EFFECT OF PRE-RECORDED AUDIO MATERIAL ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ENGLISH LANGUAGE LISTENING SKILL IN SABON GARI LOCAL GOVERNMENT AREA OF KADUNA STATE

BY

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M.ED/EDU/0631/2009-2010

A THESIS SUBMITTED TO POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN INSTRUCTIONAL TECHNOLOGY

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DECLARATION

I hereby declare that this thesis is the product of my own research work and has not been presented in any previous research work for higher degree. All quotations are indicated and sources of information acknowledged in the reference.

_____ _____

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CERTIFICATION

This thesis titled "Effect of pre-recorded audio material on academic performance of secondary school students in English Language Listening Skill in Sabon Gari Local Government Area of Kaduna State" was carried out by Akpulu Juliana Ukamaka in meeting the regulations governing the award of the degree of Masters in Instructional Technology in the Department of Educational Foundation and Curriculum of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my children: Chibuike, Chinedu and Arinze for their support, patience and prayers.

ACKNOWLEDGEMENTS

I wish to express my profound gratitude and satisfaction to Almighty God for his mercy and love that accompanied me throughout the course of this study. My appreciation goes to my major supervisors; Dr. S. Salau, Dr. B.A Maina for their kindness, direction, advice, encouragement and contributions towards the success of this study. May God Almighty reward you and visit you at the point of your needs. My special thanks also go to Prof. A.T. Kadage, Dr. I.A. Mustapha, Dr. M.O. Ibrahim, Mal. M. Shehu and Dr. Z. Suleiman for their advice contributions and directions.

My special gratitude goes to my darling children: Chibuike, Chinedu and Arinze for their support, understanding and prayers throughout the course of this study. I also wish to remember and appreciate my late husband, Mr. I. N. Akpulu for his love and cares, continue to rest in the bosom of the Lord until we meet to part no more. My special thanks also go to my brothers and sisters for their prayers and support.

I will not fail to appreciate my friends; Mr & Mrs S.O. Oliseh, Dr. N. Amako and Mrs. O. Ogbonna, Mr & Mrs C. Mbachu, Prof. & Mrs. A. Okpalaeke, Mrs B. N. Aderibigbe, Mrs C.I. Chukwu for standing by me all through the end. May God Almighty bless you all.

I also wish to recognise and appreciate all Demonstration Secondary School Staff and my classmates who in one way or the other contributed to the success of this study. May God of heaven reward you and keep you. Thank you all.

ABSTRACT

This study investigated the effect of pre-recorded audio material on academic performance of Secondary School students in English Language Listening Skill in Sabon Gari Local Government Area of Kaduna State. The design adopted was quasi-experimental design with posttest only. Four null hypotheses and four research questions were formulated based on the objectives of the study. The population of the study was all students in 13 government senior secondary schools in Sabon Gari Local Government Area of Kaduna State with 3,018 S.S 2 students out of which 120 students were selected as sample size. Sixty students were assigned to experimental group while the other 60 formed control group. The instrument used for the study was achievement test. Inferential and descriptive statistical tools were employed to analyze the data collected and out of the four null hypotheses tested, one was rejected while three were retained. The findings showed that the experimental group performed significantly better than the control group and this implied that pre-recorded audio material was found to be effective in improving the academic performance of the students. The researcher therefore recommended that government and school administrators should provide adequate language laboratory with well-equipped instructional media to schools and that more emphasis should be laid on the teaching of listening skill by English language teachers.

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OPERATIONAL DEFINITION OF TERMS

The following terms were used in the study.

Effect: The power of pre-recorded audio material to produce positive effect on academic performance of students that will be exposed to it.

Audio Material: Material on which listening comprehension passages are recorded for training in experimental groups.

L2: English Language.

Listening Skill: This is the total act of receiving communication by auditory means.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teaching students to be literate is a high educational priority throughout the world. English language is one of the greatest challenges. Students learning English language as a second language need a variety of language experience (Ybara, nd). They need to hear language, write language, speak language and read language. There has been a debate about which of the four language skills (speaking, listening, reading and writing) is the most crucial for the learning and acquisition of a second language. However, a large proportion of the L2 research findings indicate that listening is the most important skill for language learning because it is the most widely used language skill in normal daily life and it develops faster than the three other language skills which in turn suggests that it can facilitate the emergence of other language skills (Morley, 2001; Oxford 1990).

Much of the L2 literature gives support to the importance of listening and how comprehensible input facilitates the learning of a second language, also the priority of listening in second language learning is the same as the priority of the listening-only stage a child needs to acquire his/her first language. This indicates that developing proficiency in listening is key to achieving proficiency in speaking.

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. The cognitive advantage of an initial exposure to listening gives learners a more natural way to learn the language. Listening should be stressed before

speaking because recognition knowledge is required to process and decode the aural input; whereas retrieval knowledge is required to encode and generate speech. Concentrating on speaking in initial stage leaves little room for listening and hence little room for comprehension (Abdulhamid, 2012).

According to Morley (1991:82) "We can expect to listen twice as much as we speak, four times more than we read and five times more than we write". So listening as a skill is assuming more and more weight in second language or foreign language classroom than ever before. Kost (1994:141-142) pointed out that listening is vital in the language classroom because it provides input for the learner, without understanding input at the right level any learning simply cannot begin Olaoye (2009) was also of the view that listening skills are very fundamental to the understanding of utterances, conversation or communication. In general aural comprehension is facilitated by listening skills.

Listening therefore can no longer be taken for granted in second language learning after the emergence of communicative and proficiency-oriented approaches to language teaching, which has emphasized listening in all levels of language learning. Several forgoing language teaching methods stressed the importance of listening back in 1960s. These methods were predicated on the assumption that the second language learning and first language acquisition are parallel and that there should be a silent period preceding the production stage in learning a second language (Abdulhamid, 2012).

English is the official language of communication in Nigeria as well as the medium of instruction in schools, colleges and universities. It is also the pre-eminent

language of international communication. Consequently, those who master English are likely to reap many academic, social and professional benefits. In the school setting, proficiency in English will make the learning of other subjects much easier. As a result, English is recognized as the central subject in the secondary schools as all other subjects depend on it. English is recommended as continued language of instruction in secondary schools and institutions of higher learning as it is viewed to be a world language of great practical importance for economic and political influence of Nigeria and its cultural intercourse with other nations. English language is also a compulsory subject one must pass at credit level for a candidate to qualify for admission into any tertiary institution in Nigeria (Tella, Idonsh & Othuon, 2011).

Despite the value attached to the language, the poor performance of students in English language in both internal and external examinations is very alarming and worrisome. It was recorded from 2001 – 2011, the performance of students in National Examination Council (NECO) has been embarrassing. According to Banjo (2012), it was only in 2003 – 2006 did up to half of the candidates achieved credit and above in English language. An interesting feature of the record is that in 2008, an unprecedented 75% of the candidates obtained passes at credit level and above, and in 2001 – 2002 and then 2007 the highest rate of performance were as follows:

- 2001- 52.19%
- 2002- 52.19%
- 2007- 52.08%

For most of the remaining years, the percentages ranged in the 30sand 40s. But significantly, the performance from 2009 – 2011 are as follows:

- 2009- 23.39%
- 2010-22.02%
- 2011- 22.92%

The picture revealed by the statistics is that from 2001 – 2011, the average percentage of passes at credit and above was 41.44% but from 2009 – 2011, the average was 22.77%. Banjo (2012) then concluded that from 2001 – 2008, less than half of the candidates were qualified for university admission while from 2009 – 2011 only about one fifth were qualified for the same purpose.

The same poor performance was also recorded in secondary school certificate examination (SSCE) conducted by the West African Examination Council (WAEC) in 2011 where 79 percentage of the candidates that sat for the examination also failed to score credit pass in the language. This constitutes a considerable wastage because it shows the number of the country's youth that failed to proceed to higher level of education yearly as a result of deficiency in English language. The question now is, who is to blame? The parents point accusing finger at teachers, the teachers on the other hand, point accusing finger on the negative attitudes of students towards learning and lack of appropriate teaching materials.

The situation of general poor performance in English language spreads through all the levels of Nigeria's educational ladder; primary, secondary and post-secondary institutions. This trend is not popular to only Nigerian students and school. It is a worldwide problem existing in developed countries like America. In Nigerian situation, so many factors have been identified ranging from lack of textbooks and

other instructional materials, decline in reading culture, environmental and poor infrastructure among others.

Gender, school location and subject discipline have also been identified as factors that affect the academic performance of students in English language. The studies carried out by Najwa, A., Raneem, S. and Nasser, R. (2013) on impact of gender and English language on academic performance of student in Saudi medical school revealed that female students performed significantly better than their male counterparts in most of the basic medical sciences as well as English language. It was also discovered that male students are naturally inclined to science subjects which are regarded as difficult and hard while their female counterparts prefer art subjects which are softer and easier hence they tend to perform significantly better in it (Faisal and Hardarl, 2011).

In the same vain, studies carried out by various researchers had shown that influence of location on academic performance is not the same. While some maintain that urban students perform better in examinations than their rural counterparts, others discovered that rural students perform better, inspite of all odds (Brown and Swanson, 2001, Obasi, 2011). On the contrary, Alokan (2010) discovered that students' problems are strongly associated with poor performance and that sex and location do not affect the negative relationship between student problems and academic performance.

Studies carried out by Ogiegbaen and Iyamu (2006), showed that English language teachers in Nigeria are still habituated to the traditional teaching method of chalk and talk. Modern media or technologies such as audio and video tapes,

laboratory, modern text and computer are rarely used. This poses a big challenge to the teaching of English language especially to the students that are not familiar or conversant with these technologies. Additionally, Ema and Ajayi (2006), pointed out that we live in a fast changing world that is becoming more scientific and more technical and as this transformation occurs, education in all forms and in all subjects is not left out. Teaching equipment and materials have changed over the years, not only to facilitate teaching and learning situation but also to address the instructional needs of individuals and groups. This entails that teachers should offer English language learners a language rich environment where students should be engaged in language activities. Rizvi (nd) is of the opinion that comprehensive language learning along with skills is possible through classroom and language laboratory as applied for science subjects. A well equipped language laboratory with computer, radio, television, earphones and others will better motivate the students by improving their listening skill.

Pre-recorded audio material has been found to be of great educational benefit in the second language classroom. It improves the speech by helping students to listen to the records of their voice and makes them much more critical of their speech. There is nothing like hearing how one sounds to others to realize the possibility of improvement in articulation, diction, enthusiasm and organization of matter. Through the use of audio cassettes or CDS in literature or English classroom, students can use their own learning styles as a catalysts for indepth study of master works (Kochar, 1995).

Instructional media are very useful in teaching and learning situations. They help students to make abstract concepts concrete and stimulate interest among them. They contribute to the understanding of words and hence vocabulary development. They also afford the teachers, opportunity of talking less in the class when teaching a subject like English language (Abiola, 2009). Instructional media can be grouped as software or hardware. Softwares are the learning materials that carry information or instructional content, for example, pre-recorded materials like audio CD, and cassette video while hardwares are equipment or devices which are used for presenting these materials. They include- radio, television, DVD and computers (Abimbade, 1999).

1.2 Statement of Problem

The purpose of English language education is to give students practical command of written and spoken English. It is evident that most of learning institutions be they primary or post primary, even at the post secondary level, most students are not proficient in listening, speaking, reading and writing skills. This inability of the students is an index of the falling standard of education the nation is presently lamenting. Evidence of the students' inability to communicate well is to be found in their poor performance in external examinations, particularly National Examination Council (NECO) and West African Examination Council (WAEC). Research carried out by Ogiegbaen and Iyamu (2006) showed that English language teachers are still habituated to the traditional chalk and talk when there are assorted instructional media like: radio, television, audio, video, computers that they supposed to use in order to enrich the language environment.

