questions appropriately.

(iii) Generate statements and Yes/No questions using appropriate intonation.

PREVIOUS KNOWLEDGE: Students have been using intonation though unconsciously.

INTRODUCTION: The teacher introduces the lesson by asking students to read the following sentences aloud.

(i) John plays very well.

(ii) What are you doing now?

(iii) Are you in the class now?

(iv) I am a student.

PRESENTATION: The teacher presents the lesson as follows:

STEP I: The teacher writes plays the recorded cassette containing statements and WH questions asking the students to pay attention to the ending pattern of each sentence heard in the cassette. The teacher further writes the statements and WH questions on the board and leads the students in the reading of the sentences with the appropriate intonational pattern- Falling tune.

The sentences include:

(1) Shehu will be writing his paper next week.\

(2) The girl sweeps her room everyday. \

(3) I have paid my school fees. \

(4) What are you doing now? \

(5) Where do you come from? \

(6) How do I do the assignment? \

STEP II: The teacher also plays the relevant part of the audio cassette containing Yes/No questions asking students to pay attention to the note on which the statements end. He then writes the Yes/No questions on the board and leads the students in the reading of the sentences with appropriateThese include:

(1) Do you have a car? /

(2) Will you be here next week? /

(3) Have you done your assignment? /

(4) Is Nigerian team playing tonight? /

(5) Were you his friend before? /

EVALUATION: The teacher evaluates the lesson by giving students the following exercise.

(i) Read each of these sentences with the appropriate intonational patterns.

a. When are you travelling home?

b. My father bought a car yesterday.

c. Are we writing the test now?

d. I must attend the party

e. Have you done your assignment?

CONCLUSION: The teacher concludes the lesson by summarising.

APPENDIX VIII

LESSON VI

SUBJECT: English Language

CLASS:

ASPECT: Listening Comprehension

TOPIC: A bad week for Okoro

INSTRUCTIONAL MATERIAL: A tape-recorded story

INSTRUCTIONAL OBJECTIVES: At the end of the lessons students should be able to:

(iv) Listen effectively to the passage

(v) State theme of the passage

(vi) Respond appropriately to the questions asked on the passage

ENTRY BEHAVIOUR: Students are already used to story-telling from home.

INTRODUCTION: The teacher asks two students to tell the class one short story each.

PRESENTATION: The teacher presents the lesson as follows:

STEP I: The teacher plays the tape-recorded story on a tape recorder for the students to listen to the passage.

STEP II: The teacher gives the students time to think about the theme of the story they have listened to.

STEP III: The teacher replays the story for the student to listen to for the second time.

EVALUATION: The students will be asked to answer the following questions orally in the class.

(ii) What is theme of the passage?

(iii) What was last week like for Okoro?

(iv) Why was it so?

(v) Mention four things that Okoro experienced during the week

(vi) What did Okoro decide to do on the last day?

CONCLUSION: The teacher concludes the lesson by briefly commenting on the one-week experience of Okoro.

ASSIGNMENT: Listen to the network news 7:00 a.m over the radio and write out five news items.

APPENDIX IX

POST-TEST QUESTIONS

From the words numbered A-D, choose the word which has the same sound as the one represented by the underlined letters.

(1)	s<u>ea</u>t	A. pole	B. foetus	C. fuel	D. pend
(2)	b<u>ar</u>n	A. cart	B. pat	C. turn	D. after
(3)	sp<u>or</u>t	A. blood	B. curse	C. door	D. put
(4)	p<u>u</u>ll	A. fool	B. could	C. cold	D. young
(5)	c<u>u</u>p	A. girl	B. pot	C. cut	D. turn
(6)	ea<u>ch</u>	A. judge	B. cash	C. badge	D. christian
(7)	bo<u>th</u>	A. there	B. bathe	C. boat	D. boss
(8)	<u>th</u>ose	A. thing	B. breathe	C. bath	D. anthem
(9)	<u>sh</u>eer	A. ask	B. casual	C. ocean	D. measure
(10)	<u>z</u>oo	A. cards	B. feast	C. ask	D. psalm

Put stress mark on the right syllable to show their use as nouns and verbs.

