EFFECTS OF SELECTED COMMUNICATIVE STRATEGIES ON LISTENING COMPREHENSION PERFORMANCE AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN LAFIA LOCAL GOVERNMENT AREA OF NASARAWA STATE

BY

MAIRO MUSA ABDUL,
MED/EDUC/8122/2014 -15

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY,
ZARIA

OCTOBER, 2017

EFFECTS OF SELECTED COMMUNICATIVE STRATEGIES ON LISTENING COMPREHENSION AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN LAFIA LOCAL GOVERNMENT AREA OF NASARAWA STATE

BY

MAIRO MUSA ABDUL,
MED/EDUC/8122/2014 -15

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN TEACHING ENGLISH AS A SECOND LANGUAGE M.ED (TESL)

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY,
ZARIA

OCTOBER, 2017

DECLARATION

I declare that this dissertation titled*Effects of Selected Communicative Strategies on Listening Comprehension performance among Junior Secondary Schools Student in Lafia Local Government Area of Nasarawa State*is the result of my independent investigation, except where I have indicated my indebtedness to other sources. This dissertation is written under the supervision ofProf.Sadiq Mohammed and Dr. S. T. Dan- Abdu

I hereby certify that this dissertation has not been accepted in for any other degree, nor is it being submitted concurrently for any other degree programme.

_____ _____

Mairo Abdul, MUSA Date

CERTIFICATION

This dissertationtitled*Effects of Selected Communicative Strategies on Listening Comprehension performance among Junior Secondary School Students InLafia Local Government Area of Nasarawa State* byMairo Abdul, MUSA (MED/EDUC/8122/2014-15)meets part of the requirements governing the award of Master's Degree in Education.Teaching English as a Second Language (TESL) of Ahmadu Bello University Zaria and it is approved for its contribution to knowledge and literacy presentation.

_____ _____

Prof.Sadiq Mohammed Date

Chairman, Supervisory Committee

_____ _____

Dr. S. T. Dan-Abdu Date

Member, Supervisory Committee

_____ _____

Dr. AbdullahiDalhatu Date

Head, Department of Arts and Social Science Education

_____ _____

Prof. S.Z. Abubakar Date

Dean, School of Postgraduate Studies

ACKNOWLEDGEMENTS

All thanks and praises are due to Allah (SWT) for everything. May He continue to bless, guide, protect and have mercy on all of us now and forever, Ameen. I am deeply indebted to my supervisors Prof. Sadiq Mohammed and Dr. S.T Dan-Abdul, for their encouragement and supervision from the preliminary to the concluding level of this study which gave me the inspiration to develop a better understanding of the subject. They are wonderful academics and I have benefited immensely from their wealth of experience. My special thanks goes to Prof. I. A. Olaofe for his huge contribution in ensuring that this research work becomes successful.

My special thanks goes to ProfessorRamlatJibrir-Daura and all the staff of Teaching English as Second Language (TESL) section, Department of Arts and Social Science Education for their useful corrections. They are special people and outstanding academics and I have been very fortunate to work withthem.I am very proud of them all. I also owe thanks to Dr, Mohammed Abdul Sarkin-Fada for his assistance and guidance during the time of writing this dissertation.

My sincere appreciation goes to my husband SufiyanulAdamuTanko (Billy) and my children AbdullahiAbbass, Farouk Sufiyan and Aishatu Sufiyan because they cooperated and endured several inconveniencies during the period of writing this dissertation.A special thanks also goes to my sister HajiyaHabiba M. Tukur for her tremendous contribution towards my studies.

DEDICATION

This dissertation is dedicated to my late father Alhaji, Abdul Musa, and my mother, Halima Abdul Musa. May Allah SWT forgive his mistakes and grant him*AijannahFirdaaus, Ameen.*

ABSTRACT

This study titled 'Effects of Selected Communicative Strategies on Listening Comprehension performance among Junior Secondary School Students in Lafia Local Government Area of Nasarawa State'is aimed at enhancing learner's performance in listening comprehension using achievement and reduction communicative strategies. The population of the study was 5491 involving pupils of JSS III of GSS BukanSidi, GSS Lukumanu and GSS Lafia/East. The sample size of the study is made up of 120 research participants grouped into two experimental group and one control group with each group having 40 participants. The research design for the study is the quasi-experimental research design, the reliability index for test instrument is .9. Hypothesis one, two and four were tested with the use of t-test independent statistic, while hypothesis three was tested using ANOVA. Hypotheses one, two and three were rejected while hypothesis four was accepted and retained. The findings of the study revealed that: achievement communicative strategies have significant effects on listening comprehension performance of pupils, reduction communicative strategies have significant effects on listening comprehension performance amongthe pupils. Both the achievement communicative and the reduction communicative strategies were found more effective than conventional teaching approaches (control group). Finally, the study found out that there were no statistical mean differences between the two experimental groups in their mean performance scores. However, achievement strategy was slightly higher than reduction strategy. The study made recommendations that: teachers of English language should be encouraged and motivated to adopt the use of the Achievement and reduction communicative strategies in order to realize pupils high performance in Listening comprehension, that Inspectors and supervisors of education should encourage all English teachers to use both the Achievement communicative and Reduction communicative strategies in order to realize students high performance in listening comprehension among pupils. The study recommends that qualified teachers of English should be sponsored to attend workshops, seminars and talk shows on the effective use of the achievement communicative strategy and the reduction communicative strategy for students' high performance in listening comprehension.

TABLE OF CONTENTS

Pages

Cover Pages - - - - - - - - - - -i

Title Pages - - - - - - - - - - -ii

Declaration - - - - - - - - - - -iii

Certification - - - - - - - - - - -iv

Acknowledgements - - - - - - - - - - -v

Dedication - - - - - - - - - - -vi

Abstract - - - - - - - - - - -vii

Table of Contents- - - - - - - - - - -viii

List of Abbreviations - - - - - - - - - -xi

List of Tables - - - - - - - - - - -xii

List of Figures - - - - - - - - - - -xiv

Operational Definition of Terms - - - - - - - -xv

CHAPTER ONE: INTRODUCTION - - - - - - -1

1.1. Background to the Study - - - - - - - - - -1

1.2. Statement of the Problem- - - - - - - - - -3

1.3. Objectivesof the Study - - - - - - - - - -4

1.4. Research Questions - - - - - - - - - -5

1.5. Research Hypotheses - - - - - - - - - -5

1.6. Significance of the Study - - - - - - - - -6

1.7. Scope and limitation - - - - - - - - - -7

CHAPTER TWO: LITERATURE REVIEW - - - - - -8

2.0 Introduction - - - - - - - - - - -8

2.1 Communicative Strategies - - - - - - - - -8

2.1.1 Types of Communicative Strategies - - - - - - -10

2.1.2 Characteristics and Principles of Communicative Strategies - - - -11

2.1.3 Tarone's Taxonomy of Communicative Strategies (CS) - - - -12

2.1.4 Dornyei Communication Strategies - - - - - - -13

2.2. Achievement Communicative Strategies - - - - - - -20
2.2.1 Code-Switching - - - - - - - - -20
2.2.2 Inter-Lingual Transfer - - - - - - - - -21
2.2.3 Inter Lingual (IL) Based Strategies - - - - - - -21
2.2.4 Cooperative Strategy - - - - -- - - - -22
2.2.5 Nonverbal Strategy - - - - - - - - -22
2.2.6 Characteristics of Communicative Strategies - - - - - -23
2.2.7 Communicative Strategies and Listening Comprehension - - - -25
2.3 Using Achievement Strategies for Listening Comprehension - - - -27
2.4 Using Reduction Strategy for Listening Comprehension - - - - -31
2.4.1 Message Abandonment - - - - - - - - -32
2.4.2 Topic Avoidance - - - - - - - - -32
2.5 Achievement Strategies and Reduction Strategy - - - - - -32
2.6 Previous Studies on Communicative Strategies
and Listening Comprehension - - - - - - - -33
2.7 Listening for Critical Evaluation - - - - - - - -38
2.7.1 Listening for Prediction - - - - - - - - -40
2.7.2 Listening for Inference - - - - - - - - -40
2.7.3 Listening for Vocabulary - - - - - - - -42
2.7.4 Steps in Listening - - - - - - - - - -42
2.8 Gains from the Review - - - - - - - - -43
2.9 Theoretical Framework of the Study - - - - - - -45
2.9.1 Achievement Strategies - - - - - - - - -47
2.9.2 Reduction Strategies - - - - - - - - -47
2.10 Summary - - - - - - - - - - -48
CHAPTER THREE: RESEARCH METHODOLOGY - - - - -49
3.1 Introduction- - - - - - - - - - -49
3.2 Research Design - - - - - - - - - -49
3.3 Population of the Study - - - - - - - - -50
3.4. Sample and Sampling Technique- - - - - - - -51

3.5 Instruments for Data Collection - - - - - - - -52
3.5.1 Validity of Instrument - -- - - - - - - -53
3.5.2 Reliability of Test Instrument - - - - - - - - -53
3.6 Procedure for Data Collection - - - - - - - - -53
3.7 Statistical Analysis Procedure - - - - - - - - -54
CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION OF RESULTS -55
4.0 Introduction - - - - - - - - - -55
4.1 Distribution of Demographic Information Section - - - - -56
4.2 Research Questions - - - - - - - - - -56
4.3 Hypotheses Testing - - - - - - - - - -60
4.4 Findings of the Study - - - - - - - - - -67
4.5 Discussion of Results - - - - - - - - - -67
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS -70
5.1 Introduction - - - - - - - - - -70
5.2 Summary - - - - - - - - - - -70
5.3 Conclusion - - - - - - - - - - -71
5.4 Recommendations- - - - - - - - - - -72
5.5. Contribution to Knowledge - - - - - - - - -71
5.6 Suggestions for Further Studies - - - - - - - - -72
References - - - - - - - - - - -73
Appendices - - - - - - - - - - -84

LIST OF ABBREVIATIONS

CS- Communicative Strategies

CSs- Communicative Strategies

ACS- Achievement Communicative Strategies

RCS- Reduction Communicative Strategies

LIST OF TABLES

Table 1 Littlemore (2003) Taxonomy-Strategies - - - - - -18

Table 2. Gains from Section 2.1 - - - - - - -- -18

Table 2.2 Gains from 2.2 - - - - - - - - -26

Table 3. Gains fromSection2.3 - - - - - - - -31

Table 2.4 Gains from Previous Studies. - - - - - - -44

Table 2.5: Classification of Most Common Communication Strategies Adapted fromTarone (1977), Faerch and Kasper (1984), and Willems (1987) - -47

Table 3.1. Population of the Study - - - - - - - -50

Table 3.2. Sampled Participants of the Study - - - - - - - -52

Table 4.1.1: Distribution of Students to their treatment groups - - -56

Table 4.2.1: Descriptive statistics on the effect of achievement communicative strategies on theListening Comprehension among Government Junior Secondary Schools, Lafia, Nasarawa State - - - - - - - - -57

Table 4.2.2: Descriptive Mean Statistics on the Effect of Reduction Communicative Strategies on the Listening Comprehension among Government Junior Secondary Schools, Lafia, Nasarawa State - - - - - - - - - -58

Table 4.2.3: ANOVA Descriptive Effect of Reduction and Achievement Communicative Strategies Junior Secondary School students in Lafia. - - - - -59

Table 4.2.4: Mean Descriptive Statistics on the Effect of Reduction Communicative Strategies on the Listening Comprehension among Government Junior Secondary Schools,

Lafia,Nasarawa State - - - - - - - - - -59

Table 4.3.1: Independent T Test Statistics on the Effect of Achievement Communicative Strategies on the Listening Comprehension among Government Junior Secondary Schools, Lafia, Nasarawa State - - - - - -60

Table 4.3.2: Independent T Test Statistics on the Effect of Reduction Communicative Strategies on the Listening Comprehension among Government Junior Secondary Schools, Lafia ,Nasarawa State - - - - - - -61

Table 4.3.3 A: Analysis of Variance on the Effect of Reduction and Achievement CommunicativeStrategieson Junior Secondary School Students in Lafia - - -63

Table 4.3.3 B: Descriptive Statistics of the Achievement Communicative Strategy and the Reduction Communicative Strategy and the Conventional

Method (control) - - - - - - - - -64

Table 4.3.4: Independent T Test Statistics on the Effect of Reduction Communicative Strategies on the Listening Comprehension among Government Junior Secondary Schools, Lafia, Nasarawa State - - - - - - - - - -65

LIST OF FIGURES

Figure 1: Tarone'sTaxonomy of Communication Strategies (1980) - - - -13

Fig.2. Achievement and Reduction Communicative Strategies with Listening comprehension - - - - - - - - - - -46

OPERATIONAL DEFINITIONSOF TERMS

Communicative Strategies-Approaches that aid the understanding of listening comprehension as a result of language deficiency.

Achievement communicative strategy-Strategy adopted to teach listening comprehension to Enhance Pupil's Performance in the class.

Reduction Communicative Strategy-Alternative communicative strategy adopted to Teach listening comprehension.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

In the modern world, everybody accepts that listening is one of the most important skills in second language acquisition. When listening to a second language, many language students face listening difficulties such as trying to construct meaning from what is said by the speaker. It may also connotes decoding what is said. Second language learners have significant problems in listening comprehension because schools pay more attention to structure, writing, reading and vocabulary than listening. According to Mohseny and Raeisi (2009), Bozorgian (2012), Al-Alwan, Asassfeh, and Al-Shboul, (2013) Lochland, (2013), Renukadevi (2014) listening is not an important part of many course books or syllabus. Most teachers do not attach importance to listening while preparing their lesson plan. A great number of teachers believe that it will develop naturally within the language learning process and learners will learn it learn unconsciously. Actually there are a number of listening barriers based on message, delivery, audience and environment. Teaching and drilling listening strategies ease students listening comprehension.

One very important idea for teaching listening is that listening courses must make use of students' prior knowledge in order to improve listening comprehension (Brown, 2006; Graham, Santos, Vanderplank; Yang, and Plakans, 2012; Abdalhamid, 2012; Azmi, Celik, Yidliz, and Tugrul,, 2014; Asemota, 2015; Jafari, and Hashim; 2015; Kang, 2016; Rao, 2016). Communicative strategies (CS) can have positive effects on listening comprehension but its impact is highly dependent on the way it is used. The teachers' motivation is of paramount importance. Communicative strategy enables the teacher to focus on one specific aspect of the lesson such as pronunciation and vocabulary development. CS promotes the capacity to control

presentation in a listening comprehension class. It also creates room for novelty and creativity among learners, as well as making the language teacher to get immediate feedback from students. Different CS can be adopted by teachers to suit their students` needs and level of language knowledge.

The use of communication strategies in the foreign language classroom has been studied in the United States and Great Britain since the 1980's. More recently those strategies have been used in some Arab countries and African countries (Rababah, 2005 in Cervantes and Renukadevi, 2014: Liu, 2014: Roy, 2016). The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence (Richards and Rodgers, 2001 in Maryslessor, Barasa, and Omulando, 2014). Communicative strategy in this study means the helpful tools for both native speakers and foreign language learners to compensate for insufficient competence in language learning. Such tools are most especially usedin listening. The types of communicative strategies available in the literature include achievement strategy, reduction strategy andTarone's social strategies. The strategies also cover cognitive strategies, metacognitive strategies, and socio-affective strategies among others.

Communicative strategies play an important role in communication, they contribute to second language acquisition by facilitating the learning processes. Communicative strategies (CS) can help to keep the communication channel open, and encourage hypothesis formulation (Wei, 2011; Biswas, Ahmed and Sarker, 2013; Iftakhar, 2014). Most learners may be knowledgeable in grammar or vocabulary, but they may as well face a lot of difficulties in conveying their messages both in classroom and in real life contexts. Many studies have proven that both, some non-native and native speakers of language sometimes struggle to find an

appropriate vocabulary item construction or expression. These vocal items are used to communicate or convey their meaning" (Lam, 2010,Christensen, Johnson and Turner, 2011; Pourhosein, and Ahmadi, 2011; Pengnate, 2013; Shtavica, 2015). Some studies have suggested that English language teachers are not always aware of the influence of communication strategies in the teaching and learning. They are unable to use devised strategies to teach various aspects of English in the language classroom.

Based on this background, the researcher is inspired to carry out this study in order to suggest the following:

1. Use of improved methods (communicative strategies) of teaching English language to teach listening comprehension at the junior secondary school level.
2. Desire to reduce curriculum problem in English comprehension teaching most especially at the Junior Secondary school level.
3. Encouragement oflearners who show lack of interest in English comprehension to develop interest in learning its skills.

1.2. Statement of the Problem

Listening plays an important role in daily communication and educational process. In spite of its importance, listening has long been the neglected skill in second language acquisition, research, teaching, and assessment.Itis a basic skill in first language acquisition and is crucial in English as a Second/Foreign Language (ESL/EFL) learning. This skill, despite its importance, has been allocated inadequate consideration in ESL/EFL teaching. The process of employing listening strategies on the part of learners, and explicitly teaching listening skills on the part of teachers, has been overlooked. This neglect comes through a strong emphasis on assessment of the products of listening.

It is against thisbackground that the use of communicative strategies in teaching of listening comprehension is confronted with challenges such as unfamiliarity with vocabulary by learners and lack of concentration. It is also limited by length and speed of the listening, cultural differences and poor quality of recorded materials. Poor physical conditions can sometime cause inconvenience in classroom which can affect listening comprehension by learners.

Therefore, the problem areas of this study are stated as follows:

1. Many learners in the Junior Secondary School level in Lafia Local government lack the listening ability to deal with the problem they face in their day to day communication.
2. Most learners lack interest in English language because of the difficulty they encounter in their attempt to listen.
3. Most learners do not even know the specific strategies (achievement and reduction) to use in addressing their problems of listening as a language skill.

1.3. Objectives of the Study

The purpose of the study is to find the effects of:

1. Achievement communicative strategies on listening comprehension among students of government junior secondary schools in Lafia,Nasarawa State.

2. Reduction communicative strategies on listening comprehension among students of government junior secondary schools in Lafia.Nasarawa State; and

3. Suggest Specific communicative strategies applicable to teaching of listening comprehension inJunior Secondary School in Lafia.

1.4. Research Questions

Based on the above stated research objectives the following questions were asked

1. What are the effects of achievement communicative strategies on listening comprehension among students of government juniorsecondary schools in Lafia, Nasarawa State?
2. What are the effects of reduction communicative strategies on listening comprehension among students of government junior secondary schools in Lafia, Nasarawa State?
3. What are the effects of reduction and achievement communicative strategies on listening comprehension among Junior Secondary School Students in Lafia?

1.5. Research Hypotheses

Based on the above research questions, the following hypotheses were formulated for the study:

Ho1 Achievement communicative strategies do not significantly affect listening comprehension of students of government junior secondary schools, Lafia,Nasarawa State.

Ho2 Reduction communicative strategies do not significantly affect listening comprehension of students of government junior secondary schools in Lafia,Nasarawa State.

H03 Reduction and achievement communicative strategies do notsignificantly affect listening comprehension of junior Secondary School students in Lafia Nasarawa State.

1.6. Significance of the Study

The study issignificant because it is expected to:

i. Help to resolve the problem students' encounter in listening comprehension.

ii. Avail learners with varieties of linguistic resources to deal with communicative problems in listening comprehension.

iii. Help teacherschoose communicative strategies to teach listening comprehension.

iv. Enable curriculum planners in second languageto adequately incorporate achievement and reduction communicative strategies in theteaching of listening comprehension skills.

v. Encourage English textbook writers to include the achievement and reduction communicative strategies for the teaching of listening comprehension skills.

1.7. Scope and Delimitation

The effects of achievement and reduction strategies are delimited to listening comprehension performance of selected government junior secondary students in Lafia Local Government Area of Nasarawa State. A reference to any communicative study on communicative approach outside Lafia is not treated in this study. The participants of this study were drawn from selected junior secondary schools in Lafia. The study is also delimited to achievement and reduction strategies only. The aspects of listening comprehension skills that were taught include listening for specific information, listening for inference, listening for interpretation, listening for vocabulary, and listening for critical evaluation.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is devoted to literature review.The reviewed areas include,Communicative Strategies, Types of Communicative Strategies, Tarone's Taxonomy of Communicative Strategies (CS), Dornyei communication strategies andAchievement Communicative Strategies, Characteristics of Commutative Strategies, and Commutative Strategies and Listening Comprehension.The study reviews using achievement strategies to teach listening comprehension. The chapter also reviewed literature on reduction strategy to teach listening comprehension andachievement strategies. Finally, the study further reviews previous studies on communicative strategies and listening comprehension,and theoretical framework on which the Study is based andgains from the review.

2.1 Communicative Strategies

Communicative Language Teaching (CLT) refers to the processes and goals in classroom learning (Ying, 2010; Ahmad and Rao, 2012; Mayavan, 2014; Ashari and Zarrin, 2014; Teng, and Sinwongsuwat, 2015).A communication strategy is defined as an individual's attempt to find a way to fill the gap between his/her communication effort and immediate available linguistic resources (Maleki, 2007, Surapa, and Channarong, 2011; Widdowson, 2011; Lu, and Ng, 2013).Maleki (2010) argues that Communicative Strategies were specifically introduced in order to help learners to communicate effectively using target language which most previous methods were unable to treat.According to Sreehari(2012)Mesgarshahr andAbdollahzadeh (2014)Thu and Thu(2016)communication strategies refer to all techniques that language learners employ. These learners use language in spite of a deficient language

competency, when target language items are not available. This is the way learners may circumvent communication pitfalls by their immediately accessible (non)linguistic resources.

From different perspectives, linguists define communicative strategy in different ways. Brown (1994) looks at CS from the perspective of error resources. Furthermore, Færch and Kasper (1983) perceive CS from psychological approach. Tarone (1980) defines communicative strategies as mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning strategies do not seem to be shared (Tarone 1980). We know that both the speaker and the hearer are involved; successfulcommunication is the responsibility of both speaker and hearer. When the participants are aware of that they do not understand each other, they will resort to a number of strategies: paraphrase, transfer, avoidance etc.

From the perspective of error resources, Brown (1994) suggests that communicative strategy is actually the process of inter-lingual transfer, it is also the context of learning as a learner tries to get a message through to a hearer or reader. To some extent, we may determine some linguistic forms not available to the learner at that point of communication. Then communicative strategies can act as the conscious employment of verbal or nonverbal mechanism for communicating an idea.

From the psychological perspective, Færch and Kasper (1983) define "communicative strategy as potential conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal". Færch and Kasper explain similar data in terms of an individual's mental response to a problem rather than as a joint response by two people. According to their definition, in general, there are two possible strategies for solving a communication problem: avoidance strategies and achievement strategies.

