Effect of class size on the Listening Skills of primary five (5) pupils in Zaria Local Government Area of Kaduna State

BY

YUSUF HAJARA

P13EDAS8155/2014

DEPARTMENT OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA

SUPERVISOR:

PROF. I.A OLAOFE

SEPTEMBER, 2015

DECLARATION

I declare that this study "Effect of Class Size on the listening Comprehension Performance of Primary Five (5) Pupils in Zaria Local Government Area of Kaduna State" has been performed by me in the Department of Arts and Social Science Education, under the supervision of Prof. I.A Olaofe. It has not been presented anywhere for the award of higher degree in any form. All Quotations and other sources of information have been acknowledged through references.

Yusuf Hajara

_____	_____	_____
Name of Student	Signature	Date

CERTIFICATION

This thesis "Effect of Class Size on the Listening Comprehension Performance of Primary Five (5) Pupils in Zaria Local Government Area of Kaduna State" by Yusuf Hajara has been read and approved for the award of Master's degree in Teaching English as a Second Language (TESL)

Prof. I.A. Olaofe	**Signature**	**Date**
Chairman, Supervisory Committee		
Dr. R.J Daura	**Signature**	**Date**
Member Supervisory Committee		
Prof. F.S.M. koya	**Signature**	**Date**
Head of Department		
Prof A.Z. Hassan	**Signature**	**Date**
Dean, School of Postgraduate Studies		

ABSTRACT

The purpose of this research work is to determine the Effect of Class Size on the Listening Comprehension Performance of Primary Five (5) Pupils is Zaria Local Government Area of Kaduna State. In order to do this, one hundred and twenty (120) pupils were selected for small and large class sizes from one hundred and eighteen (118) public primary schools in Zaria Local Government Area. To effectively carry out the study, three (3) listening skills (listening to write down main points, listening to carryout instructions, listening and not –taking) were designed along with research questions and corresponding hypotheses. The hypotheses sought to test whether or not there was a significant difference in the performance of primary five (5) pupils on the listening kills in small and large classes. T-test was used to test possible significant difference between pupil's performances before and after the experiment. One of the findings of the study indicate that performances of pupils in small and large class sizes on the three (3) listening skills, depend on the teaching approach used by the teacher. Recommendations were made based on the findings which include that, teachers should provide various experiences for pupils during listening skills in small and large classes such as varying teaching methods that encourage much interactions, discussion and learner participation. There is also the need to group pupils in large classes and create good sitting arrangements to enable each pupils participate in the listening lessons.

ACKNOWLEDGMENT

I am most grateful to Allah the Almighty who inspired me with the wisdom and ability to successfully complete this thesis. To Him all success belongs and He makes whatever effort He wishes a success.

My first supervisor, Prof. I.A Olaofe deserves special thanks for his constructive comments and suggestions. My second supervisor, Dr. R.J. Daura particularly deserves special thanks for her critiques, patience and diligence in crosschecking and correcting the manuscripts. I am particularly grateful to Prof. Y.K. Kajuru who taught me statistics one I & II which helped me to a great extent, in the analysis of this project. I would also like to thank my external examiners Prof. Mark Attah, Dr. S. Mohammad, Dr. R.J Daura, Prof. FSM Koya, Dr. H.I Bayero and all the staff of Teaching English as a Second Language (TESL) for their brilliant comment, suggestions and guided criticisms. I am equally greatful to my Father Alhaji Yusuf for his moral support and encouragements. I acknowledge my beloved husband Alhaji Bayero. S. Farah for his moral and financial support. Finally, I thank all my children who assisted in the typing and printing the manuscripts. May the Almighty Allah bless, guide and protect you all, Ameen.

DEDICATION

This thesis is dedicated to late Hajiya Maryam (mother), Alh. Yusuf (father), Bayero S. Farah (husband), and all my children. May Allah (SWA) forgive their sins and grant them Aljannah Firdausi (Ameen).

Yusuf Hajara

Name of Student	**Signature**	**Date**

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DEFINITION OF TERMS

1. Effect: Positive and negative consequences of a particular influence or treatment.
2. Class size: The population of a given class in terms of number of pupils/learners to one teacher
3. Large class: A class that have a population of 40 and above learners per teacher
4. Medium class: A class within 30-35 pupils per teacher
5. Small class: A class less than 20 learners to one teacher
6. Performance: The academic achievement of pupils/learners as tested through their learning abilities that is, the outcome of learning.

ABBREVIATIONS

NPE: National Policy on Education.

LGEA: Local Government Education Authority.

X: Treatment Variables

YC: Pre- Test

YB: Post-test

DR: Doctor

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CHAPTER ONE

INTRODUCTION

1.1Background to the study

Education is the systematic training of the individual in order to bring about positive change in his or her behavior so as to become fulfilled citizen, Angelo (1993). Classrooms are used as appropriate places for seeking and acquiring the education usually from a teacher to a learner. The National Policy on Education NPE (2004) viewed classroom size as the population of a given class in terms of number of students (learners) and recommends an average of twenty(20) as normal class size of pupils (learners) to one teacher. Three class sizes are normally distinguishable in the educational sector. A large class size falls within 40 and above learners to one teacher. A medium class size is within 30 - 35, while small class size is within 20-25 learners to one teacher (Webb, 1992). Many scholars including Glass and Smith (1982), Molnar (1998), Booze and Maloney (2001) and Shuaibu (2003) all support this classification of class sizes.

Performance, according to Chomsky (1973), is a person's actual use of language in producing and understanding sentences in the English language. Saussure (1964) further asserted that there is difference between a person's knowledge of the language (competence) and how a person uses this knowledge in producing and understanding sentences (performance). In other words, the difference between linguistic competence and linguistic performance can easily be seen, for example, in the production of long and complex sentences.

The increase in overall enrolment in various institutions in the midst of limited resources from the 1980s and 1990s to this day has translated into more number of classes. The social demand for formal education in the nation's development and growth as well as manpower, gave birth to enrolment explosion in institutions of learning. The phenomenon of large classes has become an issue consistently faced by all levels of education (primary, secondary and universities). This

simply means large classes would be the future outlook in all classrooms and lecture theatres without corresponding required resources.

The effectiveness of any educational system depends on many indices. These include the type of instructional materials and class sizes or methods adopted by the teacher. This is why Fafunwa (1987) cited in Obono (2001) posited that, education unlocks the door to modernization but that the methods used and other indices hold the key. In learning process (Goldstein, 1995), it is not all teaching methods, strategies and techniques that lend themselves to the effective teaching of the English language. Therefore, Offoma (2000) advised that learners' active participation depend on the number of learners to a teacher in class. Offorma argues that such consideration and methods will lead to greater performance of the pupils.

English language as a subject is very wide and hence this study is concentrated on the listening skills, which comprise of listening to write down main points, listening to carry out instructions, and listening and note-taking. The effect of class size on the performance of pupils in these skills calls for concern.

Pastella (1977) argued that there are significant evidences to support the claim that class size affects pupils' achievement. In the same vein, Shu'aibu (2003) asserted that a manageable class size has tremendous effect on the performance of the pupils.

Generally, teaching a small group is less cumbersome than teaching a large group. Inter-personal interaction is easily possible in a small class in which the teacher can easily identify particular pupil(s) who have specific problem(s) in learning the listening skills of English. The teaching strategies in use in most schools are designed for small class sizes. Often, such classes need not exceed 40 pupils per class (Mckeachie et al, 1985). However, the prevailing condition in most Nigerian schools today is that a single class can have a population of up to 80 or more pupils, yet the same strategies designed for teaching the 20 pupils are still being used for teaching the 80 or more pupils in one class. It would be expected, therefore, that the increase in

size of the pupils for the teacher is bound to create one or more problems. Several factors have been identified to be responsible for this situation. One of such factors is the high teacher- pupils ratio. It has been observed that some school registers contain eighty (80) or more pupils in a class. In such a situation, teaching becomes very difficult, especially where the same strategies used in small class sizes are adopted by such teachers. Another problem is coordination and assessment of such large classes. More important here is the inability of the pupils to understand the subjects/lessons taught due to high population of such classes. The end result is the decline in performance by pupils in listening skills of the English language.

One of the ways by which performance of the pupils could be enhanced is by improving the teaching and learning strategies of listening skills at the primary school level through encouraging pupils/teacher interaction, stimulating interaction among pupils, reducing the feeling of pupils' anonymity, use of supplemental illustrations/examples and cooperative learning strategies. This study, therefore, seeks to investigate how these strategies for teaching and learning English could be improved in small and large classes by comparing pupils' performances from the two different classes who have been exposed to cooperative learning strategies and other suitable methods for teaching in these classes. The study would subject, large and small classes to the same strategies and compare their effectiveness. What, therefore, inspired the researcher to carry out this study includes the following:

a- The contradicting statements on the number of teacher/ pupil ratio in an ideal situation. This calls for concern and investigation, (West Africa Magazine, 1977 cited in Baraka 2008).

b- The call by Baraka (2008) that the high rate of failure in a participatory class studies involving 30 public schools in different class sizes in Zaria between 2001 and 2004 needs further investigation and careful scrutiny.

c- The conflicting results in the study carried out by Talabi (1988) regarding class size and achievement and the suggestion for a need to carry out further studies on the effect of class size on performances.