(11) Compound

(12) Rebel

(13) Convert

(14) Present

(15) Conflict

In each of the following sentences, identify the word that receives the emphatic stress to express the meaning enclosed in the bracket after each sentence by writing it in capital letters.

(16) John is bringing his mother home. (Not his friend or anybody else)

(17) Mary gave me the textbook. (I did not steal or buy)

(18) Amina sweeps the room everyday. (Not every week or month)

(19) Mr. Johnson bought an aircraft. (Not James or anybody else)

(20) My mother will travel to Lagos next Monday. (very certain and not under probability)

Write the intonational pattern that should be used to read the following sentences.

(21) The girl sweeps her room every day

(22) Do you always play football?

(23) When will you visit me?

(24) See me tomorrow unfailingly.

(25) He beat the boy, didn't he?

(26) What is the theme of the passage title?

(27) What was last week like for Okoro?

(28) Why was it so?

(29) Mention four things that Okoro experienced

(30) What did Okoro decide to do on the last day?

APPENDIX X

POST-TEST MARKING SCHEME

(1)	s<u>ea</u>t	B
(2)	b<u>ar</u>n	A
(3)	sp<u>or</u>t	C
(4)	p<u>u</u>ll	B
(5)	c<u>u</u>p	C
(6)	ea<u>ch</u>	C
(7)	bo<u>th</u>	B
(8)	<u>th</u>ose	B
(9)	<u>sh</u>eer	D
(10)	<u>z</u>oo	A

	Nouns	**Verb**
(11)	'Compound	Com'pound
(12)	'Rebel	'Rebel
(13)	'Convert	Con'vert
(14)	'Present	Pre'sent
(15)	Conflict	Conflict
(16)	mother	
(17)	gave	
(18)	everyday	
(19)	mr. Johnson	
(20)	will	

(21) falling tune ↓

(22) falling tune ↓

(23) falling tune ↓

(24) falling tune ↓

(25) He beat the boy falling (falling tune ↓)

Didn't he? ↑ Rising tune.

(26) Okoro's week

(27) It was bad

(28) Mary bad things happened to him

(29) a. He did threw up on him

b. He was late for work

c. His boss caught him sleeping

d. Brick fell on him

(30) He decided to stay indoors

APPENDIX XI

Table of Specification for Pre-SLICOT Testing Instrument

Topic	**Content**	**No of items**	**Level of Thinking**		
			A	**B**	**C**
Listening for ideas and details	Main ideas and supporting details.	5	2	1	2
Consonant contrast	Consonant production Consonant perception	5	3	1	1
Vowel contrast	Vowel articulation Vowel perception	5	2	2	1
Stress and intonation	Word stress and Sentence stress Intonation of statement and questions and command	15	5	5	5
	Total	**30**	**12**	**9**	**9**

APPENDIX XII

Oneway anova for pre test slicot scores for experimental and control groups

ANOVA

Scores	Sum of squares	Df	Mean of square	F	Sig.
Between Groups	17.540	5	3.508	1.707	
Within Groups	1027.806	500	2.056		
Total	1045.436	505			

Post Hoc Tests

Multiple Comparisons

Dependent Variable Scores
Tukey HSD

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.	95%Confidence Interval	
					Lower Bound	Upper Bound
Stadium	Kwa	-01797	.20896	1.000	-6158	.5798
	Bichi	.01576	.21090	1.000	-5876	.6191
	Maikwatashi	-07353	.24071	1.000	-7621	.6151
	Gezawa	.39671	.19896	.347	-1725	.9659
	Wudil	.35355	.10112	.435	-1932	.9003
Kwa	Stadium	.01797	.20896	1.000	-5798	.6158
	Bichi	.03373	.24066	1.000	-6547	.7222
	Maikwatashi	-05556	.26716	1.000	-8199	.7087
	Gezawa	.41468	.23026	.466	-2441	1.0734
	Wudil	.37153	.22352	.558	-2679	1.0110
Bichi	Stadium	-01576	.21090	1.000	-6191	.5876
	Kwa	-03373	.24066	1.000	-7222	.6547
	Maikwatashi	-08929	.26868	.999	-8579	.6794
	Gezawa	.38095	.23203	.571	-2828	1.0447
	Wudil	.33780	.22534	.665	-3069	.9825
Maikwatashi	Stadium	.07353	.24071	1.000	-6151	.7621
	Kwa	.05556	.26716	1.000	-7087	.8199
	Bichi	.08929	.26868	.999	-6794	.8579
	Gezawa	.47024	.25942	.458	-2719	1.2124
	Wudil	.42708	.25345	.452	-2980	1.1522
Gezawa	Stadium	-39671	.19896	.347	-9659	.1725
	Kwa	-41468	.23026	.466	-1.0734	.2441
	Bichi	-38095	.23203	.571	-1.0447	.2828
	Maikwatashi	-47024	.25942	.458	-1.2124	.2719
	Wudil	04315	.21421	1.000	-6560	.5696