Additionally, most secondary schools do not have language laboratory not to talk of equipping it with adequate teaching tools like computer, television, radio and earphone. This makes the teaching and learning process difficult since teachers teach without adequate teaching aids especially on some topic like listening skill which is supposed to be taught with these instructional media.

It is based on this that this research is being carried out to find the effect of pre-recorded audio material on academic performance of secondary school students in English language listening skill in Sabon Gari Local Government Area of Kaduna State.

1.3 Objectives of the Study

The following are the objectives of the study

1. To find out the effect of pre-recorded audio material on academic performance of secondary school students in English language listening skill in Sabon Gari Local Government Area of Kaduna State.
2. To determine the difference in the academic performance of male and female students who received the listening skill training using pre-recorded audio material.
3. To investigate the difference in the academic performance of Art and Science students who received the listening skill training with the use of pre-recorded audio material.
4. To determine the difference in the academic performance of students from urban and semi-urban areas who received listening skill training with the use of pre-recorded audio material.

1.4 Research Questions

The study was guided by the following questions:

1. What is the difference in the academic performance of students who received listening skill training through pre-recorded audio-material and those students who did not?

2. What is the differences in the academic performance of male and female students who received listening skill training through pre-recorded audio material?

3. What is the difference in the academic performance of Art and Science students who received listening skill training through pre-recorded audio material?

4. What is the difference in the academic performance of urban and semi-urban students who received listening skill training through pre-recorded audio material?

1.5. Hypotheses

Based on the above research questions, the following hypotheses were generated:

1. There is no significant difference in academic performance of students that received listening skill training through pre-recorded audio material and those students who did not.

2. There is no significant difference in academic performance of male and female students who received listening skill training with the use of pre-recorded material.

3. There is no significant difference in the academic performance of Art and Science students who received listening skill training with the use of pre-recorded audio material.
4. There is no significant difference in the academic performance of students from urban and semi-urban areas who received listening skill training with the use of pre-recorded audio material.

1.6 Basic Assumptions

The study was carried out under the following assumptions:

1. That pre-recorded audio material will boost or develop the listening ability of the students who will be exposed to it.
2. The students who will receive listening skill training will perform far better than those that will not receive the training.
3. The academic performance of male and female students who will be exposed to the training will be improved.
4. The art students will perform better than the science students.
5. The student from urban area who receives the training will perform better than those from semi-urban area who equally receive the training.

1.7 Significance of the Study

Listening skill is regarded as the most crucial for learning and acquisition of a second language. As a result, this study will be of much benefit to the students who are faced with the problem of how to be proficient in English language. The study will boost their listening ability and make them to be more exposed to the sounds and

pronunciations of the language including its vocabularies as they tend to listen actively to it.

The students, through this study will understand that listening is not the same as hearing. This will motivate them to listen actively and effectively in the class. As this happens their academic performance not only in English language but in all other subjects is improved, their communicative competence in and outside the classroom enhanced hence listening is key to effective communication.

As parents understand the importance of listening skill and its positive effect on the academic performance of their children. They will employ every avenue to encourage their children to listen actively especially during the radio and television news casting, as this will help them to acquire the best model of the language. Contemporary researchers will find this study necessary as it serves as a resource material to them.

The teachers too will benefit from the study as they become aware of the importance of the listening skill to second language acquisition. They will lay more emphasis on it while teaching.

The government and school administrators through this study will provide adequate instructional media for both students and teachers consumption as they learn the importance of such media in the process of teaching and learning.

1.8 Scope of the Study

This research work is restricted to the use of pre-recorded audio material in teaching listening skill only. The choice of audio material is because it appeals only to the sense of hearing since listening has to do with the act of hearing or receiving

massage by auditory means. The listening skill was chosen because it is the most crucial skill that facilitates the acquisition of second language and it is the building blocks of success. The pre-recorded audio material includes audio cassette disc or audio cartridge and its player.

The selected schools were restricted to two schools in urban and two schools in semi-urban areas, all within Sabon Gari Local Government of Kaduna State. This is done in order to compare the difference in the academic performance of students in those areas. The research focused on S.S.2 students only in order to find the extent of their listening ability as senior students and prepare them to be good and active listeners for a better academic performance.

The study is limited to the following variables: gender, school location and subject discipline of SS 2 students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Review of related literature for the study is done in this chapter under the following sub-headings; conceptual frame of listening skill, what is comprehension, language, English language in Nigeria, using audio in teaching and learning, gender, subject discipline and academic performance, school location and academic performance, review of empirical studies and summary.

2.2 Conceptual Framework of Listening Skill

The teaching of listening and speaking had suffered from near neglect especially before the Second World War. It was this singular event which necessitated the teaching of these two important language skills. There arose a felt need for people to master the art of communication. These two skills became very fundamental language learning and they are the pillars and bedrock for the other two skills that is, reading and writing (Olaoye, 2009).

Listening skill according to Saha and Talukdar (2008), is listening in a sense that is related but distinct process from hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the steams of sounds. This correlation is like that between seeing and reading. Seeing is very ordinary and passive state while reading is a focused process requiring reader's instrumental approach. Listening has a "volitional component." Tomatis view (as cited in Saha and Talukdar, 2008) is that, while listening, the desire to listen as well as the capability to listen must be present with the listener for the successful recognition and

analysis of the sound. What listening really means is: listening and understanding what we hear at the same time. Two concurrent actions are therefore demanded to take place in this process. Besides, according to Rost (1991), listening comprises some component skills which are:

- Discriminating between sounds
- Recognizing words
- Identifying grammatical groupings of words
- Identifying expressions and sets of utterances that act to create meaning
- Connecting linguistics cues to non linguistic and paralinguistic cues
- Losing background knowledge to predict and later to conform meaning and recalling important words and ideas.

Rost (1991) explained, a listener as a processor of language has to go through three processes using three types of skills

a. Processing sound/perceptional skills: As the complete perception doesn't emerge from only the source of sound, listeners segment the stream of sound and detect word boundaries, contracted forms, vocabulary, sentence and clause boundaries, stress on longer words and effect on the rest of the words, the significance of information and other language – related features, changes in pitch tone and speed of delivery, word order pattern, grammatical word, clauses, key words, basic syntactic patterns, cohesive devices etc.

b. Processing meaning/Analysis skills: This is a very important stage in the sense as researches show that syntax is lost to memory within a

very short time whereas meaning is retained for much longer. Richard (as cited in Saha and Talukdar, 2008) notes that memory works with propositions not sentences. While listening, listeners categorize the received speech into meaningful sections, identify redundant material, keep hold of chunks of the sentences, think ahead and use language data to anticipate what a speaker may be going to say, accumulate information in the memory by organizing them and avoid too much immediate detail.

c. Processing knowledge and context/synthesis skills. Here context refers to physical setting, the number of listener and speakers, their roles and their relationship to each other; "linguistic knowledge" refers to their knowledge of the target language brought to the listening experience. Every context has its individual frame of reference, social attitude and topics so, members of a particular culture have particular rules of spoken behaviour and particular topic which instigate particular understanding. Listening is thought as "interplay" between language and brain which requires the "activation of contextual information and previous knowledge" where listeners guess, organize and confirm meaning from the context.

However, none of these micro-skills is either used or effective in isolation or is called listening; successful listening refers to the integration of these component skills and listening is nothing but the "coordination of the component skills.

2.2.1 Nature of listening as a skill

Besides the division of the skill as "receptive" and "productive", another subdivision focuses on one-way reception and interactive reception in this age of active learning. Reading and writing are one-way skills where learners don't get direct feedback. But in speaking and listening, learners may have their understanding and reproduction checked instantly. Thus active and self-learning takes place, moreover, there is traditional believe for reading and listening as "passive skills". But linguists believe that a listener is involved in guessing, anticipating, checking, interpreting and organizing by associating and accommodating their prior knowledge of meaning and form. Rost (1991) noted that listeners "co-author" the discourse and they construct it by their responses.

Even as a receptive skill, listening differs greatly with reading, as reading materials are printed and permanent enough where the learners are required to interact with the next sentence using the knowledge of the previous one while listening involves continuous material presentation where they have to respond to the immediate expression. From the view point of "product" or "process", listening is more a process than a product which instantly shapes the understanding and utterances of the learners.

2.2.2 Why Listening

No doubt, listening is the most common communicative activity in daily life. According to Morley (1991:82), "we can expect to listen twice as much as we speak, four times more than we read and five times more than we write". So listening as a skill is assuming more and more weight in second language or foreign language

classroom than ever before. Rost (1994:141-142) pointed out that "listening is vital in the language classroom because it provides input for the learner; without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking."

Limited listening input fails to promote face to face communication by shaping their social development confidence and self-image. Adequate listening practice could give the learners essential contact with handy input that might trigger their utterances. Teacher talk might be an option for this.

But according to Rost (1990), it's not only the exposure to second language that is enough and learners need L2 data suited to the accurate stage of their development. If the learners don't have optimal exposure in the target language, they don't transmit the comprehensible input into intake through production strategies where learners attempt to use L2 knowledge. We must take into account that the level of listening input must be higher than the level of language production of the target learners.

Olaoye (2009) was also of the view that listening skills are very fundamental to the understanding of utterances, conversations or communication in general aural comprehensives is facilitated by listening skills, hence teachers should teach all the necessary and useful listening skills because of the following reasons:

- Acquisition and learning of languages is facilitated.
- Greater and better sounds discrimination is made possible or is achievable.

- ❖ Increase ability in distinguishing between main and subordinate ideas can be achieved.
- ❖ Ability to re-narrate an experience told by someone is improved or increased.
- ❖ Listening skills help in understanding the language of explanation persuasion, argument etcetera.
- ❖ Listening skills help in understanding radio, television news, telephone conversation, etc
- ❖ Ability to listen to and understand inquiries for proper direction can be facilitated.

2.2.3 Obstacles to listening comprehension

There are problems encountered by both the teacher and listeners. Amongst these problems are boredom, poor material selection, irritation, hypercorrection, over - correction and irrelevant materials. The multiple demands of the process are also a big constraint for instance; the listener is at the behest or mercy of the speaker or reader because the listener has no control over the rate at which he must listen, the speaker's speed, loudness of his speech, intonation and amplitude. The speaker determines all these factors. There is time constraint too.

2.2.4 Listening skills to be taught

The following listening skills are needed in aural comprehensive and hence should be taught:

- ❖ Identification of accent and intonation including types of stress. Accent will tell the listener the country, region or area where the speaker comes from and a particular emphasis placed on words when pronounced.
- ❖ Listening for note – taking that is for one salient point
- ❖ Listening for completion that is anticipatory listening
- ❖ Listening for effective participation in immediate activities e.g. listening for direction, directive, command, etcetera.
- ❖ Listening for specific information such as illustrative points, details, supporting details, main ideas, subordinate points, facts, figures opinions, generalization, hypotheses, and findings.

2.2.5 Characteristics of good listener

A good listener should possess certain qualities. According to Olaoye (2009), an effective listener has the following characteristics:

- ❖ Know that listening is an active task.
- ❖ Know the main goals of listening.
- ❖ Identify sounds of incoming utterances.
- ❖ Identify the theme and sub-theme of what is being listened to.
- ❖ Identify language features like stress and intonation.
- ❖ Identify general and specific styles used in materials being heard.
- ❖ Posses' good attention span.
- ❖ Demonstrate flexible anticipatory ability.
- ❖ Possess integrated language strategies.
- ❖ Maintain stable eye contact with the speaker.
- ❖ Have intrinsic motivation for listening.

2.2.6 Sources of listening skills experience

The following sources have been identified as very useful:

- ❖ Television broadcast: students listen to the broadcast and are given listening text assignment
- ❖ Radio broadcast: the news therein can be used as listening skills text
- ❖ Drama radio, television or real life play on stage
- ❖ Tape recorded speeches, political campaign, academic discourse, debates, sermons, songs, interviews either life or recorded
- ❖ Discussions at seminars, workshops, colloquium, symposium
- ❖ Public lectures (Olaoye, 2009).