1.2 Statement of the Problem

In teaching the listening skills, the contact between learner and teacher is very important, also it enhances performance. Learners have problems of understanding correct utterance from their teachers in large classes. To achieve maximum performance, the number of learners in a class to one teacher cannot be overemphasized.

As far as teaching listening skills in large classes is concerned, teachers need communication aid to effectively communicate with the crowd. Where the communication aids are not made available, it hinders effective teaching and learning. The problem, therefore, is poor listening, which results in low performance in the subject

Pupils suffer inadequate space and facilities. They lack proper communication and contact with the teachers. Learners cannot receive adequate attention they deserve.

The class size can determine the level of listening that will take place between the pupils and the teacher. When the teacher is teaching, those pupils at the back of a crowded class may find it more difficult to listen than those in the front. Listening instruction requires that pupils pay attention to the teacher and invariably the teacher should spend ample time for the feedback from the pupils. However, in large classes, because of the reduction in the quality of the auditory input, problems of identifying relevant information, instruction or listening and note-taking from the speakers might result. The major problem here is whether or not small and large class size facilitates learning.

Finn, Pannozzo and Achiles (2003) are of the opinion that the level of attention of pupils is stronger in small classes than in large classes and that this affects the academic performance of

the pupils. Therefore, there is the need for this research to investigate the view of Finn, Pannozzo and Achilles (2003).

1.3 Objectives of the Study

The specific research objectives for the study are to:

1. determine the effect of class size on the performance of pupils in listening to write down main points.
2. assess how class size affects the performance of pupils in listening to carry out instructions like labeling, blank filling, drawing in English language.
3. evaluate the effect of class size on the performance of primary 5 pupils in listening and note- taking in English language.

1.4 Research Questions

This research examined and answered the following questions:

1. What is the effect of Class- Size on the Performance of Class Five Pupils in Listening to write down main points?

2. What is the effect of Class- Size on the Performance of Class Five Pupils in Listening to carry out Instructions?

3. What is the effect of Class- Size on the Performance of Class Five Pupils in Listening and note- taking?

1.5 Hypotheses

The following null research hypotheses were tested:

1. There is no significant difference in the Performance of Primary 5 Pupils in Listening to write down main points in Large and Small Classes.
2. There is no significant difference in the Performance of Primary 5 Pupils in their Listening to carry out Instructions in Large and Small Classes.

3. There is no significant difference in the Performance of Primary 5 Pupils in their Listening and note-taking in Large and Small Classes.

1.6 Significance of the Study

The study would assist stakeholders in education in planning the curriculum of listening skills (listening to write down main points, listening to carry out instructions, listening and note-taking). Also it would help teachers to understand the effect of class-size in order to improve their structure on the three listening skills in addition to knowing how this is affected by the class size.

The research work could assist the English language teacher in adopting different methods and strategies in teaching pupils in the various classes. This can be achieved through teacher/pupil interaction and feedback, use of sharing strategy with close by schools.

The findings could also guide the educational administrators by providing suggestions on how to review its policies in teaching listening skills. This might be through providing more facilities and equipment necessary for teaching the skills. Also, suggestions on how to review educational policies, building more classes, employing adequate and well trained teachers in schools would benefit the ministry of education.

The study is also significant for educational planners because they could find the outcome beneficial for reviewing the curriculum of English in the listening skills at primary school level and this would improve the pupils' performances in these listening skills.

1.7 Basic Assumptions

The study is conducted based on the following assumption in mind:

1. Pupils in Small Classes Perform better in Listening to write down main points, listening to carry out instructions and listening and note-taking than those in Large Classes.

1.8 Scope and Delimitation of the Study

This research is restricted to the effect of class size and performance of primary 5 pupils who are matured enough and have time to be examined at the public primary school level. It studied all the public primary schools because of their poor performance in listening skills. These schools are located in both the rural and urban areas of Zaria Local Government of Kaduna State. They were grouped into small and large classes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This review covers the following sub-headings: Class size: definition, issues and concept, Performance: definition, issues and concepts and how to manage large classes. Other aspects reviewed are: General approach to teaching listening, Steps in teaching listening skills, Previous studies on teaching listening skills in small and large classes, Listening to write down main points in small and large classes, listening to carry out instructions in small and large classes, listening and note-taking in small and large classes, Strategies for teaching listening skills in small and large classes, Theoretical framework, Overall gains from the review of literature.

2.2 Class- Size, Definition, Issues and Concepts

Class size is an educational tool that can be used to describe the average number of students per class in a school. The National Policy on Education NPE (2004) viewed it as the population of a given class in terms of number of students and recommends a normal class size of 20 learners to one teacher. Christensen (1994) saw it as a tool that can be used to measure the performance of the education system. In relation to size, Costello (1992) reported that the rational utilization of classroom space depends upon class size. This, in turn, would depend upon the area of the classroom. He argued that there are approved norms of class size, 40 pupils per class for grades 1 to 8, and 35 pupils per class for senior classes, while the standard allocation of the class space per class is 1:25 square meters.

Based on the researcher's past experience, forty (40) learners to one teacher can be considered as large class depending on the size and space in the classroom. This is because if the area in the classroom is small, the standard allocation of class space per pupils as recommended by Costello (1992) as, 1:25 square meter will not contain 40 learners. This also depends on time and facilities to be used.

According to Dror (1995), class size has become a phenomenon often mentioned in the educational literature as an influence on pupils' feelings and achievement, on administration, quality and school budgets. Also, he noted that class size is almost an administrative decision over which teachers have little or no control. Most researchers start from the assumption that size of the class would prove a significant determinant of the degree of success of students.

With exception of a few, many studies have reported that under ideal situation, class size appear to be an important factor. The first issue that calls for immediate clarification is what number of students/ pupils should constitute a large group and what should be described as a small group? Bray (1990) observed that they have few teachers with small pools of talents, offers limited range of subjects and characteristically finding it hard to justify costly investment on libraries. Their pupils lack competition and interest with relatively few peers as they get tucked with same teacher for an entire school career.

The description appears to be different from what obtains in large group. Large classes, on the other hand, have broader curricula with teachers being given wider support, while students may suffer discipline problems as teachers cannot get to know their pupils very easily. They find it easy to stream students according to ability while commitment to work may stand a test of time. In terms of numerical strength, the National Policy on Education (1977 revised in 1981) specified twenty (20) in pre-primary, thirty (30) in Primary and maximum of forty (40) in Secondary schools. These directives are ignored in urban areas as a result of high population. From studies conducted, the size of large classes range from 30-336 and small from 8-45(Kolo, 1991). This reflects the situation in Nigeria. Adeyela, (2000) posited that a large class is concerned and defined as one having a population of 40 and above pupils to one teacher.

Adeyela (2000) added that a medium size, that is, a normal size is considered as one with students population of 30-35 pupils, while a small class is considered as one with 20- 25 students assigned to one teacher (Glass and Smith 1982, Molnar, 1998, Booze and Maloney 2001,

Shuaibu 2003). Nolasco and Arthur (1989) are of the view that teachers who are used to groups of 12 to 14 students might find a group of 20 rather large and threatening. Others might feel a relief when they have only 40 learners. Hence, large classes are found at all levels of education in Nigeria. From NERDC (2003) research report on teacher-pupil ratio in primary schools, it was discovered that there are classes with a population of forty five (45), and some as high as eighty two (82), or even more. At secondary schools, some classes in the rural setting have 20 students as against ninety (90) and two hundred and twenty (220) in some urban schools. In the universities, there are sometimes very large classes of several hundreds of students where teachers generally meet several different classes in one day. Their quality of teaching in these different classes is influenced by the number of pupils/ students in their classes.

The term "Large size class" varies from situation to situation and institution to institution. In an institution for instance, a gifted teacher might be able to lecture very successfully up to three hundred students or even more at one time. On the other hand, a class of chemistry where the students have to carry out experiments needs to be small. Similarly in an English Language teaching class, the number of students has to be reasonable so that the teacher can easily communicate with them. Dion (2005) also added that, class-size varies from one country to the order. He states that, in some countries, 25-30 pupils per teacher is considered large, while in other countries this is seen to be normal or even quite small.

This study adopt the class size definition given by Kolo (1991),as the one having a student/pupils population of 40 and above learners to one teacher. This is because the public primary schools in Zaria Local Government Area have 40 and above pupils in a class.

2.3 Performance: Definition, Issues and Concepts

Chomsky (1973) defined performance as a person's actual use of language in producing and understanding sentences. Performance and competence cannot be separated. They usually go hand in hand. Saussure (1964) clarified the distinction between the two, langue and parole.

According to him la langue represents the system and rules of the language according to the community's speech that is (competence) while la parole is the performance of the individual that is, his ability to produce and understand language.

Also discussing the issue, Chomsky (1973) in Lamidi (2000) draws a line between competence and performance. By competence he means the innate linguistic knowledge of the native speaker- listener, while by performance he means the actual (contextual) use of the language in the society.