Wudil	Stadium	-35355	.19112	.435	-9003	.1932
	Kwa	-37153	.22352	.558	-1.0110	.2679
	Bichi	-33780	.22534	.665	-9825	.3069
	Maikwatashi	-42708	.25345	.542	-1.1522	.2980
	Gezawa	.04315	.21421	1.000	-5696	.6560

Homogeneous Subsets

Scores

Tukey HSD[a.b]

Groups	N	Subset for Alpha=05
		1
Gezawa	64	2.9048
Wudil	96	2.9479
Bichi	70	3.2857
Stadium	136	3.3015
Kwa	72	3.3194
Maikwatashi	48	3.3750
Sig.s		.329

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean sample size = 76.256

b. The group's sizes are unequal. The harmonic mean of the group sizes is used. The I error levels are guaranteed.

APPENDIX XIII

ONEWAY ANOVA FOR EXPERIMENTAL GROUPS TRAINED WITH AND WITHOUT FACILITY

ANOVA

Scores	Sum of squares	df	Mean of square	F	Sig.
Between groups	391.807	3	130.608	8.940	.000
Within groups	5084.011	348	14.609		
Total	5475.818	351			

Post Hoc Tests

Multiple comparisons

Dependent Variable: SCORES
Tukey HSD

(I)Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.
GSS STADIUM (MALE/FACILITY)	GSS WUDIL (MALE/NO) FACILITY	1.74939*	50951	.004
	GGSS MAIKWATASHI (FEMALE/FACILITY)	-13603	.64170	.997
	GGSS KWA (FEMALE/NO FACILITY)	.2.39869	.55707	.000
GSS WUDIL (MALE/NO FACILITY)	GSS STADIUM (MALE/FACILITY)	-1.74939*	.50951	.004
	GGSS MAIKWATASHI (FEMALE/FACILITY)	-1.88542*	.67568	.028
	GGSS KWA (FEMALE/NO FACILITY)	.64931	.59589	.696
GGSS MAIKWATASHI	GSS STADIUM (MALE/FACILITY)	.13603	.64170	.996
FACILITY)	GSS WUDIL(MALE/NO	1.88542*	.67568	.o28
	GGSS KWA (FEMALE/NO FACILITY)	2.53472*	71223	.002
GGSS KWA	GSS STADIUM (MALE/FACILITY)	-2.39869*	.55707	.000
FACILITY)	GSS WUDIL (MALE/NO	-64931	.59589	.696
(FEMALE/NO FACILITY)	GGSS MAIKWATASHI (FEMALE/FACILITY)	-2.53472*	.71223	.002

Multiple comparisons

Dependent Variables: SCORES

Tukey HSD

(I) GROUPS	(J) GROUPS	95% Confidence Interval	
		Lower Bound	Upper Bound
GSS STADIUM (MALE/FACILITY)	GSS WUDIL (MALE/NO FACILITY)	.4341	3.0647
	GGSS MAIKWATASHI (MALE/FACILITY)	-1.7926	1.5205
	(FEMALE/NO FACILITY)	.9606	3.8368
GSS WUDIL (MALE/NO FACILITY	GSS STADIUM (MALE/FACILITY)	-3.0647	-4341
	GGSS MAIKWATASHI (FEMALE/FACILITY)	-3.6397	-1412
	GGSS KWA (FEMALE/NO FACILITY)	-8890	2.1876
GGSS MAIKWATASHI (FEMALE/FACILITY)	GSS STADIUM (MALE/FACILITY)	-1.5205	1.7926
	GSS WUDIL(MALE/NO FACILITY)	.1412	3.6297
	GGSS KWA (FEMALE/NO FACILITY)	.6961	4.3733
GGSS KWA (FEMALE/FACILITY)	GSS STADIUM (MALE/FACILITY)	-3.8368	-.9606
	GSS WUDIL (MALE/NO FACILITY)	-2.1876	.8890
	GGSS MAIKWATASHI (FEMALE/FACILITY)	-4.3733	-.6961

*The mean difference is significant at the 0.5 level.