2.3 What is Comprehension?

Comprehension is a complex process that has been understood and explained in a number of ways. The Rand Reading Study Group (2007:11) stated that comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Duke (2003) added "navigation" and "critique" to her definition because she believed that readers actually move through the text finding their way, evaluating the accuracy of the text to see if it fits their personal agenda and finally arriving at a self selected location. A common definition for teachers might be that comprehension is a process in which readers construct meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.

2.3.1 Listening comprehension

Listening comprehension as an independent and essential component of language learning has come into focus after a significant debate in the L2 literature about its importance. In the 1970's, more attention was paid to listening comprehension, and the status of listening changed from being incidental and peripheral to a status of almost importance. However, despite the fact that listening has been subjected to research for more than three decades now, consensus on a definition of listening has never been reached among language researchers. Listening comprehension has been defined as an ability to understand native speech at normal speed in unstructured situations. It is also an ability not only to discriminate auditory grammar, but also to re-auditorize, extract essential information, remember it and relate it, everything that entails processing sound and construction of meaning. It has also been said that listening comprehension is a complex mental process that entails receiving, interpreting and reacting to sounds being received from a sender and finally retaining what was gathered and relating it to the immediate as well as the broader socio-cultural content of the utterance, listening is therefore seen as a mental process that requires a great deal of cognitive effort on the part of the listener such as interpreting sounds, figuring out the meaning of the words and activating the background knowledge (Abdalhamid, 2012).

2.3.2 Potential problems in learning to listen to English Language

Seven potential problems have been identified on potential problems in learning to listen to English language.

First, the speed of delivery is beyond the control of listeners. It was said that "many language. Learners believe that the greatest difficulty with listening comprehension as opposed to reading comprehension is that listener cannot control how quickly a speaker speaks (Underwood cited in Abdulhamid, 2012).

Secondly, it is not always possible for learners to have words repeated. This is a major problem in learning situations. In the classroom, it is the teacher who decides whether or not a recording or a section of recording needs to be replayed. It is hard for the teacher to judge whether or not the students have understood any particular section of what they have heard" (Underwood cited in Abdulhamid, 2012).

Thirdly, the small size of the learner vocabulary frequently impedes listening comprehension. The speaker does not always use words the listener knows. Sometimes when listener encounters new words, they stop to figure out the meaning of that word, and they therefore, miss the next part of speech.

Fourthly, listener may not recognize the signals that the speaker is using to move from one point to another, give an example, or repeat a point. Discourse markers which are utilized in final situations i.e. firstly, and after that, are relatively clear to listeners. However, in informal situations, signals such as gestures, increased loudness or a clear change of pitch are very ambiguous, especially to L2 learners.

Fifthly, it can be very challenging for listeners to concentrate in a foreign language. It is generally known that in listening, even a slight break or a wander in attention can impede comprehension. When a topic of listening passage is interesting, it can be easier for listeners to concentrate and follow the passage. However, student sometimes feel that listening is very challenging even when they are interested in the

topic because it requires a lot of effort to figure out the meaning intended by the speaker.

Sixthly, learning habit emphasizes in the classroom such as a desire to understand the meaning of every word. Teachers often times want students to understand every word they encounter while listening by pronouncing and repeating words clearly and carefully and by speaking slowly and so forth. As a result, students tend to feel worried when they fail to recognize what a particular word means and may further be discouraged by the failure. Students should therefore, be instructed to tolerate incompleteness and vagueness of understanding.

Seventhly, comprehension problems arise when students lack contextual knowledge. Even students can understand the main idea of the text, they may still find it difficult to comprehend the whole meaning of the text, and listeners from different cultural backgrounds can also misinterpret non verbal cues such as facial expressions, gestures or tone of voice.

In order to overcome these listening comprehension problems, learners need to develop techniques known as "listening strategies." These strategies are mental processes that enable learners comprehend the aural text despite their lack of knowledge. Listening strategies includes inferring, elaboration and regulating and monitoring comprehension, and they are discussed in detail in the next section (Olaoye, 2009, Abdulhamid, 2012).

2.3.3 Listening comprehension strategies

Early L2 listening research had an interest in a theory that being merely exposed to comprehensible input would improve listening skills and promote language

acquisition, and it overlooked the processing of this input. L2 listening research in recent years has however, shifted to focus on how learners manipulate this input. Therefore, understanding the strategies second language learners tend to use to cope with the difficulties they experience while listening had become an integral part of L2 listening research. L2 listening research has been increasingly directed to clarifying listener's mental processes and identifying facilitative strategies (Mendelsohn, 1995; Thompson & Robin, 1996; Vandergrift, 1999).

Oxford (1990) defines language learning strategies as the techniques that learners utilize to improve the use of the target language information. O'Malley and Chanmot (as cited in Abdulhamid 2012) categorized strategies into two groups: cognitive, metacognitive.

However, a third category, socio-affective, was added to describe the learning that takes place when learners interact with classmates, ask the teacher for clarification, or use specific techniques to lower their anxiety.

(a) Cognitive Strategies:

Cognitive strategies are problem-solving techniques that learners use to handle the learning tasks and facilitate the acquisition of knowledge or skill. An article which "present findings from research into listening strategies of ESL learners'' offers the following definition:

Cognitive strategies are more directly related to a learning task and involve direct manipulation or transformation of the learning materials, (O'Malley & Chamot, 1990). Language learners use cognitive strategies to help them process, store and recall new information (Goh, 1998:124). Two broad types of cognitive strategies have

been the subject of L2 listening research: bottom-up and top-down. Bottom-up strategies include word-for-word translation, adjusting the rate of speech, repeating the oral text, and focusing on prosodic features of the text. Top-down strategies, on the other hand, include predicting, inferencing, elaborating and visualization. Previous research has revealed that advanced learners employ more top-down strategies than beginners (Tsui & Fullilove, 1998). Among the cognitive strategies, four strategies will be analyzed here.

The first cognitive strategy, trying to comprehend without translating, is used when the listener attempts to understand the L2 input without translating to the L1. This strategy is useful because often times, many words do not have equivalents in one of the languages, rendering the comprehension process more difficult. This strategy, therefore, directs the listener's attention to the meaning and structure of the target language.

The second cognitive strategy is focusing on the main words to understand the new words. The listener creates meaning by applying his/her knowledge of words from the target language to sentences. This strategy is very useful, especially for beginning listeners, who rely on their small vocabulary repertoire to build their comprehension.

The third cognitive strategy is relying on the main idea to comprehend the whole text. This strategy helps the listeners locate the theme first and details later on. One of the techniques that this strategy involves is skimming. The learner who uses this strategy locates the main idea quickly and understands the L2 aural input very rapidly.

The fourth cognitive strategy is guessing the meaning by relying on any clues (contextual or linguistic). Listeners use this strategy when they do not know all the words, or they do not understand the overall meaning of the sentence. Both native and non-native speakers use this strategy either when they have not listened well enough or when the meaning is not clear (Vandergrift, 1999).

(b) Metacognitive Strategies:

Metacognitive strategies are management techniques employed by learners to have control over their learning through planning, monitoring, evaluating, and modifying. For example, for metacognitive planning strategies, listeners would clarify the objectives of an anticipated listening activity and attend to particular aspects of the aural language input or situational details that facilitate the comprehension of aural input. According to Oxford (1990), the conscious use of metacognitive strategies helps learners get back their focus when they lose it. However, learners do not use metacognitive strategies very frequently despite the importance of self-monitoring and self-evaluation.

Baker and Brown as cited in Abdulhamid (2012) identified two types of metacogntive ability: knowledge of cognition (knowing what) and regulating of cognition (i.e. knowing how). The first type is concerned with the learners' awareness of what is going on, and the second type relates to what learners should do to listen effectively. Empirical studies have found that an important distinction between skilled and less skilled L2 listeners lies in their use of metacognitive strategies (Bacon, 1992; Goh, 2000; O'Malley & Chamot, 1990).

O'Malley et al (as cited in Abdulhamid, 2012) found that skilled listeners use more repair strategies to redirect their attention back to the task when there is a comprehension breakdown, whereas less skilled listeners give up and stop listening. Vandergrift (2003) found that skilled listeners used twice as many metacognitive strategies as their less-skilled counterparts. Among the metacognitive strategies, two strategies will be analyzed here.

Focusing on what the speaker is saying is a strategy that enables the listener to focus his/her attention on the speaker's message without being distracted by any distracters. This strategy is very useful in participating in the classroom, watching TV, listening to the radio, or talking to other people.

The second metacognitive strategy is deciding in advance what to pay attention to. Listeners employ selective attention as a technique to facilitate the comprehension process. For example, some listeners choose to focus on pronunciation and accents as a way to understand the spoken language with different accents. However, focusing too much on accent can have a negative impact on comprehension because it can be a distracter, leading to misunderstanding (Vandergrift, 1999).

(c) Socio-affective Strategies:

The last category of strategies is socio-affective, which encompasses the attempts to create and promote positive emotional reactions and attitudes towards language learning (Chamot & O'Malley as cited in Abdulhamid, 2012).

Vandergrift (2003) defined socio-affective strategies as the techniques listeners employ to collaborate with others, to verify understanding, or to lower anxiety. According to Gardner and Maclntyre (1992), the affective strategies used to control

learning experiences are very important because the learning context and learners' social-psychological factors (i.e. how learners feel about the learning experience) are directly related.

2.3.4 Oxford's Classification of Learning Strategies

Oxford (1990) classified language learning strategies into direct strategies (memory, cognitive, and compensation) and indirect strategies (metacognitive, affective, and social). Oxford outlines direct strategies as follows: (a) Memory strategies, also known as mnemonics, are divided into four sets: Creating mental images, applying images and sounds, reviewing well, and employing actions. (b) Cognitive Strategies, which may vary from repeating to analyzing expressions to summarizing, have a unified function, namely to manipulate or transform the target language by the learner.

Cognitive strategies fall into four sets: Practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. (c) Compensation strategies allow learners to use the target language for either comprehension or production despite their inadequate knowledge of grammar and vocabulary.

Compensation strategies are grouped into two sets: Guessing in Listening and Reading also known as "inferencing" and overcoming limitations in speaking and writing.

While indirect strategies are outlined as follows: (a) Metacognitive, which means beyond or with cognitive, provides learners with ways to coordinate their learning. Metacognitive strategies are clustered into three sets: centering your learning,

planning your learning, and evaluating your learning. (b) The affective field, which is extremely hard to describe, refers to emotions, attitudes, and motivations. Affective strategies include three sets: lowering your anxiety, encouraging yourself, and taking your emotional temperature. (c) Language is a communication that occurs between and among people. Thus learning a language involves other people, and appropriate strategies are necessary in this learning process. Social strategies are clustered into three groups: Asking questions, cooperating with others, and empathizing with others (Oxford, 1990).

2.4 Language

Language is a set of symbol being used mainly for communication. The symbols may be spoken or written. Language is an aspect of human behaviour. In written form, it is a long term record of knowledge from one generation to the next while in spoken form it is a means of communication. Language is the key aspect of human intelligence (Robin, 2013). Language according to Nordguist (nd), is human system of communication that uses arbitrary signals such as voice sounds, gestures or written signals. Language is a tool for actualizing human ingenuity, creativity, human skills and knowledge. Through it man as a gregarious animal can comfortably live among his people and adapt himself to various socio-cultural groups and situations (Atta, 2004).

Brooks (as cited in Alobo, 2006) defines language as a learned systematic symbolic vocal behaviour, culturally acquired and exclusive mark of man. Language can also be seen as a system of articulated sounds organized by human thoughts and used by a group of humans for the purpose of communication.

Every day use of language evolves varieties which depend on certain circumstances being faced by individuals. Human beings use varieties of language to carry out their various activities in life and also to communicate effectively with people or groups from the same background or profession. Some of these varieties of language are pidgin, lingua franca, jargon, broken, dialect or slangs (Dabo, 2001).