In general terms researchers generally agree that the main purpose of CS is to deal with communication problems. In this regard, to give a clearer picture of communicative strategies the following definitions are provided, thus:

> "CSs are strategies that a speaker used to solve the communication problems, which are caused by the lack of appropriate forms in the mental lexical. The speaker compensates either by going to the conceptual stage or by trying out alternative linguistic formulations." (Poulisse, 1989, Bui, 2012,Ugla, Adnan, and Abidin, 2013; Mayavan, 2014)
>
> "CS is a systematic attempt by the learner to express meaning by a target language in which the suitable systematic target language rules have not been formed."Cohen (2004; Agbatogun, 2014).
>
> "CSs are procedural skills which learner used to overcome the inadequacies of their interlanguage resources (Ellis, 1994; Mariani, 2010; Jabeen, 2014)
>
> "CSs are techniques of dealing with difficulties in communicating in an imperfectly known second or foreign language." (Stern, 1983; Muhammad, 2016)
>
> "CS is a systematic technique employed by a speaker to express his own idea when faced with some difficulties."(Corder, 1978 Prebianca, 2009; Khan, 2010; Celce-Murcia, 2014)
>
> Widdowson (1990) cited in Sreehari, (2012), Ahmad and Rao (2013) described Communicative Approach concentrating on getting learners to do things with language, to express concepts and to carry out communicative acts of various kinds. The content of a language as course is now defined not in terms of forms, words and sentence patterns, but in terms of concepts, or notions, which such forms are used to express, and the communicative functions which they are used to perform.

2.1.1 Types of Communicative Strategies

Agreeing to the above discussion and the list of strategies, we can come to the inference that there are conceptual differences among communicative strategies researchers. For Tarone's taxonomies and Færch and Kasper's are clearer and more reasonable than the others', this study will layemphasisonboth communicative strategies.

2.1.2 Characteristics and Principles of Communicative Strategies

The communicative approach to language teaching is, relatively, a newly adapted approach in the area of foreign/second language teaching. CLT is a hybrid approach to language teaching, essentially progressive rather than traditional (Wright, 2000:7; Larsen-Freeman, andAnderson, 2011;Spada,2011; Yesilyurt, 2013; Bahrani and Sim, 2012).According to Breshneh (2014)CLT can be seen to derive from a multidisciplinary perspective that includes, at least, linguistics, psychology, philosophy, sociology and educational research. It is generally accepted that, proponents of CLT see it as an approach, not a method (Richards and Rodgers, 1986; Brown, 1994 as cited in Breshneh, 2014; Didenko, and Pichugova, 2016). For Brown, for instance, Communicative language teaching is a unified but broadly-based theoretical position about the nature of language and language learning and teaching. He further maintains that though it is difficult to synthesize all of the various definitions that have been offered, the following four interconnected characteristics could be taken as a definition of CLT:

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.

2. Language teaching techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts (Brown, 1994: 245 cited in Breshneh, 2014).

Similarly, Littlewood says (1981) stated that one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language".Communicative approach is not limited to oral skills. Reading and writing skills need to be developed to promote pupils' confidence in all four skills areas. Students work on all four skills from the beginning, i.e., a given activity might involve reading, speaking, listening, and perhaps also writing (Celce-Murcia, 1991 quoted in Breshneh, 2014).

2.1.3Tarone's Taxonomy of Communicative Strategies (CS)

Tarone (1980) studies communicative strategies from the perspective of social interaction. She elaborates the definition of CS by saying: "mutual attempts of two interlocutors to agree on meaning in situations where the requisite meaning structures do not seem to be shared" (1980). According to (Tarone 1980,)meaning structures include both linguistic and socio-linguistic structureas shown in Fig.1:

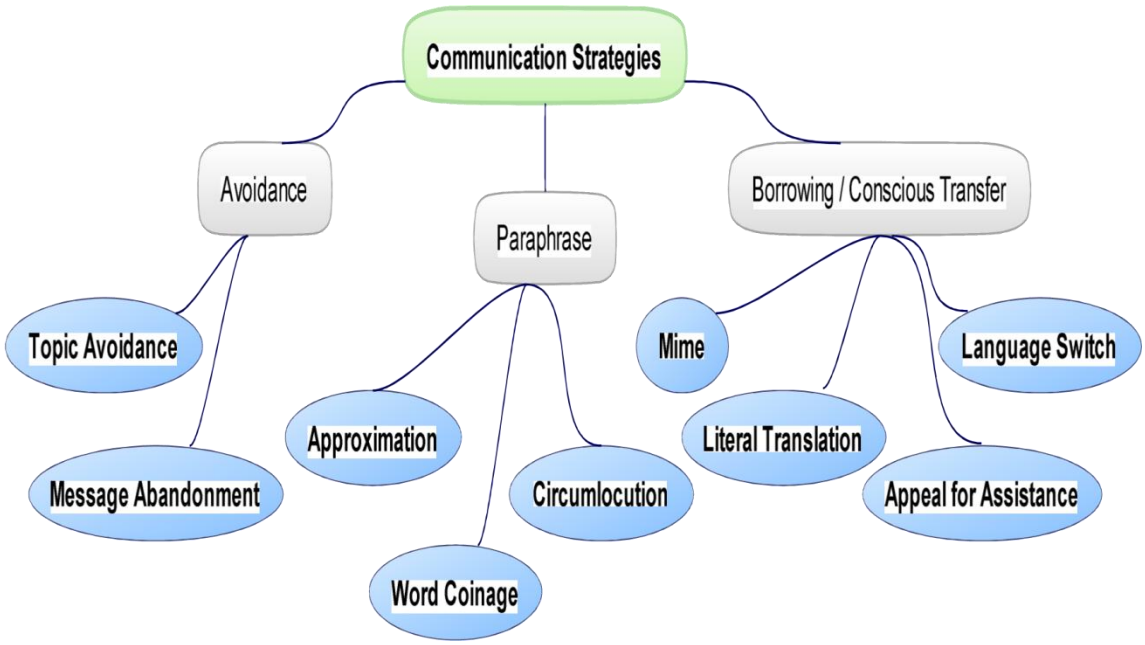


Figure 1: Tarone'sTaxonomy of Communication Strategies (1980)

Tarone's typology comprises several categories including (a) avoidance which is divided into topic avoidance and message abandonment. While(b) paraphrase, including approximation, word coinage, and circumlocution and (c) transfer encompasses literal translation, language switch, appeal for assistance, and mime.

2.1.4 Dornyei Communication Strategies

Dornyei (1995) revealed two opposite directions in communication. One is avoiding and the other is compensating. Avoidance strategies can be further broken down into several subtypes, such as phonological avoidance, syntactic or lexical avoidance and topic avoidance (Brown, 2000). Among these, topic avoidance may be the most frequent means that students have ever employed. When asked a specific question, the student who does not know the answer will just keep silent about it and lead to the occurrence of topic avoidance. Ya-ni (2007) noted that experience has shown thatmost students can hardly express their ideas or answers in a flexible way. Rather, they presumably have not learned to think over a foreign language

simultaneously while they are speaking it. The reason tends to be that they have not acquired basic knowledge of English and they rarely practice it.

Compensatory strategies, on the other hand, involve "compensation for missing knowledge" (Dornyei, 1995:33). Dornyei outlines eleven types of compensatory strategiesvery which include circumlocution, word coinage, prefabricated patterns, appealing for help and stalling for time-gaining strategies, etc (Dornyei, 1995 cited in Brown, 2000). Some of them happen in a high frequency, while others may occasionally occur. Consider the example of "foreignizing", which refers to "using a L1 word by adjusting it to L2 phonology and/or morphology" (Dornyei, 1995). The Dornyei taxonomy is clearly presented, thus:

2.1.4.1 Avoidance Strategies

Avoidance strategies are communicative strategies that involveleaving certain information to solve a communicative problem. Therefore, message abandonment connotes leaving a message unfinished because of language difficulties.

2.1.4.2 Compensatory Strategies

Compensatory strategies are strategies adopted by a learner/learners to resolve communicative problems, categorised as follows:

1. Circumlocution: Describing or exemplifying the target object of action (e.g. the thing you open bottles with for corkscrew).

2. Approximation: Using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g. ship for sailboat).

3. Use of all-purpose words: Extending a general, empty lexical item to contexts where specific words are lacking (e.g., the overuse of thing, stuff, what-do-you call–it, thingies).

4. Word coinage: Creating a non-existing L2 word based on a supposed rule (e.g., vegetarianist for vegetarian).

5. Prefabricated patterns: Using memorized stock phrases, usually for "survival" purposes (e.g., Comment allezvous? where the morphological components are not known to the learner).

6. Nonlinguistic signals: Mime, gesture, facial expression, or sound imitation.

7. Literal translation: Translating literally a lexical item, idiom, compound word, or structure from L1 to L2.

8. Foreignizing: Using a L1 word by adjusting it to L2 phonology (i.e., with a L2 pronunciation) and/or morphology (e.g., adding to it a L2 suffix).

9. Code-switching: Using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking in L2.

10. Appeal for help: Asking for aid from the interlocutor either directly (e.g., what do you call…?) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression).

11. Stalling or time-gaining strategies: Using fillers or hesitation devices to fill pauses and to gain time to think (e.g., well, now, let's see, uh, as a matter of fact).

There are other earlier classifications of communicative strategies in language learning.Kendall, Douglas and Doll (2005:23) stated that in truth, the communication strategies already exist in the English as a target language learners' mind, and they can be applied automatically without training". The concept of communication strategies was originally

created by Selinker(1972) in his journal, named *Interlanguage*. Selinker (1972) indicated that the strategies should be systemized as the identification of the strategy application. He stated:

> *Relevant behavioral events in a psychology of second-language learning should be make identifiable with the aid of theoretical constructs which assume the major features of the psychological structure of an adult whenever he attempts to understand second-language sentences produced.*

Although the pioneer of communication strategy, Selinker (1972) himself did not submit sufficient representative examples of systemized inter-language formations to demonstrate what he meant by the phrase the "aid of the theoretical constructs.Many scholars agreed with his foresight by categorizing the interlanguage types and non-linguistic strategies applied by non-native speakers (Kendall, 2005;Rabab'ah and Bulut, 2007; Dobao and Martínez, 2007). Generally speaking, similar perceived strategies are catalogued by terminologies named from different perspectives of various scholars. The following paragraphs will introduce different scholar's contrast and comparison concepts of grouping communication strategies.

First of all, Varadi (1973) separated the strategies by the views of meaning reduction and meaning replacement. Moreover, he also distinguished the intentional and extensional reduction strategies. Generalization, approximation, circumlocution and paraphrase strategies were emphasized.

Blum-Kulka and Levenston (1983) classified the communication strategies from learners' possible motivations for avoidance. They believed the avoidance types for lexical alternatives can be "phonological avoidance, graphological avoidance, morphological avoidance, syntactic avoidance, and void avoidance".

Kellerman, Bongaerts, and Poulisse (1989) provided their cognitive process-oriented classification, which sorted communication strategies into conceptual strategies and linguistic strategies. Similarly, Poulisse (1987) based his on the psycholinguistic model of speech production and drew a distinction between conceptual and linguistic levels of language production. This well-known classification consists of three strategy types, which are "substitution", "substitution plus", and "reconceptualization".

Littlemore (2003) attempted to assess the communicative effectiveness of Poulisse's(1987) taxonomy. Littlemore (2003) analyzed eighty two French speaking English learners' transcripts from linguistic perspectives and expanded three Poulisse's strategies into twelve more specific ones. Littlemore (2003) analyzed the collected data in French, speaking English learners' transcripts, and classified communication strategies as six substitution strategies. Applying to linguistic analysis methods of original analogical/metaphoric comparison, conventional analogical/metaphoric comparison, literal comparison, word transfer with second language word approximation. Super-ordinate and simple word transfer, one substitution plus strategy applying morphological creativity of the target language speakers.And five reconceptualization strategies applying linguistic analysis perspectives of componential, functional, activity, place, and emotion.

Moreover, Littlemore also investigated what Faerch and Kasper (1983) called functional reduction strategies. From her analyzed data, the word abandonment strategy and word avoidance strategy were identified. However, they were not regarded as effective strategies. According to Littlemore (2003) "it is better for a student to at least begin to attempt to describe an item, or whether it is better for them to give up before even trying". Overall, there are fourteen strategies in Littlemore's taxonomy, which includes the twelve mentioned

above, as well as the word abandonment strategy and the word avoidance strategy. Below is the summary of Littlemore (2003) taxonomy as follows:

1. Original analogical/metaphoric comparison
2. Conventional analogical/metaphoric comparison
3. Literal comparison
4. Word transfer with L2 word approximation
5. Super-ordinate
6. Simple word transfer
7. Substitution plus strategies
8. Componential analysis
9. Function
10. Activity
11. Place
12. Emotion
13. Word abandonment
14. Word avoidance

According to Bialystok (1990), generally, the varieties of taxonomies proposed in the literature differ primarily in terminology and overall categorizing principles rather than in the substance of specific strategies. Table.1 above shows the most common classification of CSs. Overall, the researchers gains are summarized in table 2 below.

Table 1- Gains fromCommunicative Strategies

Topics and Authors Reviewed	Aspects Reviewed	Aspects Relevant to the Study
1) Communicative Strategies, (CS) Ying (2010)	Communicative Strategies	Conceptual frame work
2) CS. Mayavan, (2014)	CS	Conceptual frame work
3) CS. Ashari and Zarrin, (2014)	CS	Conceptual frame work
4),CS. Teng, and Sinwongsuwat, 2015).	CS	Conceptual frame work
5) CS. Maleki, (2007)		
6)Surapa, and Channarong, (2011)	CS	Conceptual frame work
7) Widdowson (2011)	CS	Conceptual frame work
8) CS. Maleki (2010)	CS.	Conceptual frame work
9).CS. Mesgarshahr and Abdollahzadeh (2014)	CS	Conceptual frame work.
10) CS. Thu and Thu (2016)	CS	Conceptual frame work
11). CS. Brown (1994)	CS	Conceptual frame work
12). CS. Furthermore, Færch and Kasper (1983)	CS from error resource perspective	Conceptual frame work
13). CS. Tarone (1980)	CS from psychological perspectives	Theoretical/conceptual frame work.
14). Poulisse (1989)	CS	Conceptual frame work
15). CS. Bui (2012)	CS	Definition of CS
Ugla, Adnan, and Abidin, (2016). CS Cohen (2004)	CS	Definition of CS
16) CS. Ellis (1994)	CS	Definition of CS
17) CS. Mariani (2010)	CS	Definition of CS
18) Stern (1983)	CS	Definition of CS
19) CS. (Corder, 1978 20)	CS	Definition of CS
20) CS Prebianca (2009)	CS	Definition of CS
21) CS. Khan 2010).	CS	Definition of CS
22) CS. Widdowson (1990) cited in Sreehari, (2012)	CS	Communicative Approach
23). CS Wright (2000)	Characteristics/ principles of CS	Characteristics/ principles of CS
24). CS. Breshneh (2014)	Characteristics/ principles of CS CS/ approach to teaching	
25). CS. Didenko, and Pichugova, (2016)	Features of CS	Characteristics/ principles of CS
26) CS. Littlewood (1981)	Avoiding and compensating CS	Characteristics/ principles of CS
27) CS Dornyei (1995)	Avoiding CS Avoidance CS	Communication strategies
28).CS Brown (2000)	**Aspects Reviewed**	
29) CS Ya-ni (2007)	7 types of CS/Taxonomy CS	Communication strategies Communication strategies

Topics and Authors Reviewed	Types of communication	Aspects Relevant to the study
30) CS Dornyei, (1995).	strategies	Communication strategies
31). CS Kendall, Douglas and Doll (2005)	Categorization of CS	Communication strategies
32) Selinker (1972)	Categorization of CS Categorization of CS Categorization of CS	Communication strategies
33) CS. Kendall (2005)		Communication strategies
34) CS. Rabab'ah, and Bulut (2007)	Meaning reduction and meaning replacement.	Communication strategies Communication strategies
35) CS. Dobao, and Martínez, 2007).	Classified the communication strategies	Communication strategies
36) CS. Varadi (1973)	Cognitive process-oriented classification	Communication strategies
36) CS Blum-Kulka and Levenston (1983)	Assessment of the communicative effectiveness of	Communication strategies
37) CS Kellerman, Bongaerts, and Poulisse (1989)	Poulisse's (1987) taxonomy/	Communication strategies
38) Littlemore (2003)		Communication strategies

2.2. Achievement Communicative Strategies

Achievement communicative strategies are used when learners are having communication difficulties. By using the achievement strategies, learners try to solve communicative problems in the planning phase due to insufficient linguistic resources. According to what resources the learner turns to in trying to solve his communicative problems, Færch and Kasper (1983) subcategorized the achievement CSs into code-switching, inter-lingual strategies, L1-based strategies, cooperative strategies and nonverbal strategies. Most of the following strategies are connected with problems in the planning phase and some others with problems in the execution phase.

2.2.2 Code-Switching

When communicating with others in foreign languages, there is always a switching from L2 to L1. The extent to which the switching happens depends on the interactants' analysis of the real communicative situation (Færch and Kasper 1983). For example, foreign classroom

students often share the L1 with their teacher, which enables them to switch code extensively between L2 and L1.

2.2.2 Inter-Lingual Transfer

Learners always ignoreinter lingual (IL) code when using the code-switching strategy. However, strategies of inter-lingual transfer result in a combination of linguistic features from the IL and L1. Inter-lingual transfer may not only occur on the phonological level but also at the pragmatic level (Færch and Kasper 1983). For example:

(a) *Native speaker: How do you read the word "think"?*

(b) *Learner: Um, /sik/*

(in Chinese there is no /θ/ for /th/, there is only /s/ similar to /θ/ in English)

(c) *Learner: Sorry, it's my secret.*

(Chinese learners of English often use "where are you going?" "Did you have your supper?" etc. for greeting).

2.2.3 Inter Lingual (IL)Based Strategies

By using their IL system, learners may have several ways of coping with communicative problems, such as generalize, paraphrase, coin new words or restructure. From the perspective of IL, generalization means that learners solve problems in the planning phase by filling "gaps" in their plans with IL items which they would not normally use in such context. While, from the perspective of L2, the strategy resembles overgeneralization of an L2 item, as it results in the extension of an item to an inappropriate context. For example, we often use the word *fruit* to stand for a particular type of fruit, *tangerine*. Paraphrase strategy means the learner replaces an

L2 item by describing or exemplifying it. Paraphrase refers to not only the form of description or circumlocutions but also bears the form of exemplification. For instance: "*Lily: …Um, something that you use when your hair is wet and you want to dry it… Marry: Oh, you mean hair dryer*." "*Jack: …You take it when you want to make tea or coffee. Jim: Um, that's kettle".* Word coinage refers to the strategy that the learner replaces an L2 item with a new created L2 item. In the following example the learner wants to talk about "the curve of stadium". E.g. *we were sitting in the rounding of the stadium and …* Restructuring strategy is often applied when the learner realizes that he cannot finish his previous plan, and develops an alternative constituent plan to ensure the expressing of his message.

2.2.4 Cooperative Strategy

Færch and Kasper (1983: 67) explain that although problems in interaction are necessarily shared problems and can be solved by joint efforts, they originate in either of the interactions.It is up to him (the speaker) to decide whether to attempt a solution himself or to signal his problems to his interlocutor and attempt to get the problem solved on a cooperative basis. If the individual resorts to his interlocutor that he is experiencing a communicative problem and needs help, he makes use of the cooperative strategy of "appealing". Appeals can be characterized as "self-initiated other-repairs". As can be seen in the following example,

Student: Miss, how do you spell "star"? Teacher: S-t (and then look at car referring to the word "car" (Shegoloff, 1977).

2.2.5 Non-Verbal Strategy

Nonverbal strategy means the strategy which learners use to replace a lexical item or an action. In our daily communications, individuals often use nonverbal strategies, such as mime, gesture

and sound-imitation. Although nonverbal strategies are less systematic than verbal behaviour, it is still very important in interpersonal interaction. Furthermore, nonverbal language including not only the gestures, posture, facial expression.But other signs which are possible to present by a communicator include for instance, his address or his hair style (Færch and Kasper 1983). Bygate (1987) adds that Achievement strategies includeguessing strategies, e.g. borrowing or foreignizing a mother-tongue word, literal translation and coining or inventing a word. Paraphrase strategies, e.g. circumlocuting around a word when we don't know the exact word, and Cooperative strategies, e.g. when the speaker signals to the interlocuter for help.

Achievement strategies and its components will be used in the present study, in step by step lesson plan and in the teaching manual.

2.2.6 Characteristics of Communicative Strategies

Communicative Strategies emerged as a result of dissatisfaction with traditional methods Yang and Gai (2010).Thus, it has the following characteristics that makes it different from the traditional method of teaching as second language.International Teacher Training Organization [ITTO] (2001) outline the following characteristics of communicative strategies as follows:

(1) It is assumed that the goal of language teaching is learner ability to communicate in the target language.

(2) It is assumed that the content of a language course will include semantic notions and social functions, not just linguistic structures.

(3) Students regularly work in groups or pairs to transfer (and, if necessary, negotiate) meaning in situations where one person has information that the other(s) lack.

(4) Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts.

(5) Classroom materials and activities are often authentic to reflect real-life situations and demands.

(6) Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and perhaps also writing.

(7) The teacher's role is primarily to facilitate communication and only secondarily to correct errors, and

(8) The teacher should be able to use the target language fluently and appropriately (para. 1).

Nunan's (1991) as cited in Banciu and Jireghie (2012) provided five features of Communicative Language Teaching thus,

1. An emphasis on learning to communicate through interaction in the target language.

2. The introduction of authentic texts into the learning situation.

3. The provision of opportunities for learners to focus, not only on language but also on the learning management process.

4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning

5. An attempt to link classroom language learning with language activities outside the classroom.

These five features are claimed by practitioners of Communicative Language Teaching to show that they are very interested in the needs and desires of their learners, as well as the connection between the language as it is taught in their class and as it used outside the classroom.

2.2.7 Communicative Strategies and Listening Comprehension

Communicative strategies have an important role in creating opportunities for students to use the language for communicative purposes. Generally, communicative activities are "fluency-based activities" (Tait, 2001 cited in Al-Twairish, 2009) which encourage meaningful and purposeful interaction between students. Where they bridge an information or opinion gaps, ask for or give real information, find out about the opinions of the other students (Harmer, 2003). However, for a successful implementation of communicative activities, the classroom must be student-centered and the activities must be "interactive, authentic, purposive, and contextualized" (RichardsandRodgers, 1982 quoted in Al-Twairish, 2009). Basically, communicative activities are based on the following characteristics:

(1) A desire to communicate.

(2) A communicative purpose.

(3) A focus on language content not language forms.

(4) A variety of language used.

(5) No teacher intervention, and

(6) No control or simplification of the material (Longman English Language Teaching, 2007).

In listening comprehension, the teacher is to ensure that students' are equipped several communicative strategies that can address their listening deficiencies. In order to enhance student performance in listening comprehension, the teacher can use the following communicative strategies:

a)Foreignising: the teacher explains to students how to use a L1 word by adjusting it to L2 phonology (i.e., with an L2 pronunciation).

b) Direct Appeal for help: in a listening comprehension class the teachercan instruct the students on how to turn to members of the class for assistance by asking an explicit question concerning a gap in one's L2 knowledge.