In this study, performance is simply referred to as the academic achievement of pupils/ learners as tested through their learning abilities, that is, the outcome of learning that has taken place. The consensus among many in education that classes allow a better quality of teaching and learning has led to a policy of class size reduction (CSR) in a number of U.S institutions, by the United Kingdom (UK) and Netherlands and Asia-Pacific countries as diverse as New Zealand and China. This policy is contentious, though some argue that the effect of CSR are modest and that there are other more cost effective strategies for improving educational standards (Slaving,1989, Rivkin, Hanushek, and Kain 2000, Hattie, 2005). Adeyela (2000) posited that large class size is not conducive for serious academic work. In the same vein, Afolabi (2002) posited that no significant relationship exists among class size and student learning outcomes. Yara (2010) in his study on class size and academic achievement of students in mathematics in South Western Nigeria said, the performance of students in large classes was very low (23 percent) compared to those students in smaller classes (64 percent). There was difference in the performance of male and female students in either group. He recommended that policy makers and governments should ensure that more classrooms are build, number of students in a class should not be more than 30.

These different findings, opinions and observations call for further investigation into the relationship between class size and pupils' academic achievement in our schools, which this present study was out to do.

2.4 **Managing Large Classes**

Managing a class of several hundred pupils is certainly a demanding job, Likewise the teacher cannot focus too much on being a disciplinarian because the presentation and delivery of the subject matter require preparation and organization. Careful time management is thus another essential component of class-size instruction. Malone and Tranter (2003) reported that there is no "best way" to teach large classes. They suggested that teachers in large classes should:

a. Manage the classroom environment so that it is a comfortable space in which to teach and learn
b. Grouping, using group leaders while teacher moves round.
c. Display pupils work creatively. Space is needed to display pupils work rather than display boards or tables which take up space.
d. Involve your pupils. Pupils can be very helpful in managing the classroom's physical space, and it helps them to develop a sense of responsibility. UNESCO (2006) reported that these strategies improve listening skills in large classes.

It has been established that pupils' management is one big challenge in teaching large class because one has to make the pupils aware that, regardless of its size, a large class is still a class with the teacher in-charge (Bassey, 2002). Any sign of the teacher's insecurity will be met with pupils' negative reactions resulting in loss of control and the ability to teach the class effectively. It is helpful for the pupils to spend a few minutes of the very first lesson articulating policies for the topics, which include rules of conduct (regarding cell phones, talking in class, tardiness e.t.c) and address unacceptable behavior. Occasionally, the teacher has to be tough and reinforce the rules.

To ensure proper management of a large class, the following measures are suggested:

a. Reduce the feeling of pupils' anonymity: you can reduce the pupils' anonymity through the following areas:

i. Know the name of your pupils: you can know the name of at least some of your pupils by

ii. Asking the pupils to supply you with a copy of their identification pictures.

iii. Creating a seating arrangement to enable rapid taking of attendance and identification of pupils.

. iv. Return examination papers personally to associate names with faces and encourage pupils who are struggling before class, learn the names of the pupils sitting along the aisles and call on them during class.

V. Ask pupils to wear nametags so that you call on them by name.

VI. When giving test, ask the pupils to hang a sheet of paper with their names in large letters in front of them and you can wander around the room learning names, Archilles (1996).

To give pupils your personal address, is to encourage and help the pupils know the concept of the subject outside the normal period of the lesson as they ask questions or communicate on areas of difficulties. You can, therefore, pass out invitations to at least (10) pupils to join you for a free discussion after class to get acquainted with interest in learning your subject. Also, you can announce that you will meet any pupils who are free for the discussion after class (you won't be swamped) it is therefore assumed that there will be enough free teacher-pupils interaction on a personal level since some pupils, due to the large class environment, cannot open up to answer questions.

b. Encourage attendance in large classes

Make the class informative, interesting and relevant to pupils' lives. Add variety /interesting to lessons (aural- oral discussion, debate, storytelling, demonstration, guest speakers etc) Put out line-up on your subject web page, so that pupils know what to expect and can use them as a guide for taking notes and not as a substitute for attending class.

Use lots of supplemental illustrations/ examples that pupils cannot get in places other than the class.

Give pupils a topic to think about for the next class discussion or a puzzle to solve for fun or for credit.

1. Give regular pop or announced quizzes that counts towards the final grade. They can be at the beginning of class and to get feedback on assigned reading or at the end, to test comprehension of material just covered.
2. Give weekly in-class assignments that can be done in 20 minutes and that give pupils the given chance to apply what they have learned, pupils can work individually or in pairs.
3. Collect homework assignments, and give pupils credit for handing it in, you do not have to do this every day to encourage attendance but occasionally, and you can reduce your work load by collecting a subset from different pupils each day and give pupils credit for completing assignments according to groups.
4. Convince pupils that examination success depends on attendance
5. Establish a policy that grades will be lowered according to the number of sessions pupils missed class (Slavin,1989).

C. Take attendance in large class

i. Pupils should be assigned number seats and sign a seating chart when it is passed.

ii. Cut a seating chart into segments and circulate segments so that each pupils can print last name, empty seats can then be marked on the chart during class, marks absence on seating chart.

iii. Take attendance at irregular intervals especially if there is a clear policy for lowering grades when absences are excessive.

iv. Pass out sheets on which pupils answer feedback question that the teacher writes on the board, pupils responses to feedback questions, this will give the teacher a good sense of their progress.

v. Collect written "exercises" periodically (and make them basis of discussion).

vi. Give a practice examination problem at the end of lesson on scan sheets. This is both a way to take attendance and to test pupils' ability to apply key concepts.

vii. Collect homework one week and return another, pupils must present both times to get credit (Nelson, 1989).

The researcher is interested in employing some of the strategies outlined by different authors above for teaching listening skills. These include:

1. Reduce the feeling of pupils' anonymity: This can be done through the following areas:
    a. know the names of pupils by asking them to supply a copy of their identification pictures.
    b. Create a seating chart to enable rapid taking of attendance and identification of pupils.
    c. Ask pupils to wear nametags so as to call on them by names.
    d. Encourage attendance in large classes by making the class informative, interesting and relevant to pupils' lives. Add variety/interesting to lesson (aural-oral discussions, debate, story- telling, guest speaker etc). Many scholars including Inamula and Din (2008), Lewit and Baker (1997), and Magolda (1992) believed that these strategies improve listening comprehension in large classes.

2.5 General Approach to Teaching Listening

Woods (1996) suggests that teachers are more effective when they do not involve the provision of detailed content as their objective. Rather they advocate the small class teaching as an avenue of supplying pupils with an atmosphere conducive for effective listening. Listening is the most challenging skills for pupils to develop and yet also one of the most important. By developing pupils' ability to listen, they become more independent learners, and by hearing accurately they are much more likely to be able to produce sentences accurately, refine their understanding of grammar and develop their own vocabulary. Woods (1996) suggest certain frameworks which are necessary for effective teaching of small and large classes.

1. The basic framework on which to construct a listening lesson can be divided into three main stages.

a. Pre-listening- during which the pupils are helped to prepare to listen.

b. While listening- They were helped to focus their attention on the listening text and guide the development of their understanding of it.

c. Post-listening. The pupils are helped to integrate what they have learnt from the text into their existing knowledge.

Pre-listening stage is preparing pupils before attempting to listen to any text. These are motivation, contextualization, and preparation.

It is enormously important that before listening pupils are motivated to listen, so they should try to select a text they find interesting and then design tasks that will arouse their interest and curiosity. Webb (1992) added that when pupils are well motivated, it enhances listening.

When one listens to pupils' everyday lives one hears language within its natural environment, which gives a huge amount of information about the linguistic content. Listening to a tape recording in a classroom is a very unnatural process. The text has been taken from its original environment and there is the need to design ways that will help pupils to contextualize the

listening and access their existing knowledge and expectations to help them understand the text, (Aronson et al,1987).

Preparation set task for pupils in specific vocabulary or expressions that they will need. It is important that this is done before they start to listen as the challenge within the lesson is on act of listening not of understanding what they have to do.

During listening skills pupils are expected to listens a number of times - three or four usually works quite well - as it was found that the first time many pupils listen to a text they are nervous and have to tune in to accents and the speed at which the people are speaking, (William et al 1973).

Ideally the listening skills design for the pupils should guide them through the text and should be graded so that the first listening exercise they do is quite easy and helps them to get a general understanding of the text. Sometimes a single question at this stage will be enough, not putting the pupils under too much pressure.

In the second listening exercise, pupils should have a greater and more detailed understanding of the text. Make sure the exercise does not demand too much of a response. Writing long responses as they listen can be very demanding and is a separate skill in itself, so keep the exercises to single words, ticking or some sort of graphical response.

The third listening could just be a matter of checking their own answers from the second exercise or could lead pupils towards some more subtle interpretations of the text. Pupils should be encourage to compare their answers between listening as this gives them the chance not only to have a break from the listening, but also to check their understanding with a peer and so reconsider before listening again.