Human beings and language exhibit remarkable resemblance in their characteristics the world over. For instance, the origin of man is as mysterious as the origin of language, human beings are born and they die just as language develop, grow and die or become extinct. Languages and humans have kinship relation based on their historical, genetic and structural affinities. There are variations within and between humans, just as there are intra-and inter- variation. Human beings behave according to the company they keep just as words in language change their functions and meanings according to the company of other words they keep. That is, environment affects man's behaviour just as words behave differently in different contexts. Borrowing is a common characteristic of humans and languages, words move across geographic and linguistic boundaries just as human beings travel across the globe. All these characteristics have interactive force as they bring human beings together under one global family unit (Olaoye, 2009).

Language could be used as a unifying tool especially for people who speak the same tongue. For such people, language according to Atta (2004) acts as a national flag giving the speakers a common identity and sense of belonging. It is also used for controlling people's behaviours since it is rule governed and a breach of its rules attracts sanctions (Olaoye, 2002).

The prime objective of any language is co-operation. According to Brown and Yule (as cited in Olaoye, 2009) this co-operation can either be transactional or interactional. When a language is used for the intentional transmission of factual information it is said to be transactional and when it is used for the establishment and maintenance of social relationship, it is interactional (Atabo, 2004). It is this interactional function of any language that serves integrative purpose. Ogundare (as cited in Olaoye, 2009) describes language as facilitation and index of people's capacity to conquer nature and civilize their environment. It is capable of carrying the burden of a society's value, experiences and ideologies. English language for instance has brought the world together in many respects.

2.5 English Language in Nigeria

The English language in Nigeria is as old as Nigerian nation. It was formally introduced in 1842 by the first batch of missionaries who arrived in Badagry to evangelize as well as educate Nigerians. The British Government became the colonial masters of Nigeria from the annex of Lagos in 1861. The representative of the queen that were sent to look after her majesty's colony officialised in English language which was informally introduced by the early missionaries (Azikiwe, 1998:24).

The quest for the acquisition of English language was originally restricted to the ruling class and the nobility whom the Europeans used for their slave trade as well as for governing their subjects. The other group of people who made personal efforts to learn English were the priest and the traders. They needed this language to be able to communicate effectively in their business and evangelical work. Furthermore, the teaching of English was given a place of priority at the 19th century by the European

missionaries and the freed African slaves who believed that the adoption of European values and culture would save Africa from barbarism, ignorance, poverty and disease. English since then has occupied a central position in Nigeria and its importance has been growing by leaps and bounds (Alobo, 2006).

Objectives of teaching English in Nigeria schools, according to Federal Republic of Nigeria (2004) include:

1. To prepare students to perform completely in spoken and written forms of the language;
2. To expose them to the literatures of the language; and
3. To prepare them as competent users of the English language.

Afolanyan (as cited in Enudi, Okagbare & Esemedafe, 2012) expanding on this, stated that the objectives of teaching the English language is to ensure that learners know the language and knowing the language implies the ability of the learner to acquire the basic skills of listening, speaking, reading and writing.

Nigeria is a multilingual nation with over four hundred indigenous Nigerian languages but non can be compared to English in use and relevance The English language which once held as the language of the colonial masters has stayed on as one of our colonial heritages long after independence, and it has taken a central stage in our communication. English language plays significant role in almost all spheres of human endeavour be it in education, politics, the judiciary, administration, economics, religion, government, business and legislation. English today is the lamp which the youths need in order to travel through the educational tunnel (Ige, 2000). Government reaches out to its teeming multi-ethnic and multi-lingual population through the

English medium. It is the language of crises management be it political, religious or ethnic crisis.

Mobolaji (1995), writing on the role of the English language in Nigeria concluded that English language acts as the vehicle for that aspect of contemporary Nigerian culture which is now reflected in our history, educational system, administrative set up, our industrial and technological efforts, our political experiments, our international alignments and preferences, our pattern of dressing, and to a large extent, in the attitude of the Nigerian elite… equally significant is the fact that quite a substantial body of the intellectual endeavours of Nigeria are carried out and recorded in the English language (P. 39).

In the same view Afolayan (as cited in Omodiaogbe, 1992) stated that English, in spite of being a colonial language has come to be a priceless asset which must be preserved and jealously guarded by the heterogeneous and multilingual people of Nigeria. It has to be cultivated because it is the tool of administration, justice, science and technology and it has become the indisputable barometer for measuring the equality and standard of our education system.

English language is the language many Nigerians would like to speak because of its national and international status and the fact that competence in it bestows prestige and guarantees a job and social as well as occupational mobility.

2.5.1 Causes of Students Poor Performance in English Language

The situation of general poor performance in English language, spreads through all the levels of Nigeria's educational ladder primary, secondary and post secondary institutions. This trend is not peculiar to only Nigerian students and schools.

It is a worldwide problem existing even in developed countries like America. For example, Graves (as cited in Osunde, 2005) complained about the poor state of English language in American schools. Havard (as cited in Osunde, 2005) acknowledging the problem in English language went further to explain that the English situation in American schools was a gloomy one. The three critics of the American English situation complained about poor mastery of skills in English language.

There was also report of poor performance in English language in Kenya, study carried out by Ne'onga (2002), observed that Kenyan school leavers continue to perform poorly in English due to poor teaching methods and strategy.

Some major causes of student's poor performance in English language in Nigeria include the following:

i. Confusion of mother tongue and English

English is a foreign language even though it is now our language. Every Nigerian child has a mother tongue which she or he is predisposed to know from childhood. This is the language of interaction between the child and his parents. While the child is still trying to understand the phonological, lexical and semantic structures with his mother tongues, she or he is confronted with the challenges of learning an alien language. This results in linguistic confusion and sets the part towards lack of language proficiency. Ogude (2008) stated that language as language is the most powerful tool of learning, there is the considerable linguistic confusion on the part of the child, as he thinks in his mother tongue (which he has not gained adequate mastery of) but tries to express himself in a second language. The result is that the child

grows up with this linguistic confused mind, which gradually negates the student's acquisition of proficiency in English (P. 34). The mother tongue confusion is what is responsible for some of the errors of language use among students.

ii. Factor affecting English language teaching: This is one of the most serious problems confronting English language learning in Nigeria. 99% of those teaching the English language across schools and colleges in Nigeria are L2 speakers of the language who themselves were taught by other L2 speakers with barely good enough understanding of the language and this process of imperfect delivery continues down the line. In addition to this challenge, most of the teachers know nothing about contrastive linguistics and therefore are unable to understand and device effective pedagogical strategies for combating the mostly mother tongue induced kinds of learners' errors that are prevalent in students' use of English. Dabalen, Oni and Adekola (2000) also attributed poor performance of student in English language to the poorly trained teachers who were employed to teach and prepare students for external examinations. Their poor training background also has serious implication for instructional delivery.

iii. Availability of books and other instructional materials

A large majority of schools in Nigeria do not have important facilities that aid the teaching of language like language laboratory. Aiyepeku (2006) observed that learning facilities are indispensable in the learning process, it was universally agreed that adequate instructional facilities enhance students performance in academic pursuits, whereas, their deficiency detracts greatly from quality education.

iv. Decline in reading culture and social vices.

It is generally believed that reading makes a person. When students give themselves to constant reading of well-written materials, it helps to build their vocabulary base, expose them to the use and manipulation of language. In the same view Alobo (2006) was of the opinion that student tend to develop negative disposition towards learning of English language with the impression that the language is very difficult to learn especially as it behaves differently from Nigerian language. Enudi, Okagbere and Esemdafe (2012) opined that many learners still hold the notion that English is a borrowed language therefore; they are not under obligation to know it well and use it correctly. This notion breeds nonchalance and laziness, and is therefore responsible for the careless and erroneous uses the language has been exposed to. Today English language has transcended that status of being a borrowed and foreign language to being ours. Therefore, to learn the English language correctly there is need for reorientation in this aspect.

v. Learning Environment and poor Infrastructure

The primary and secondary schools are where foundations of the English language are supposed to be laid, unfortunately, this has not been the situation because of poor learning environment. Many classrooms are over populated and this negates effective teaching of language. No teacher can efficiently impart the language skills of speaking, listening, reading and writing to a large, overpopulated class. Enudi et al (2002) and Osunde (2005) also explained that many students come from technologically advanced homes where all sorts of modern gargets such as radios, television sets, films videos and satellites exist. These same students find themselves

in boring and rowdy traditional classrooms which hardly have any facilities. The classrooms are usually poorly equipped and in most cases dilapidated. It is not surprising, therefore, that these students perform poorly.

Teacher attitude towards innovation has also been criticized. This is because they have failed to take into account, the dynamic nature of English language curriculum. Contrary situation was reported in Kenya, Sirigi (2009) reported that a study carried out by synovate indicated that most school students in Kenya feel that there is too much emphasis on examination as such, students want the system reviewed to make it more relevant and learner focused. Also, Nyanjom (2007) observed that majority of teachers (Kenyan) were of the opinion that there is a mismatch between the current secondary school curriculum and the world of work. The teachers observed the curriculum to be theory based and as such of little relevance to students need. Osunde (2005) observed that Nigerian English teachers have continued to bore students with definition and drills in grammar, vocabulary and speech work, that the traditional content/knowledge oriented curriculum is still very much practiced by them. The teachers have also clung fast to the old fashion ways and have refused to embrace the new trend of the total curriculum. This assertion was supported by studies carried out by Ogiegbean and Iyamu (2006) which showed that Nigerian English teachers are still habituated to the traditional teaching method of chalk and talk, modern media or technologies such as audio, video tape, laboratory, programmed text and computer are rarely used.

2.6 Using Audio in Teaching and Learning

The use of audio is well established in education and has been used for decades. From the humble audio cassettes of 1970s to accompanying nearly all video recordings, audio has a long history in teaching and learning, and audio as a format has great breadth and depth which means that there is great potential for its use in education. Audio demonstrated a capacity to facilitate authentic engagement allowing students to connect in various ways to the outside world, both as listeners and publishers. The ease and speed with which digital audio can be deployed in some cases promoted information currency and responsiveness. The diversity of activity that takes advantage of audio hasn't changed much in many years. However, in recent years there has been new exploration into digital uses for audio which were anticipating taking advantage of the potential that is unique to digital audio.

The majority of uses for digital audio to date, have been replicating traditional activities (e.g. recordings of lectures), yet the digital medium has the potential to offer much more. As use of digital learning technologies continues to grow around infrastructure (e.g. the virtual learning environment) and as teaching and learning pedagogy evolves within uniquely digital contexts, we have begun to see new methods for using digital audio recordings within teaching and learning (JISC Digital Media, 2013).

Some Example of Using Audio in Education:

Audio is a flexible medium which means that there are many applications within an educational context. The examples of audio uses show that audio can be

used both directly for teaching e.g. an activity is formed around an audio resource, or as incidental activity where audio plays a minor role

- ❖ Providing student feedback using a voice recording that is sent to the learner either to supplement written feedback or as a replacement.
- ❖ Student generated recordings which may be used as part of a learner activity or to record evidence.
- ❖ Interview with subject matter experts which can be listened to and used as primary sources of information or smaller and incidental uses.
- ❖ Public lectures are enjoyed live and face to face. The recordings can be repurposed for teaching material and used for different contexts and subjects.
- ❖ Live online discussion can be conducted through audio tools and platforms between two or more people and this facility is frequently used for distance learning.
- ❖ Audio source materials from the past and present which can be used as part of a teaching activity. Oral history materials for example may be used by students to get a rich description of past event (JISC Digital Media, 2013).

2.6.1 Pedagogical Uses of Audio

In order for students to benefit significantly from the provision and creation of audio resources, they should be at the heart of the pedagogical design. Once one has chosen a teaching and learning context, it can be combined with any of the following pedagogical applications.