In addition, the teacher explains to students how to use 'approximation'.That is using an alternative term which expresses the meaning of the target lexical item as closely as possible for example ship for sailboat. There are other commutative strategies that the teacher can use to teach listening comprehension, such as self-correction, literal translation and message abandonment. Thus, table 2 shows gains from achievement communicative strategies:

Table.2 Gainsfrom Achievement Communicative Strategies

Topics and Authors Reviewed	Aspects Reviewed	Aspects Relevant to the Study
1) CS Færch and Kasper (1983)	Categorization of achievement CS	Components of achievement CS
2) Achievement CS Bygate (1987)	Types of achievement CS	Non-verbal CS
3) Characteristic of CS. Yang, and Gai (2010).	Characteristic of CS.	Features of CS
4) feature of communicative language teaching. Nunan's	Features of CS	Features of CS
Topics and Authors Reviewed	**Aspects Reviewed**	**Aspects Relevant to the Study**
(1991)		
5). CS Tait (2001) cited in Al-Twairish (2009)	CS	Communicative strategies and listening comprehension

2.3 Using Achievement Strategies to Teach Listening Comprehension

Listening has been at the heart of language learning. Long ago, listening comprehension used to be measured as a passive activity and did not worth researchers' attention (Jung, 2003; Vandergrift, 2004; Vandergrift, 2011; Rahimi and Katal, 2012; Bozorgian, 2012; Hamouda, 2013; Tyagi, 2013 andBalaban, 2016).Apparently, listening interacts with speaking in the aural-oral communication feedback system. One person speaks, and the other, through attending by means of listening process, responds (Long, and Tanh, 2016). According to Renukadevi (2014), Hojeij, (2014), Walker (2014) "listening awakens awareness of the language as it is a receptive skill that first develops in a human being. Learning to listen to the target language improves language ability".Listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously(Tavakoli, Shahraki and Rezazadeh, 2012; Cheung, amd 2010; Thomlison's 1984 as cited in Hamouda, 2013; Azmi, Celik, Yidliz, and Tugrul, 2014; Jafari and

Hashim, 2015). Listening comprehension is considered hypothetically like a dynamic development that those pay attention to selected features, and associate their hearing with accessible information and comprehension(Abdalhamid, 2012; Atasheneh, 2012; Nadig, 2013; and Esmaee, 2015).

The research on developing listening skills indicates the value of strategy training and should inform our understanding of communication strategy instruction (Mendelsohn and Rubin, 1995;Pourhosein, and Ahmadi, 2011;Juffs and Harrington, 2011; Martin and Ellis, 2012; Hosseini, 2013; Uslu,, Şahin, and Ödemiş;2016; Gilakjani; Sabouri, 2016).It implies that the teaching and learning of listening skillsrequires careful planning in order to develop learners listening ability. Olaofe(2013) provided five ways by which listening skills can be developed in learners, thus:

1. Listening to acquire and retrieve information

2. Listening to interpret and critically evaluate concepts

3. Listening to anticipate and make predictions

4. listening for compare and contrast of ideas and for analogical purpose

5. Listening to dialogue, conversation, directions, instructions, arguments, etc.

Based on Olaofe (2013) the Achievement Communicative strategies can serve as impetus to further reinforce the students in a listening comprehension classroom so as to enable them bridge communication gap. The following are some of ‘Achievement Communicative Strategies’ the study will adopt to teach listening comprehension to JSS III students in Lafia Local government.

1. Appeals for Assistance: in a listening comprehension class, when using appeal for assistance as communicative strategy, the teachers can use the following steps:

Step 1. The teacher explains to students how to go about appealing for assistance. They can appeal for assistance from members of the class or the teacher in aspects where they are experiencing difficulties.

Step 2. The teacher ask a pupil in the class to reads a passage and instruct him/her to seek for assistance where he/she is having communicative problem.

Step 3. The teacher evaluates the students by playing a recorded text and them to identify aspects in which they having problems.

2. Word-Coin. In word coin the teacher carry out the following steps

Step 1. The teacher explains to students how words can coined coin a non-existing L2 word by overgeneralization. For example vegaterianist for vegetarian

Step2. The teacher ask student to coin a word while reading a text while student

listen attentively to the word that coined.

Step3. The teacher evaluates the students by asking them to coin some words.

3.Literal Translation: in literal translation the teacher does the following steps:

Step1. Theteacher explains to learners how to literally translate a word, a compound word, an idiom, or a structure from L1 into L2

Step2. The teacher read a text while student listen attentively

Step3.The teacher ask members of the small group to translate what they have listen to

4. CooperativeStrategy: The teacher engages the students through:

Step1: The teacher explains to student how to cooperate in a listening comprehension class.

Step2: The teacher asks a member of small learning group to read a given passage, while other members of the group listen and take down notes

Step3: The teacher ask members of the small group to read a textand instruct him/her to signal his problem to members of the group and attempt to get the problem solved on a cooperative basis.

5. Code-Switching- the teacher carries out the following steps

Step1Teacher explains to students how they switch from L2 to L1when they are communicating with others in foreign languages. This is done by sharing L1 with between teachers and students which enables pupils to switch code between L2 and L1.

Step 2. The teacher plays a recorded audio tape of conversation between two people to students, and asks students select words from what they listen to and code-switch from L1 to L2 and L2 to L1

Step 3. The teacher gives a class exercise in relation to what they have listen to and ask them to code-switch from L2 to L1

6. Self-Repair or Restructuring: in self-repair, the teacher can use the following steps to

teach listening comprehension.

Step 1. The teacher explains to pupil how they can self- repair when establishing a new speech plan when their first attempt fails.

Step2. The teacher can read a passage or play a tape recorder for students to listen and repair where necessary and give students examples on how to self-repair.

Stap3. The teachers give a class work for student to repair in respect to what they have listen to.

In order to reinforce listening exercise, the teacher might enable students' hear a recorded exchange between twopeople speaking in conversationwho are meeting for the first time. Then the teacher might explain, in English, the differences among*Hausa* greetings in various social situations, the teacher can then explain some of the grammar points and structures used.Overall, the researcher's gains are in Table 2.3 below:

Table.3 Gains from using Achievement Strategies to teachlistening Comprehension

Topics and Authors Reviewed	Aspects Reviewed	Aspects Relevant to the Study
1) Listening. Jung (2003)	Listening comprehension	Teaching of listening
2) Listening. Vandergrift (2004)	Listening comprehension	Teaching of listening
3) Listening. Tyagi (2013)	Listening comprehension	Teaching of listening
4) Listening. Balaban (2016)	Listening comprehension	Teaching of listening
5) Listening. Long and Tanh (2016)	Listening comprehension	Teaching of listening
6) listening. Thomlison's 1984 as cited in Hamouda, 2013)	Concept of listening.	Teaching of listening
7) Listening. Esmaee (2015)	Listening comprehension	Teaching of listening
8) Listening skills.	Developing listening skills	Teaching of listening
9) Listening skills. Mendelsohn and Rubin (1995)	Listening skills	Teaching of listening
10) Hosseini (2013)	Listening skills	Teaching of listening
11) Developing listening skills. Olaofe (2013)	Ways of developing listening skills	Teaching of listening

2.4Using Reduction Strategy to Teach Listening Comprehension

The teacher can effectively utilize reduction communicative strategy to teach listening comprehension. Some of the reduction strategy includemessage abandonment and topic avoidance.

2.4.1 Message Abandonment

In teaching listening comprehension the teacher can carry out the following steps:

Step1: The teacher explains to student’s ways of leaving a message unfinished because of language difficulties they experience during listening.

Step2: The teacher read a passage or plays a recorded conversation between three people for students listen.

Step3: The teacher asks the students to answer questions based on the read passage or recorded conversation between two people.

2.4.2 Topic Avoidance

The teacher carries out the following steps

Step1:The teacher explains to student ways of avoiding concepts that pose listeningdifficulties to them.

Step2: The teacher reads a passage twice and ask student to listen attentively

Step3:The teach gives out class work and ask them to response to what they have listento

2.5 Achievement Strategies and Reduction Strategy

Achievement communicative strategies are approaches that are directed towards addressing linguistic problems learners encounter in planning phase of communication. The achievement strategy avails the learners the linguistic resources they need to use to address commination problem.

Reduction strategy for solving communicative problems of learner experiencehas two phase, i.e. a planning phase and execution phase. In the learning phase it is where the plan is developed, while in the execution phase is where the plan is implemented. If there are challenges or problems in the planning phase, implementing the plan becomes difficult.The learner either avoids the problem which leads to a change of the communicative goal and reduction strategies.Or faces the problem and develops different plan which leads to achievement strategies.

Both Achievement and Reduction Communicative strategies aimed at solving communicative problems learners encounter. Thus, it is the responsibility of the teacher to select the appropriate communicative strategy that is suitable to students.

2.6 Previous Studies on Communicative Strategies and Listening Comprehension

Wei (2011) investigated Communicative Strategies in Second Language Acquisition: A Study of Chinese English Learners' Attitude and Reported Frequency of Communicative Strategies. The essay aimed to find out whether there is a relationship between Chinese English learners' attitudes toward the use of communicative strategies and the reported frequency of using them in actual communication. Forty Chinese English majors were selected randomly to participate in the investigation. They were divided into two different groups according to their different level of language proficiency. The main methods of this essay are two questionnaires and an interview.

Based on achievement and reduction strategies and relationship between attitude toward communicative strategies and reported frequency of using them, three tentative conclusions were drawn. Firstly, a learner's attitude of CS has some influence on the use of CS. Secondly; Chinese learners of English tend to use reduction strategies most often. Finally, Chinese learners rarely use achievement strategies although they tend to believe the important role of achievement strategies in communication. The essay also analyzes the two groups of students' different attitudes and different reported frequency of using CS and finds some reasons for those differences. After the above analyses, the essay categorizes three main factors which affect learners' attitudes and their reported frequency of using CS. It includes the learner itself, the learning context, and the communication context.The study by Wei (2011) is related to this study in the following ways, language learning, and the use of achievement and reduction

communicative strategies. The study is different from this study in terms of location, and instrument of data collection.

Yaman, Irgin, and Kavasoğlu (2013) examined Communication Strategies: Implications for EFL University Students. The aim of the quantitative study is to investigate both speaking and listening strategies (so called "communication strategies") used by EFL students.To cope with problems during communication so they can be integrated into language teaching in order to develop students' strategic competence. Two hundred ninety-one Turkish EFL university students participated in this study. Researchers used the "Communication Strategy Inventory", a 5 point Likert-type scale developed by Yaman, Irgin and Kavasoglu (2011). The findings of this study revealed that EFL students used negotiation for meaning, compensatory, and getting the gist strategies in communication. It also found that female students used communication strategies more than males and advanced level students.The study by Yaman (2013) has relationship with the current study in the following areas, communicative strategies and listening, but theydiffers in aspect of reading, level (university), locationand sample size.

Huei-Chun. (2011) investigated Communication strategy use of EFL college students. The study is to examine the communication strategy use of EFL college students. The participants were 318 students at a university in Taiwan. The instruments consisted of a role-play task, a communication strategy questionnaire and an interview guide. The questionnaire of communication strategies included 26 strategies of seven factors for coping with listening problems and 32 strategies of eight factors for speaking problems. Results show that the participants adopted most often nonverbal strategies and least often accuracy-oriented strategies. The strategy most often used is "I use words which are familiar to me". The study found that there were significant differences in strategy categories and individual strategies between

proficient and less proficient learners. The findings indicate the crucial role of language proficiency in the use of communication strategies. The study by Huei-Chun (2011) is related with this study only in use of communicative strategies.It is different in sample size of the study, locationand instrument of data collection

Dobao (2001) investigated lexical CSs (achievement & reduction/avoidance) used by different level learners of English as L2 by following early CS taxonomies, of Corder (1978) as cited in Færch and Kasper, 1983) and Tarone (1977). The data elicitation was conducted by the carrying out of three different tasks.A description and a picture story performed by the learners individually, and a conversation activity carried out with the researcher as the interlocutor. The main finding of this study, in relation to the proficiency factor, corresponded with most evidence.In that the lower level learners relied more often on avoidance/reduction CSs while the more advanced learners favoured the use of achievement CSs. Dobao (2001) also analysed the influence of other factors (task and L1). One aspect which was found beneficial for the confirmation of the CS usage was the retrospective interview conducted after the learners' performance of the different tasks. The study by Dobao (2001) relates to this study in the use of achievement and reduction strategy used by learners in language leaning.But the two studies are different in location and instrument of data collection.

Núñez (2006) analysed the lexical CSs used by English learners belonging to elementary and intermediate levels by drawing on Færch and Kasper's framework (1983). The tasks used for the data collection consisted of an object description task and a semi-structured interview in a learner-interviewer settings. Overall results did not show marked differences between levels, but the more in-depth qualitative analysis demonstrated some differences which were also concurrent with other studies. Elementary levels tended to use reduction and L1-based

mechanisms whereas intermediate levels were more inclined to use achievement devices (paraphrase and restructure). The study also concluded that the task type seemed to have an effect on the learners' behaviour.The study by Núñez (2006) relates to this study in aspect of achievement and reduction communicative strategies and the use of Færchand Kasper (1983) framework. The two studies are different in areas of level of the study, location and instrument of data collection.

2.7 Listening for Critical Evaluation

Before we delve into the concept of critical evaluation, I is pertinent to conceptualise what constitutes critical thinking. Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People who think criticallyconsistently attempt to live rationally, reasonably, empathically. They are keenly aware of the inherently faulty nature of human thinking when left unchecked (Elder, 2007). Nickerson (1987) cited in Vdovina, 2013) provides the whole list of abilities and attitudes which characterize the individual who thinks critically. This individual is someone who:

- Organizes thoughts and articulates them concisely and coherently;
- Suspends judgment in the absence of sufficient evidence to support a decision;
- Attempts to anticipate the probable consequences of alternative actions;
- Can learn independently and has an abiding interest in doing so;
- Applies problem-solving techniques in domains other than those in which learned, to name just a few.

Critical evaluation is about proving a point, interpreting information and resolving problems. The ability to make informed judgments or evaluations about the worth, validity and reliability of opinions, ideas and knowledge is crucial in this process (Crebert, Patrick,

Cragnolini, Smith, Worsfold, and Webb, 2011). When people think critically, they are evaluating the outcomes of their thought processes(Halpern, 1998 quoted in Fahim, and Hajimaghsoodi, 2014). The integration of critical evaluation into the teaching of listening comprehension can enhance pupil's performance.

According to Ramsay (2009) listening processes are manifestations of how pupils interpret, process, and communicate information. Pupils who have had this experience become adept at reading and listening. They appreciate the dynamism of the process and making mental shifts as they read and listen to fit their purpose, audience and context. The teacher can encourage pupil to listen for critical evaluation by asking critical question that requires critical thinking. Supporting this view, Waxler (2007) is of the opinion that teachers should ask pupils critical questions that don't have a right or wrong answer to allow pupil to express their opinions. Questions for critical evaluation can be open or close, argumentative, probing, or stimulating.

2.7.1 Listening for Prediction

Prediction, or looking ahead, is a basic strategy for using prior knowledge to understand a text. The learner generates a hypothesis about the type, purpose, or scope of a text to provide a framework for transacting with the text to confirm comprehension (Jiang, 2009). The skill of prediction depends largely on one's prior knowledge of the world and of the language, how much one knows about the speaker, and how much one knows about the speaker's intent. Thus, the initial stage of the training program for developing the predictive skill should concentrate on getting the pupil to become aware of their own prior knowledge and to use this prior knowledge as their basis for prediction and comprehension (Jiang, 2009).

Prediction strategy can be applied into the teaching of listening comprehension in three phase: pre-listening, while listening and post-listening. The purpose of making predictions is to teach

students to figure out implied meanings texts in different contexts. Jiang (2009) provided steps that teachers can use to teach prediction in listening comprehension:

2.7.1.1 Pre-Listening

In pre-listening, the teacher takes the following necessary steps to teach effectively.

Step One: Help pupils by doing the following

- Inform them the background information
- Teach new vocabulary and grammar forms relevant to the material.
- Translate some words they might not be familiar with or some sentences difficult to understand.

Step Two: Conduct group discussions for the students to remind each other:

- The speaker and the speaker's possible purpose.
- Students' purpose for listening: to learn specific information; to understand most or all of the message.
- Students' knowledge/experience with the subject: think about what they already know about the subject

Step Three: Predict what pupil will be hearing.

- The format (how the message is organized and in what sequence)
- Key words, phrases or sentences they might expect to hear.
- The information or opinions

2.7.1.2 While-Listening

While the students are listening they need to monitor their comprehension by:

- Check the accuracy of their predictions.
- Deny some predictions and form new ones which may soon be denied again.
- Decide what is and is not important to understand.

2.7.1.2.3 Post-Listening

These strategies might help the students to synthesize, interpret and evaluate what they have heard:

- Check what predictions are correct/incorrect and helpful/useless, why.
- Consider what they heard and how it fits with what they know.
- Discuss the prediction strategy they used to listen – how much did they benefit from it?
- Conclude how to make a better prediction next time.

One very simple way to encourage pupils to guess is to give them sentences to complete. When introducing the concept, start with written sentences which have discourse markers or sufficient context to give learners a good chance for success. The following examples suffices:

Example: 1. Two people are shopping together. One person says: I'm hungry. Do you want to _____?

2: I want to go to the movie with you but I have a lot of homework. I'm sorry, I_____

After learners are comfortable with the general idea, the teacher starts using similar sentences recorded on cassettes so that learners can begin to practice this kind of predicting in listening as well.

2.7.2 Listening for Inference

According to the learning strategies taxonomy suggested by O'Malley and Chamot (1990)listening strategies can be classified into three categories: cognitive, metacognitive and socio/affective strategies. In listening activities, cognitive strategies refer to actions permitting the manipulation and transformation of the listening material, such as repetition, using one's available sources, translation, inference-making, the gathering of information and note-taking. Metacognitive strategies involve regulation or managing listening process; this includes planning, attention, control and self-evaluation. With regard to socio/affective strategies, they involve social-mediating activities and permit the listener to interact with his partners in a group task. They can also be used to reduce one's stress during a task (Guo, 2015).

Inference-making according to Bailly (1998) as cited in Guo (2015) is an operation of logical reasoning during which one draws a consequence from a fact or a suggestion.Inference is what listeners do to interpret the meaning of utterance. The listeners infer the meaning of an utterance based on all available information at the moment they hear it. The information includes situation, intonation, and background knowledge (Mulyaningsih, 2013). Thus in this study inference-makingis defined as a strategy through which the listener uses aural, vocal, lexical or contextual information relevant to the listening material, and also his previous knowledge to guess the meaning of the message or to compensate for missing information. By this definition, we consider inferencing as a strategy that reflects the listener's ability to extract what is not explicated by the material but also to extract the meaning of an utterance that is unfamiliar to him.

An inference is an assumption made from information that is available. That is, in the case of listening comprehension, an inference is an interpretation or a conclusion based on the

information that we hear. Making inferences is a critical skill because not all important information is clearly or explicitly stated; therefore, even if all the words are understood in a listening segment, people still may not have complete comprehension (Berman, 2003; Yule, 2006 Anna and Chang, 2008).

According to Berman (2003) Inference can be made in the following ways:

1Review pre-listening strategies carefully and apply them:Inferences are largely based on background knowledge. The more one knows about the subject and the more one has predicted about the listening passage, the better able you will be to make inferences.

2 Trust your instincts and do not be afraid to guess:If you guess wrong, try to determine why you were wrong and move on. That's what learning is all about.

2.7.3 Listening for Vocabulary

Although many agree that vocabulary is important for successful reading and listening, there is no consensus about the nature of the relationship between oral language and listening. Often, studies control for vocabulary knowledge and verbal IQ and thus ignore the contribution from an important area of language (Nation, 2005 quoted in Elwér, 2014). Measurements of vocabulary are often divided into expressive or receptive. Receptive vocabulary refers to the words that are understood by an individual when he/she hears or reads them. Expressive vocabulary is the words that are used when he/she speaks (Elwér, 2014). Another distinction is breadth and depth. Vocabulary breadth is the number of entities in the mental lexicon and vocabulary depth refers to the extent of semantic representation for the words in the lexicon (Olson, Keenan, Byrne, Samuelsson, Coventry, Corley and Hulslander, 2011).

Teaching steps to follow in teaching listening for vocabulary:

1. Students work in groups to find out six new words listed in the textbook and write down the correct spelling.

2. Students need to identify any words they don't know but which are important in this lesson, and then explain the reasons.

3. Students discuss and clarify verbs for cooking with mind maps. The group with the best reasons wins the game.

2.7.4 Steps in Listening

Long and Tanh (2016) provided the following steps in teaching of listening

2.7.4.1 Pre-Listening: Preparesstudents to listen, establish the purpose of the listening activity and activate the schemata by encouraging the learners to think about and discuss what they already know about the content of the listening text. It can also provide the background needed for them to understand the text and focus attention on what to listen for. Pre-listening techniques include true/false statement prediction; open prediction; ordering; pre-questions. The completion of the pre-listening task happens after the first listening and is used for fluency listening – getting the main ideas.

2.7.4.2While- Listening: The task should involve the listener in getting detailed information by doing such immediate activities as gap-filling, selecting items; deliberate mistakes; grids; listen and draw; and comprehension /multiple choice questions. The completion of this stage usually happens after the second or third listening. It is used for accuracy listening.

2.7.4.1 Post-listening: Is an extension activity, usually integrated skills with tasks of information transfer; personalization/recall; writing it up, discussion; role-play; and further practice.

2.8 Gains from Previous Studies on Communicative Strategies and Listening Comprehension

This study made significant gains from the above reviewed literature. The study was able to gain insight into the idea of communicative strategies and how it will be explored by teachers to effectively teach listening comprehension as well as avail students the linguistic resource they can use to cope with their communication problems. The reviewed works of Tarone's (1980) and Faerch and Kasper (1984) provided the theories guiding this study. In addition, Achievement and Reduction Communicative Strategies were the main trust of this study, because their theories formed the basis for explanation of this study. Based on previous studies on communicative strategies and listening comprehension, this study gathered sufficient information that can be used for discussing its results. The gains from the review of literature is presented in Table 2.2 below.