There are two common forms that post-listening exercise can take. These are reactions to the content of the text, and analysis of the linguistic features used to express the content.

To react to the content of the text, pupils are expected to response to what they heard, e.g. did s/he agree or disagree or even believe what s/he have heard? It could be some kind of reuse of the information one have heard.

The second of these two post-listening types would be directed toward focusing pupils on linguistic features of the text. This could take the form of an analysis of verb forms from a script of the listening text or vocabulary or collocation work. This is a good time to do form focused work as the pupils have already developed an understanding of the text and so will find dealing with the forms that express those meanings much easier.

In order to have good skills in listening skills and in speaking English, learners should practice listening to audio and video aids in English (dialogues, thematic texts and narrative stories). It is preferable to have English transcripts of audio and video material (Paulson, 1999).

According to Sallie (2008), Learners should practice listening skills with subsequent speaking on a variety of topics and with materials for most levels on a regular long-term basis in the following sequence:

1. Listen to each sentence several times. At the same time see each sentence in the transcript.
2. Make sure you understand everything clearly in each sentence in terms of pronunciation, vocabulary and grammar.
3. Without looking into the transcript, try to repeat each sentence (say it aloud) exactly as you have heard it. Being able to repeat a sentence means that a learner has remembered its content.
4. Listen to that particular conversation or text (story) in short paragraphs or chunks, say each paragraph aloud, and compare to the transcript (Zeighler, 1997).
5. Listen to the whole conversation or story without interruption several times, and try to tell the content of the whole conversation or text (story) you've heard. You can write key words and phrases, or main ideas as a plan, or questions on that particular dialogue or text to make easier

for you to convey the content in English. It is important to compare what you've said to the transcript (Silberman, 1996).

The researcher employed some of the approaches borrowed from authors such as Woods (1996) reviewed during her teaching in small and large classes. These include:

1. Pre-listening activities during which the pupils are help to prepare to listen. These are motivation, contextualization and preparation.

2 .During listening activities, pupils are expected to listen to the stories/ instructions a number of times, three or four times for better understanding.

3. Post-listening activities during which pupils were helped to integrate what they have learnt from the text into their existing knowledge.

Pupils discussed what they liked about the story. Also pupils practiced listening comprehension with subsequent speaking on a variety of topics, listening to each sentence several times. They were made to understand clearly each sentence in terms of pronunciation. Without looking into their books, they were asked to repeat each sentence (aloud) exactly as they have heard it.

Pupils listened to the stories in short paragraphs, and said each paragraph aloud. Pupils were asked to find new words in the story and find out what they mean.

They were given chance to listen to each sentence many times. Clark and McDonough (1989), Cobb et al (1991) and Fisher et al (1998) all believed that these strategies improve listening skills.

2.6 Previous Studies on Teaching Listening Skills in Large and Small Classes

Teaching a large class has some unique challenges but there has been studies which revealed that it is possible to have effective teaching and learning in a large class. The most important factor is the quality of the teacher. For example, Bain (1988) quoted in Maged (1997) which was conducted in United States (U.S) revealed that some teachers of large classes were as effective as their counterparts teaching smaller classes. In the study, fifty (50) U.S teachers and the materials

they used were studied to examine what effective teachers did to promote learning in reading and listening skills of English Language. Of the fifty (50) teachers, forty three (43) had small classes or large classes with an aide. Seven teachers had large classes without an aide. Admittedly, the majority of teachers were effective in smaller classes. But the study also showed that effective teaching was possible in large classes from the seven teachers who had no aide. Effective teachers reflected the following traits in small and large classes:

1. High expectation for pupils' learning.
2. Provide clear and focused instruction.
3. Closely monitored pupils learning process.
4. Re- taught the technique using alternative strategies when pupils did not learn.
5. Use incentives and rewards to promote learning.
6. Set and enforced high standards for classroom behavior.
7. Maintained excellent personal interaction with pupils.
8. Reflected enthusiasm in the form of acting, demonstration and role playing (Bain, 1988).

However, the present study is different from the previous studies reviewed in the following areas: Afolabi (2002) conducted her study in Ibadan, while this is in Zaria Local Government Area of Kaduna State. Secondly, Maged (1997) was in South Africa, while this is in Nigeria. Also, this study concentrated on public primary schools, while Salau (1996) conducted his study in secondary schools.

Similarly, a smaller study conducted in South Africa involved three teachers(A,B and C), all teaching small and large classes at the same level of education in very closely similar contexts. This showed that the teacher's pedagogy was the critically determining factor in the quality of what pupils learnt (Maged, 1997). Teacher A & B were generally effectively during class teaching irrespective of the size of the class. Similarly, teacher C was less effective irrespective

of the size of the class. The large class of teacher A achieved significantly better academic results than that small class of teacher C, and the large class of teacher A has significantly fewer failures than the small class of teacher C.

2.7 Listening to write down main points in Large and Small Classes

Students listen for main points during lectures, telephone conversation, announcement on radio, during question and answer interaction (Olugbodi, 2006). Christensen, (1994) discusses the number of problems that languages teachers feel exist in large classes due to ineffective listening. He states that, concentrating on evaluation of problems areas leads to limiting language learning environment. Important aspects like listening for main points during classroom teaching and conversations between the teacher and his learners get insufficient attention, unlike in a small class size where they listen efficiently, to take down their notes. Listening for main points becomes difficult in large classes where pupils cannot hear very well what the teacher is saying, in order to take down their notes.

Zhao (2004) reveals that language teachers sometimes avoid specific activities for developing effective listening for main points because they are difficult to implement in large classes and as a result of these, learners encounter difficulties in isolating the relevant and irrelevant information. This makes the learners to write with a lot of errors. The foregoing definition of this type of listening skills goes a long way to show that the sitting position of the listener may be affected considering the distance to the teacher or speaker. The class size of the pupils will therefore be of tremendous effect on the level of performance of the pupils.

Lawal (1997) believes that intelligibility in listening to write down main points skill will increase learners' performance and competence in other aspect of English language in particular and learning in general. The number of pupils in a class has the potential to affect how much is learned in listening for main points skills in a number of different ways. For example, it could affect how pupils interact with each other (level of social engagement) This may result, for

example, in more or less noise and disruptive behavior in listening for main point skill which in turn affect the kinds of activities the teacher is able to focus on individual pupils and their specific needs rather than on the group as a whole.

From the review in this section, the following aspects are found useful for the present study. These include:

1. Creating good sitting position between teacher and pupils. Zhao (2004) believed that good sitting arrangement improves pupils' listening skills.

2. Provide clear and focused instruction.

3. Re-taught the technique using alternative strategies when pupils did not learn.

4. Use incentives and rewards to promote learning (Maged, 1997).

2.8 Listening to carry out Instructions in Large and Small Classes

In this type of listening, pupils need to follow instructions to carry out assignment, to trace places and follow recipes and methods of carrying out processes (Wulff, 1989). A second language learner who has acquired basic knowledge of his mother tongue encounters some difficulties in obeying instructions in the second language. He finds it difficult to carry out assignments with accuracy in a large class. The pupils' ears are not sensitive to listen for instruction and their tongues are not accustomed to producing sounds in the second language (Wang, et al 2000). Michaelsen (1999) advises that it is useful for pupils to be explicitly taught the phone inventory of the language so as to listen and follow instructions to carry out assignment and other processes correctly. This can only be achieve in a small class size, since listening for instruction involves exchange of information and ideas, feeling and emotion after receiving some messages.

It is commonly believed that small classes achieve more desirable results in listening for instruction than do large ones. Pupils seem to prefer taking the classes, and teachers typically prefer teaching in them.

Activities like self-esteem, motivating pupils to develop good attitudes towards listening for instruction would develop effective listening for instruction (Glass, 1979, Hedges and stock, 1983). Therefore, small classes are more effective not simply because they are smaller, but because they offer an educational setting in which it is easier and feasible for activities.

From the review in this section, the following aspects are found useful in this study:

- Pupils were explicitly taught the phone inventory of the language (Michaelsen, 1999).
- Pupils were taught how to listen to different instructions in order to carry out assignments, to draw and label, to trace places (Wulff, 1989).
- They were motivated to develop good attitudes towards listening for instruction (Glass, et al 1979).

2.9 Listening and note-taking in Small and Large Classes

This is the type of listening that calls for the learner to pay attention to those details and filter out other information that are necessary (Baroody and Ginsburg1990). This type of listening happens during academic talks, lectures, speeches and so on. It is a simple listening skill which requires the ability to separate relevant issues from irrelevance. It is a type of listening that centers on specific details, directions and instructions. (Olugbodi, 2006).

Listening is the key to aural oral skills. The importance of background knowledge for successful listening to take down note has become an accepted principle in large classes (Hayes and Tiarney, 1982). Also research in schema theory especially that of Remelhart (1980) suggests that prior knowledge supports listening skills in small and large classes. It must be brought into play both before and during listening to take down note. When pupils lack relevant prior knowledge, teachers must either supply it or accept flowed comprehension.