- ❖ To define teaching activity typically task driven.

- ❖ To support learning through acquisition "what learners are doing when they are listening to a lecture.
- ❖ As a basis for argument.
- ❖ To support learning through discussion which are recorded for evidence.
- ❖ To support assessment through media enhanced feedback.
- ❖ Audio submitted student's evidence e.g. proof collaboration.
- ❖ To summarize previous teaching.
- ❖ To enable students through repetition and practice to master certain skills or techniques.
- ❖ To make recording of naturally occurring events e.g. political speeches.
- ❖ To represent concepts and ideas.
- ❖ To update the course when the knowledge base change.
- ❖ To facilitate discussion for distance learners collaborative learning.
- ❖ For language teaching helping to develop listening and speaking skills (JISC Digital Media, 2013).

2.6.2 Factors to Consider in Selection of Instructional Media (Audio CD)

In selecting the instructional media, teachers have to consider the following:

i. Adjust type media with curriculum materials: the type of subject matter contained in the curriculum will determine the type of instructional media to use for example, listening skills use audio cassette media.

ii. Affordability cost: in procurement of any media, availability of fund has to be considered.

iii. Hard ware availability for the use of media: there is no point in designing and developing any sophisticated media if not supported by the availability of equipment utilized in the class. Conversely, simple media such as media audio tapes which can easily be designed and equipment to use with it is readily available in the community e.g. radio. It doesn't require much energy if not dry batteries which is easily affordable.

iv. Availability of media in the market: Media can be purchased in the market but before this, hardware to be use with it has to be available. If it is hard to get, it can be borrowed.

v. Ease of using the media: Media developed must be easy to use to both the teachers and students (Saya, 2010).

Reiser and Dick (1996) listed three major criteria for selecting instructional media:

i. Practicality: Is the intended media practical, in that the media is available, cost efficient, time efficient and understood by the instructor.

ii. Student appropriateness: Is the intended media appropriate for the developmental and experimental level of the students.

iii. Instructional appropriateness: Is the intended media appropriate for the planned instructional strategy.

2.6.3 Impact of Audio in Learning

Discussing the impact of audio-materials to effective learning, Kochhar (1995) noted that radio, films and television are excellent modes of education because of their vast potentialities. They are being used in a big way in education in the developed as well as developing countries. Tape recorder according to him is proving a great

educational benefit in the schools which can afford it. It improves the speech by helping students to hear the records of their voice and makes them much more critical of their speech. There is nothing like hearing how one sounds to others to realize the possibility of improvement in articulation, diction, enthusiasm and organization of matter. Records are equally valuable in enabling one to judge the evidence of his progress. Such as before and after recordings can be used effectively in speech improvement, vocal and instrumental music, foreign language usage classes.

According to Reissman (2013), teachers have begun to understand how using audio cassettes or CDS in the classroom can increase the circle of readers by engaging learners with auditory and spatial intelligence learning styles. Through the use of audio cassettes or CDs in literature or English classroom, students can use their own learning styles as a catalyst for in-depth study of master works. With the broad implementation of whole language literacy approaches which encourage both the classroom teacher and the librarian to teach reading in a rich multi-sensory environment, librarians justifiable include audio cassettes or CDs as part of their 21st century literacy mission. Collaboration by librarians and teachers in integrating audio experience into critical reading and writing instruction can measurably enhance these skills.

Indeed, audio products, radio broadcasting and student community audio can become integral parts of the reading, writing and oral fluency portfolio assessment process. Through independence audio projects, students will also develop and enhance valuable personal and marketplace skills. In addition, teachers who wish to individualize instruction for gifted students as well as physically challenged students

can use cassettes as tools for learning centers and individual student projects. The librarian running a neighbourhood literacy project, the adult literary teacher and the school based parent/child literacy programme can also use audio cassettes or CDs as initial starting points for developing multiple literacies (cultural, global, science and mathematics) reading habits and discussion skills.

Generally, instructional media like audio cassettes, CDs, radio or television helps retention by making abstract concepts concrete and stimulating interest among students. It also supports learning by bringing the world into the classroom when it is not possible to take students into the world (Winarno, 2011).

2.7 Gender, subject discipline and Academic Performance

Gender difference have become on the hot list of critical issues around the world. There is no country in the world that has yet reached equality between women and men in different critical areas such as economic participation or education (Tyson and Zahidi, 2009).

The phenomenon of gender differences is not only observed in the daily life matters but also in textbooks and teachers attitude. While we see male dealing with complex and difficult tasks of life matters inside and outside the house, we see on the other hand girls handling the relatively easy and less demanding tasks or things at home (World Bank, 2005).

The common traditional beliefs about women performance are that women seen to work less hard than men and that female students achieve lower scores in school stages in general and high school in particular and that girls who fail at school usually get married at early ages. Another common traditional belief is that some

demanding courses like Medicine, Engineering, Pharmacy, that afford very good careers are almost males' jobs while softer courses like Psychology, Education, Languages, Social Sciences and so on that don't offer good careers are mainly open for females (Faisal & Haidarl, 2011).

The studies carried out around the world about gender differences had come out with a contradictory result. While majority of the studies found out that females outperformed the males, others found the opposite. On the other hand, other researchers found no differences at all between males and females concerning their achievement and success.

The studies carried out by Afuwape and Oludipe (2008) in Nigeria studied the Integrated Science achievement of graduating pre-service teachers for a period of three years. The sample of the study included 253 (126 males and 127 females) pre-service teachers in colleges of education in Nigeria. The findings of the study revealed that there was no significant difference in academic performance in Integrated Science between males and females and that for each year male students had higher mean scores than female.

Felder (1994) studied the factors that help to determine a student's success or failure at the University. He conducted a 4 years longitudinal study that included 87 men and 34 women at North Carolina State University in which he examined gender differences in students' academic performance, persistence in chemical engineering and attitudes toward education and themselves. The researchers concluded that although the pre-engineering academic credentials of women entering college often exceeded those of men, these women did not score any higher in technical classes than

men. The findings of the study showed that women students also attributed poor performance to their lack of ability, while men usually attributed it to lack of hard work or been treated unfairly.

Najwa, Raneem & Nasser (2013) carried a research on impact of gender and English Language on the academic performance of students in Saudi medical school. It was reported that gender based differences and English Language was found to be factors that may affect students' academic achievement. It was observed that in Saudi Arabia the number of female students was rapidly increasing in universities and medical students suffer learning difficulties due to the adoption of English Language as a medium of education in all schools against the Arabic which is the language of Saudi Arabia. At the end of the research, it was discovered that the female students performed significantly better than their male counterpart in most of the Basic Medical Sciences as well as in English Language. Saudi female students demonstrated superior academic performance to male students. It was then suggested that there is a need to introduce an English Language testing system in addition to the implementation of the radical revision and improvement of the English Language curriculum associated with the inclusion of modern methods of teaching foreign language learning strategies.

Studies have also revealed that male students are naturally science inclined while their female counterpart prefers art subject which possess less difficult to them hence they tend to perform better in it (Faisal and Hardarl, 2011).

Standardized achievement test also show that females are better at spelling and perform better on test of literacy, writing and general knowledge. An international

aptitude administered to fourth grades in 35 countries showed that female outscored males in reading literacy in those countries (Zambarl and Blume, 2011).

Baker (2004) stated that boys have higher achievement in mathematics which is a well known phenomenon. But the gap between reading achievement is three times as large and it's the girls who get the high scores. Baker (2004) reported that the result from a study that examined mathematics and reading score over the 10 years on the program for international student assessment, showed that girls had higher scores in reading which lead to advantages in admission to certain university programmes. These studies have helped to conclude that art students perform significantly better than science students in English language.

2.8 School location and Academic Performance

The common knowledge is that rural areas have been at disadvantage in terms of social amenities be it schools, hospitals or electricity and even human resources. Academically, they have lagged behind urban schools. Therefore, researchers over the years have continued to pursue several lines of inquiry about the possible effects of school and district size on the cognitive outcomes of schooling. From the various review of literature, influence of location on academic is not the same. While some maintain that urban students perform better in examinations than their rural counterparts, others discovered that rural students perform better in spite of all odds. Some have submitted in their findings and concluded that no particular set up (urban/rural) can claim superiority over the other because their performances are the same (Obasi, 2011). Brown and Swanson (2001) stated that student achievement is greatly affected by the area in which a student lives and reasons for the variations in

achievement are geographical location, resources, availability of technology and quality of teachers. On the contrary, Alokan (2010) discovered that students' problem are strongly associated with poor performance and that sex and location do not affect the negative relationship between student problems and academic performance. In another development, Considine and Zappala (2002) studied students in Australia and found out that geographical location does not significantly predict outcomes in school performance.

Findings from different countries of the world had shown that there is variation in academic performance of students from urban and rural areas. It was reported in 2006 that students in rural Canada are falling behind their urban counterparts. High school dropout rates are higher in rural areas (Bowlby, 2005). Achievement is also lower in rural areas in the 2003 Programme for International Student Assessment (PISA), urban student's outperformed rural students in mathematics, reading and science. These rural-urban differences in achievement persist across all the provinces (Alasia, 2003). One of the reasons identified for the urban rural differences is that rural schools are disadvantage relative to urban schools with respect to access to and use of information and communication technology (ICT) (Erth and Planta, 2004).

In Pakistan, recent finding by Tayyaba (2012) revealed the rural-urban gaps in academic achievement, school conditions and teachers characteristics. The results showed that rural and urban students had comparable levels of achievement in some of the tested learning areas. In the same vain, study carried out in Columbia using micro data from the 2006 and 2009 Programme for International Student Assessment survey waves of Columbia was carried out. The descriptive analysis of the data showed that

the educational outcomes of rural students are worse than those of the urban students and the results obtained showed that most of rural-urban school differences is related to family characteristics, students in the rural areas typically belonged to families with low income earners hence education and school they attend are usually poorly endowed in terms of felicities (Ramos, Duque and Nieto, 2012). Similarly, findings in Nigeria have also revealed that urban schools are better staffed, with better facilities, students are exposed to good study habits and highly motivated to study with conducive learning environment hence these factors encourage them to perform better than those from rural schools. Study conducted by Owoeye (2011) to ascertain the correlation of school location and academic achievement of secondary schools in Ekiti State. The results of West African School Certificate Examination (WASCE) conducted between 1990 and 1997 was used in 50 secondary school in both rural and urban areas of the state. The result showed that there is a significant difference between academic achievements of students in rural and urban secondary schools as measured by the Senior School Certificate Examinations (Owoeye, 2011). This is to say that the geographical location of schools has influence on the academic achievement of students.

The above findings agree with that of Obasi (2011) who studied the urban-rural differential in teaching and learning of geography in Ahiazu Mbaise and Owerri Municipal Council in Imo State. He observed that the yearly performance in the school certificate geography examinations of students from rural schools has been shown to be very poor when compared with their counterparts from the urban schools. This is attributed to various causes vis-à-vis, uneven distribution of resources, poor

school mapping facilities, problem of qualified teachers refusing appointment in isolated villages, lack of good roads and a host of other problems (Owoeye, 2011).

2.9 Review of Empirical Studies

In the first instance, Garry (1995), pointed out that 20th century technological zealots have heralded one technology or another as having the capacity to transform schools but such transformation has not occurred. Films, radio, television and other instructional media have enriched the classroom resources available to teachers. She said that rather than challenge traditional classroom practices, they were used to maintain them. She went further to say that some proponent believe that computer have the power to transform schools because they empower learners in ways that previous technology were unable to because computer challenge the authority of teachers to be sole source of information and because they encourage an active rather than passive learner. She concluded that computer may eventually provide the catalyst that will result in school transformation. Garry (1995) felt that apart from computer, other technologies like radio and television, have not contributed much in school transformation. Contrary to this notion, Okeke (nd) opined that television, radio, films including computer are products of technology and because of the changing nature of our world today, there is demand for every astute teacher to instil knowledge in students of this dispensation by utilizing fully the facilities and opportunities availed by these technologies to pedagogy and lucubration, if not, the students will not only find assimilation difficult but they would also begin to find the discipline boring, unproductive and archaic hence teachers need to pull in ICT into the curriculum and methodology or lose the interest of the 21st century students. As mention above ICT

technology include, computer, radio, cassettes or CDs, DVD disc or VCD disc, etc. All these are needed in teaching subject like English language in order to sustain not only the interest of the learners but it will go a long way to stimulate them in magnificent proportion.