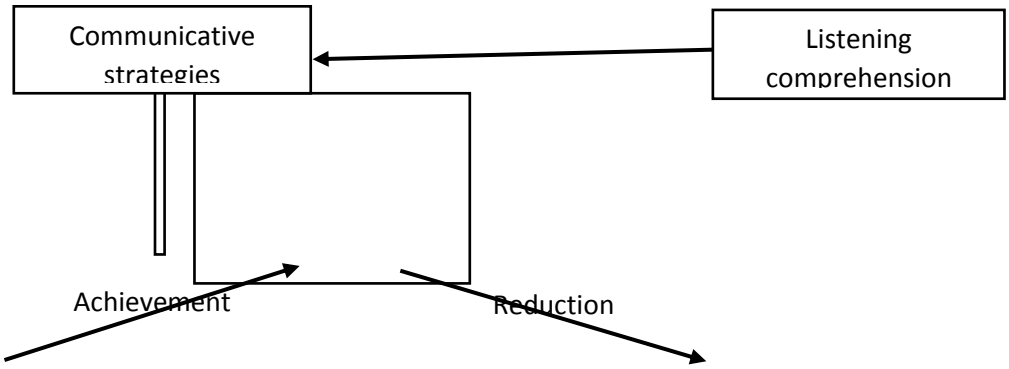
Table 2.4Gains from Previous Studies

Topics and Authors Reviewed	Aspects Reviewed	Aspects Relevant to the Study
1) CS and Listening Comprehension Wei (2011)	CS and listening comprehension	Previous study on CS
2) CS Yaman, Irgin, and Kavasoğlu (2013)	CS speaking and listening CS	Previous study on CS
3) CS Huei-Chun (2011)		Previous study on CS
4) lexical CSs. Doboa (2001)	Achievement and reduction/avoidance	Previous study on CS
5) Analyzed the lexical CSs. Núñez (2006)	Lexical CSs.	Previous study on CS
6) Listening for critical evaluation	Critical evaluation	Teaching listening for critical evaluation
7) Critical evaluation. Nickerson (1987) cited in Vdovina, 2013)	Characteristic of people who think critical	Teaching listening for critical evaluation
8) Critical evaluation. Crebert e tal (2011)	Conceptualizing critical evaluation	Teaching listening for critical evaluation
9) Critical evaluation. Waxler (2007)	Teachers role in critical evaluation	Teaching listening for critical evaluation
10) Listening for prediction. (Jiang, 2009)	Prediction in listening	Teaching listening for prediction.
11) Learning strategies taxonomy. O'Malley and Chamot (1990)	Classification of listening skills.	Listening for inference
12) Inference making. Bailly (1998) as cited in Guo (2015	Inference by listener.	Logical reasoning
13) Inference Mulyaningsih (2013).	Inference based on background information	Teaching of listening for inference
14) Inference making. Berman (2003)	Inference making	Teaching of listening for inference
15) Yule (2006)	Inference making Inference making	Teaching of listening for inference
16) Anna and Chang (2008)	Inference making	Teaching of listening for inference
17) ways of making inference. Berman (2003)	Ways of making inference.	Teaching of listening for inference
18) Vocabulary. Nation, 2005 quoted in Elwér (2014).		Teaching of listening for vocabulary
19) measurement of vocabulary	Types of distinction in vocabulary	Teaching of listening for vocabulary
20) Distinction and vocabulary. Olson e tal (2011)	Types of distinction in vocabulary	Teaching of listening for vocabulary.
21) Steps in teaching listening. Long, and Tanh (2016)	Pre-listing, while listing and post-listening	Teaching of listening

2.9 Theoretical Framework of the Study

The theory underpinning this study is hinged on Færch and Kasper's (1983) Psychological Strategies and Tarone (1977) who suggest that communicative strategies as a psychological process by whichlearners solve communicative problems in planning phase due to insufficient linguistic skills. Færch and Kasper categorize the communicative strategies into mainly: Achievement Communicative Strategies and Reduction Communicative Strategies. The achievement strategy is subdivided into five withCode-Switching, Inter-Lingual Transfer, Inter-lingual Based Strategies, Cooperative strategy and Nonverbal strategy. According to Færch and Kasper (1983)Achievement Communicative Strategies involve hypotheses and communicator's practical statement that can promote language acquisition. On the other hand, when using Reduction Communicative Strategies, the original purpose is changed and it may result in less language acquisition.

Færch and Kasper (1983) communicative strategies are related to listening comprehension since strength of listening comprehension is largely dependent on listeners not speakers' ability to process information.Fig 1 below presents the diagram showing the link between Achievement and Reduction Communicative Strategy with listening comprehension.



Source: Authors field work.

Fig.2.1Diagram showing link between Achievement and Reduction Communicative StrategieS withListening Comprehension

Tarone (1977)) analysescommunicative strategies from the perspective of social interaction. Tarone (1980) postulates that "mutual attempts of two interlocutors to agree on meaning in situations where the requisite meaning structures do not seem to be shared. Meaning structures include both linguistic and socio-linguistic structures. The communicative strategies are classified into:

a) Avoidance which is divided into topic avoidance and message abandonment.

b) Paraphrase, including approximation, word coinage, and circumlocution and

c) Transfer encompassing literal translation, language switch, appeal for assistance, and mime.

Based on available literature on communicative strategies, there are 12 CSs which EFL learners can employ in their communication to varying degrees as well as improving their listening comprehension. Some learners may make use of all of them and some may choose to employ a few of them. However, these strategies help the learner to establish successful

communication. Table 2.5 below presents Tarone (1977), Faerch and Kasper (1983) classification of communicative strategies.

Table 2.5 Classification of Most Common Communication Strategies

Avoidance or Reduction Strategies		
1	Message Abandonment: the interlocutors start their talk but fail to keep talking because of language difficulties, so they give it up.	Avoidance
2	Topic Avoidance: the learners refrain from talking about the topics which they may not be able to continue for linguisticreasons.	
Achievement or Compensatory Strategies		
3	Literal translation: the learners literally translate a word, a compound word, an idiom, or a structure from L1 into L2.	Interlingual Strategies that involve transfer from L1 to L2)
4	Borrowing or code switching; the learners use an L1 word or phrase with an L1 pronunciation.	
	Foreignizing: the learners utilize an L1 word or phrase by	
5	Morphologically or phonologically adjusting it to an L2 word.	
6	Approximation or Generalization: the learners employ an L2 word which is semantically in common with the targeted lexical item.	Intralingual strategies (strategies that involve only L2)
7	Word coinage: the learners coin a non-existing L2 word by overgeneralization.	
8	Circumlocution: the learners describe or exemplify the action or object instead of using the right L2 structure or item.	
9	Use of all-purpose words: the learners use a general word to fill the vocabulary gaps.	
10	Self-repair or restructuring: the learners establish a new speech plan when their first attempt fails.	
11	Appeals for assistance: the learners turn to partners for assistance (e.g. Do you understand? Can you speak more slowly? What do you call?).	
12.	Stealing or Time-gaining strategies: the learners employ such hesitation devices as fillers or gambits to gain time to think.	

Source: Adapted from Tarone (1977) andFaerch and Kasper (1983).

The present study will adopt some of the Achievement and Reduction strategies that will serve as treatment for its two experimental groups as follows:

2.8.1 Achievement Strategies

For achievement strategies, the study will rely on appeals for assistance and use of all-purpose words. In addition, the study will use word coinage and foreignizing. Others include borrowingor code switching and self-repair or restructuring.

2.8.2 Reduction Strategies

This study adopts tworeduction strategies, namely, message abandonmentand topic avoidance. These were adopted because they are considered as effective communicative strategies.

2.9 Summary

Chapter two dwells on review of literature, the aspects reviewed includes but not limited to the following: Tarone's Taxonomy of Communicative Strategies (CS), Dornyei Communication Strategies and achievement communicative strategies and their types and characteristics. Others includes the following: communicative strategies and listening comprehension, using achievement strategies to teach listening comprehension, using reduction strategy to teach listening comprehension, achievement strategies and reduction strategy. The study reviewed Previous Studies on communicative strategies and listening comprehension and also highlighted the gains from the review. Finally the chapter presentedthe theoretical framework of the study

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

The central focus of this chapter is on the methodology and procedure thatwere employed in conducting this study. The methodology and procedure are treated under research design, Population, Sample and sampling techniques.Others includeInstruments for data collection (validity and reliability of test items), Procedure of data collection, and Statistical Analysis procedure.

3.2 Research Design

This study adopted the quasi-experimental research design. Quasi-experimental design was adopted because the study attempts to establish the effects of communicative strategies on the performance of students in listening comprehension. According to Scott (2012)Quais-experimental research design maximizes internal and external validity. The type of quasi-experimental design adopted for this study is the Comparison Group Pre-test / Post-test Design. Cohen, Manion and Morrison (2007) state that nonequivalent control group design with pretest and posttest is described as one of the most commonly used quasi-experimental designs in educational research. This is often the case since students are naturally organized in groups as classes within schools and are considered to share similar characteristics" (Best and Kahn, 2006). The nonequivalent control group design with pretest and posttest is represented as:

Experiment	*R*	O1	X	O2
Control	*R*	O		O2

In the design above, R represents randomization, O1 represents pretests, X represents the treatment implemented, and O2 represents posttests. So while both the control and treatment groups will complete a pretest and posttest, the experimental groups are the only groups that would receive the research treatment. Quasi-experiments are based on creative design techniques to reduce the various threats that may cause a study's findings to be invalid or unreliable" (Green, 2006).

3.3 Population of the Study

The population of the study is made-up of the total number of JS 3 (three) students of Public junior secondary schools in Lafia Local Government Area of Nasarawa State.Their combined total numberof 5491 is as presented in Table 3.1 below:

Table 3.1. Population of the Study

S/N	Names of Schools	Location of subjects	Male	Female
1	GJSS Agabija	Lafia	111	102
2	GJSS Agudu	Lafia	125	95
3	GJSS Agyaragu	Lafia	108	88
4	GJSS Agyaragu	Lafia	95	81
5	GJSSAshara	Lafia	144	114
6	GJSS Azuba	Lafia	128	111
7	GJSSBedi	Lafia	113	108
8	GJSS Bukan	Lafia	121	104
9	GJSS Doka	Lafia	150	94
10	GJSSDunama	Lafia	161	128
11	GJSSIsiak	Lafia	133	109
12	GJSSKafin	Lafia	129	113
13	GJSSKwandare	Lafia	99	87
14	GJSSLafia	Lafia	110	98
15	GJSSLukumanu	Lafia	117	102
16	GJSSMairafi	Lafia	101	94
17	GJSSMararaban	Lafia	110	108
18	GJSSRafinGanje	Lafia	99	89
19	GJSSShabu	Lafia	100	91
20	GJSS St James	Lafia	115	104
21	GJSS St Williams	Lafia	121	109
22	GJSSTakpa	Lafia	121	108
23	GJSSUnguwan	Lafia	114	108

24	GJSSWakwan	Lafia	109	98
25	GJSS Wakwan	Lafia	109	105
		Total	**29432,548**	

Source*:*Ministry of Education NasarawaState,2016

3.4. Sample and SamplingTechnique

Purposive sampling technique was adopted in sampling out the participants of the study. Best and Kahn (2006) state that "purposive sampling is the type of sampling technique where the researcher deliberately samples out the participants of a study from the population on the grounds that they have similar characteristic with the population of the study. The participants of the study were randomly assigned in two groups through the simple random sampling technique as shown in table 3.2 below:

Table 3.2. Sampled Participants of the Study

S/N	Names of Schools	Location		Male	Female
1	GSS BukanSidi	(Exp. Group A)	40	26	14
2	GSS Lukumanu	(Exp. Group B)	40	21	19
3	GSS Lafia/East	(Control group)	40	18	22
4	GSS Dunama	(Pilot Study)	20		
Total			120	65	55

Table 3.2 shows that the sampled participants of the study are 120 out of 5491. Each of the Schools under investigation is assigned 40 participants through purposive sampling. 120

participants are sampled in order to have a manageable class size.The participants of the study were sampled out from the population of the study based on the requirements of the Nasarawa State Teachers Service Commission of one teacher to thirty Students (1:30). In order to take care of absentees and other unforeseen circumstances that might prevent the research participants from taking part in the study, the researcher deliberately raised the number to 40 for each group.

3.5 Instruments for Data Collection

The instrument for data collection in this study was*Listening Comprehension Achievement Test*(LCAT).It is made up of sixpassagesdeveloped by the researcher. The test instrument was administered to the participants of the study in two experimental groups (Achievement and Reduction Strategies) and one control group in an 'intact class'. The choice of intact classes is necessary to avoid interruption of the academic activities of the schools under investigation. Pre-test and post-test were provided for both the two treatment groups.

3.5.1 Validity of Instrument

To validate the test instrument, the researcher presented the test instrument to her supervisors, statisticians and test and measurement expertsfor vetting in order to ensure that the instrument is internally consistent and measures what it is supposed to measure.

3.5.2 Reliability of Test Instrument

In order to ensure the reliability index of the test items a pilot study was conducted using 20 Junior Secondary School Students of GSS Dunamain Lafia Local Government Area of Nasarawa State, who were not participants of the study but share similar characteristics with the main participants of the study. The test was administered to them twice within the span of two weeks. The Pearson Product Moment Coefficient (PPMC) test-retest method was used to

calculate the reliability index. The reliability indexof the pilot study was.91. According to Spiegel (1992) the closer a reliability index is to 1 the more reliable and the closer it is to zero the less reliable. Thus, the test instrument is considered dependablefor the main study.

3.6 Procedure for Data Collection

To ensure that thereisno problems in the administration of test, the researcher collected official permission (letter of introduction) from Ahmadu Bello University Zaria. A class-based assessment study was conducted by the researcher. The researchertaught the following sixtopics to two experimental groupsand one control group (A, B and C), Dictation, listening to get main idea from a Passage, listening to a Story/Report, sound listening, listening to Short conversation between an Insurance Brokers. Sales Man and a Teacher, and listening Comprehension. Group A where subjected to the treatments of AchievementCommunicative strategies, while group B where subjected to the treatment of Reduction Communicative strategies. However, the control group C were taught using traditional teaching methods for aperiod of six weeks concurrently (i.e. a topic per week). Each of the three groups had different lesson plans because the treatment for the Achievement Communicative Strategies, Reduction Communicative and control group are not the same as reflected in the step-by-step of the lesson-plans respectively. (As presented in the appendices).

The researcher employed the service of three research assistants, one for each group who assisted in administering the test as well as supervising the students during the duration of the test to ensure that there is no any form of examination malpractice. At the end of the test, the

researcher with the research assistants collected the completed answer booklets from the students. Samples of the marked scripts are attached in the appendices.

3.7 Statistical Analysis Procedure

The researcher selected the appropriate statistical tools in calculating the hypotheses stated in Chapter One. Hypotheses one and two were tested using t-test independent statistics because we are looking for difference between two independent groups. Hypothesis three was tested with the use of ANOVA. ANOVA is used when looking for differences between more than two independent groups. All the hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR
DATA PRESENTATIONAND DISCUSSION OF RESULTS

4.1 Introduction

The analysis is presented in three sections. The first section presents the frequency and percentage distribution of the students' bio data variables. This includes the three study groups. The second section answers the four research questions using the descriptive statistics of means, standard deviations and standard errors. The third section tests the four null hypothesis. Hypotheses one, two and three were tested with the Independent t test statistics while hypothesis three was tested using the Analysis of Variance statistics. All the four null hypotheses were tested at 0.05 alpha level of significance.

4.1 Distribution of Research Participants in Groups

Table 4.1 Distribution of Students inTreatment Groupsand Control Group

Treatment Groups	Frequency	Percentage
Achievement Communicative strategy	40	33.3
Reduction Communicative strategy	40	33.3
Control group	40	33.3
Total	120	100.0

According to the table above, the students in this study were categorized into three groups. The first are 40 representing 33.3% students that were exposed to Achievement Communicative Strategy while those in the second group were exposed to the Reduction Communicative

strategy which also comprises of 40 or 33.3% students. The remaining 40 representing 33.3% were known as the control as they were not exposed to any treatment. Altogether, there were a total of 120 students used for this study.

4.2 Research Questions

4.2.1 Research Question One:1. What are the effects of achievement communicative strategies on listening comprehension performance among government junior secondary schools in Lafia, Nasarawa State? Table 4.2 shows descriptive statistics on the effect of achievement communicative strategies on the listening comprehension among government Junior Secondary Schools, Lafia, Nasarawa State.

Table 4.2 Achievement Communicative Strategies and Listening Comprehension

Variable	Groups	N	Mean	Std.Dev	Std.Error	Mean Differences	Remarks
Mean Scores	Experiment A	40	48.8125	14.31186	2.26290	6.2125	Positive effect of Achievement Communicative strategy
	Control	40	42.6000	11.67190	1.84549		

The outcome of the descriptive statistics shows that there is a positive effect of achievement communicative strategies on listening comprehension performance among Government Junior Secondary Schools, Lafia Nasarawa State. The computed mean performances were 48.8125 and 42.6000 by students of experimental group A exposed to the Achievement communicative strategies and those of the control group exposed to the lecture method respectively. This implies a mean performance difference of 6.2125 in favour of the experimental group. This

shows a positive effect of the achievement communicative strategies on the students' mean performance in their listening comprehension.

4.2.2 Research Question Two: What is the effect of reduction communicative strategies on listening comprehension among students'ofgovernment Junior Secondary Schools, Lafia, Nasarawa State?Table 4.3 shows descriptive mean statistics on the effect of reduction communicative strategies on listening comprehension among students of government Junior Secondary Schools, Lafia,Nasarawa State.

Table 4.3 Reduction Communicative Strategies and Listening Comprehension

Variable	Groups	N	Mean	Std.Dev	Std.Error	Mean Differences	Remarks
Mean Scores	Experiment B	40	48.7500	12.45299	1.96899	6.150	Positive effect of Reduction Communicative strategy
	Control	40	42.6000	11.67190	1.84549		

According to the descriptive mean statistic above, the Reduction communicative strategies has positive effect on the listening comprehension among Government Junior Secondary Schools, Lafia Nasarawa State.Their computed mean performances were 48.7500 and 42.6000 by students of experimental group B exposed to the reduction communicative strategies and those of the control group respectively. This implies a mean performance difference of 6.1500 in favour of the experimental group B. This shows a positive effect of the reduction communicative strategies on the students' mean performance in their listening comprehension.

4.2.3 **Question Three:** What is the effect of reduction and achievement communicative strategies on the listening comprehension among Junior Secondary School Students in Lafia? Table 4.4shows ANOVA descriptive effect of reduction and achievement communicative strategies do not significantly affect junior Secondary School students in Lafia.

Table 4.4 MEAN_PERFORMANCE

	N	Mean	Std. Deviation	Std. Error
Achievement Communicative Strategy	40	48.8125	14.31186	2.26290
Reduction Communicative Strategy	40	48.7500	12.45299	1.96899
Control	40	42.6000	13.26225	2.09695
Total	120	45.5708	14.01369	1.27927

The computed mean performances are 48.8125, 48.7500 and 42.6000 by students exposed to Achievement Communicative Strategy, Reduction Communicative Strategy and control group respectively. This shows that both the Achievement communicative strategy and the Reduction communicative strategy each had a high mean compared with those of the control group. This shows that both the achievement communicative strategy and the reduction communicative strategy have equal high positive effect on the listening comprehension of secondary school students of Lafia Nasarawa state.

4.3 Hypotheses Testing

In this section, the null hypotheses were tested with inferential statistics of the Analysis of Variance where all the hypotheses were tested at 0.05 alpha level of confidence.

4.3.1 Ho1. Achievement communicative strategies do not significantly affect listening comprehension among students of government junior secondary schools, Lafia,Nasarawa State.

Table 4.5 shows Independent t-test statistic on the effect of Achievement communicative strategies on the listening comprehension of students of government junior secondary schools, Lafia, Nasarawa State.

Table 4.5Achievement Communicative Strategy and Listening Comprehension

Variable	Groups	N	Mean	Std.Dev	Std.Error	df	t calculated	t critical	Sig (p)
Mean Scores	Experiment A	40	48.8125	14.31186	2.26290	78	2.082	1.96	0.041
	Control	40	42.6000	11.67190	1.84549				

Calculated Sig (p) =0.041, computed t =2.082 at df 78

The outcome of the Independent t test statistic above shows that Achievement communicative strategies hasa significant effect on the listening comprehension among students of government junior secondary schools, Lafia,Nasarawa State.

Reasons being that the calculated significance or P value of 0.041 is lower than the 0.05 alpha level of confidence, with the computed t value of 2.082 found to be higher than the 1.96 t critical value at degree of freedom (df) 78. Their computed mean performances were 48.8125 and 42.6000 by students of experimental group were exposed to the Achievement communicative strategies and those of the control group exposed to the lecture method respectively. This implies a mean performance difference of 6.2125 in favour of the experimental group. This shows a positive effect of the achievement communicative strategies on the students mean performance in their listening comprehension. Therefore, the null hypothesis which states that Achievement communicative strategies do not significantly affect listening comprehension among government junior secondary schools, Lafia,Nasarawa State, is consequently rejected.

4.3.2 Ho2. Reduction Communicative Strategydoes not significantly affect listening Comprehension among government junior secondary schools, Lafia, Nasarawa State. Table 4.6 shows Independent t test statistic on the effect of Reduction communicative strategies on the

listening comprehension of students' government junior secondary schools, Lafia, Nasarawa State.

Table 4.6 Reduction Communicative Strategy and Listening Comprehension

Variable	Groups	N	Mean	Std.Dev	Std.Error	df	t calculated	t critical	Sig (p)
Mean Scores	Experiment B	40	48.7500	12.45299	1.96899	78	2.279	1.96	0.025
	Control	40	42.6000	11.67190	1.84549				

Calculated Sig (p) =0.025, computed t =2.279 at df 78

The outcome of the Independent t test statistic above shows that reduction communicative strategies has significantly effect on the listening comprehension among government junior secondary schools, Lafia,Nasarawa State. This is so because the calculated significance or P value of 0.025 is lower than the 0.05 alpha level of confidence, with the computed t value of 2.279 found to be higher than the 1.96 t critical value at degree of freedom (df) 78. Their computed mean performances were 48.7500 and 42.6000 by students of experimental group B exposed to the reduction communicative strategies and those of the control group exposed to the lecture method respectively. This implies a mean performance difference of 6.1500 in favour of the experimental group B. This showed a positive effect of the reduction communicative strategies on the students mean performance in their listening comprehension. Therefore the null hypothesis which states that Reduction communicative strategies does not significantly affect listening comprehension among students of government junior secondary schools in Lafia,Nasarawa State, is consequently rejected.

4.3.3 Hypothesis Three: Reduction and achievement communicative strategies do not significantly affect junior Secondary School students in Lafia.

To test this hypothesis the three groups' mean performance were compared using the Analysis of variance and a post hoc multiple comparison test to determine their level of mean effect differences**.** Table 4.7 shows that differences**.**

Table 4.7 Reduction/Achievement Communicative Strategies and Listening Comprehension

	Sum of Squares	Df	Mean Square	F ratio	Sig.
Between Groups	2473.704	2	1236.852	6.925	.001
Within Groups	20895.944	117	178.598		
Total	23369.648	119			

Results of the Analysis of variance statistic above shows that significant differences exist in the means of the experimental groups and the control group. Reason being that the computed p value of 0.001 is lower than the 0.08 alpha level of significance as the computed F ratio value of 6.925 is higher than the 2.60 F critical value. This shows that the null hypothesis which states that Reduction and achievement communicative strategies do not significantly affect junior Secondary School students in Lafia.

Table 4.8 shows descriptive statistics of the Achievement communicative strategy and the reduction Communicative Strategy and lecture method.