According to Campbell (1980), teachers in small classes who teaches listening and note taking use more facial expression, more eye contact, positive remarks, spend much time on direct instruction than on classroom management and work in small groups than they do in large

classes. In addition, small classes in grades k-3, as Achilles, Krieger, Finn and sharp (2003) concluded that facial expression, eye contact and positive remarks boost pupils academic performance in all subjects and in listening to take down note. Halbach, Ehrle, Zahorik and Molnar(2001) also found that smaller classes in grades 1-3 (15 pupils per teacher) in listening to take down note had fewer discipline problems, more time for instruction and individualization, varied instructional strategies, and more content and in depth coverage.

From the review in this section, the following aspects are borrowed for the present study.

- Prior knowledge was brought into play both before and during listening for note-taking. Remelhart (1980) posited that it support listening skills.
- Pupils were asked to focus on specific details, directions and instructions. Olugbodi (2006) believed that this improve listening for note-taking.
- Direct instructions were given to pupils individually and in groups in small and large classes.
- Exercises on how they can separate relevant issues from irrelevances were given. This was done through motivating them to develop interest in the text/story as explained by Olugbodi (2006).
- They were taught how to pay attention to the details and filter out other information that are necessary using different techniques that encourages interaction, discussion and learner participation/involvement (Baroody and Ginsburg,1990).

2 .10 Strategies for Teaching Listening Skills in Small and Large classes

Can teachers successfully solve the problems of instructing pupils well in large classroom setting? The demands for large classes differ from small classes. We need, therefore, to prepare the teaching programme to take care of the demands of large classes and these include space, facility, equipments, task/activities and evaluation.

1. Cooperative learning. Tallin(1996) posited that teachers can design a cooperative learning groups/sections based on mixed ability level, gender and other supporting variables as a strategy for effective teaching and learning in small and large classes.

(a). Use the class list to group learners based on performance, high (h), and low(L) ability groups.

(b). In front of every name indicate male (m), and female (f) respectively.

(c) Give each group working guidelines which requires every group member to contribute his or her ideas to any task given, working with one accord since success or failure of the group would be the score for each member of the group. This type of technique makes pupils to be serious, committed to one another and works one accord in the group they belong. ii. Use of projects/field exercises. Activities or exercises for a large class can be turned into a group opportunity for enquiry development of communicating as well as listening skills.

iii. Sharing facilities/materials with close-by school/institutions. According to Baker and Westrup (2000), this sharing strategy can help solve inadequate resources. Close-by schools can collaborate and share resources to complement each other in terms of space, equipment, materials and other resources. This arrangement requires careful planning and agreement on time-table by both schools on how to use their resources for the mutual benefit of the pupils. In this scenario, facilities like language laboratory, video and audio tapes can be used interchangeably. These can make pupils to become more interested and involved in the teaching and learning process and keep learners focused.

Researchers should provide various experiences for pupils in listening skills in large classes, such as varying teaching methods that encourage much interaction, discussion and leaner participation / involvement. Learners in large classes are often reluctant to ask or answer questions and it is usually very difficult to hear their comments in class. Researchers should

therefore, encourage pupils to write their question responses/ comments on cards for discussion at the end of class. Siciliano et al (2001) also supported the above strategies.

Overwhelming anonymity and distance that can exist between teacher and pupil is one of the challenges of large classes. According to Sorcinelli (2002), pupils are to be actively involved in and feel personal accountability in listening skills. Teachers should employ informal assessment techniques regularly to obtain leaner's perceptions and suggestions which will facilitate more interaction, discussion, feedback and active learning. In this case, there is need for conscious effort to learn and use pupils' names for sense of belonging. Despite the limited class space, the teacher should try to move around the classroom. This makes the class seemingly manageable and encourages leaner's participation and togetherness.

In lesson delivery, the researcher used active learning strategies, 3-5 minutes for impromptu discussion/ interactions, asking pupils to share personal experience related to the content area. There is the need for teachers in large classes to come together to discuss and share their experiences, techniques and strategies for effective handling and teaching of large classes.

From the review in this section, the following strategies were borrowed for the present study for teaching listening skills in small and large classes.

a. Cooperative learning was designed based on mixed ability level. Pupils were grouped in small and large classes, and were asked to listen to a story which was read by the researcher (Tallin, 1996).

b. Class list was used to group learners based on performance. Exercises on listening for instructions were given to pupils on how they can perform different actions.

c. Learners' involvement. Pupils were actively involved in listening to different stories on listening to write down main points, listening to carry out instructions and listening and note-taking skills.

d. Impromptu discussions and interactions. This strategy was used by the researcher to enable her listen and correct pupils' errors (Sorcinelli et al, 2001).

e. Assessment of pupils' work. Class exercises and homework were assessed based on the three different skills.

2.11 Theoretical Framework

The study is framed along the Lazear (1999) theory of class size. The theory argues that pupils who attend a smaller class learn more because they experience fewer pupils' disruptions during class time, on the average.

Larry (2012) also argued that small class size means less work for teachers and parents seem to think that their children will be better educated in a room with fewer classmates while Teachers Unions love fewer kids in a class because it result to a less work, which means more money and power for them. He however argued that the only problem is that small class size does not necessarily lead to greater pupils' achievement.

Another implication of Lazear's (1999) model is that the "optimal" class size is larger for groups of pupils who are well behaved, because they are less likely to disrupt the class and therefore benefit less from a class size reduction than more disruptive pupils. Schools, therefore, have an incentive to assign weaker, more disruptive students to smaller classes. As Lazear (1999) writes, "The point is that even if class size effects are potentially important, small class size may have small effects on observed educational output. The argument goes that if large gains were available from lowering class size, then those changes should be made and that the benefits of further reductions in class size should be equal to the costs.

2.12 Overall Gains from the review of literature

The issue of large classes is greatly and serious becoming a situation to be contended with in most schools and institutions in Nigeria and beyond. As the trend is now, we are likely to face large classes in the future. Large classes are found in institutions all over the world. Both

teachers and pupils/students are not favorably disposed to large classes and yet we cannot wish it away. Learners and their teachers would wish away large classes without any hesitation. Teaching in a large class effectively is definitely a tedious work. It could be made easier if the teachers make the necessary logistic arrangements way ahead of time, provide plenty of active learning experiences in the class as well as taking full advantages of the power of learner teamwork in and out of classroom situations. Also, there is no one way method of teaching a large/ small class. Therefore, teachers have to take into cognizance their teaching styles, pupils/students characteristics, the goals and objective of the subject areas.

With the present situation of increase in enrollment in various schools/institutions, large classes have come to stay and what we need to do is to device techniques and strategies for delivering listening skills in primary five. The challenge here is: if the desirable (small class size) is not available, we make the available (large class size) desirable". For teaching listening skills, teachers have to face the large class issue squarely and make it work by all means. After all, the key to effective teaching and learning of listening comprehension irrespective of class size is the ability to engage pupils in active participation.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology and procedures used for the study. The chapter explains the research design, population of the study, sampling design, the research instruments, statistical analysis, pilot study and finally the summary. The main intent of this study is to investigate the effect of class size on the performance of primary 5 pupils in the listening skills of English.

3.2 Research Design

This study is purely experimental because of the need to compare the academic performance of small class size and those of the large class size. The factorial design approach was used. This involves measuring the effect of the different class sizes (Small and large) on the performance of pupils in the three listening skills before and after the experiment. The factorial design was used in the collection of the data from the experiment in such way as to be able to investigate the effect of the experiment on the two groups as well as compare their post experimental performances in the three skills. Table 1 shows the factorial design.

Table 3.1 Factorial design of the experiment

Experimental status	Groups	Pre-test	Treatment	Post-test
School A	Large class (Control)	Yc		Yb
	Small Class(Experimental)	Ye	X	Yd
School B	Large class (Control)	Yc		Yb
	Small Class(Experimental)	Ye	X	Yd

The notations in the table read thus: Yc and Yc represent scores from the control classes while Yd and Yd represent the scores from the experimental classes and X stand for the gap between the pre-test and the post- test experiment.

3.3 Population

All the primary 5 pupils in the public primary schools in Zaria Local Government Area of Kaduna State constitute the target population for the study. According to Zaria local government Primary Education Board, there are 118 public primary schools with a population of 3700 primary five pupils. However, the nature of this experiment did not necessitate the inclusion of a large population since only two groups of students from large and small class size was used.

3.4 Sampling Procedure

Two schools were selected for the experiment. In each of the schools, pupils were selected for a small class size and group of pupils were selected for a large class size. This replication of the two sizes in each of the schools would help to eliminate any bias that could be associated with the environment or any other exogenous variables. The two schools selected for the experiment are LGEA Salisu Kakeyi (control) and Universal Basic Education Unguwan Mu'azu (experimental). Each of the two schools has more than one arm of the selected class five which constituted the focus of the experiment. For the small class size, twenty (20) pupils were selected while the large class size was made up of forty (40) pupils in each of the control and the experimental schools. In all two classes of small size made of twenty (20) pupils and two classes of large size made up of forty (40) pupils each was used for the experiment. In the overall, the total number of pupils was 40 for the two small classes and 80 for the two large classes. Therefore the total population of subjects that would be involve, in the study is 120.