Adedimeji (nd) also advocated for the use of audio lingual method of teaching in his studies which make use of language laboratories, tapes and visual aids. In this way, the learners are drilled to achieve native like control of English/target language speaking which are the skills of oracy (listening and speaking) and literacy (reading and writing).

Also the studies conducted by Ogiegbaen and Iyamu (2006) showed that the poor performance of students in English language is due to the fact that English language teachers especially in Nigeria are still habituated to the traditional method of talk and chalk that modern media or technologies like audio and video tapes, laboratory computer are rarely used. He advocated for the use of these technologies in the process of teaching and learning in order to prepare the students to be able to face the challenges of the new technological era. In addition, Xlaojun, Zongkui and Zhongfeng (2010) conducted a research on the effect of audio-visual teaching on learning burnout. At the end of the research, they concluded that audio-visual teaching can help middle school students reduce learning burnout.

Adesomon (2011) conducted a research on the effects of teaching listening and speaking skills using audio visual materials on student's oral English performance in senior secondary schools in Kano State. It was found that there was significant difference in the performance of respondents who were subjected to treatment using

audio visual materials (radio and tape recorder). This implies that the audio visual materials contributed immensely to the high performance of students in the listening comprehension. She therefore 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.

2.10 Summary

The chapter has reviewed literature related to this study. It has specifically focus on listening skill. Other topics that were covered in this literature review are: Language, English language in Nigeria, causes of students poor performance in English language, using audio in teaching and learning, some example of using audio in education, pedagogical uses of audio, factors to consider in selection of instructional media, impact of audio in learning, what is comprehension, listening comprehension, potential problems in learning to listen to English language, listening comprehension strategies, oxford's classification of learning strategies and review of empirical studies. The related literature has been reviewed to establish the importance of listening skill in 2nd language acquisition and how to assist students to develop the skill for better comprehension of the language discourse.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discussed the steps taken in conducting this study. The chapter discusses the following sub-headings: research design, population of the study, sample and sampling technique, instrumentation, validity of the instrument, reliability of the instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

This study employed Quasi-experimental research design involving posttest only which is believed to be the simplest form of quasi-experiment design (Barry & Joan 1997). According to them, the design consists of administering an out come measure to two groups or to a programme treatment groups and a comparison group. In addition, quasi-experimental designs were developed to deal with the messy world of field research where it is not always practical, ethical or even possible to randomly assign persons to experimental and control groups. It is an impact evaluation that assigns members to the treatment group and control group by a method other than random assignment Mueller (2007). The study utilized this design because of its simplicity as there would be no pre-testing which demand much on the part of the researcher and the respondents.

3.3 Population of the Study

The population for this study consisted of all Senior Secondary school students in Sabon Gari Local Government Area of Kaduna State. There were 3,018

SSII students spread across the 13 public secondary schools in the study area based on the official data obtained in February 2014, from Zaria and Giwa Education zonal offices. Table 3.1 shows the population distribution of SSII students according to schools based on gender and location.

Table 3.1: Population of the Study according to schools

S/N	Name of schools	Location	Male	Female	Total
1	Government Senior Secondary School, Muchiya	Urban	135	98	233
2	Government Senior Secondary School, Dogon-Bauchi	Urban	259	241	500
3	Government Boys Secondary School Chindit Barracks (Snr)	Urban	200	-	200
4	Government Girls Secondary School Chindit Barracks (Snr)	Urban	-	216	216
5	Government Senior Secondary School Aminu	Semi-urban	69	62	131
6	Government Senior Secondary School, (Snr) Kwangila	Urban	68	63	131
7	Government Senior Secondary School, (Snr) Samaru	Urban	172	115	287
8	Government Boys Secondary School (Snr) Bassawa	Semi-urban	184	-	184
9	Government Boys Secondary School (Snr) Bomo	Semi-urban	276	-	267
10	Government Senior Secondary School (Snr) Jama'a	Semi-urban	106	79	185
11	Government Secondary School (Snr) Sakadadi	Semi-urban	98	82	180
12	Government Commercial College, Zaria	Semi-urban	196	102	298
13	Government secondary school, (Snr) Chikaji	Semi-urban	112	94	206
	Total		**1,702**	**1,316**	**3,018**

Source: Giwa and Zaria Inspectorate Division, 2014

3.4 Sample and Sampling Technique

This study utilized purposive sampling to choose the participating schools for the Quasi-experiment. Purposive sampling stated (Salihu, 2014) is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher based upon a variety of criteria which may include specialist knowledge of the research issue or capacity and willingness to participate in the research. Purposive sampling is used for choosing participating schools for the Quasi-experiment because of the following reasons:

- The results are expected to be more accurate
- It is less time consuming

- Its less expensive as it involves lesser search costs
- Its most appropriate respondents are selected for the study.

However, Olayiwola (2007) stated that 30 participants for each group (experimental and control) are considered adequate for this kind of study. Based on the above, the study used the schools as follows: Government Senior Secondary School, Chindit Barracks and Government Girls senior Secondary School, Samaru were used as Experimental Groups; while Government Senior Secondary School, Muchiya, and Government Senior Secondary School, Jama'a were control group. Table 3.2 shows the distribution of student participants based on their respective schools:

Table 3.2: Sample of the study

S/N	Name of schools	Location	roup	Total
1.	Government Senior Secondary School, Muchiya	Urban	Control	30
2.	Government Boys Senior Secondary School, Chindit Barracks	Urban	Experimental	30
3.	Government Senior Secondary School, Jama'a	Semi-Urban	Control	30
4.	Government Girls Senior Secondary School, Samaru	Semi-urban	Experimental	30
	Total			**120**

3.5 Instrumentation

The study used teacher-made test titled 'Listening Skill Performance Test' (LISPERT) as data collection instrument consisting of 18 questions. The test was developed by the researcher from the listening comprehension passage which students listened to. The instrument consisted of three parts. Part A of the instrument consists of the basic personal information of the students.

Part B of the instrument was close-ended (Objective questions) consisting of 11 questions with options lettered [A- D] in which the students were to choose the

right option. The Part C was open-ended (Subjective questions) which consisted of seven questions in which students were expected to supply their own answers. The performance test was meant to find out the extent to which the students understood the listening comprehension passage which was presented to them through the pre-recorded audio material.

3.5.1 Validity of the Instrument

In order to ascertain the content and face validity of the instrument, the instrument was vetted and certified as adequate for the main study by the researcher's supervisors. Other experts who validated it are test and measurement and language experts who subjected the instrument to thorough vetting and certified the instrument as appropriate for the study.

3.5.2 Reliability of Instrument

The teacher-made test was pilot tested twice at Demonstration Secondary School Ahmadu Bello University, Zaria using 22 SSII students. The test re-test performance scores were recorded for the 22 respondents. They were not used for the main study, but share similar characteristics in all regards. The Pearson product Moment Correlation test re-test formula was used to determine the reliability coefficient. Consequently, a reliability coefficient of 0.81 was obtained. This reliability co-efficient is considered adequate.

3.6 Procedure for Data Collection

The researcher collected an introductory letter from Department of Educational Foundation and Curriculum, Ahmadu Bello University Zaria to seek permission from the authorities of the schools involved for the use of their students for some lesson

period twice in a week for a period of 4 weeks in the experimental schools which are Government Girls Secondary School Samaru and Government Boys Secondary School Chindit, Barrcks.

The experimental group received 4 weeks of teaching/training on listening skill through pre-recorded audio material. The first one week was for sensitization on what the students were expected to do and teaching of what listening skill is all about. The subsequent weeks were for training the students through the pre-recorded audio material package which contained listening comprehension passages. The students listened to the passages collectively and answered questions based on what they had heard.

At the completion of four weeks, performance test was administered to both the experimental and control groups after listening to a listening comprehension passage through pre-recorded audio material.

3.7 Procedure for Data Analysis

The data collected were subjected to statistical analysis using descriptive and inferential statistics. Descriptive statistics of frequencies and percentages were used to analyze the personal data of the respondents while inferential statistics of student's t-test for independent sample was used to test the study's null hypotheses at 95% confidence level. Further, the study's questions were answered using mean and standard deviation. The IBM statistical package 20^{th} edition was used for the analysis.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The results of statistical analysis of data are presented in this chapter. The presentation of the result revolved round the research questions of the study and the hypotheses. A total of 120 students from SS II extracted from Art and Science classes were used for the study. The first section presents the students' Bio-data variable, the second section present answers to research questions, the third section presents and interprets the null hypotheses. The fourth section outlined the major findings of the study and the last discussed the findings of the study.

4.2 Presentation of Bio-data Variables

Table 4.01: Frequency Distribution of Respondents by Sex and their Groups

Groups	Gender		
	Male	Female	Total
Experimental	30 (25.0%)	30 (25.0%)	60 (50.0%)
Control	30 (25.0%)	30 (25.0%)	60 (50.0%)
	60 (50.0)	60 (50.0%)	120 (100.0%)

Table 4.1 above showed that there were a total of 120 students. On gender treatment group basis, 60 (50.0%) were experimental students who received listening skill training using pre-recorded audio material comprising of 30 (25.0%) male and 30 (25.0%) female. The rest 60 (50.0%) students were control group who did not receive listening skill training using pre-recorded audio-material comprising of 30 (25.0%) male and 30 (25.0%) female students of SSII respectively.

Table 4.02: Frequency Distribution of Respondents by Location and their Groups

Groups	Location		
	Urban	Semi-Urban	Total
Experimental	30 (25.0%)	30 (25.0%)	60 (50.0%)
Control	30 (25.0%)	30 (25.0%)	60 (50.0%)
	60 (50.0%)	60 (50.0%)	120 (100.0%)

Details of Table 4.02 showed that there were a total of 120 students. On location basis, 60 (50.0%) were experimental students who received listening skill training using pre-recorded audio- materials comprising of 30 (25.0%) from Urban school and 30 (25.0%) from Semi-Urban school respectively. The rest 60 (50.0%) students were control group students who did not receive listening skill training using pre-recorded audio-material comprising of 30 (25.0%) from Urban and 30 (25.0%) Semi-Urban schools respectively.

Table 4.03: Frequency Distribution of Respondents by their subject area

Groups	Subject Area		
	Arts	Sciences	Total
Experimental	30 (25.0%)	(25.0%)	60 (50.0%)
Control	30 (25.0%)	30 (25.0%)	60 (50.0%)
	60 (50.0)	60 (50.0%)	120 (100.0%)

Table 4.03 showed that there were a total of 120 students. On subject area treatment group basis, 60 (50.0%) were experimental students who received listening skill training using pre-recorded audio- materials comprising of 30 (25.0%) from Arts and 30 (25.0%) sciences respectively. The rest 60 (50.0%) students were control group who did not receive listening skill training using pre-recorded audio material comprising of 30 (25.0%) from Arts and 30 (25.0%) sciences respectively.

4.3 Answers to Research Questions

Research Question 1: What is the difference in the academic performance of students who received listening skill training through pre-recorded audio-material and those students who did not?

Table 4.04: Descriptive statistics of the academic performances of students who received listening skill training through pre-recorded audio-material and those who did not

Groups	N	Mean	Std.Dev.
Experimental	60	68.1833	7.69491
Control	60	39.3000	7.40659

Details of Table 4.04 showed that the mean academic performance of the students were 68.1833 and 39.3000 by experimental and control groups respectively. This showed that differences exist between the two groups as the experimental group students had higher academic performance than their counterparts in control group. This means that students who received listening skill training through pre-recorded audio-materials have higher performance than those students who did not receive listening skill training using pre-recorded audio material.