Table 4.8 Achievement Communicative Strategies and Reduction Communicative Strategies

	N	Mean	Std. Deviation	Std. Error
Achievement Communicative Strategy	40	48.8125	14.31186	2.26290
Reduction Communicative Strategy	40	48.7500	12.45299	1.96899
Control	40	42.6000	13.26225	2.09695
Total	120	45.5708	14.01369	1.27927

The computed mean performances are 48.8125, 48.7500 and 42.6000 by students exposed to Achievement Communicative strategy, Reduction communicative strategy and lecture respectively. This outcome reveal that the two experimental groups of achievement communicative strategy and the reduction. Communicative Strategy both have almost the same mean performance in their listening comprehension as compared to those of the lecture method that have far lower mean performance in their listening comprehension performances: Table 4.9 shows these:

Table 4.9 Schefft's Post Hoc Testfor Homogeneous Subsetsand Multiple Comparison of Means

Groups	N	Subset for alpha = 0.05	
		1	2
Control	40	42.6000	
Reduction Communicative Strategy	40		48.7500
Achievement Communicative Strategy	40		48.8125
Sig.		1.000	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 40.000.

The post Hoc multiple comparison of scheffe's test showed the levels of the three groups mean performances. The mean performances of the achievement Communicative strategy and Reduction Communicative Strategy were placed in the same higher subset 2 while that of the control group was put in the significantly lower subset 1. This clearly shows that both the achievement communicative strategy and the reduction communicative strategies are both very effective in the English listening comprehension among students of government junior secondary schools, Lafia, Nasarawa State. Therefore the null hypothesis which state that Reduction and achievement communicative strategies does not significantly affect junior Secondary School students in Lafia, is hereby rejected.

4.4 Findings of the Study

The study made the following findings:

i. It was found out that achievement communicative strategies have significant effects on listening comprehension performance among government junior secondary school students in Lafia, Nasarawa State.

ii.It was found out that reduction communicative strategies have significant effects on listening comprehension performance among students of government junior secondary schools, Lafia,Nasarawa State.

iii. It was also further found that both the achievement communicative strategy and the reduction communicative strategies are more effective when compared with conventional teaching approaches (control group)

iv. It was found out that there is no statistical mean difference between the two experimental groups in their mean performance scores. However, achievement strategy is slightly higher than reduction strategy. (48.8125 and 48.7500 for achievement and reduction strategies respectively).

4.5 Discussion of Results

The discussion of results is presented below:

1. Achievement communicative strategies havaa significant effect on the listening comprehension among students of government junior secondary schools, Lafia, Nasarawa State. Their computed mean performances were 48.8125 and 42.6000 by students of experimental group A exposed to the Achievement communicative strategies and those of the control group exposed to the lecture method respectively. This implies a mean performance difference of 6.2125 in favour of the experimental group. This showed a positive effect of the Achievement communicative strategies on the students mean performance in their listening comprehension. Thesecollaborates with the study carried out byWei (2011) on communicative strategies in Second language acquisition: A study of Chinese English learners' attitude and reported frequency of communicative Strategies. The findings of the study revealed the achievement communicative strategies significantly improves the learner's performance in second language learning acquisition.

   Achievement communicative strategies are mostly used when learners are having communication problems. By using the achievement strategies, learners try to solve communicative problems in the planning phase due to insufficient linguistic resources. Færch and Kasper (1983) subcategorize the achievement CSs into code-switching, inter-lingual strategies, L1-based strategies, cooperative strategies and nonverbal strategies.

Some of these strategies are connected with problems in the planning phase and some others with problems in the execution phase. When communicating with others in foreign languages, there is always a switching from L2 to L1. The extent to which the switching happens depends on the interactants' analysis of the real communicative situation (Færch and Kasper 1983). For example, foreign classroom students often share the L1 with their teacher, which enables them to switch code extensively between L2 and L1. This help them to understand concepts easily. In achievement communicative strategies when learners attempt to use inter-lingual transfer, they always try to ignoreinter lingual (IL) code when using the code-switching strategy. However, strategies of inter-lingual transfer result in a combination of linguistic features from the IL and L1. Inter-lingual transfer may not only occur on the phonological level but also at the pragmatic level (Færch and Kasper 1983). Similarly, when learners use Inter Lingual (IL) Based Strategies, they may have several ways of coping with communicative problems, such as generalize, paraphrase, coin new words or restructure.

From the perspective of IL, generalization means that learners solve problems in the planning phase by filling "gaps" in their plans with IL items which they would not normally use in such context. While, from the perspective of L2, the strategy resembles overgeneralization of an L2 item, as it results in the extension of an item to an inappropriate context. As an illustration, we often use the word *fruit* to stand for a particular type of fruit, *tangerine*. Paraphrase strategy means the learner replaces an L2 item by describing or exemplifying it. Paraphrase refers to not only the form of description or circumlocutions but also bears the form of exemplification.

When using cooperative strategies, Færch and Kasper (1983: 67) clarify that although problems in interaction are necessarily shared problems and can be solved by joint efforts, they originate in either of the interactions. It is up to him (the speaker) to decide whether to attempt a solution himself or to signal his problems to his interlocutor and attempt to get the problem solved on a cooperative basis. If the individual resorts to his interlocutor that he is experiencing a communicative problem and needs help, he makes use of the cooperative strategy of "appealing". Appeals can be characterized as "self-initiated other-repairs".

When learners use nonverbal communication, they replace a lexical item or an action. In daily communications, individuals often use nonverbal strategies such as mime, gesture and sound-imitation. Although nonverbal strategies are less systematic than verbal behaviour, it is still very important in interpersonal interaction. Nonverbal language including not only the gestures, posture, facial expression. But other signs which are possible to be presented by a communicator include for instance, his address or his hair style (Færch and Kasper 1983).Achievement strategies according to Bygate (1987)include guessing strategies, e.g. borrowing or foreignizing a mother-tongue word, literal translation and coining or inventing a word. Paraphrase strategies, e.g. circumlocuting around a word when we don't know the exact word, and Cooperative strategies, e.g. when the speaker signals to the interlocuter for help.

In listening comprehension, the teacher is to ensure that students are equipped with several communicative strategies that can address their listening deficiencies. In order to enhance student performance in listening comprehension, the teacher can use the following communicative strategies:

a) Foreignising: the teacher explains to students how to use a L1 word by adjusting it to L2 phonology (i.e., with an L2 pronunciation).

b) Direct Appeal for help: in a listening comprehension class the teacher can instruct the students on how to turn to members of the class for assistance by asking an explicit question concerning a gap in one's L2 knowledge.

In addition, the teacher explains to students how to use 'approximation'. That is using an alternative term which expresses the meaning of the target lexical item as closely as possible for example ship for sailboat. There are other commutative strategies that the teacher can use to teach listening comprehension, such as self-correction and literal translation.

Listening has been at the heart of language learning.Accoding to Uslu,, Şahin, and Ödemiş (2016) Gilakjani and Sabouri (2016) the research on developing listening skills indicates the value of strategy training and should inform our understanding of communication strategy instruction. This suggests that the teaching and learning of listening skills require careful planning by the language teacher in order to develop learners' listening ability. Olaofe (2013) provided five ways by which listening skills can be developed in learners, thus:

1. Listening to acquire and retrieve information
2. Listening to interpret and critically evaluate concepts
3. Listening to anticipate and make predictions
4. Listening to compare and contrast ideas and for analogical purpose
5. Listening to dialogue for conversation, directions, instructions, arguments, etc.

2. Reduction communicative strategies have significant effect on the listening comprehension among government junior secondary schools, Lafia,Nasarawa State. Their computed mean performances were 48.7500 and 42.6000 by students of experimental group B exposed to the Reduction communicative strategies and those of the control group exposed to the lecture method respectively. This implies a mean performance difference of 6.1500 in favour of the experimental group B. This showed a positive effect of the Reduction communicative strategies on the students mean performance in their listening comprehension. This outcome relates with the study by Huei-Chun. (2011) that confirms the positive effects of communicative strategies in enhancing learner's performance in L2 learning. Reduction strategy for solving communicative problems of learner experience has two phase, i.e. a planning phase and execution phase. In the planning phase it is where the plan is developed, while in the execution phase is where the plan is implemented. If there are challenges or problems in the planning phase, implementing the plan becomes difficult. The learner either avoids the problem which leads to a change of the communicative goal and reduction strategies, or faces the problem and develops different plan which leads to achievement strategies.
3. Significant differences exist in the means of the experimental groups and the control group. The mean performances of the Achievement Communicative Strategy and Reduction Communicative Strategy were placed in the same higher subset 2 while that of the control group was put in the significantly lower subset 1. This clearly shows that bot the achievement communicative strategy and the reduction communicative strategies are both effective in the English listening comprehension among government junior secondary schools, Lafia, Nasarawa State. This finding is consistent with the study

carried out by Núñez (2006) that investigated the lexical Communicative strategies used by English learners belonging to elementary and intermediate levels. Result of the study revealed thatachievement and reduction strategies are effective ways of enhancing learner's performance in second language learning.Both Achievement and Reduction Communicative strategies aimed at solving communicative problems learners encounter. Thus, it is the responsibility of the teacher to select the appropriate communicative strategy that is suitable to students.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion, and recommendations onthe current study. The researcher also madecontributions to knowledge and identifiedareas for further studies.

5.2 Summary

This study is presented in five chapters. Chapter one presents the background to the study and the statement of problem, including research objectives. In line with four research objectives, four research questions were stated as well as four corresponding null hypotheses. Scope of the study and significance of the study are also presented in chapter one. Chapter two presented the literature review that are related to this study. Aspects reviewed include but not limited to achievement communicative strategies, reduction communicative strategies, listening comprehension. Theoretical framework was also captured in chapter two. Chapter three dwells on the methodology that was employed in carrying out the study, these includes research design, population of the study, sample and sampling procedure and instrument of data collection among others. Data analysis and presentation of result was the main focus of chapter four. Four research questions were answered, four hypothesis were tested, followed by discussion of results. Chapter five presents the summary, conclusion and recommendations for the study.

5.3 Conclusion

Based on the findings of the study, the researcher concludes that:

1- Achievement Communicative Strategy has a positive significant effect on the academic performance in the listening comprehension among the secondary school students of Lafia, Nasarawa state.

2- The Reduction Communicative Strategy has a positive significant effect on the academic performance in the listening comprehension among the secondary school students of Lafia, Nasarawa state.

3- Both the Achievement Communicative strategy and the Reduction communicative strategy have the same positive significant effect on the listening comprehension of students of government secondary school students of Lafia, Nasarawa state.

4- The Achievement Communicative Strategyhas slightly higher effect (but not significant) than theReduction communicative strategy on listening comprehension among secondary school students of Lafia, Nasarawa State.

5.4 Recommendations

In line with the findings of this study, the following recommendations are provided:

1- Teachers of English language should be encouraged and motivated to adopt the use of the Achievement communicative strategy in order to realize students' high performance in Listening comprehension among the secondary school students of Lafia, Nasarawa state.

2- Teachers of English language should be encouraged and motivated to adopt the use of the Reduction communicative strategy in order to realize students high performance in Listening comprehension among the secondary school students of Lafia, Nasarawa state.

3- Inspectors and supervisors of education should mandate all English teachers to use both the Achievement communicative strategy and the Reduction communicative strategy in order to

realize students' high performance in Listening comprehension among the secondary school students of Lafia, Nasarawa state.

4- Qualified teachers of English should be sponsored to attend workshops, seminars and talk shows on the effective use of the achievement communicative strategy and the reduction communicative strategy for students' high performance in listening comprehension.

5.5. Contribution to Knowledge

The study makes the following contributions:

i. It has been discovered that Achievement communicative strategy is an effective teaching technique in the teaching of listening comprehension.

ii. By exposing student to reduction communicative strategy, this study is able to establish that reduction communicative strategy enhances students' performance in listening comprehension. The strategy can also be applied in the teaching reading.

5.6 Suggestions for Further Studies

Built on the research findings and taking into consideration the limitations of the Study, the researcher acknowledges where further research needs to be conducted. There could be:

1- A study to encourage teachers to use communicative strategies in the teaching of languages in primary schools in Nigeria.

2- This research was conducted in Junior Secondary schools in Lafia Nasarawa state. However, in the future, the research could be conducted in other states.

REFERENCES

Abdalhamid, F. (2012). Listening comprehension strategies of Arabic-speaking ESL learners (Doctoral dissertation, Colorado State University).

Agbatogun, A. O. (2014). Developing Learners' Second Language Communicative Competence through Active Learning: Clickers or Communicative Approach? Educational Technology & Society, 17 (2), 257–269.

Ahmad, S., & Rao, C. (2012). Does it work? Implementing communicative language teaching approach in EFL context. Journal of Education and Practice, 3(12)

Ahmad, S., & Rao, C. (2013). Applying communicative approach in teaching English as a foreign language: A case study of Pakistan. Porta Linguarum, 20 (187-203). Retrieved November, 18, 2018 from http://www.ugr.es/~portalin/articulos/PL_numero20/12%20%20Saeed.pdf.

Ahn, H & Kang, Y (2016). Reading Fluency and Listening Comprehension Abilities as Predictors of Reading Comprehension. English Teaching, Vol. 71(1). 3-22. DOI: 10.15858/engtea.71.1.201603.3

Al-Alwan, A., Asassfeh, S., & Al-Shboul, Y. (2013). EFL Learners' Listening Comprehension and Awareness of Metacognitive Strategies: How Are They Related? International Education Studies, 6(9), 31-39. http://dx.doi.org/10.5539/ies.v6n9p3

Alberding, M (2013). Teaching Listening Strategies to Low-level Learners. JALT2013 at Shizuoka Conference Proceeding.

Al-Twairish, B.N (2009). The Effect of the Communicative Approach on the Listening and Speaking Skills of Saudi Secondary School Students: An Experimental Study. Unpublished Masters Theses. King Saud University

Anna, C & Chang, H.S(2008). Listening Strategies of L2 Learners with Varied Test Task. Tesl Canada Journal, vol. 53, no 2

Asemota, H.E (2015). Nature, Importance and Practice of Listening Skill. British Journal of Education. Vol.3. No.7. 27-33. Accessed September, 9, 2016 at www.eajournals.org

Ashari, N &Zarrin, N (2014). Problems in Using Communicative Language Teaching in Iran and Possible solutions. Technical Journal of Engineering and Applied Sciences. 257-266. Accessed at www.tjeas.com.

Atasheneh, N (2012). The Role of Teachers in Reducing/Increasing Listening Comprehension Test Anxiety: A Case of Iranian EFL Learners. English Language Teaching. Vol. 5. No. 3. Accessed June, 2015 at www.ccsenet.org/elt

Azmi, B. M., Celik, B., Yidliz, N., & Tugrul, M. C. (2014). Listening Comprehension Difficulties Encountered by Students in Second language Learning Class. Journal of Educational and Instructional Studies in the World, 4(4), 1-6.

Bahrani, T., & Sim, T. S. (2012). Informal language learning setting: Technology or social interaction? The Turkish Online Journal of Educational Technology, 11(2), 142-149.

Balaban, S (2016). The Effect of Summarization as a Pre-Listening Technique at University Preparatory Classes. American Journal of Educational Research, vol. 4 (1). 126-133. doi: 10.12691/education-4-1-19.

Banciu. V & Jireghie, A (2012). Communicative Language Teaching. The Public Administration and Social Policies Review. IV Year, No. 1(8). 94-98

Berman, M (2003). Advanced Listening Strategy Guide Lectures 4-6

Best, J. & Kahn, J. (2006). *Research in education.* Boston: Pearson Education, Inc

Bialystok, E. (1990). *Communication strategies: A psychological analysis of second language use*. London: Blackwell**.**

Biswas, D., Ahmed, N. U., & Sarker, S. R. (2013). Doomed to fail: The fate of communicative language teaching (CLT) in Bangladesh. Language in India, 13(9), 111-123

Blum-Kulka, S., & Levenston, E. A. (1983). Universals of lexical simplification in C. Faerch and G. Kasper (eds.), *Strategies in interlanguage communication* (119-139). New York: Longman.

Bozorgian, H, (2013). Enhancing Foreign Language Learning through Listening Strategies Delivered in L1: An Experimental Study. International Journal of Instruction. Vol.6, No.1. Accessed at www.e-iji.net

Bozorgian, H. (2012). Metacognitive Instruction Does Improve Listening Comprehension. International Scholarly Research Network, 1-6. http://dx.doi.org/10.5402/2012/734085

Breshneh, A.H (2014). Communicative Language Teaching: Characteristics and Principles. International Journal of Language Learning and Applied Linguistics World (IJLLALW) Vol. 6 (4). 436-445. Accessed, September, 10 2016 at www.ijllalw.org

Brown, H. D. (2000). Principles of Language Learning and Teaching [M]. 4th ed. NY: Longman.

Brown, S. (2006). Teaching listening. New York. Cambridge University Press

Bui, T. T. (2012). Strategies employed by EFL English majors for coping with communication strategies breakdowns, Doctoral Dissertation in English Language Studies, Suranaree University of Technology, Thailand.

Bygate, M. (1987) Speaking, Oxford University Press

Celce-Murcia, M. (2014). An overview of language teaching methods and approaches. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), Teaching English as a second or foreign language (4th ed., p. 2-14). Boston, MA: Heinle Cengage Learning.

Channarong, S (2011). Oral English communication strategies employed by first-year medical students. *Applied linguistics*. Mahidol University.

Cheung, Y. K. (2010). The importance of teaching listening in the EFL classroom. Online submission to the Institute of Education Sciences. Retrieved May, 10. 2016 from http://www.eric.ed.gov/ERICWebPortal/contentdelivery

Christensen, L., Johnson, R., & Turner, L. (2011). Research methods, design, and analysis. Boston: Pearson.

Cohen, A. D., & Weaver, S. J. (2006): Styles- and Strategies-Based Instruction. A Teachers´ Guide. Minneapolis: Centre for Advanced research on language Acquisition, University of Minnesota.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education.* New York: Routledge.Contemporary Social Problems: Stakeholders' Views. Humanity & Social Sciences Journal 7 (1): 58-66.

Corder, S. Q. (1978). Language-learner language. In Jack C. Richards (ed). Understanding Second and Foreign Language Learning. Rowley, Mass: Newbury House.71-91

Crebert, G., Patrick, C.-J., Cragnolini, V., Smith, C., Worsfold, K., & Webb, F. (2011). Critical Evaluation Skills Toolkit. Retrieved, Sept, 08, 2016 http://www.griffith.edu.au/gihe/resources-support/graduate-attributes

Didenko, A.V & Pichugova, I.N (2016). Post CLT or Post-Method: major criticisms of the communicative approach and the definition of the current pedagogy. SHS Web of Conferences DOI: 10.1051/ SHS 2 shsconf/201628

Dobao, A. M. (2001). Communication strategies in the interlanguage of Galician students of English: The influence of learner- and task- related factors. Atlantis, 2(1), 41-62.

Ellis, R. (1994). The Structure syllabus and second language acquisition. *TESOL Quarterly*, *27*(1), 91–111.

Elwér, A (2014). Early Predictors of Reading Comprehension Difficulties. Department of Behavioural Sciences and Learning. LiU-tryck, Linköping.

Esmaee, N.E (2015). The relationship between critical thinking ability and listening comprehension ability of Iranian EFL learners.International Journal of Research Studies in Language Learning. 4 (3) 47-59. DOI: 10.5861/ijrsll.2014.903

Faerch, C. & G. Kasper. (1983). Plans and strategies in foreign language communication. In C. Faerch & G. Kasper (Eds.), Strategies in Interlanguage Communication. London: Longman, 20-60.

Fahim, M & Hajimaghsoodi, A (2014). The Relationship between Motivation and Critical Thinking Ability of Iranian Efl Learners. International Journal of Language Learning and

Applied Linguistics World (IJLLALW). Volume 5(2). 605-619. Accessed, September, 13, 2016 at www.ijllalw.org.

Fernández Dobao, A. M. & Palacios Martínez, I. M. (2007). Negotiating meaning in interaction between English and Spanish speakers via communication strategies. Atlantis, 29(1), 87-105.

Flyman, A (1997). Communication strategies in French as a foreign language. Lund University, Dept. of Linguistics 1 Working Papers 46 (1997), 57–73

Ghoneim. M.M (2013). *The Listening Comprehension Strategies Used by College Students to Cope with the Aural Problems in EFL Classes: An Analytical Study*. English Language Teaching; Vol. 6, No.

Gilakjani, A.P & Sabouri, N.B (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. English Language Teaching; Vol. 9(6). 123-133. Accessed, November, 2016 at www.ccsenet.org/elt

Graham, S., Santos, D., & Vanderplank, R. (2008). Listening Comprehension and Strategy Use: A Longitudinal Exploration. System, 36, 52-68. http://dx.doi.org/10.1016/j.system.2007.11.001

Guo, J (2015). Inference-Making and Linguistic Skills in Listening Comprehension: An Observation of French Students Learning Chinese. Electronic Journal of Foreign Language Teaching. Vol. 12 (1). 318–331. Retrieved September. 13, 2016 from http://e-flt.nus.edu.sg/

Halpern, D.F. (1997). Critical Thinking across the Curriculum: A Brief Edition of Thought and Knowledge. Mahwah, NJ: Lawrence Erhlbaum & Associates.

Hamouda, A (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. International Journal of Academic Research in Progressive Education and Development. Vol. 2. No. 2. 133-155

Harmer, J. (2003). *The Practice of English language teaching*. England: Pearson Education Limited.

Hojeij, Z.S (2014). Learning to Listen Effectively in EFL Classes. International Journal of Bilingual & Multilingual Teachers of English. Vol.2 No.1. 31-40

Hosseini, F (2013). Teach How to Listen: The Effect of Listening Strategy Instruction on Documentary Video Comprehension. International Letters of Social and Humanistic Sciences. Vol. 9. 11-21Accessed, June, 10, 2016 at doi:10.18052/www.scipress.com/ILSHS.9.11

Hua, T.K Nor,F.M & Jaradat, M.N (2012). Communication Strategies among EFL Students - An Examination of Frequency of Use and Types of Strategies Used. GEMA Online™ Journal of Language Studies. Vol. 12(3)

Iftakhar, S. (2014, July). Rethinking English teaching through CLT in government primary schools of Bangladesh. DIU Journal of Humanities and Social Science, 2, 193-214.

International Teacher Training Organization. (2001). *Communicative approach tolanguage teaching*. Retrieved January, 8, 2016, fromhttp://www.teflcertificatecourses.com

Jabeen, S.S (2014). Implementation of Communicative Approach. English Language Teaching; Vol. 7, No.8. 68-74

Jafari, K., & Hashim, F. (2015). Comparison of Normal and Moderately Slow Speech Rates: Listening to Students' Voices in Listening Comprehension Classes in EFL Context. International Journal of Foreign Language Teaching in the Islamic World, 3(3), 5-11.

Jiang, Y (2009). Predicting Strategy and Listening Comprehension. Asian Social Science. Vol. 5 (1).

Johnson, B., & Christensen, L. (2004). Educational research: Quantitative, qualitative, and mixed approaches. USA, Boston: Pearson Education, Inc.

Juffs, A & Harrington, M (2011). Aspects of Working Memory in L2 Learning", Language Teaching, vol. 44 (2), Cambridge University Press.

Jung, E. H. (2003). The role of discourse signaling cues in language listening comprehension. Journal of Modern Language, 87, 562-577. Retrieved, March 25, 2016 fromhttp://dx.doi.org/10.1111/1540-4781.00208

Kendall, S, Douglas S. &Doll, J.J (2005). An Overview of Communication Strategy. Journal: Indian Journal of Applied Linguistics, Vol. 31, (2). 112-128.