Homogeneous Subsets Scores

Tukey HSD[a.b]

GROUPS	N	Subset for alpha = 0.5	
		1	2
GGSS KWA (FEMALE/NO FACILITY)	72	10.2778	12.6765
GSS WUDIL (MALE/NO FACILITY)	96	10.9271	12.8125
GSS STADIUM (MALE/FACILITTY)	136		
GGSS MAIKWATASHI (FEMALE/ FACILITY)	48	.721	.996
SIG.			

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 76.202
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

APPENDIX XIV

ONE WAY ANOVA FOR POST TEST MALE AND FEMALE EXPERIMENTAL GROUPS WITH FACILITY

ANOVA

SCORES	Sum of squares	Df	Mean square	F	Sig.
Between Groups	50.918	3	16.973	1.032	.378
Within Groups	5492.801	334	16.446		
Total	5543.719	337			

Post Hoc Tests

Multiple comparisons

Dependent Variable: SCORES
Tukey HSD

(I) GROUPS	(J) GROUPS	Mean Difference (I-J)	Std. Error	Sig.
GSS SRADIUM(MALE)	GGSS MAIKWATASHI (FEMALE U)	-13603	.68084	.997
	GSS BICHI (MALE)	-83782	.59654	.497
	GGSS GEZAWA (FEMALE)	.27171	.56276	.963
GGSS MAIKWATASHI (FEMALE U)	GSS STADIUM (MALE)	.13603	.68084	.997
	GSS BICHI (MALE)	-70179	.75997	.792
	GGSS GEZAWA (FEMALE)	.40774	.73375	.945
GSS BICHI (MALE)	GSS STADIUM (MALE)	.83782	.59654	.497
	GGSS MAIKWATASHI (FEMALE U)	.70179	.75997	.792
	GGSS GEZAWA (FEMALE)	1.10952	.65629	.330
GGSS GEZAWA (FEMALE)	GSS STDIUM (MALE)	-27171	.56276	.963
	GGSS MAIKWATASHI (FEMALE U)	-40774	.73375	.945
	GSS BICHI (MALE)	-1.10952	.65629	.330

Multiple Comparisons

Dependent Variable: SCORES
Tukey HSD

(I) GROUPS	(J) GROUPS	95% Confidence Interval	
		Lower Bound	Upper Bound
GSS STADIUM (MALE)	GGSS MAIKWATASHI (FEMALE U)	-1.8940	1.6219
	GSS BICHI (MALE)	-2.3781	.7025
	GGSS GEZAWA (FEMALE)	-1.1814	1.7248
GGSS MAIKWATASHI (FEMALE U)	GSS STADIUM (MALE)	-7.6219	1.8940
	GSS BICHI (MALE)	-2.6640	1.2605
	GGSS GEZAWA (FEMALE)	-1.4868	1.3023
GSS BICHI (MALE)	GSS STADIUM (MALE)	-7025	2.3781
	GGSS MAIKWATASHI (FEMALE U)	-1.2605	2.6640
	GGSS GEZAWA (FEMALE)	-5850	2.8041
GGSS GEZAWA (FEMALE)	GSS STADIUM (MALE)	-1.7248	1.1814
	GGSS MAIKWATASHI (FEMALE U)	-2.3023	1.4868
	GSS BICHI (MALE)	-2.8041	.5850

Homogeneous Subsets Scores

Tukey HSD[a.b]

GROUPS	N	Subsets for alpha = 0.5
		1
GGSS GEZAWA (FEMALE)	84	12.4048
GSS STADIUM (MALE)	136	12.6765
GGSS MAIKWATASHI (FEMALE U)	48	12.8125
GSS BICHI (MALE)	70	13.5143
Sig.		.347

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 76.561.
b. the group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guarantee

APPENDIX XV

T-TEST COMPARISON OF POSTTEST SLICOT SCORES FOR MALE AND FEMALES EXPERIMENTAL GROUP TOUGHT WITH FACILITY.