Research Question 2: What is the differences in the academic performance of male and female students who received listening skill training through pre-recorded audio material?

Table 4.05: Descriptive statistics of the academic performances of Male and Female Students in experimental group

Experimental group	N	Mean	std.Dev.
Male	30	67.8333	7.79847
Female	30	68.5333	7.70684

Details of Table 4.05 showed the academic performance of Male and female experimental students who received listening skill training through pre-recorded audio material. The table showed that their mean performances were 67.8333 and 68.5333

by experimental male and female students respectively. The difference is marginal. This implied that there was no much gender difference between the academic performance of male and female students who received listening skill training through pre-recorded audio material.

Research question 3: What is the difference in the academic performance of Art and Science students who received listening skill training through pre-recorded audio material?

Table 4.06: Descriptive statistics of the academic performances of Art and Science students in experimental group

Experimental group	N	Mean	std.Dev.
Arts	30	66.4667	7.70908
Sciences	30	66.0000	6.49668

Outcome of Table 4.06 showed the mean academic performances of Arts and Sciences students who received listening skill training through pre-recorded audio material. Their calculated mean performances were 66.4667 and 66.0000 for all the experimental Art and Science students respectively. The difference was marginal. This implied that there was no much difference on the basis of subject area of study between the academic performance of Arts and Sciences students who received listening skill training through pre-recorded audio material.

Research Question 4: What is the difference in the academic performance of urban and semi-urban students who received listening skill training through pre-recorded audio material?

Table 4.07: Descriptive statistics of the academic performances of urban and semi-urban students in experimental group

Experimental group	N	Mean	Std.Dev.
Urban	30	67.9000	7.74975
Semi-Urban	30	68.4667	7.76146

Outcome of Table 4.07 showed the mean academic performance of urban and semi-urban experimental students who received listening skill training through pre-recorded audio material. The table showed that their mean performances were 67.9000 and 68.4667 for experimental urban and semi-urban students respectively. The difference was marginal. This implied that there was no much difference on the basis of geographical location between the academic performance of urban and semi- urban students who received listening skill training through pre-recorded audio material.

4.4 Testing of Hypotheses

The hypotheses formulated in the study were statistically tested using appropriate statistical tools. The outcomes of the statistical analysis are presented below to guide the study on either to retain or reject the null hypotheses set by the study.

H_{01}: There is no significant difference between the academic performances of students who received listening training skill through pre-recorded audio material and those who did not.

Table 4.08: Independent t-test statistics of the mean performance of experimental and control groups

Group	N	Mean	std.dev	df	t-Cal	Sig (p)	Decision
Experimental	60	68.183	7.6941	118	20.98	0.000	H_{01} Rejected
Control	60	39.300	7.4069				

Calculated $p < 0.05$, calculated $t > 1.96$ at df 118

The calculated mean performances were 68.1833 and 39.3000 and standard deviation 7.6941 and 7.4069 for all the experimental and control group students respectively. The result emanating from the above Independent sample t- test statistics showed that significant differences exist between Experimental students who received

listening skill training through pre-recorded audio material and control students who did not in their mean academic performances. This was due to the fact that the calculated significance (P) value of 0.000 is less than the 0.05 alpha level of significance. t (118) = 20.98, P<0.05 or 0.000. Therefore, the null hypothesis which states that there is no significant difference between the academic performances of students who received listening skill training through pre-recorded audio-materials and those who did not is hereby rejected. It could be concluded that students who were exposed to listening skill training using pre-recorded audio material performed significantly higher than their counterparts who were in control group and were not exposed to the listening skill training.

H_{02}: There is no significant difference between the academic performances of male and female students who received listening skill training through pre-recorded audio material;

Table 4.09: Independent t-test statistics of the mean performance of male and female students in experimental group

Experimental group	N	Mean	std.dev	df	t-Cal.	Sig (p)	Decision
Male	30	67.833	7.7987	58	0.350	0.728	H_{02} Retained
Female	30	68.533	7.7064				

Calculated p > 0.05, calculated t < 1.96 at df 58

The calculated mean performances were 67.833 and 68.533 and standard deviation 7.7987 and 7.7064 for the male and female students respectively. The result emanating from the above Independent sample t-test statistics showed that there was no significant differences between the academic performance of male and female students who received listening skill training through pre-recorded audio material. This was due to the fact that the calculated significance (P) value of 0.728 is higher than the

0.05 alpha level of significance. t (58) = 0.350, P>0.05 or 0.728. Therefore, the null hypothesis which states that there is no significant difference between the academic performance of male and female experimental students who received listening skill training through pre-recorded audio-materials is hereby retained. Therefore, the null hypothesis which states that there is no significant difference between the academic performance of male and female students who received listening skill training through pre-recorded audio-material was retained. The implication is that the listening skill training through pre-recorded audio material has significant effect on both male and female students.

H_{03} There is no significant difference between the academic performances of Art and Science students who received listening skill training through pre-recorded audio material.

Table 4.10: Independent t-test statistics of the academic performance of Art and Science students in experimental group

Experimental group	N	Mean	std.dev	std.err	Df	T-Cal	Sig (p)	Decision
Arts	30	66.4667	7.70908	1.40748	58	0. 254	0. 801	H_{04} Retained
Sciences	30	66.0000	6.49668	1.18613				

Calculated p > 0.05, calculated t < 1.96 at df 58

The calculated mean performances were 66.4667 and 66.000 and standard deviation 7.70908 and 6.49668 for Arts and Sciences students respectively. According to the above independent t-test statistics there is no significant differences between the academic performance of art and science SSII students who received listening skill training through pre-recorded audio material. Reason being the fact that the calculated p value of 0.801 is higher than the 0.05 level of significance. t (58) = 0.254, P>0.05 or 0.801. The null hypothesis which states that there is no significant difference between the academic performance of Art and Science SSII students who received listening

skill training through pre-recorded audio-material is hereby accepted and retained. Therefore, regardless of subject area of students, the listening skill training through pre-recorded audio material significantly improved the academic performances of both Art and Science students equally.

H_{04}: There is no significant difference between the academic performances of Urban and Semi-Urban students who received listening skill training through pre-recorded audio material

Table 4.11: Independent t-test statistics of the mean performance of urban and semi-urban students in experimental group

Experimental group	N	Mean	std.dev	df	T-Cal.	Sig(p)	Decision
Urban	30	67.9000	7.74975	58	0. 994	0.778	H_{03} Retained
Semi-Urban	30	68.4667	7.76146				

Calculated p > 0.05, calculated t < 1.96 at df 58

The calculated mean performances were 67.9000 and 68.4667 and standard deviation 7.74975 and 7.76146 for urban and semi-urban students respectively.

The result emanating from the above Independent sample t- test statistics showed that there was no significant differences on the basis of geographical location between the academic performances of urban and semi-urban students who received listening training skill through pre-recorded audio material. In other words there is no significant difference between urban and semi-urban experimental group students in their mean academic performances. This was due to the fact that the calculated significance (P) value of 0.778 is higher than the 0.05 alpha level of significance. t (58) = 0.994, P>0.05 or 0.778. Therefore, the null hypothesis which states that there is no significant difference between the academic performance of urban and semi-urban experimental students who received listening skill training via pre-recorded audio-material is hereby accepted and retained. The implication is that the listening skill

training through pre-recorded audio material significantly improved the academic performance of senior secondary school students in both urban and semi-urban areas.

4.4 Summary of Major Findings

The major findings of the study are summarized as follows:

1. The use of listening skill training using pre-recorded audio material significantly enhanced academic performance of senior secondary school students in Sabon Gari Local Government Area of Kaduna State.
2. Gender did not influence the listening skill training using pre-recorded audio material, it impacted on academic performances of male and female students equally. Therefore, both male and female students benefited from the training.
3. The listening skill training using pre-recorded audio material cut across all schools irrespective of their location in the Sabon Gari Local Government Area.
4. Listening skill training using pre-recorded audio material significantly enhanced the academic performance of Art and Science students equally and does not depend on students' subject discipline.

4.5 Discussion of Results

From the analysis of the data from this experiment, the use of listening skill training using pre-recorded audio material was found to have significantly improved the academic performance of senior secondary school students in this study. In hypothesis, the effectiveness of the listening skill training using pre-recorded audio material was tested by comparing the performance of students who were exposed to the listening skill training using pre-recorded audio material with students who were

not exposed to the training in the control group. The two sample t-test was used for the test. The result of the test showed that students who were exposed to the listening skill training using pre-recorded audio material significantly performed better in their academic performance than the students who did not receive listening skill training. The null hypothesis was therefore rejected. This finding clearly revealed that the listening skill training using pre-recorded audio material had a significant impact on the students' academic performance.

The significance difference observed between students in the control group from those in experimental group agrees with the findings of Ogiegbaen and Iyamu (2006), where it was pointed out that most English language teachers in Nigeria are still habituated to the traditional teaching method of chalk and talk in the teaching of the subject. This finding is consistent with Abiola, (2009) where it was revealed that instructional media are very useful in teaching and learning situations and that they help students to make abstract concepts concrete and stimulate interest among them as well as contribute to the understanding of words and hence vocabulary development. The report pointed out that the use of such instructional materials afford the teachers, the opportunity of talking less in the class when teaching a subject like English language. The finding here reflect the observation of Xlaojun, Zongkui and Zhongfeng (2010) who conducted a research on the effect of audio-visual teaching on learning burnout. At the end of the research, they concluded that audio-visual teaching can help middle school students reduce learning burnout. The finding here support the report of Adesomon (2011) from a research on the effects of teaching listening and speaking skills using audio visual materials on student's oral English performance in senior

secondary schools in Kano State. It was found that there was significant difference in the performance of respondents who were subjected to treatment using audio visual materials (radio and tape recorder). This implies that the audio visual materials contributed immensely to the high performance of students in the listening comprehension. She therefore 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 finding agrees with Reissman (2013), who opined that teachers have begun to understand how using audio cassettes or CDS in the classroom can increase the circle of readers by engaging learners with auditory and spatial intelligence learning styles.

On the effectiveness of the listening skill training using pre-recorded audio material on the academic performances in the English listening comprehension test by male and female students who were exposed to the training was tested for possible gender effect. The result revealed that the performances of the male and female students who were exposed to the listening skill training did not differ significantly in the test. This agrees with the findings of Alokan (2010), Afuwape and Oludipe (2008.

On the effectiveness of the listening skill training, using pre-recorded audio material on the academic performances of Art and Science students who were exposed to the listening skill training using pre-recorded audio material in the experimental group. The result did not reveal significant difference in their academic performance. This disagrees with the findings of Faisal and Haidarl (2011); Baker (2004) and Zambarl & Blume (2011).

On the effectiveness of the listening skill training using pre-recorded audio material on the academic performances of the students from urban and semi-urban areas in Sabon Gari Local Government Area of Kaduna State that were exposed in the experimental group. The test was conducted with two sample t-test. The result revealed that all the students had their performances greatly improved irrespective of their school location. This agrees with the findings of Alokan (2010) and Considine and Zappala (2002).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the investigation into the effect of listening skill training using pre-recorded audio material on academic performance of secondary school students in Sabon Gari Local Government Area of Kaduna State; it presents the conclusion and offers recommendations based on the outcome of the study, as well as providing suggestions for further on the subject among others.

5.2 Summary

This study investigated the effect of listening skill training on academic performance of senior secondary school students in Sabon Gari Local Government Area of Kaduna State. The study was structured into five chapters, chapter one introduces the background of the study, statement of the problem, objectives of the study, basic assumption, scope of the study. Significance of the study and statement of hypotheses was also highlighted; chapter two was review of related literature while chapter three concentrated on research methodology. The research design used for this study was quasi-experimental design of post-test only. A sample of 120 SS. 2 students was purposively selected from the population of 3,018 in thirteen Government senior secondary schools in Sabon Gari Local Government Area of Kaduna State. The instrument used for generating data was achievement test for both experimental and control groups.