Khan, S. (2010). Strategies and spoken production on three oral communication tasks: A study of high and low proficiency EFL learners. Unpublished doctoral dissertation, Universitat Autónoma de Barcelona, Spain.

Larsen-Freeman, D & Anderson, M. (2011). Techniques & Priciples in Language Teaching. Oxford: Oxford University Press.

Littlemore, J. (2003). The communicative effectiveness of different types of communication strategy, Retrieved February 15, 2016, from http://www.sciencedirect.com

Liu, Y. H. (2014). Application of CLT in Computer-Based Teaching of Listening and Speaking. Open Journal of Modern Linguistics, 4, 301-306. Accessed, Nov, 10, 2016 at http://dx.doi.org/10.4236/ojml.2014.42024 (concept of listening

Lochland, P. W. (2013). Moving beyond communicative language teaching: A situated pedagogy for Japanese EFL classrooms. *TESOL International Association*, *4*(2), 261-273.

Long, L.N &Tanh, T.T (2016). EFL Teachers' Perception and Instruction in Listening Classes.Asian Journal of Educational Research. Vol. 4(3). 1-10. Accessed September, 14, 2014 at www.multidisciplinaryjournals.com

Longman English Language Teaching. (2007). *What is communicative methodology*? Retrieved January 10, 2016, from http://www.longman.com

Lu, D., & Ng, J. Y. F. (2013). The Pedagogical Maze: Retrospection on CLT in Hang Kong. Open Journal of Modern Lin- guistics, 2, 289-294. http://dx.doi.org/10.4236/ojml.2013.34036

Maldonado, M.R (2016). Communication strategies used by different level L2 English learners in oral interaction. Revista Signos. Estudios De Lingüística.49(90) 71-93. Accesed, March 27, 2016. DOI: 10.4067/S0718-09342016000100004

Maleki, A. (2007). Teachability of communication strategies: An Iranian experience. System 35 (4), 583-594.

Maleki, A. (2010).Techniques to Teach Communication Strategies. Journal of Language Teaching and Research, Vol. 1, No. 5. 640-646

Mansoor, F, & Ebrahim, F.A (2014). *Maximizing learners' metacognitive awareness in listening through metacognitive instruction: An empirical study*. International Journal of Research Studies in Education. Vol.3 No. 3. 79-91. Accessed, June, 09, 2015 at DOI: 10.5861/ijrse.2014.762

Mariani, L (2010). Communication strategies: Learning and teaching how to mangage oral interaction, NA: Learning Path-Tante Vie Per Imparare

Martin, K.I & N. Ellis, N (2012). The Roles of Phonological Short Term Memory and Working Memory in L2 Grammar and Vocabulary Learning. Studies in Second Language Acquisition, vol.34 (3). 379-413.

Maryslessor, A.O, Baras, P.L, & Omulando, C.A (2014). *Challenges Teachers Face in the Use of the Communicative Language Teaching Approach in the Teaching Listening and Speaking Lessons in Lugrari District, Kenya.* International journal of science and research. Vol, 3(9). 82-91. Accessed, Dec, 20, 2015 at www.ijsr.net

Mayavan, L (2014). Communicative Language Teaching - A Tool for Enhancing the Language Proficiency. International Journal of Social Science and Humanities Research. Vol. 2, Issue 4, 68-72. Available at: www.researchpublish.com

Mei, A. & Nathalang, S. (2010). Use of communication strategies by Chinese EFL learners. Chinese Journal of Applied Linguistics, 33(3), 110-125.

Mendelsohn, D. J. (1995). Applying learning strategies in the second/foreign language listening comprehension lesson. D. Mendelsohn & J. Rubin (Eds.), A guide for the teaching of second language listening. San Diego, CA: Dominie Press.

Mesgarshahr, A &Abdollahzadeh, E (2014). The impact of teaching communication strategies on EFL learners' Willingness to Communicate. 4 (1). 2014. 51-76. Retrieved, January, 08, 2016 from http://www.ssllt.amu.edu.pl

Mohseny, A., & Raeisi, N. (2009). The Relationship between Language Proficiency of EFL Students and Their Strategy Use in Listening Comprehension. TEFLL, 1(4), 111-132.

Muhammad, Z (2016). Pakistani Government Secondary Schools Students' Attitudes towards Communicative Language Teaching and Grammar Translation in Quetta, Balochistan. English Language Teaching; Vol. 9. No. 3. 258-270. Accessed, December, 12. 2016 F www.ccsenet.org/elt

Mulyaningsih, T (2013). Factors Influencing Inference Making Difficulty of Listening Comprehension. A Descriptive Study to the Sixth Semester Students of "English Education Study Program of Language and Art Education Department of Teacher Training and Education Faculty of Tanjungpura University Pontianak" in the Academic Year 2011/2012

Nadig, A. (2013). Listening Comprehension. Encyclopedia of Autism Spectrum Disorders, 1743.

Nakatani, Y. (2006). Developing an oral communication strategy inventory. The Modern Language Journal, 90(2), 151-168.

Natsir, M &Sanjaya, D (2014). Grammar Translation Method (GTM) Versus Communicative Language Teaching (CLT); A Review of Literature. International Journal of Education & Literacy Studies. Vol. 2 No. 1. Retrieved, September, 02, 2016 from http://dx.doi.org/10.7575/aiac.ijels.v.2n.1p.58

Núñez, W.G (2006). El uso de las estrategias de comunicación oral y el nivel de dominio del idioma inglés. Revista Perfiles, 27. 97-123.

Olaofe, I. (2013).Teaching English Language in second Adverse Situation: A Solution-Based Approach. Zaria, Applied Linguistic Education Center.

Olson, R. K., Keenan, J. M., Byrne, B., Samuelsson, S., Coventry, W. L., Corley, R. Hulslander, J. (2011). Genetic and environmental influences on vocabulary and reading development. Scientific Studies of Reading, 15, 26–46.

Pengnate, W. (2013). *Ways to Develop English Proficiency of Business Students: Implementation of Content and Language Integrated Learning* (CLIL) Approach. International Journal of education and research. Vol. No. 8. 1-13. Read at www.Ijern.com

Pica, T., Kanagy, R. & Falodun, J. (2009). Choosing and using communication tasks for second language instruction. In K. Van Den Branden, M. Bygate & J. M. Morris (Eds.), Task-based Language Teaching (pp.171-192). Amsterdam/ Philadelphia: John Benjamins.

Poulisse, N. & Schils, E. (1989). The influence of task-and-proficiency-related factors on the use of compensatory strategies: A quantitative analysis. Language Learning, 39 (1), 15-48.

Poulisse, N. (1987). Problems and solutions in the classification of compensatory strategies, *Second Language Research, 3,* 141-153.

Pourhosein, G. A., & Ahmadi, M. R. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. Journal of Language Teaching and Research, 2(5), 977-988.

Pourhosein, G. A., & Ahmadi, S. M. (2011). The Effect of Text Familiarity on Iranian EFL Learners' Listening Comprehension. Journal of Language Teaching and Research, 2(4), 783-789

Prebianca, G. V. (2009). Communication strategies and proficiency levels in L2 speech production: A systematic relationship. Revista de Estudos da Linguagem, 17(1), 7-50.

Rabab'ah, G. & Bulut, D. (2007). Compensatory strategies in Arabic as a second language. Poznán Studies in Contemporary Linguistics, 43(2), 83-106.

Rahimi, M., & Katal, M. (2012). The Role of Metacognitive Listening Strategies Awareness and Podcast-Use Readiness in Using Podcasting for Learning English as a Foreign Language. Procedia-Social and Behavioral Sciences, 31, 73-81. http://dx.doi.org/

Ramsay, P. (2009). *Blooming with the pouis: Critical thinking, reading and writing across the curriculum.* Miami, Florida: Ian Randle.

Rao, P.V (2016). Teaching Listening Skills in Second Language Classrooms. Journal of English Language and Literature (Joell). Vol.3 No.1. 107-110. retrieved September, 08, 2016 from http://www.joell.in

Renukadevi, D. (2014). *The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening*. International Journal of Education and Information Studies. Vol. 4, No.1. 59-63 read at http://www.ripublication.com

Roy, S. (2016). Challenges to Implementing Communicative Language Teaching (CLT) in Bangladesh. Learning in India Vol. 16(3). 218- 235

Sayer, P & Ban, R. (2014). Young EFL students' engagements with English outside the classroom. ELT Journal: English Language Teachers Journal, 68 (3), 321-329

Schegloff, E. A., Jefferson, G. and Sacks, H. (1977) "The Preference for Self-Correction in the Organization of Repair in Concersation". *Language* 53: 361-382.

Scott, D. (2012). *"A quasi Experimental study After-Event Review*". Journal of applied psychology 97 (5): 681-689

Selinker, L. (1972). Interlanguage. *IRAL, 10*(3), 209-231.

Shtavica, E. (2015). The effects of proficiency level on the Communication strategies among kosovan and Bosnians students at Sakarya University. The Online Journal of Quality in Higher Education. Vol. 2. Issue 2. Read at www.tojqih.net

Spada, N (2011). Beyond Form-Focused Instruction: Reflections on Past, Present and Future Research", Language Teaching, Cambridge University Press, vol. 44(2). 225–236.

Spiegel, M (1992). Synthesizing evaluation perspectives, practices and evidences, proceedings of the American evaluation Association: 92 Extension evaluation Topical interest group, Seattle WA, 27-37.

Sreehari, P (2012). Communicative Language Teaching: Possibilities and Problems. English Language Teaching; Vol. 5, No. 12; 2012. Retrieved June, 08 2016 at http://dx.doi.org/10.5539/elt.v5n12p87

Stern, H. (1983). Fundamental Concepts of Language Teaching. Oxford: Oxford University Press

Tarone, E. (1980). Communication strategies, foreigner talk and repair in interlanguage. Language Learning, 30, 417-431.

Tavakoli, M., Shahraki, S., & Rezazadeh, M. (2012). The Relationship between Metacognitive Awareness and EFL Listening Performance: Focusing on IELTS Higher and Lower Scorers. The Journal of Language Teaching and Learning, 2, 24-37

Teng, B & Sinwongsuwat, K (2015). Teaching and Learning English in Thailand and the Integration of Conversation Analysis (CA) into the Classroom. English Language Teaching; Vol. 8. No. 3. 13-23.

Teng, Huei-Chun. (2011). Communication strategy use of EFL college students. In A. Stewart (Ed.), JALT2010 Conference Proceedings. Tokyo: JALT.

Thu, N.T &Thu, N.K (2016). Oral English Communication Strategies among Vietnamese Non-majors of English at Intermediate Level." American Journal of Educational Research, vol. 4, no. 3 (2016): 283-287. doi: 10.12691/education-4-3-9.

Tyagi, B (2013). Listening: An Important Skill and Its Various Aspects. An International Journal in English. 1-8. Accessed June, 10, 2016 at www.the-criterion.com

Ugla, R.L., Adnan, N.I B, &Abidin, M.J.Z. (2013). Study of the Communication Strategies Used by Malaysian ESL Students at Tertiary Level. Vol. 1, No. 1. Retrieved, August, 12, 2016 fromhttp://dx.doi.org/10.5296/ijele.v1i1.2962

Uslu, M.E, Şahin, E & Ödemiş, I.S (2016). The Effect of Language Learning Strategies on Academic Achievement. Journal of Educational and Instructional Studies in the World. Vol. 6 (3). 73-78.

Vandergrift, L. (2007). Recent development in second and foreign language listening comprehension research. *Language Teaching, 40*, 191–210. Accessed June, 10, 2015, http://dx.doi.org/10.1017/S0261444807004338

Vandergrift, L. (2011). Listening: Theory and practice in modern foreign language competence. Retrieved November 10, 2015, from www.llas.ac.uk/resources/gpg/67

Varadi, T. (1973). Strategies of target language learner communication: message- adjustment, *IRAL, 18*, 59-71.

Vdovina, E (2013). Developing Critical Thinking in the English Language classroom: A Lesson Plan. Vol 1 (1). English Language Teachers' Association (Elta Serbia). 54-68

Walker, N. (2014). Listening: the Most Difficult Skill to Teach. Encuentro, 23, 167-175.

Waxler, A. (2007). *Strategies for Motivating Students to Learn.* Retrieved August, 12, 2016 from http://ezinearticles.com/?Strategies-for-Motivating-Students-to-Learn&id=863582.

Wei, L (2011). Communicative Strategies in Second Language Acquisition: A Study of Chinese English Learners' Attitude and Reported Frequency of Communicative Strategies. Kritianstad University Sweden

Widdowson, H (2011). Handbook of Foreign Language Communication and Learning, 6. 193-218

Wright, T. (2007). Communicative language teaching. Can it work for us? In EELTNET. Addis Ababa: British Council.

Yaman, S. Irgin, P & Kavasoğlu, M. (2013). *Communication Strategies: Implications for EFL University Students.* Journal of educational science research. Vol.3. No. 2. 256- 268. Accessed, febuary, 10, 2016 at http://ebad-jesr.com/

Yaman, S., Irgin, P. & Kavasoglu, M. (2011). Communication Strategy Inventory. The Development of Oral Communication Strategy Inventory & Listening Strategy Inventory. Published Master's Thesis supervised by Yaman, S., Mersin University, Mersin.

Yang, D. & Gai, F. (2010). Chinese learners' communication strategies research: A case study at Shandong Jiaotong University. Cross-Cultural Communication, 6(1), 56-81.

Yang, H.-C. & Plakans, L. (2012). Second language writers' strategy use and performance on an integrated reading-listening-writing task. TESOL Quarterly, 46(1), 80-103.

Ya-ni, Z (2007). Communication Strategies and Foreign Language Learning. Apr. 2007. Vol5. No.4. 43-48

Yesilyurt, E. (2013). An Analysis of Teacher Candidates' Usage Level of Meta-Cognitive Learning Strategies: Sample of a University in Turkey. Educational Research and Reviews, 8(6), 218-225.

Ying, L. (2010). Communicative activities in ELT classrooms in China. Unpublished master dissertation, University of Wisconsin-Platteville.

Yule, G. 2006. The Study of Language. UK: Cambridge University Press

APPENDIX A (1)
LISTENING ABILITY ACHIEVEMENT TEST

PASSAGE ONE

Topic- Dictation

Listen to the following passage, the passage will be read twice. Take down notes as you listen to the reading of the passage. Use the note you have taken to answer questions at the end of the listening exercise.

The first computers were made in 1940 for various purpose such as for information dissemination, data processing and storage. With modern computer, you can link the whole world by sending your massage through the e-mail, msn.com, yahoo.com, hot mail.com etc. all you need is getting an e-mail address and knowing your friends e-mail address or of the person you want to e-mail.

It is a very fast process which does not need any envelop of stamp. Your massage will be delivered within seconds even if the receiver is a million mile away. The internet linked the computers together since 1984, so if you own a computer that is networked or you visit a cybercafé to browse, you can communicate the whole world. With this, you can see that the world is a global village that can be connected with the internet. This is called globalisation

Now, answer the questions after listening to listening and writing notes from the passage.

1). When where the first computers made?

2). Mention two uses of the computers?

3). How can you link the whole world?

4). Mention two examples of an e-mail address.

5). Do you know that the world is a global village?

APPENDIX A (2)

PASSAGE TWO

Topic- Listening to Get Main Idea from aPassage

The teacher gives instruction by speaking clearly once in order to motivate students to listen properly and get the main idea from a passage.

Man by nature is gregarious animal. No man is an island to himself. These are general sayings. We know that no-one can exist by himself. There are two forms of friendship. You have casual friends, then you have intimate friends, who you meet, and fell cheerful to one another, whereas, mutual friends are friends, who are friends in deed. They are friends you can say are friends in need and are friends in deed.

1. As a listener, mention two main ideas in the speech?

2. How many levels, of friendship has the speaker covered in his talk?

3. What does the speaker mean by mutual friends?

APPENDIX A (3)

PASSAGE THREE

Topic- Listening to aStory/Report

The teacher read the following story to students

Initially, when Hellen fell in love with Osandu, she liked everything about him. The young had a good appetite. He chose the clothes he wore or gave out as present with care. Osandu always ensured that there was a colour blend in whatever became part of his life

Some years later, things began to change. Hellen was the first to notice the new development. Osandu paid attention only to his books and to being punctual "life is so short that one should be concern with the only things that mattered" Osandu could be heard repeating over again. This new posture affected Osandus's choice of text books, novels and newspapers. He started to concentrate only on what may be termed "serous literature"

Eventually, Osandu took decision with far-reaching consequences. He was no longer going to live in Owerri town. He moved immediately to his birth place, Umu-OkparaUgiri. From there he will commute to Owerri. As far as he was concerned the so-called glamour ogOwerri was worthless

I will henceforth stay far away from the madding crowd Osandu assured himself. 'As for Hellen, it is left for her to prove that love is blind, Osandu reasoned

After careful listening, answer the following questions

1). Hellen's early state in her friendship with Osandu could be describe in one of the following ways. A) Neutral b) happy c) sad d) uncommitted.

2).The quality that Osandu valued most initially is was. a) Good accommodation. b) Punctuality. c) Newspaper. d) Good taste.

3) From the story, we can say with certainty that:

a) Osandu remained the same throughout

b) Osandu changed after some time

d) Osandu left Hellen for another lady

4) The decision by Osandu to leave Owerri was: a) insignificant b) unnecessary c) very important d) unfortunate

5) From the story, we know that Hellen: a) remained happy b) beautiful c) had been quit d) had decision to make

APPENDIX A (4)

PASSAGE FOUR

Topic- Sound Listening.

Listencarefully tobe able to spot the difference between the two words: there are two words under column A and B. the teacher reads the words for student to listen and choose the appropriate solution.

A	**B**
Grand	Gland
Choke	Joke
Jest	Chest
Brace	blaze
Gross	gloss
Bus	Buzz
Sheet	cheat
Sip	seep
Snail	slain
Tarred	tied
Wash	watch

APPENDIX A (5)

PASSAGE FIVE

Topic- Listening to a short conversation between an insurance broker, sales man and a teacher in a university in her personal office.

Write down all the sales man word, what do you think must have been said. Number them as in the discourse below. A is the salesman voice, while B is the University teacher.

A: (a knock on the private door) ----------

B: Yes, come in (assuming it is one of the students)

A: Good morning, I am from Nigerian insurance.

B: Yes: what can I do for you?

A1 - - - - - - - - - -

B: I don't have time to anything this morning, I have an urgent work at hand.

A2 - - - - - - - - - -

B: What do you mean by a few minutes?

A3 - - - - - - - - - -

B: Well, yes, ten minutes is the absolute limit.

A4 - - - - - - - - - -

B: You should have said so straight away, I don't want any additional policy

A5 - - - - - - - - - -

B: I already have a policy, a major vehicle policy, a fire policy and a burglary. The first and third are from Nigerian insurance co. the second is from National Employment Mutual (N.E.M), the fourth is from NICON.

ANSWERS TO PASSAGE FIVE

A1: I have some insurance policy to show you.

A2: Madam, it will only take a few minutes.

A3: About fifteen minutes.

A4: We have life policy and children's endowment.

A5: Madam, try our own Niger insurance policy, we are the biggest, next to NICON.

APPENDIX A (6)

PASSAGE SIX

Students listen to various statements and respond to them in spoken or writing form. The teacher will give one or two examples together with the students in the class to illustrate the responses expected as follows.

1) Give response that relate to the statement.

a) I'd like to a medical doctor when I grow up.

b) Then, you must study very hard.

2) Give a response that shows concern.

a) My mother was just taken to the hospital.

b) Oh' I'm sorry to hear that.

3) Give a response to that shows congratulations.

a) My father just got that new job he badly wanted

b) Very hearty congratulations

4 Give response to that make a request

a) The boy in the class is good at mathematics problem.

b) Could you please me solve this mathematic?

5 Give a response that shows

a) Mr David lost his wife last week

b) Oh, accept my sympathy

APPENDIXB (1)

LESSON PLAN ON DICTATION ACHIEVEMENT STRATEGIES

Name	Mairo Abdul Musa
School	GSS BukanSidi
Date	----------
Class Taught	JSS 3
Subject	Dictation
Topic-	Dictation and Lesson Notesusing Achievement communicative strategies
Average Age	15 years
Sex	Mixed
No. of student	40
Duration	40 munities
Specific Objectives	by the end of the lesson, the students should be able to: a) Mention two uses of computers. b) Mention two examples of e-mail address. c) Think of how to link the whole world by sending massages through an msn.com, yahoo.com.
Previous Knowledge-	The teacher highlights the student on their previous knowledge about Computers.
Introduction	The teacher introduces the lesson by asking questions to reflect previous Knowledge.
Step 1	The teacher explains to student how students how to seek for assistance in a listening comprehension class.
Step 2	The teacher reads a passage text or play a recorded conversation between two people and instruct the students to listen attentively.
Step3	The teacher illustrate to students how word is coined, and then read the passage for the second time.
Step 4	The teacher evaluates the students by asking the following questions:

	a) Mention two uses of computers? b) Mention two examples of e-mail address? c) Think of how to link the whole world by sending massages through an msn.com, yahoo.com?
Step 5	The teacher identifying areas that are clear to students' teacher summaries the lesson.
Step 6	the teachers concludes the lesson by given student a take home assignment to listen to radio conversations.
References	Macmillan Brilliant English for Junior Secondary School Upper Basic 9 Unit. 13 page 88.

APPENDIX B (2)

LESSON 2 (ACHIEVEMENT COMMUNICATIVE STRATEGIES)

Topic	Listening to Short Conversation between an Insurance Brokers. Sales Man and a Teacher.
Objectives	By the end of the lesson, the students should be able to**:** a)Think of what most have been said. b) Write down all sales man's voice. c) Mention the names of people that are involved in the short Conversation.
Previous knowledge	the teacher highlights the students on the last students.
Introduction	the teacher introduces the lesson by asking questions to reflect previous Knowledge.
Step1	The teacher explain to students how to code-switch from L1 to L2 and from L2 to L1
Step2	The teacher explains to pupil how code-switch from L2 to L1
Step3	The teacher instruct the student to listen to various statements and respond to them in a spoken or writing form.
Step3	The teacher read a passage, the students listen attentively.
Step 4	The teacher evaluates the lesson by asking the following questions: **a)** Think of what most have been said. b) Write down all sales man's voice. c) Mention the names of people that are involved in the short conversation.
Step 5	The teacher summaries what was learned in the lesson.
Step6	The teacher gives a take home assignment

APPENDIX B (3)

LESSON 3(ACHIEVEMENT STRATEGIES)

Topic	Listening to a Story/Report
Objectives	By the end of the lesson, the students should be able to a) Infer the intention of the character. b) Think of the quality Osandu value. c) Think of the choice of text books Osandu loves to read.
Previous knowledge	The teacher Highlights Students'on the previous lesson.
Introduction	The teachers introduces the lesson by asking questions to reflect previous Knowledge.
Step1	The teacher explains to pupil how they canwork cooperatively in a listening class.
Step2	The teacher form small cooperative learning group of between three or four pupil and ask a pupil from each group to read a passage while others listen.
Step3	The teacher moves round the class to monitor the learning activities of each cooperative learning group.
Step4	The teacher reads the passage to the entire class and reiterates important points in the lesson.
Step5	The teacher evaluates the lesson by asking the following questions. a) What are the intention of the character? b) What do you think of the quality Osandu value?

c) Think of the choice of text books Osandu loves to read.