3.4.1 Description of the Strategies used for the experiment

The Cooperative learning by Tallin,(1996) was the main approach used in the treatment of the two classes (small and large classes). The approach consisted of a mixed ability levels and gender with the use of class list to group learners based on performance (high, and low ability groups) along with gender indication for the respective groupings were used. Each group working guidelines which requires every group member to contribute his or her ideas to any skill

given, working with one accord since success or failure of the group was scored for each member of the group. The strategies used in the experiment are stated below:

Skills	Steps	Activities
Listening to write down main points	1	Teacher read a passage to the pupils
	2	One pupils from the class is asked to read the same passage to the hearing of the others
	3	New words from the passage are identified and explained
	4	The teacher repeated the reading of the passage
	5	Pupils were then allowed to ask questions with explanation by the teacher
	6	The teacher then asks questions on the passages with responses expected from the pupils
	7	Assessment of the listening performances by pupils is conducted
Listening to carry out instructions	1	Teacher asked pupils to perform specific activities (e g go to the blackboard and draw a big circle and then draw a small circle in the big circle)
	2	Teacher asked pupils to draw the big circle and the small circle in their exercise

		books
	3	Teacher go round to inspect the performances of each of the pupils
Listening and note – taking	1	Teacher read a passage to the pupils Pupils were asked to write the key points presented by the teacher from the passage
		Assessment is conducted to determine the level of performance

3.5 Research Instrument

Two instruments were used for the study. The main instrument used was achievement tests based on the three listening skills. This contains the stories and instructions which the pupils provided answers from listening to them. The second instrument was the answer sheet which the pupils were given to write their answers to the questions posed to them after the researcher has read the main instrument. The main instrument and the answer sheet were developed by the researcher, by setting questions on the three listening (Listening to write down main points, listening to carry out instructions and listening and note-taking) skills. The first section contained questions on listening to write down main point which concerns information on caring for the body. The second part was made of basic instructions where pupils are expected to perform some actions. The third part of the instrument was made of a story that was read by the researcher and the pupils were expected to write specific details they understood from listening to the story.

3.5.1 Scoring Pattern

In each of the three sections, test items were scored 1 for correct answer and 0 for wrong answer. The sum total constituted the performance of the subjects on the instrument. The test comprised of 30 questions (10 marks each) after reading some passages. A pre-test was conducted to determine academic equivalence among the two classifications of pupils (see App 11). A period of five weeks was appropriate after which a post-test examination was conducted in the sixth week.

3.6 Validity of the Instrument

The research instrument which was designed by the researcher was subjected to face validity by the statistician at the Institute of Agricultural Research, ABU Zaria. All recommended amendments were adopted and incorporated into the main instrument before it was administered for the experiment. The procedure used in the validation of the instrument was consistent with the suggestion that face validity for instruments of this nature could be considered adequate.

3.7 Pilot Study

The purpose of the pilot study was to:

a. Ascertain the validity and reliability of the instruments to be used.
b. Determine the problems that may be faced during the conduct of the study and provide possible solution.
c. Determine the effectiveness of the research instruments, and
d. Prove the feasibility of the research procedures (Olaofe, 2010).

The designed instrument was pilot tested by administering it to 15 selected pupils from UBE Fangannu and Baba Ahmed LGEA. The selection of these schools was purposive in the sense that it was far away from the schools where the main study was conducted. The test for the pilot study was conducted two times to conform to the test retest method. The pilot study was necessary to establish the reliability of the instruments. The Statistical Package for the Social

Science (version 20) was used to establish the reliability index and internal consistency coefficient for the instrument. This is in line with Kallirger (1973). Within the SPSS package, the Split half method was adopted for the determination of the reliability index. Using the two variables of the test and retest approach, each of the three skills of the instrument was tested independently. In listening to write down main points, the reliability coefficient obtained was 0.803 with an internal consistency index of 0.802. In listening to carry out instructions, the reliability coefficient was 0.675 with same value for its internal consistency. In listening and note taking, the reliability coefficient obtained was 0.569 with internal consistency index of the same value. These coefficients are all closer to 1.0 which conforms with the reliability specification for test instrument which states that if a reliability coefficient is between 0.5 and 1, the instrument would be considered to be reliable and fit for the study Spiegel (1992) and Stevens, (1986) who asserted that an instrument is reliable if its reliability coefficient lies between 0 and 1, and that the closer it is to 1 the more reliable it is and the closer it is to 0, the less reliable is the instrument. The reliability output for the instruments is attached as Appendix VI.

3.8 Method of Data Collection

Two sets of data were collected for analysis in the experiment. The first set of data is the achievement scores on the three skills from the two groups (Small and Large Classes) who were subjected to a test before the experiment. The second set of data was collected after the pupils in the experimental group were exposed to the treatment (Post test scores). A typical examination condition was maintained during the two tests.

3.9 Procedure for Data analysis

Data collected were analyzed using descriptive statistics of mean and standard deviation. Specifically all the hypotheses were tested with the two sample t-test procedure in order to establish possible significant differences in the performances of the two groups. The Two sample t-test was considered suitable because of the quantitative measurement of the scores and the fact

that only two groups were involved in the experiment. All the hypotheses were tested at the 0.05 level of significance.

3.10 Summary

The chapter has given focus to the research instruments designed and procedure for the analysis. It discusses the population of the study, sampling procedure, method of data collection, pilot study, and validity and reliability of the instrument.

CHAPTER FOUR

Data Presentation and Analysis of Result

4.1 Introduction

The methodology used in the determination of the effect of class size on performance of primary five (5) pupils in listening skills of English language: a study of selected schools in Zaria Local Government Area of Kaduna State were discussed in Chapter Three. This Chapter presents the statistical analyses, and interpretations of the results of the data collected from the experiment involving pupils of the two class sizes. The chapter is organized around the research questions of the study. The research hypotheses were tested with a discussion of the findings from the test of the hypotheses.

4.2 Results

The research questions of the study are aimed at identifying the effect of class size on the listening skills performance of primary five pupils in Zaria Local Government Area of Kaduna State. Three listening skills were listening to write down main points, listening to carry out instructions, and listening and note-taking skills. Each of the skill was made of ten (10) listening test items. The performances were scored on the items before and after the treatment. 0 mark was scored for wrong answer and 1 for correct answer. The research questions formulated to investigate these effects are as follows:

Research question one: What is the effect of class size on the performance of class five pupils in listening to write down main points?

Two sets of data were collected towards the provision of the solution to this question. These were the record before and after the experiment. Table 4.1 shows the categorized performances

of the pupils in the two classes on the listening to write down main points variables after the treatment. Three categories of low, average and high performance were used for the pupils. The table shows the result collected before and those collected after the treatment for the small and large classes in the three categories.

Table 4.1: Categorized Performance levels of Pupils in the two Classes on Listening to write down Main Points

	Class Size	Low		Average		High		Total	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Pre-test	Large class	8	20.0	12	30.0	20	50.0	40	100.0
	Small class	3	15.0	5	25.0	18	60.0	20	100.0
Post test	Large class	1	2.5	3	7.5	36	90.0	40	100.0
	Small class	1	5.0	1	5.0	18	90.0	20	100.0

In the pretest, variability between the small and large class groups was relatively the same. The pupils in the large class and those in the small class were approximately the same in the table. The only variability observed is in the low performance category where the small classes were more than the large class with 5.0% to 2.5%. But this variability in the low performance category was balanced out in the average performance category where the 7.5% of the large class was observed as against 5.0% of the pupils in the small class size. In the high performances category, both class had 90.0% each. This shows that, the class size did not really have much impact on the listening to write down main points by the pupils in both classes. It could therefore be concluded that the sizes of the classes did not have major effect on the performance of the class five pupils in listening to write down main points.

Research question two: What is the effect of class size on the performance of class five pupils in listening to carry out instructions?

To determine the effect, two sets of data on the listening before and after the experiment were collected. The performances of the pupils on this variable before and after the experiment in which the treatment was administered are categorized into the three levels as indicated in Table 4.2.

Table 4.2: Categorized Performance levels of Pupils in the two Classes on Listening to Carry out Instructions

	Size	Low		Average		High		Total	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Pre-test	Large class	5	12.5	10	25.0	25	62.5	40	100.0
	Small class	2	10.0	4	20.0	14	70.0	20	100.0
Post test	Large class	1	2.5	3	7.5	36	90.0	40	100.0
	Small class	1	5.0	2	10.0	17	85.0	20	100.0

The same trend of not much variability in the scores of the two groups (large and small class) was obtained in the pre-test record of performance by the pupils in the listening for instructions. The observed differences in the different categories of performances of the pupils in the different class sizes in the table did not really vary very much. But there were some minor variability especially among pupils in the average category where 7.5% were observed among large class against 10.0% observed in the small class size. In the high performance category, the large class size had 90.0% of the pupils while the corresponding observation among pupils in the small class size was 85.0%. In performance level, the reduction in the large class was 30.0% while in the small class it was 50.0% but performance in high level increased for the large class from 62.5% to 90.0%, after the experiment. This gave an increase of 44.0% while the corresponding increase in the small class for high performance level was only 21.4%. This general observation is that the

size of the class did not have much effect on the listening for instruction performances of the pupils.