A 4 week training exercise on listening skill with the use of pre-recorded audio material was organized in the experimental schools only. Post-test was given at the

end of the exercise on both the experimental and control groups and data collected was subjected to statistical analysis using descriptive and inferential statistics. Descriptive statistics of frequency and percentage was used to analyze students' bio-data while mean and standard deviation was used to answer research questions and inferential statistics of students' t-test was used for testing the four null hypotheses formulated for the study. Chapter four presented the findings of the data in line with the research questions, bio-data as well as hypotheses. The four hypotheses was tested, one was rejected while three were retained. The findings revealed that;

i. There was significant difference in academic performance of students who were exposed to listening skill training and those students who were not.
ii. There was no significant difference in academic performance of male and female students who were exposed to listening skill training with the use of pre-recorded audio material.
iii. There was no significant difference in academic performance of Art and Science students who received listening skill training with the use of pre-recorded audio material
iv. There was no significant difference in academic performance of students from Urban and Semi-Urban areas who received listening skill training using pre-recorded audio material.

5.3 Conclusions

From the analysis of the data collected from the experiment and tests of the study's hypotheses, the following conclusion could be drawn.

The use of listening skill training using pre-recorded audio material significantly improve academic performance of students in senior secondary schools.

Students who were exposed to listening skill training using pre-recorded audio material performed significantly better than their counterparts who were in the control group and were not exposed to the training.

Students' gender has no effect on the use of listening skill training using pre-recorded audio material in improving their academic performance.

Students' subject discipline has no significant effect on the use of listening skill training using pre-recorded audio material in improving their academic performance.

Location of school has no significant effect on the use of listening skill training using pre-recorded audio material in improving students' academic performance.

5.4 Recommendations

The following recommendations are made on the basis of the outcome of this study.

1. Listening skill training using pre-recorded audio material should be encouraged in teaching and learning of English language in secondary schools.
2. It is strongly recommended that instructional audio packages for teaching and learning be provided in secondary schools to sustain the interest of the students in the class.
3. Language laboratory should be built and equipped adequately to facilitate the learning of language skills especially listening skill.

4. There is need to organize workshop for English language teachers to update them on how to teach and train the students on some topics like listening skill.
5. Parents should encourage their children and wards to listen to television and radio broadcast in order to get the best model of the language.

5.5 Implication of Findings

The findings of this study revealed that academic performance of students exposed to the listening skill training using pre-recorded audio material improved significantly when compared to their counterparts who were not so exposed. Among other implications, it revealed that the use of listening skill training will not only enhance students' performance in English language but extend to other subjects whose understanding rely much on the listening skill. This further emphasizes the need for instructional materials like Audio visual and other aids for the teaching and learning of the subject in secondary schools. The finding pointed out that teachers should not rely solely on the chalk and talk method of teaching if students' performance must be enhanced in secondary schools. Among others, the finding of this study provides alternative avenues that could be explored by stakeholders in improving students' academic performance in senior secondary schools.

5.6 Suggestions for Further Studies

From the findings from the study, the researcher recommends the following for further research in these areas.

1. A similar study could be conducted using other senior secondary schools in some other Local Government Areas in Kaduna State.

2. The same study can be carried out in private schools or compare the performance of students in private and public schools.
3. Other skills like reading, writing and speaking skills can be researched on.

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APPENDIX I

LISTENING SKILL PERFORMANCE TEST

SECTION A

INTRODUCTION

The researcher, Akpulu Juliana U. (M.Ed/Educ/0631/2009 – 2010) is a student of the Department of Educational Foundation and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria is undertaking an M.Ed Thesis on the "Effects of Listening Skill Training on Academic Performance of Secondary School Students in Sabon Gari Local Government Area of Kaduna State". The researcher assures the respondents that all information collected through this instrument would be used for research purposes only and will be treated confidentially.

SECTION B

PERSONAL DATA OF RESPONDENTS

i. NAME----------

ii NAME OF SCHOOL----------

iii GENDER: MALE ( ) FEMALE ( )

iv AGE : ( ) 15-20 ( ) 21 and above ( )

v. SUBJECT AREA: Science ( ) Art ( )

TIME ALLOWED: 40mins.

INSTRUCTION TO RESPONDENTS

You are requested to answer the following questions based on what you have understood from the comprehension passage you have listened to. The test questions are divided into two parts: Part A & B. In part A, you are to choose the correct answer from the options lettered A – D to fill the blank spaces. Part B comprises of subjective

questions. You are to complete the sentences with correct answers according to the question indicated on the paper.

PART A: OBJECTIVE QUESTIONS

Choose the correct answer from the options lettered A-D and fill the blank spaces.

1. The person being discussed in the passage is ----------

    a. Mr Adeyemi

    b. Obi Okonkwo

    c. Justice William Galloway

    d. Mr green

2. Obi Okonkwo wore a ---------- suit to the court.

    a. Palm beach
    b. Palm black
    c. Palm red
    d. None

3. The court started at ----------.

    a. 10 o'clock
    b. 9 o'clock
    c. 11 o'clock
    d. 12 o'clock

4. According to the passage, Obi Okonkwo was a very ----------
    young man.

    a. Dull and obedient
    b. Bright and good
    c. Educated and brilliant
    d. Educated and dull

5. According to the passage, Obi Okonkwo was found guilty of
    the offence leveled against him.

    True or False

6. The excuse that Mr Adeyemi gave for coming late to the court was ----------

    a. He didn't wake up early

    b. His car broke down on the way

    c. He trekked to the court

    d. None of the above.

7. Obi had steeled himself for the moment because?

    a. He was afraid of what would happen

    b. He was ashamed of what he had done

    c. Both of the above

    d. He was afraid of the judge who looked like a charging ram.

8. Obi's tears were treacherous because

    a. They made him feel hot and sticky

    b. They showed the feelings he was trying to hide.

    c. He remembered his mother and Clara

    d They would soil his new clothes.

9. The courtroom was crowded because

    a. Many of obi's friends were there.

    b. People liked to hear the judge give jokes

    c. Most people were ill that day.

    d. Every body wanted to hear the verdict

10. Many people paid for a doctor's certificate that day because.

    a. They were sick

    b. They were afraid of being sick

    c. They wanted to hear the judgment

    d. They like staying out of their job.

11. The name of Obi Okonkwo's boss is ----------

    a. Mr Green

    b. Mr Brown.

    c. Mr Crown.

    d. Mr Pet.

PART B : SUBJECTIVE QUESTIONS

Complete the following sentences with correct answers

What figure of speech is contained in question 13 and 14.

12. ---------- lowered his head like a charging ram

13. ---------- until it has become as familiar as a friend.

14. The case of Obi Okonkwo has been the talk of. ----------

15. The two events that had recently affected Obi were ---------- ---------- and ----------

16. Mr Justice William Galloway was judge of the high court of Lagos and Southern ----------

17. The judge complained of Mr Adeyemi's excuses about the problem of ---------- ----------

18. The amount paid by some Civil Servants in order to obtain doctors certificate of illness was ----------

APPENDIX II

LISTENING SKILL TRAINING EXERCISE

Week I

Day One

1. The researcher greeted and welcomed the students into the classroom.
2. She introduced herself and explained the purpose of her visit.
3. She explained the meaning of listening skill to them.
4. She asked them to differentiate between listening and hearing.
5. She taught them the steps to listening comprehension.
6. She then told them what they are expected to do during the subsequent trainings.

Day Two

1. The researcher greeted and welcomed the students into the class.
2. She brought in the CD player and introduced it to the students.
3. She urged the students to pay attention and listen to the passage from the CD player.
4. She gave them questions to answer based on what they have understood from the listening comprehension passage they have listened to.

Week 2

Day One

1. The researcher greeted and welcomed the students into another section of the exercise.

2. She encouraged the students to avoid any form of distraction while listening to the CD player.
3. She urged the students to get prepared to listen to the comprehension passage through the pre-recorded audio CD.
4. She Switch-On the CD player while the students listened very attentively.
5. She gave them question papers to answer the questions on what they have listened to.

Day Two

1. The researcher welcomed the students to another part of the exercise.
2. She advised the students to show high concentration while listening.
3. She also encouraged the students to be focused and not allow their minds to wander away.
4. She played the third comprehension passage while the students listened.
5. They answered questions from the passage.

Week 3

Day One

1. The researcher welcomed the students into another section of the listening skill training.
2. She advised the students to followed the speaker and try to imagine what he is saying.
3. She the played the audio CD for the fourth comprehension passage.
4. The students as usual listened very attentively and answered the questions that followed.

Day Two

1. The researcher again welcomed the students.
2. She told them the importance of listening as a skill to second language acquisition even in everyday activities especially in the classroom.
3. She told them to develop or show interest in whatever they are listening to, in order to develop their listening ability.
4. She also admonishes them that if their listening skill is developed, it will promote their academic performance.
5. She Switch-On the CD player for the fifth comprehension passage.
6. The students listened and answered questions from the passage.

Week 4

Day One

1. The researcher welcomed the students to the last stage of the training.
2. The researcher encouraged the students to think deeply while listening.
3. She played the audio CD player for the sixth comprehension passage.
4. The students listened and answered questions afterwards.

Day Two

1. The researcher welcomed and appreciated the students for their maximum cooperation during the training process.
2. The researcher played audio CD for the last part of the comprehension process.
3. The training exercise ended as the students answered the last part of the questions.

THE LISTENING COMPREHENSION PASSAGE

THE VERDICT

For three or four weeks, Obi Okonkwo had been steeling himself against this moment. And when he walked into the dock that morning, he thought he was fully prepared.

He wore a smart palm-beach suit and appeared unruffled and indifferent. The proceeding seemed to be of little interest to him, except for one brief moment at the very beginning when one of the counsels had got into trouble with the judge.

"This court begins at nine o'clock. Why are you late?" Whenever Mr. Justice William Galloway, Judge of the High Court of Lagos and the Southern Cameroons, looked at a victim, he fixed him with his gaze as a collector fixes his insect with formalin. He lowered his head like a charging ram and looked over his gold-rimmed spectacles at the lawyers.

"I am sorry, your honour", the man stammered. "My car broke down on the way."

The judge continued to look at him for a long time. Then he said very abruptly: "All right, Mr. Adeyemi, I accept your excuse. But I must say I'm getting sick and tired of these constant excuses about the problem of locomotion".

There was suppressed laughter at the bar. Obi Okonkwo smiled a wan and ashy smile and lost interest again.

Every available space in the courtroom was taken up. There were almost as many people standing as sitting. The case had been the talk of Lagos for a number of weeks and on this last day; anyone who could possibly leave his job was there to hear

the judgment. Some civil servants paid as much as ten shillings and sixpence to obtain a doctor's certificate of illness for the day.

Obi's listlessness did not show any signs of decreasing even when the judge began to sum up. It was only when he said: "I cannot comprehend how a young man of your education and brilliant promise could have done his," that a sudden and marked change occurred. Treacherous tears came into Obi's eyes. He brought out a white handkerchief and rubbed his face. But he did it as people do when they wipe sweat. He even tried to smile and belie the tears. A smile would have been quite logical. He had expected it and rehearsed this very scene a hundred times until it had become as familiar as a friend.

In fact, some weeks ago when the trial began, Mr. Green, his boss, who was one of the Crown witnesses, had also said something about a young man of great promise. And Obi had remained completely unmoved. Mercifully, he had recently lost his mother, and Clara had gone out of his life. The two events following closely on each other had dulled his sensibility and left him a different man, able to look words like education and promise squarely in the face. But now when the supreme moment came, treacherous tears betrayed him.