Step 6 The teacher summarizes the lesson.

Step7 The teacher concludes the lesson by giving students a take home assignmenton story.

APPENDIX B (4)

LESSON 4(ACHIEVEMENT STRATEGIES)

Topic-	Sound Discrimination.
Objectives	By the end of the lesson, the students should be able to: a)Pronounce the vowel and consonants sounds. b)Differentiate the meaning of the two words. c) Make sentence with each word.
Previous knowledge	The teacher highlights the student on theirlastlesson.
Introduction	The teacher introduces the lesson by asking questions to reflect pervious knowledge.
Step1	The teacher explains to student how words can be coined.
Step2	The teacher gives students instruction to carefully spot the difference.
Step3	The teacher reads the words loudly and asks students to write down the word.
Step4	The teacher evaluates the students by asking the following questions.
Step5	a)Pronounce the vowel and consonants sounds from the words you listened to? b)Differentiate the meaning of the two words you heard**?** c) Make sentence with each word you listened?
Step 6	The teacher summaries the lesson?
Step 7	The teacher concludes the lesson by giving take home assignment?

APPENDIX B (5)

LESSON 5(ACHIEVEMENT STRATEGIES)

Topic- Listening Comprehension

Objectives	By the end of the lesson, the students should be able to: a) Think about what must have been said. b) Write down all the sales Man's voice. c) Mention the names of people that are involved in the short conversation.
Previous knowledge	The teacher highlights the students on the previous lessons.
Introduction	The teacher introduces the lesson by asking the following questions to reflect previous lesson.
Step1	The teacherexplains to students how they switch from L2 to L1when they are communicating with others in foreign languages.
Step2	The teacher plays a recorded audio tape of conversation between insurance broker, sales Man and teacher.
Step3	The teacher the teacher explains to student how to cooperate in a listeningComprehension Class.
Step4	The teacher the teacher the teacher replay a recorded audio tape of Conversation Between insurance broker, sales man and teacher.
Step5	The teacher evaluates the lesson by asking the following questions. a) Think about what must have been said in passage? b) Write down all the sales Man's voice from the read passage? c) Statethe names of people that are involved in the short conversation?

Step 6	The Summarizesthe lesson.
Step 7	The teacher concludes the lesson by giving out a take home Assignment.

APPENDIX B (6)

LESSON6(ACHIEVEMENT STRATEGIES)

Topic	Listening Comprehension
Objectives	By the end of the lesson, the students should be able to: a) Give responses that shows concern. b) Give responses that shows congratulations. c) Think of more response associated with concern, congratulationand request.
Previous knowledge	The teacher briefly discusses the last lesson with students.
Introduction	The teacher introduces the lesson by asking questions to reflect previous knowledge.
Step1	The teacher explains to student ways of avoiding concepts that pose Listening difficulties to them.
Step2	The teacher reads the passage and ask student to listen attentively.
Step3	The teacher explains to students how to go about appealing for assistance.
Step4	The teacher read the passage once again.
Step5	The teacher evaluate the lesson by asking students to answer the following questions: a) Mention the responses that shows concern b) State the response that shows congratulations c) Think of more response associated with concern, congratulation, and request from the passage.
Step6	The teacher summarizes the lesson.
Step 7	The teacher concludes the lesson by giving students take home assignment.

APPENDIX (C 1)

(LESSON1 ON DICTATION) REDUCTION COMMUNICATIVE STRATEGIES

Name	Mairo Abdul Musa
School	GSS Lukumanu.
Date	----------
Class Taught	JSS 3
Topic-	Dictation and Lesson Notes using Reduction Communicative Strategies
Average Age	15 years
Sex	Mixed
No. of student	40
Duration	40 munities
Specific Objectives	By the end of the lesson, the students should be able to: a) Mention two uses of computers. b) Mention two examples of e-mail address. c) Think of how to link the whole world by sending messages through an msn.com, yahoo.com.
Previous Knowledge-	The teacher highlights the student on their previous knowledge about Computers.
Introduction	The teacher introduces the lesson by asking questions to reflect previous Knowledge.
Step1	The teacher explain to student's ways of leaving a message unfinished because of language difficulties they experience during listening.
Step2	The teacher dictate note and ask students to listen attentively and take Notes.
Step3	The teacher evaluate students by asking the following questions
Step4	a) Mention two uses of computers. b) Mention two examples of e-mail address. c) Think of how to link the whole world by sending messages through an

	msn.com, yahoo.com.
Step5	The teacher summarizes the lesson.
Staep6	The teacher concludes the lesson by giving students take home assignment.

APPENDIX C (2)

LESSON 2REDUCTION COMMUNICATIVE STRATEGIES

Topic	Listening to Short Conversation between Insurance Broker, Sales Man and a Teacher
Objectives	By the end of the lesson, the students should be able to**:** a)Think of what most have been said. b) Write down all sales man's voice. c) Mention the names of people that are involved in the short conversation.
Previous knowledge	The teacher highlights the students on the last students.
Introduction	The teacher introduces the lesson by asking questions to reflect previous knowledge.
Step1	The teacher explain to student ways of avoiding concepts that pose listening difficulties to them.
Step2	The teacher play recoded tape of short conversation between insurance brokers, sales man and a teacher.
Step3	The teacher replays the recorded tape.
Step4	The teacher evaluate the students by asking the following questions a)Think of what most have been said b) Write down all sales man's voice c) Mention the names of people that are involved in the short conversation
Step5	The teacher summarizes the lesson.
Step6	The teacher concludes the lesson by giving students take home assignment.

APPENDIX C (3)

LESSON 3REDUCTION COMMUNICATIVE STRATEGIES

Topic	Listening to Story/Report
Objectives	By the end of the lesson, the students should be able to: a) Infer the intention of the character. b) Think of the quality Osandu value. c) Think of the choice of text books Osandu loves to read
Previous knowledge	The Highlights Student on the previous lesson.
Introduction	The teachers introduces the lesson by asking questions to reflect previous knowledge.
Step1	The teacher explain to student ways of avoiding concepts that pose. listening difficulties to them.
Step2	The teacher explains to student's ways of leaving a message unfinished because of language difficulties they experience during listening.
Step3	The teacher tells students story and ask students to listen attentively
Step4	The teacher evaluates the students by asking the following questions. a) From the story you listen to, infer the intentions of the character? b) What are the quality Osandu values? c) What do you think are the choice of text books Osandu loves to read?
Step5	The teacher revisit the story.
Step6	The teacher concludes the lesson by giving a students take home to listen to stories.

APPENDIX C (4)

LESSON 4REDUCTION COMMUNICATIVE STRATEGIES

Topic-	Sound Discrimination
Objectives	By the end of the lesson, the students should be able to: a)Pronounce the vowel and consonants sounds. b)Differentiate the meaning of the two words**.** c) Make sentence with each word.
Previous knowledge	The teacher highlights the student on theirlastlesson.
Introduction	The teacher introduces the lesson by asking questions to reflect pervious knowledge.
Step1	The teacher explains to student's ways of leaving a message unfinished because of language difficulties they experience during listening.
Step2	The teacher read sound loudly and ask students listen.
Step3	The evaluate the lesson by asking the following questions a)After listening to the teacherpronounce the vowel and consonants sounds b)Distinguish the meaning of the two wordsyou listened to? c) From the sound, make sentence with each word
Step4	The teacher summarizes the lesson.
Step5	The teacher concludes the lesson by giving a take home assignment.

APPENDIX C (5)

LESSON 5REDUCTION COMMUNICATIVE STRATEGIES

Topic- Listening Comprehension

Objectives	By the end of the lesson, the students should be able to: a) Think about what must have been said. b) Write down all the sales man's voice. c) Mention the names of people that are involved in the short conversation.
Previous knowledge	The teacher highlights the students on the previous lessons.
Introduction	The teacher introduces the lesson by asking the following questions to reflect previous lesson.
Step1	The teacher explain to student's ways of leaving a message unfinished because of language difficulties they experience during Listening.
Step2	The teacher reads a passage for students to listen.
Step3	The teacher evaluates the students by asking the following questions. a) Can you think about what must have been said in the passage? b) From the passage write down all the sales Man's voice? c) Mention the names of people that are involved in the short conversation.
Step4	The teacher summarizes the lesson.
Step5	The teacher concludes the lesson by giving students take home assignment.

APPENDIX C (6)

LESSON6REDUCTION COMMUNICATIVE STRATEGIES

Topic	Listening Comprehension
Objectives	By the end of the lesson, the students should be able to: a) Give responses that shows concern. b) Give response that shows congratulations. c) Think of more response associated with concern, congratulation and request.
Previous knowledge	The teacher briefly discuss the last lesson with students.
Introduction	The teacher introduces the lesson by asking questions to reflect previous knowledge
Step1	The teacher explains to student ways of avoiding concepts that pose listening difficulties to them.
Step2	The teacher explain to student's ways of leaving a message unfinished because of language difficulties they experience during listening.
Step3	The teacher reads a passage and ask students to listen attentively.
Step4	The teacher evaluates the students by asking the following a) From the passage you listened to, give responses that shows concern. b) States the response that shows congratulations. c) Think of more response associated with concern, congratulation, and Request.
Step5	The teacher summarizes the lesson.
Step6	The teacher concludes the lesson by giving a take home assignment.

APPENDIX D (1)
LISTENING ABILITY ACHIEVEMENT TEST

Instruction: Listen attentively to the teacher as he reads passage's and Answer all questions.

Time allowed: 40 minutes

Listen to the following passage, the passage will be read twice. Take down notes as you listen to the reading of the passage. Use the note you have taken to answer questions at the end of the listening exercise

The first computers were made in 1940 for various purpose such as for information dissemination, data processing and storage. With modern computer, you can link the whole world by sending your massage through the e-mail, msn.com, yahoo.com, hot mail.com etc. all you need is getting an e-mail address and knowing your friends e-mail address or of the person you want to e-mail.

It is a very fast process which does not need any envelop or stamp. Your massage will be delivered within seconds even if the receiver is a million mile away. The internet linked the computers together since 1984, so if you own a computer that is networked or you visit a cybercafé to browse, you can communicate the whole world. With this, you can see that the world is a global village that can be connected with the internet. This is called globalization.

Now, answer the questions after listening and writing notes from the passage.

1). When where the first computers made?

2). Mention two use of computers?

3). How can you link the whole world?

4). Mention two examples of an e-mail address.

5). Do you know that the world is a global village?

APPENDIX D (2)

LISTENING TO GET MAIN IDEA FROM A PASSAGE

The teacher gives instruction by speaking clearly once in order to motivate students to listen properly and get the main idea from a passage.

Man by nature is gregarious animal. No man is an island to himself. These are general sayings. We know that no-one can exist by himself. There are two forms of friendship. You have casual friends, then you have intimate friends, who you meet, and fell cheerful to one another, whereas, mutual friends are friends, who are friends in deed. They are friends you can say are friends in need and are friends in deed.

1. As a listener, mention two main ideas in the speech?

2. How many levels, of friendship has the speaker covered in his talk?

3. What does the speaker mean by mutual friends?

APPENDIX D (3)

TOPIC- LISTENING TO A STORY/REPORT

The teacher read the following story to students'

Initially, when Hellen fell in love with Osandu, she liked everything about him. The young Man had a good appetite. He chose the clothes he wore or gave out as present with care. Osandu always ensured that there was a colour blend in whatever became part of his life

Some years later, things began to change. Hellen was the first to notice the new development. Osandu paid attention only to his books and to being punctual "life is so short that one should be concern with the only things that mattered" Osandu could be heard repeating over again. This new posture affected Osandus's choice of text books, novels and newspapers. He started to concentrate only on what may be termed "serous literature"

Eventually, Osandu took a decision with far-reaching consequences. He was no longer going to live in Owerri town. He moved immediately to his birth place, Umu-OkparaUgiri. From there he will commute to Owerri. As far as he was concerned the so-called glamour ogOwerri was worthless

I will henceforth stay far away from the madding crowd Osandu assured himself. 'As for Hellen, it is left for her to prove that love is blind, Osandu reasoned

After careful listening, answer the following questions

1). Hellen's early state in her friendship with Osandu could be describe in one of the following ways. A) Neutral b) happy c) sad d) uncommitted.

2).The quality that Osandu valued most initially is was. a) Good accommodation. b) Punctuality. c) Newspaper. d) Good taste.

3) From the story, we can say with certainty that:

a) Osandu remained the same throughout

b) Osandu changed after some time

d) Osandu left Hellen for another lady

4) The decision by Osandu to leave Owerri was: a) insignificant b) unnecessary c) very important d) unfortunate

5) From the story, we know that Hellen: a) remained happy b) beautiful c) had been quit d) had decision to make

APPENDIX D (4)

SOUND LISTENING

Listencarefully tobe able to spot the difference between the two words: there are two words under column A and B. the teacher reads the words for student to listen and choose the appropriate solution

A	**B**
Grand	Gland
Choke	Joke
Jest	Chest
Brace	blaze
Gross	gloss
Bus	Buzz
Sheet	cheat
Sip	seep
Snail	slain
Tarred	tied
Wash	watch

After listening, write down the letter of the column from which you hear the word.

APPENDIX D (5)

LISTENING COMPREHENSION

Listening to a short conversation between an insurance broker, sales man and a teacher in a university in her personal office.

Write down all the sales man word, what do you think must have been said. Number them as in the discourse below. A is the salesman voice, while B is the University teacher.

A: (a knock on the private door) ----------

B: Yes, come in (assuming it is one of the students)

A: Good morning, I am from NigerInsurance.

B: Yes: what can I do for you?

A1 - - - - - - - - - -

B: I don't have time to see anything this morning, I have an urgent work at hand.

A2 - - - - - - - - - -

B: What do you mean by a few minutes?

A3 - - - - - - - - - -

B: Well, yes, ten minutes is the absolute limit.

A4 - - - - - - - - - -

B: You should have said so straight away, I don't want any additional policy.

A5 - - - - - - - - - -

B: I already have a policy, a major vehicle policy, a fire policy and a burglary. The first and third are from Nigerian insurance co. the second is from National Employment Mutual (N.E.M), the fourth is from NICON.

ANSWERS

A1: I have some insurance policy to show you.

A2: Madam, it will only take a few minutes.

A3: About fifteen minutes.

A4: We have life policy and children's endowment.

A5: Madam, try our own Niger insurance policy, we are the biggest, next to NICON.

Students listen to various statements and respond to them in spoken or writing form. The teacher will give one or two examples together with the students in the class to illustrate the responses expected as follows.

1) Give responses that relate to the statement.

a) I'd like to a medical doctor when I grow up.

b) Then, you must study very hard.

2) Give a response that shows concern.

a) My mother was just taken to the hospital.

b) Oh' I'm sorry to hear that.

3) Give a response to that shows congratulations:

a) My father just got that new job he badly wanted.

b) Very hearty congratulations.

4 give response to that make a request.

a) The boy in the class is good at mathematics problem.

b) Could you please me solve this mathematic.

5 Give a response that shows.

a) Mr David lost his wife last week.

b) Oh, accept my sympathy.

APPENDIX E
SCORES OF PILOT STUDY

Raw Scores of the two Sets of Tests for Determining the Coefficient of Reliability of the test Instrument

S/NO	X	Y	X^2	Y^2	XY
1	15	16	225	256	240
2	23	22	529	484	506
3	21	20	441	400	420
4	23	21	529	441	483
5	25	24	625	576	600
6	10	13	100	169	130
7	11	12	121	144	132
8	19	19	361	361	361
9	17	17	289	289	289
10	22	18	484	324	396
11	21	20	441	400	420
12	23	21	529	441	483
13	25	21	625	441	525
14	10	10	100	100	100
15	11	15	121	225	165
16	19	20	361	400	380
17	21	22	441	484	462
18	23	22	529	484	506
19	25	24	625	576	600
20	10	13	100	169	130
N=**20**	**∑X=**374	**∑Y=**370	**∑X2=**7576	**∑Y2=**7164	**∑XY** =7328

Note: x and y are first and second tests scores

APPENDIX F

STATISTICS FOR FINDING RELIABILITY

Pearson Product Moment Correlation computed for the Reliability index ofListening Comprehension Ability Test used in the pilot study of the research.

The formula for Pearson Product Moment Correlation is given below:

$$R = \frac{N(\sum xy) - (x)\sum Y}{((N(X^2) - (NY^2) - (Y)^2)}$$

N=Number of respondents

X is test scores at first administration

Y is test scores at second administration

∑x is scores at first administration is summed

∑y is scores at second administration is summed

$\sum x^2$ is scores at first administration is squared and summed

$\sum Y^2$ is scores at second administration is squared and summed

$(\sum x)^2$ is scores at first administration is summed and squared

$(\sum Y)^2$ is scores at second administration is summed and squared

Where

∑X=374	**∑Y=**370	**∑X2=**7576	**∑Y2=**7164	**∑XY** =7328

Pearson Product Moment Correlation formula is:

$$r = \frac{N(\sum xy) - (x)\sum Y}{((N(\sum X^2) - (N*\sum Y^2) - (\sum Y)^2}$$

$$= \frac{20*7328 - 374*370}{20*(7576)^2 - 20*7164 - (370)^2}$$

=.913

r=.91

APENDIX G (1)

MANUAL GUIDE FOR TREATMENT OF ACHIEVEMENT STRATEGY

LESSON ONE (WEEK ONE)

Class: JSS 3

Subject: English Language

Passage: Dictation

Method: Achievement CS

Step1: The teacher presents topic to the pupil.

Step II: The teacher explains to student how students how to seek for assistance in a listening comprehension class.

1 Students read a passage:

2 Students listen attentively to what the reader read

Step III: The teacher reads a passage text or play a recorded conversation between two people and instruct the students to listen attentively.

Step IV: Teacher asksPupil to write down few words they have listen to and seek for assistance where the might have problem.

Step V: Student asks questions to seek for assistance.

Step VI: The teacher and Pupils discuss solutions to the question collaboratively

Step V1I: The teacher reiterates the main points of the lesson

Step VIII: The teacher gives a take home assignment

APPENDIX D G (2)

LESSON TWO (WEEK TWO)

Class: JSS 3

Subject: English Language

Passage: Listening to Short Conversation between an Insurance Brokers. Sales Man and a Teacher.

Method: code switching

Step1: The teacher presents topic to the pupil.

Step II: The teacher explains to pupil how to code-switch and give examples.

Step III The teacher asks a student to read the passage on short conversation between an insurance brokers,sales man and a teacher. And code-witch some few words highlighted by the teacher in the Passage.

Step IV: The teacher makes observations and corrections where necessary.

Step V: The teacher instructs the class to code-switch from L1 to L2 in order to make contributions in the red passage they listen to.

Step: VI The teacher summarizes the main points of the lesson.

Step VII The teacher gives a take home assignment.

APPENDIX G(3)

LESSON THREE (WEEK THREE)

Step II:	The teacher explains to pupil how to cooperate in a listening comprehension class.
Step III	The teacher forms small cooperative learning group of between three or four and asks a Pupil from each group to read a passage while others listen.
Step IV	The teacher moves round the class to monitor the learning activities of each cooperative learning group.
Step V	Pupils in each group contributes in the listening comprehension exercise
Step VI	The teacher ensures that each member of a group is held accountable.
Step VII	The teacher reads the passage to the entire class and reiterates important points in the lesson.
Step VIII	The teacher asks a member from each group to present their group discussions.
Step IX	The teacher make corrections.
Step X	The teacher divides the class into two and give each group a separate assignment

APPENDIX G(4)

LESSON 4 (WEEK FOUR)

Class: JSS 3

Subject: English Language

Passage: Sound Discrimination.

Method: Cooperative Strategies

Step I The teacher presents topic to the pupil.

STEP II The teacher explains to student how to coin a word.

Step III The teacher asks a pupil to coin a word.

Step IV the teachers make corrections based on the pupil's presentation

Step IV The teacher coins a words and ask students to write down the coined word.

Step V The teacher asks a pupil to read from passage and pronounce vowel and consonant Sound.

Step VI The teacher makes observations and corrections.

Step VII The teacher gives Pupil learning exercise to coin some few words.

APPENDIX G(5)

LESSON 5 (WEEK FIVE)

Class: JSS 3

Subject: English Language

Passage: Listening Comprehension.

Method: code-switch

Step I The teacher presents topic to the pupil.

Step II The teacherexplains to students how they switch from L2 to L1when they are Communicating with others in foreign languages.

Step III The teacher ask a pupil to code-switch from L1 to L2.

Step IV The teacher plays a recorded audio tape of conversation between insurance broker, sales Man and teacher.

Step V The teacher as the class to explain how they can code-switch from L2 to L1 from the red passage.

Step V The teacher ask students to write down part of the conversation between the insurance broker, sales Man and teacher.

Step VI The makes observation and corrections.

Step VII The Teacher reiterate the main point of the lesson.

Step X The teacher gives a take home assignment.

APPENDIX G(6)

LESSON 6(WEEK SIX)

Class:	JSS 3
Subject:	English Language.
Passage:	Listening Comprehension.
Method:	Massage avoidance & appeal for assistance.
Step I	The teacher presents topic to the Pupil.
Step II	The teacher explains to whole class ways of avoiding concepts that pose listening difficulties to them.
Step III	The teacher ask a pupil to reads a passage and ask student to listen attentively.
Step IV	The teacher makes observations to see if the pupil who read the passage was able to avoid the concept that were difficult to Him/Her and corrections.
Step V	The teacher explains to students how to go about appealing for Assistance.
Step VI	The teacher demonstrate to Pupils how to appeal for assistance.
Step VII	The teacher as a pupil to read the passage and appeal for assistance where necessary.
Step VIII	The teacher makes observations and corrections.

APPENDIX H (1)

MANUAL GUIDE FOR TREATMENT OF REDUCTION STRATEGY

LESSON ONE (WEEK ONE)

Class:	JSS 3
Subject:	English Language
Passage:	Dictation
Method:	Reduction strategy (Massage Abandonment)
Step I:	The teacher presents topic to the pupil.
Step II	The teacher explain to student's ways of leaving a message unfinished because of language difficulties they experience during listening.
Step III	The teacher presents teaching aid.
Step IV	The teacher ask a pupil to read a passages and leave a massage unfinished where He/she finds difficulty.
Step V	The teacher make observation to see if pupil was able to leave an unfinished massage and make corrections
Step VI	The teacher demonstrates to Pupil how to abandon a massage.
Step VII	The teacher reiterate the important part of the lesson.