Research question three: What is the effect of class size on the performance of class five pupils in listening and note- taking?

The performances of the two classes on listening and note-taking before and after the experiment are used in this assessment. The classifications of the performance levels of the pupils on Listening and note-taking after the treatment in the two classes are presented in Table 4.3. Percentages were computed independently for each of the classes.

Table 4.3: Categorized Performance levels of Pupils in the two Classes on Listening and note-taking

Status of experiment	Size	Low		Average		High		Total	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Pre test	Large class	5	12.5	9	22.5	26	65.0	40	100.0
	Small class	2	10.0	5	25.0	13	65.0	20	100.0
Post test	Large class	1	2.5	5	12.5	34	85.0	40	100.0
	Small class	1	5.0	0	0.0	19	95.0	20	100.0

In the pre-test, performances of the two groups in the three categories were basically the same as indicated in the percentage scores. After the experiment as indicated in the table, apart from the 5.0% of the pupils who were in the low category, the rest were in high performance category among the small class size. But the observation among pupils in the large class size is completely different. Though 2.5% of the pupils in the large class size were also the low performance category but 12.5% were in average performance category and 85.0% were in the high performance category. This would imply some measure of the effect of performance on pupils in the small class size. Since the two groups were given the same treatment, this variability observed in the performance levels by the two groups could be associated with the size of the class. However, the significance of the variability is subjected to statistical test in hypothesis

three. The actual scripts which show low, middle, and high performances of pupils are attached as appendix seven (7).

4.3. Test of hypotheses

The specific objectives and research questions of the study are aimed at determining the effect of class size on the performances of the pupils in listening to write down main points, listening to carry out instructions and listening and note taking. The hypotheses formulated for establishing the statistical significance of the solution proffered for the research questions are tested in this section. The hypotheses are tested as follows:

Hypothesis I: There is no significant difference in the Performance of Primary 5 Pupils in the skill of Listening to write down main points in Large and Small classes in Zaria Local Government Area.

In the test of this hypothesis the scores of the pupils in the large and small classes were compared with the two sample t-test procedure. The result of the test is summarized in Table 4.4

Table 4.4: Two sample t-test on listening to write down main points skill Performances of the Pupils by Size of Class.

Size	N	Mean	Std. Deviation	Std. Error	t-value	DF	P	Decision
Large class	40	8.23	1.327	0.213	1.233	58	.223	Accepted
Small class	20	8.70	1.490	0.333				

(t-critical = 2.000)

The result reveals that pupils in the small class had higher performances in the listening to write down main points than those in the large classes. This is denoted with a mean score of 8.70 compared with the 8.23 for pupils in the large class size. However, the observed t-value (1.233) for the test and the level of significance obtained (0.223) clearly showed that the observed variability in performance between the pupils in the small class size and those in the large class size is not statistically significant ($P > 0.05$).With these observations, there is not enough

evidence to reject the null hypothesis that, there is no significant difference in the performance of primary 5 pupils in listening to write down main points skill in small and large classes in Zaria local government Area. The null hypothesis is therefore accepted.

Hypothesis II: There no significant differences in the Performance of Primary 5 Pupils in their listening to carry out Instructions in Large and Small classes in Zaria Local Government Area.

This hypothesis was tested by comparing the performances of the pupils in small class size and the large class size on the listening for instructions skill after the treatment. The test here was aimed at determining the overall performances of the pupils in small and large classes who have been exposed to the treatment. The test was conducted with the two sample t-test procedure. The result is summarized in Table 4.5.

Table 4.5: Two sample t-test on performance in listening for instructions skill by pupils in small and large classes

Size	N	Mean	Std. Deviation	Std. Error	t-value	DF	P	Decision
Large class	40	8.10	.841	.133	0.840	58	.404	Accepted
Small class	20	8.30	.923	.206				

(t-critical = 2.000)

The test as indicated in the table revealed that pupils in small classes had a relatively higher score in the listening for instruction skill after the experiment. But the observed t-value (0.840) for comparing the two mean is lower than the critical value of 2.00 at the 58 degree of freedom and at the 0.05 level of significance. This means that there is no significant difference by pupils of the small classes over those of the large classes. Therefore, the null hypothesis that there is no significant difference in the performance of primary 5 pupils in their listening for instruction in small and large classes in Zaria local government area is accepted.

Hypothesis III: There no significant differences in the Performance of Primary 5 Pupils in their Listening and note-taking in Large and Small Classes in Zaria Local Government Area.

In the test of this hypothesis, the scores of the pupils in the two classes (small class and large class) were compared to determine the significance of the observed difference in their performances on the listening and note-taking skill variable. The two sample t-test was used in the test because of the two independent groups and the sample size that is relatively small. The result of the test is summarized in Table 4.6

Table 4.6: Two sample t-test on performance in listening and note-taking by pupils in small and large class sizes

Size	N	Mean	Std. Deviation	Std. Error	t-value	DF	P	Decision
Large class	40	8.03	1.561	.247	0.316	58	.753	Accepted
Small class	20	7.90	1.165	.261				

(t-critical = 2.000)

The pupils in the large class size had a relatively higher mean score of 8.03 compared with the 7.90 for pupils in the small class size on the listening and note-taking skill after the treatment. From the observed t-value of 0.316 and the probability level of significance (0.753) obtained in the test, the observed difference between pupils in the small and large class size could not be said to be statistically significant. This means that the reduction of pupils in the small class did not really have any significant effect on their performance in the listening and note-taking skill. Therefore, the null hypothesis that there is no significant difference in the performance of primary 5 pupils in their listening and note-taking skills in small and large classes in Zaria local government areas is accepted.

4.4 Overall Findings

From the analysis of the performances data and test of the hypotheses on the three skills (listening to write down main points, listening to carry out instructions and listening and note-taking) in English language, the major findings obtained are as follows:

1. Class size had no significant effect on the performance of pupils in the skill of listening to write down main points.
2. Class size had no significant effects on the performance of pupils in the skill of listening to carry out instructions.
3. The effect of class size on the performance of primary 5 pupils in the skill of listening and note-taking test is not significant.
4. Performances of pupil in small and large class size in listening to write dwn main points, listening to carry out instructions and listening and note-taking depend on the teaching approach used by the teacher.

4.5 Discussions

The analysis of the data and test of the hypotheses in this study revealed that performances of primary five pupils in the listening skills may not necessarily be significantly improved by reduction or increase in the number of pupils in the class. The strategies used in the experiment were basically in line with the Cooperative learning by Tallin,(1996).The strategies used in the treatment of the experimental groups are described in chapter three. The selection of pupils for the experiment consisted of a mixed ability levels and gender with the use of class list to group learners based on performance (high and low ability groups) along with gender indication for the respective groupings. The working guidelines require group members to contribute ideas to any exercise given, working with one accord since success or failure of the group was scored for each member of the group. The researcher ensures that conducive atmosphere was maintained. Among the strategies adopted in the experiment, the researcher was able to move around the

classrooms. This makes the class seemingly manageable and encourages leaner's participation and togetherness. This eliminated the anonymity and distance that can exist between teacher and pupils. Interactive activities were used in large classes by grouping the pupils. Three listening skills were tested in this study with the different class sizes (Small class of 20pupils and large class with 40pupils). The listening skills were listening to write down main points, listening to carry out instructions and listening and note-taking. Three hypotheses were tested in line with the research objective and questions of the study.

From the test of hypothesis one, where performances of the pupils in the two classes on listening to write down main points were compared, it was found that pupils in the small class scored higher than those in large class size. But the test which was conducted with the two sample t-test procedure did not reveal significant difference in the listening to write down main points skill between the two groups. The null hypothesis was therefore accepted. This finding is contrary to the report of Finn, Pannozzo and Achiles (2003) who reported that the level of attention of pupils is stronger in small class sizes than in large class sizes and that this affects the academic performance of the pupils. The report argued that class size determines the level of listening that will take place between the pupils and the teacher. When the teacher is teaching, those pupils at the back of a crowded class may find it more difficult to listen than those in the front. Listening instruction requires that pupils pay attention to the teacher and invariably the teacher should spend ample time for the feedback from the pupils. The non-significant observation here could therefore be associated with the treatment which was equally given to both groups. In other word, certain strategies for teaching listening skills could be beneficial to small and large class size on equal basis as observed in this study. Performances of pupil in small and large class size in listening to write down main points could be improved with this teaching approach, if used by the teacher.

The effect of class size on performance of the pupils in the skill of listening for instructions was tested in hypothesis two. The test which was conducted with the two sample t-test did not revealed significant difference in performances between the pupils in the small class and those in the large class size. The null hypothesis was therefore accepted. The finding here contradicts the report of Zhao (2004) who reveals that language teachers sometimes avoid specific activities for developing effective listening to write down main points because they are difficult to implement in large classes and as a result of these, learners encounter difficulties in isolating the relevant and irrelevant information. This makes the learners to write with a lot of errors because they cannot identify the correct information from the speaker.