Group Statistic

GROUPS	N	Mean	Std. Deviation	Std. Error Mean
SCORES MALE	206	12.9612	3.93836	.27440
FEMALE	132	12.5530	4.23600	.36870

Independent Samples Test

	Levene's Test for Equality of variances								
	F	Sig.	t	Df	Sig (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
SCORES Equal variances Assumed	.687	.408	.902	336	.336	.45232	.45232	48160	1.29787
Equal variances Not assumed			.888	246.462	.375	.40813	.45690	49681	1.31307

APPENDIX XVI

ONE WAY ANOVA FOR EXPERIMENTAL GROUPS IN URBAN AND RURAL SCHOOLS

ANOVA

SCORES	Sum of squares	Df	Mean Difference (I-J)	Std. Error	Sig
Between Groups	50.918	3	16.973	1.032	.378
Within Groups	5492.801	334	16.446		
Total	5543.719	337			

Post Hoc Tests

Multiple comparisons

Dependent Variable: SCORES
Tukey HSD

(I) GROUPS	(J) GROUPS	Mean Difference (I-J)	Std. Error	Sig.
GSS STADIUM (MALE URBAN)	GGSS MAIKWATASHI (FEMALE URBAN)	-13603	.68084	.997
	GSS BICHI (MALE RURAL)	-83782	.59654	.497
	GGSS GEZAWA (FEMALE RURAL)	.27171	.56276	.963
GGSS MAIKWATASHI (FEMALE URBAN)	GSS STADIUM (MALE URBAN)	.13603	.68084	.997
	GSS BICHI (MALE RURAL)	-70179	.75997	.792
	GGSS GEZAWA (FEMALE RURAL)	.40774	.73375	.945
GSS BICHI (MALE RURAL)	GSS STADIUM (MALE URBAN)	.83782	.59654	.497
	GGSS MAIKWATASHI (FEMALE URBAN)	.70179	.75997	.792
	GGSS GEZAWA (FEMALE RURAL)	1.10952	.65629	.330
GGSS GEZAWA (FEMALE RURAL)	GSS STADIUM (MALE (URBAN)	-27171	.56276	.963
	GGSS MAIKWATASHI (FEMALE URBAN)	-40774	.73375	.945
	GSS BICHI (MALE (RURAL)	-1.10952	.65629	.330

Multiple Comparisons

Dependent Variable: SCORES
Tukey HSD

(I) GROUPS	(J) GROUPS	95% Confidence Interval	
		Lower Bound	Upper Bound
GSS STADIUM (MALE URBAN)	GGSS MAIKWATASHI (FEMALE URBAN)	-1.8940	1.6219
	GSS BICHI (MALE RURAL	-2.3781	.7025
	GGSS GEZAWA (FEMALE RURAL)	-1.1814	.1.7248
GGSS MAIKWATASHI (FEMALE URBAN)	GSS STADIUM (MALE URBAN)	-1.6219	1.8940
	GGS BICHI (MALE RURAL)	-6640	1.2605
	GGSS GSZAWA (FEMALE RURAL)	-1.4868	2.3023
GSS BICHI (MALE STADIUM(MALE RURAL)	GSS	-7026	2.3781
	URBAN)	-1.2605	2.6640
	GGSS MAIKWATASHI (FEMALE URBAN)	-5850	2.8041
	(GGSS GEZAWA) (FEMALE RURAL)		
GGSS GEZAWA (FEMALE RURAL)	GSS STSDIUM (MALE URBAN)	-1.7240	1.1814
	GGSS MAIKWATASHI (FEMALE URBAN)	-2.3023	1.4868
	GSS BICHI(MALE RURAL)	-2.8041	.5850

Homogeneous Subsets

SCORES

Tukey HSD[a,b]

GROUPS	N	Subsets for alpha = 05
		1
GGSS GEZAWA (FEMALE RURAL)	84	12.4048
GSS STADIUM (MALE URBAN)	136	12.6765
GGSS MAIKWATASHI (FEMALE URBAN)	48	12.8125
GSS BICHI (MALE RURAL)	70	13.5143
Sig.		

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample size =73.561.

b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.