APPENDIX H (2)

LESSON TWO (WEEK TWO)

Subject:	English Language
Passage:	Listening to Short Conversation between Insurance Broker, Sales Man and a Teacher.
Method:	Reduction strategy (avoidance strategies)
Step1:	The teacher presents topic to the Pupil.
Step II	The teacher explain to student's ways avoid massage that pose listening difficulty to them.
Step III	The teacher presents teaching aid.
Step III	The teacher asks aPupils toread a passage.
Step IV	The teacher finds out if the Pupil was able to avoid words or massages in the passage that are difficult to him/her.
Step IV	Teacher in class ask Pupils to raise observation based on what they listen to in the Passage in order to see if the pupil did the correct thing.
Step V	The teacher and Pupil engage in discussion.
Step VI	The teacher reiterate important points of the lesson.

APPENDIX H (3)

LESSON THREE (WEEK THREE)

Subject: English Language

Passage: Listening to Story/Report

Method: Reduction strategy (avoidance strategies)

Step1: The teacher presents topic to the pupil.

Step II The teacher explain to student's ways avoid massage that pose listening difficulty to them.

Step III The teacher presents teaching aid.

Step IV The teacher as a Pupil to read the passage on Listening to Story/Report and instruct him/her to avoid area that cause problem in reading, while other members of the class listen attentively.

Step IV The teacher and Pupil discusses the main ideas of the passage that was read.

Step V The teacher makes observation to see if the pupil was able to avoid words that are difficult and corrections in the discussion.

Step VI The teacher gives class assignments.

APPENDIX H (4)

LESSON FOUR (WEEK FOUR)

Subject:	English Language
Passage:	Sound Discrimination
Method:	Reduction strategy (massage abandonment)
Step I	The teacher presents topic to the pupil
Step II	The teacher explains to student abandon message when they are having communicative problem
step III	the teacher presents teaching aid
Step III	The teacher ask a Pupil to read and instruct him/her to abandon massage when there is communication difficulty .
Step V	The teacher ask Pupil to jot dawn important points in the passages
Step IV	Teacher explains to Pupil reasons why they should abandon massage.
Step V	The teacher reiterate the important points of the lesson.
Step VI	The teacher gives class work

APPENDIX H (5)

LESSON FIVE (WEEK FIVE)

Subject:	English Language
Passage:	Listening Comprehension
Method:	Reduction strategy (massage abandonment)
Step I	The teacher presents topic to the pupil.
Step II	The teacher explains to student abandon message when they are having communicative problem.
Step III	The teacher read the passage and gives examples of how to abandon the message and ask pupils to listen attentively.
Step IV	The teacher ask students to read the passage and abandon massage again
Step V	The teacher and Pupils discusses the passage.
Step VII	Teacher give class exercise on the topic.
Step VIII	The teacher emphasizes the main idea about the passage.

APPENDIX H (6)

LESSON SIX (WEEK SEEK)

Subject: English Language

Passage: Listening Comprehension

Method: Reduction strategy (massage abandonment)

Step I The teacher presents topic to the pupil.

Step II The teacher explains to student ways of avoiding concepts that pose listening difficulties to them.

Step III The teacher ask A pupil to read a passage and avoid areas they are difficult in the

Step IV The teacher make observations and corrections

Step V The teacher ask a pupil to express how concern is shown in the passage and abandon words that are not clear or difficult.

Step VI The teacher ask a pupil to identify congratulations in the passage.

Step VII The teachers reiterates the important points of the passage.

APPENDIX J

TREATMENT PROCEDURE FOR PRE-TEST AND POST-TEST

Pre-Test

The teacher prepare pupils to listen, establish the objectives of the listening activity and activate the schemata by encouraging the learners to think about and discuss what they already know about the content of the listening text. It can also provide the background needed for them to understand the text and focus attention on what to listen for. Pre-listening techniques include: the following: Listening for specific information, listening for inference, listening for interpretation, listening for vocabulary, and listening for critical evaluation. The completion of the pre-listening task happens after the first listening and is used for fluency listening getting the main ideas.

Post-test

Six weeks later, and subsequent to six treatment sessions of the listening comprehension, the post-test was administered. All participants in the two treatment groups and a control group would be given the post-test at the same time, in order to ascertain the group with the best performance.

APPENDIX K (1)

T-TEST GROUPING

```
T-TEST GROUPS=GROUPS(1 3)
  /MISSING=ANALYSIS
  /VARIABLES=MEAN_PERFORMANCE
  /CRITERIA=CI(.95).
```

Notes

Output Created		21-DEC-2016 19:59:52
Comments		
Input	Data	C:\Users\Ojo\Documents\mairo from sarkin fada.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	120
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=GROUPS(1 3) /MISSING=ANALYSIS /VARIABLES=MEAN_PERFORMANCE /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

APPENDIX K (2)
T-TEST GROUP STATISTICS

[DataSet2] C:\Users\Ojo\Documents\

H1 T-Test

Group Statistics

	GROUPS	N	Mean	Std. Deviation	Std. Error Mean
MEAN_PERFORMANCE	Achievement Communicative Strategy	40	48.8125	14.31186	2.26290
	Control	40	42.6000	11.67190	1.84549

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MEAN_PERFORMANCE	Equal variances assumed	3.150	.080	2.082	78	.041	6.2125	2.89923	.26559	11.80941
	Equal variances not assumed			2.082	75.293	.041	6.03750	2.89923	.26231	11.81269

```
T-TEST GROUPS=GROUPS(2 3)
  /MISSING=ANALYSIS
  /VARIABLES=MEAN_PERFORMANCE
  /CRITERIA=CI(.95).
```

APPENDIX K (3)
HYPO 2T-TEST

Group Statistics

	GROUPS	N	Mean	Std. Deviation	Std. Error Mean
MEAN_PERFORMANCE	Reduction Communicative Strategy	40	48.7500	12.45299	1.96899
	Control	40	42.6000	11.67190	1.84549

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MEAN_PERFORMANCE	Equal variances assumed	.177	.675	2.279	78	.025	6.150	2.6986	.7773	11.5226
	Equal variances not assumed			2.279	77.67	.025	6.150	2.6986	.7770	11.5229

```
T-TEST GROUPS=GROUPS(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=MEAN_PERFORMANCE
  /CRITERIA=CI(.95).

T-TEST GROUPS=GROUPS(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=MEAN_PERFORMANCE
  /CRITERIA=CI(.95).
```

APPENDIX K (4)
ONE AWAY ANOVA

Notes

Output Created		22-DEC-2016 00:27:09
Comments		
Input	Data	C:\Users\Ojo\Documents\mairo from sarkin fada.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	120
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax		ONEWAY MEAN_PERFORMANCE BY GROUPS /STATISTICS DESCRIPTIVES /MISSING ANALYSIS /POSTHOC=SCHEFFE ALPHA(0.05).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

[DataSet1] C:\Users\Ojo\Documents\mairo

Descriptives

MEAN_PERFORMANCE

	N	Mean	Std. Deviation	Std. Error
Achievement Communicative Strategy	40	48.8125	14.31186	2.26290
Reduction Communicative Strategy	40	48.7500	12.45299	1.96899
Control	40	42.6000	13.26225	2.09695
Total	120	45.5708	14.01369	1.27927

APPENDIX K (5)

ANOVA

MEAN_PERFORMANCE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2473.704	2	1236.852	6.925	.001
Within Groups	20895.944	117	178.598		
Total	23369.648	119			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: MEAN_PERFORMANCE

Scheffe

(I) GROUPS		(J) GROUPS		Mean Difference (I-J)	Std. Error	Sig.
Achievement Strategy	Communicative	Reduction Strategy	Communicative	.06250	2.98829	1.000
		Control		9.66250*	2.98829	.007
Reduction Strategy	Communicative	Achievement Strategy	Communicative	-.06250	2.98829	1.000
		Control		9.60000*	2.98829	.007
Control		Achievement Strategy	Communicative	-9.66250*	2.98829	.007
		Reduction Strategy	Communicative	-9.60000*	2.98829	.007

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

MEAN_PERFORMANCE

Scheffe

GROUPS		N	Subset for alpha = 0.05	
			1	2
Control		40	42.6000	
Reduction Strategy	Communicative	40		48.7500
Achievement Strategy	Communicative	40		48.8125
Sig.			1.000	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 40.000.

APPENDIX L (1)
RAW DATA FROM FIELD WORK

ACHIEVEMENT COMMUNICATIVE STRATEGY (TREATMENT GROUP A)

S/N	Pre-Test	Post-Test
1	26	53
2	42	81
3	33	73
4	46	92
5	22	46
6	11	26
7	30	53
8	28	55
9	29	62
10	24	72
11	38	84
12	40	90
13	50	93
14	33	60
15	24	50
16	20	40
17	27	51
18	33	57
19	15	48
20	35	80
21	20	51
22	25	60
23	40	73
24	48	91
25	36	87

26	15	52
27	20	55
28	38	76
29	32	85
30	40	88
31	15	50
32	257	70
33	45	93
34	30	78
35	28	58
36	50	94
37	30	65
38	13	40
39	18	50
40	53	82

APPENDIX L (2)

REDUCTION COMMUNICATIVE STRATEGY (TREATMENT GROUP B)

S/N	Pretest	Posttest
1	43	70
2	25	46
3	37	61
4	28	49
5	45	70
6	40	62
7	38	58
8	41	64
9	47	68
10	55	90
11	57	92
12	33	64
13	44	65
14	26	53
15	27	51
16	33	56
17	40	70
18	25	60
19	46	80
20	46	69
21	16	45
22	33	56
23	18	41
24	45	68
25	48	70
26	30	54

27	40	75
28	60	80
29	26	50
30	55	77
31	10	45
32	28	50
33	39	60
34	48	70
35	36	69
36	45	58
37	30	54
38	11	28
39	38	55
40	20	45

APPENDIX L (3)

CONTROL GROUP

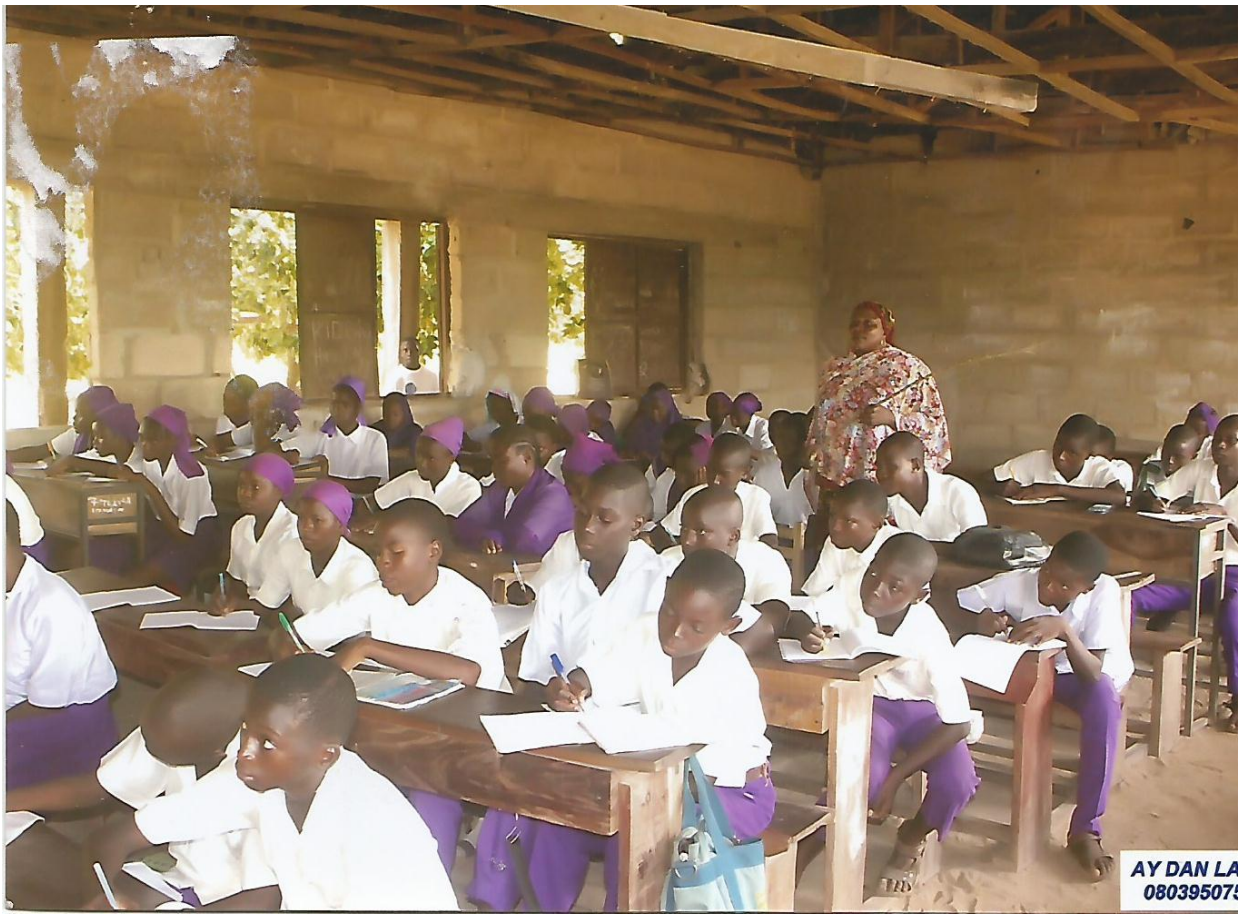
S/N	Pretest	Posttest
1	33	52
2	41	60
3	43	55
4	48	70
5	20	36
6	22	48
7	15	50
8	25	54
9	30	65
10	12	25
11	18	30
12	12	25
13	40	49
14	14	34
15	33	60
16	49	58
17	38	55
18	10	40
19	31	44
20	45	51
21	15	45
22	22	55
23	42	60
24	40	60
25	36	50
26	52	58

27	30	58
28	32	54
29	48	54
30	38	67
31	25	59
32	46	80
33	41	75
34	31	50
35	51	80
36	18	48
37	38	70
38	45	50
39	20	45
40	29	51

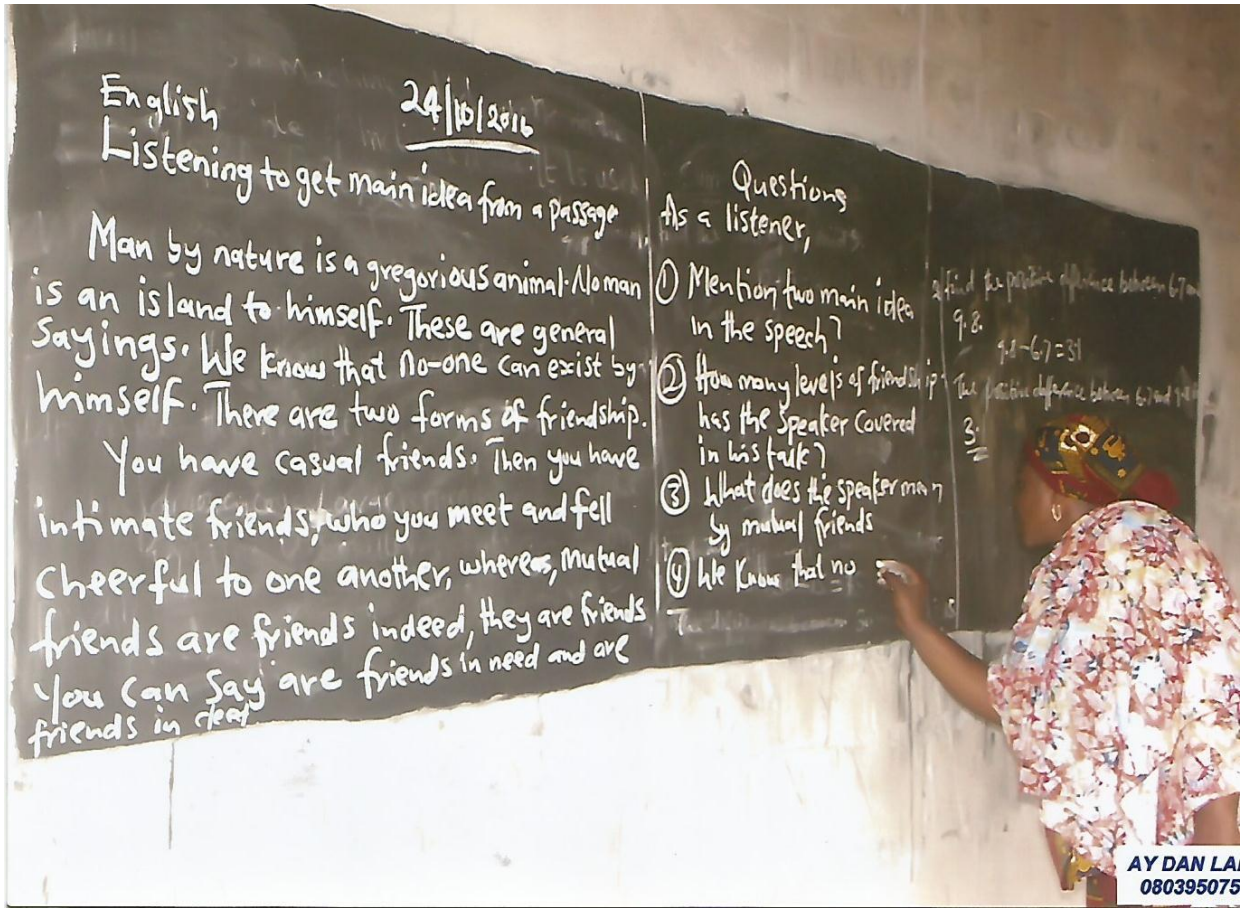
APPENDIX M (1)
RESEARCH PARTICIPANTS AND RESEARCHER IN CLASS



APPENDIX M (2)
PUPILS COPYING NOTE IN CLASS



APPENDIX M (3)
RESEARCHER WRITE NOTE ON CHALK BOARD



APPENDIX N
SAMPLES OF MARKED SCRIPT

36 Test reconstruction Sample Group A

~~English Language~~ – Computers

94/100

• the first Computer were made in 1940 for various purpos. Such as for information dissemination, data processing and Storage. With modern Computer you can link the whole world by Sending by your massage through the e-mail msn.Com yahoo.Com hot mail.Com etc all you need is getting an e-mail address and knowing your friends e-mail address or of the person you want to e-mail.

it is a very fast process which does not need any envelop of stamp. your message will be delivered within seconds even if the receiver is a million mile away. The internet linked the Computers together since 1984 So if you own a Computer that is networked or you visit a CyberCafe to browse you can Communicate the whole world. With this you can see that the world is a global village that can be Connected with the internet. This is called globalisation

answer the questions after reading the passage

1 when were the first Computer made ?
in 1940 ✓ (6)

2 mention two uses of Computer
data processing and Storage ✓ (6)

3 How can you link the whole world ?
by Sending your massage through the e-mail, msn.Com, yahoo.Com hot mail.Com e.t.c (6)

4 mention two example of an e-mail address ?
munic a te ✗

you know that the world is a global village?
yes ✓ (6)

P.T.O

English language — listening to get main idea from a passage

Question two Answer - listening to story/report

1 The first idea is that man by necessity needs friendship (5)
2 Two levels of friendship (5)
3 mutual friends are friends indeed they are also friends inneed (5)
4 A gregorious animal (5)

Question three Answer -

1 B Happy (8)
2 D good taste (8)
3 B OSandu Chenged after Sometimes (8)
4 C very important (8)
5 D had a decision to make (8)

Question four Answer

1 B then you must study very hard (5)
2 B Oh, I'm sorry to hear that (5)
3 A very hearty Congratulations (5)
4 C Could you please help me Solve this mathematics (8)
5 b Oh, accepts my Sympathy (5)

Group A

26/100

06 English language — Computers

Question one answer

Questions

① when where first compters made?
② mention two uses of computers?
③ How can you link the whole world?
④ mention two examples of an e_mail address.
⑤ Do you know that world is a globel village?

Answers

① The first computers were made in 1940 ✓ (6)
② data Processing X
③ message sending X
④ msn.com, yahoo.com ✓ (6)
⑤ no X

English Language — Listening to get main idea from a passage

Questione two answer

1 man X
2 two Levels of friendship ✓ (5)
3 friends X
4 animal X

English Language — Listening to a story or report

Question Three answer

① B happy ✓ (5) ④ A

English Language

Question four Answers

1. A
2. A
3. C
4. A
5. (B) Accepts my sympathy ✓ (4)

11 Group B

92/100

English language – Computers

The first computer were made in 1940 for various purpose such as for information dissemination data processing and storage. With modern computer, you can link the whole world by sending your massage through the e-mail, msn.com, yahoo.com, hot mail.com etc. all you need is getting an e-mail address and knowing your friends e-mail address or of the person you want to e-mail

It is a very fast process which does not need any envelop of stamp. Your massage will be delivered within seconds even if the reciver is a million mile away. The internet linked the computers together since 1984 so if you own a computer that is networked or you visit a cybercafe to browse you can communicate the whole word. with this, you can see that the world is a global village that can be connected with the internet. this is called globalisation.

answer the questions after writing notes from the passage

Q1. when were the first computer made?
1940 ✓ (6)

Q2. mention two use of computers?
data processing and storage. ✓ (6)

Q3. How can you link the whole world?
Sending your massage through the e-mail, msn.com, yahoo.com (6)

Q4. Mention two examples of an e-mail address.
~~data process~~ data process ✗

Q5. Do you know that the world is a global village?
yes ✓ (6)

02 Group B

English language — Computers

46/100

Answer to question One (1)

Questions

1) When where ~~the first~~ computers made?
2) mention two uses of computers?
3) How can you link the whole world?
4) mention two examples of an e-mail address?
5) do you know that the world is a global village

Answer

(1) the first computers were made in 1940 ✓ (6)
(2) for information dissemination and data processing ✓ (6)
3) Send your message ✗
) computers ✗
5) yes, the world is a global village ✓ (6)

English language — Listening to get main idea from a passage

Question 2 Answers

1) man by friendship ✗
2) two levels of friendship ✓ (5)
3) mutual friend ✗
4) gregarious animals ✓ (5)

English language — Listening to a story/report

Question three Answer

Question Three Answer

1 (B) Happy ✓ (5)
2 (D) good taste ✓ (5)
3 (A) Sandy remained the same through out X
4 (C) very importance ✓ (5)
5 (A) remain happy X

English Language—Listening to various statement and respond in Spoken or Written

Question four Answer

1 (A) you must play X
2 (C) she should go to the market X
3 (A) congratulations ✓ (3)
4 (B) ask the teacher X
5 (C) Play the ball X

10 Control group

25/100

English language — Computers

ANSWER to Question ONE

Questions

1 where were the first computers made?
2 mention two uses of computer?
3 How can you link the whole world?
4 mention two examples of an ermal address?
5 Doyou know that the word is a global village?

ANSWERS

1 in 1940 (6)
2 for information dissemination and data processing (6)
3 message throught X
4 m.s.n. com, yahoo (6)
5 no X

Question Two Answer — Listening two get main Idea from a passage

(1) nesscessiting to X
(2) Two levels of friendship (5)
3 mutuan friends X
4 Animals X

qustion three anwers — Listening two a Story/report

(1) Sad X
(2) news paper X
(3) Osandy travelled Abroad X
(4) very ~~tempo~~ improtrant important (2)
(5) C had been Quit X

~~Qus~~ Answer to qustion four — Lestening to various Statement and responpond in Spoken or written

(1) C (2) C (3) D (4) A (5) C