The test for effect of class size on the performances of the pupils in listening and note-making was carried out in hypothesis three. The result of the test did not reveal significant difference between pupils in the small class and those in the large class size. The null hypothesis was therefore accepted. This finding contradicts the report of Pastella (1977) who argued that there are significant evidences to support the claim that class size affects pupils' achievement and the report of Shuiabu (2003) who asserted that a manageable class size has tremendous effect on the performance of the pupils. This is so much important when considering the listening skills of a subject like English language. The finding is consistent with Fafunwa (1987), that education unlocks the door to modernization but that the methods used holds the key to the learning process. In a similar report, Okebukola, (1987), reported that it is not all teaching methods, strategies and techniques that lend themselves to the effective teaching of listening skills. In contradiction with this finding, Papo (1999) advises that learners' active participation depend on the number of learners to a teacher in class. The report argued that such consideration and methods will lead to greater performance in the pupils. This study revealed that using the strategy in this experiment could enhance both small and large class pupils' performance in listening skills.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the investigation into the effect of class size on performance of primary five (5) pupils in listening skills of English language: a case of selected schools in Zaria Local Government Area of Kaduna State The chapter consisted among others, the major findings, conclusion and recommendations from the study.

5.2 Summary

This study seeks to investigate how the strategies for teaching and learning the subject could be improved in small and large classes by comparing pupils' performances from these classes who have been exposed to cooperative learning strategies and other suitable methods for teaching. The study subjected large and small classes to the same strategies and comparing their effectiveness. The listening skills investigated were listening to write down main points, listening to carry out instructions and listening and note-taking.

The Cooperative learning approach by Tallin,(1996) was used along other strategies which included teachers' easy movement around the classrooms to enable encouragement among the pupils, participation and togetherness in order to eliminate the anonymity and distance that can exist between teacher and pupils in a normal classroom situation. The same teaching strategies were used in the small and large class sizes in the experiment.

In other to carry out the investigation, an experiment was conducted with twenty pupils in a small class and forty pupils in a large class. The treatment (see Appendix 3) was administered to the pupils in both classes after which the test was conducted. Three hypotheses were tested in line with the three listening skills investigated along the objectives and research questions of the study. All the three null hypotheses were not found to be significant and were therefore retained.

5.3 Conclusion

Based on the findings of this study, the researcher wishes to conclude as follows:

1. That class size does not have significant effect on the performance of pupils in listening to write down main points skills.
2. That class size does not have significant effect on the performance of pupils in listening to carry out instructions skills
3. That class size does not have significant effect on the performance of pupils in listening and note-taking skills.

5.4 Recommendations

The following recommendations are hereby made based on the findings of this study:

1 There is the need for teachers in large classes to come together to discuss and share their experiences, techniques and strategies for effective handling and teaching of large classes.

2 Prior knowledge should be brought into play both before and during listening activities in small and large classes

3 Teachers should provide various experiences for pupils in large classes during listening skills lessons such as varying teaching methods, that encourage much interaction, discussion and learner participation

4 Teachers should motivate pupils to develop interest in learning before, during and after listening (pre-listening, during-listening and post-listening) activities.

5 Pupils should be giving chance to listen to story/text many times before answering questions both in small and large classes

6 Teachers should provide clear and focused instructions when teaching listening skills in small and large classes.

7 Pupils in large classes should be grouped and teachers should create good sitting arrangement to enable each pupil to participate in the listening lessons.

8 Teachers in small and large classes should motivate pupils to develop good attitudes towards listening activities.

9 Pupils should be explicitly thought the phone inventory of the language so as to listen and follow instructions correctly.

10 Teachers in large classes should emphasize learners' involvement where pupils are actively involved in listening activities.

11 The teaching of listening skills should not only depend on the conventional method of teaching but should adopt some of the strategies used in this experiment, which include: cooperative learning based on mixed ability level, learners participation/involvement, creating conducive atmosphere for learners, impromptu discussions and interactions among pupils and assessment of pupils' work to correct their errors.

5.5 Suggestions for further Studies

The study investigated the effects of class size of listening skills performance of primary five pupils in zaria local government area of kaduna state. A similar study could be extended to cover all the primary schools in the state and other states of the federation of Nigeria. Extensive study on whether or not class size is of any significant on pupils' performance need to be investigated. Finally, there should be research to establish the best way small and large classes be taught listening skills.

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APPENDIX I

LISTENING ASSESSMENT EXERCISE

This exercise is for masters' thesis to examine the "Effect of Class Size on Performance of Primary 5 Pupils in Listening skills of English Language". The exercise is carefully designed to obtain data/responses from primary five (5) pupils within Zaria Local Government Area.

PUPIL'S COPY

PRE-TEST

SECTION A: LISTENING TO WRITE DOWN MAIN POINTS

INSTRUCTION: Listen carefully to the information that your teacher will read aloud. Now that you have heard the information read, answer the following questions:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SECTION B: LISTENING TO CARRY OUT INSTRUCTIONS

INSTRUCTION: Listen carefully to the following instructions. You are expected to perform some actions as your teacher direct you to do.

Questions	Right answer is 1 mark	Wrong answer is 0 mark
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

SECTION C: LISTENING AND NOTE-TAKING

INSTRUCTION: Now that you have heard the story, write True or False in front of each statement.

1. Funke loves traveling to Offa by rail. _____
2. She leave from Iddo Railway station _____
3. She does not need a ticked to travel on the train._____
4. The train always comes on time _____
5. Funke's uncle does not live in Offa _____

6. The train goes very slowly _____

7. Many of the passengers are farmers. _____

8. It never has engine trouble _____

9. The beggars always fight on the train _____

10. Funke love a lot of things about traveling on a train _____

APPENDIX II

PRE-TEST

TEACHER'S COPY

Effect of Class Size on the Performance of Primary 5 Pupils on Listening Skills of English

SECTION 'A': Listening to write down main points

INSTRUCTION: Listen carefully to the information that your teacher will read aloud.

How to care for our body.

One day, the class teacher entered my class, primary VB. She wrote on the board, "parts of the body". Children you all will tell me the part of your body you like best and your reasons for it. She looked up and saw Bisi. Stand up Bisi, Miss Abu commanded. Bisi stood up reluctantly. She looked dirty from head to toe. Her uniform was torn in several places. There was a loud laughter from the whole class. The teacher told the class to keep quiet.

"I had wanted to teach you parts of the body before. Now, we are all going to learn how to care for our body". Audu, what should you do when you wake up in the morning? Miss Abu asked Bisi's partner. Audu got up, looked at Bisi's from head to toe. He said, "First of all, get a bucket of clean water. Then, brush your teeth with toothpaste and tooth brush. Next, was your body with a good sponge and some soap". Ade helped him further, "you make sure you wash your body thoroughly every morning. Then, you dry your body with a clean towel. It's good to rub some cream on your skin".

The teacher nodded her head and said, "yes, yes, the two of your are right. We use sponge and soap to wash off all the dirt from our body. We also use cream so as to make our skin smooth and shining. Now that you have heard the information read, answer the following questions:

Q1. What is the name of the class teacher?

Answer: Her name is Miss Abu.

Q2. How did Bisi look?

Answer: she looks dirty.

Q3. Who was the first person to answer the teacher's questions?

Answer: The first person to answer the teacher's question is Adudu.

Q4. List three things you can use to wash your body.

Answer: (1) A clean water.

(2) A sponge.

(3) A soap.

(4) Toothpaste & tooth brush.

Q5. Why do we have to use body cream?

Answer: we use body cream so as to make our skin smooth and shining.

Now, listen carefully to your teacher. He will read the second part of the information two times. Then, you answer the question that follows.

Miss Abu looked up and down the class room. Her eyes fell on one. She said, "Yomi, tell us about how you care for your body". T stood up and continued form where Ade stopped. "After I have washed my body every morning, I comb my hair thoroughly.

I always keep my hair low. I also make sure I keep my finger nails short and neat. I wash my dirty clothes after school every Friday or Saturday morning. When the clothes are dry, I make sure I iron every one of them and hang them neatly. Every day, before coming to school, I clean my school sandals and arrange my books neatly into my school bag".

"Clap for him everybody". Miss Abu commanded the class. "Yes" she continued, "I do not have to tell you what you should do before coming to school. You have heard it all from your friends. Bisi, as from now, take good care of your body."

Q6. What does Yomi usually do when he washed his body every morning?

Answer: He usually combs his hair thoroughly.

He also keeps his hair low

He cut his finger nails short and neat.

Q7. Is it good to keep one's hair low?

Answer: Yes

Q8. What should you do when your clothes are dirty?

Answer: washed the clothes and iron them.

Q9. What can you use to cut your finger nails?

Answer: Razor blade nails cutter etc

Q10. Name the things you should do before going to school every day.

Answer: Everyday, before coming to school, I clean my school sandals; arrange my books neatly into my school bag etc

SECTION 'B' listening to carry out instructions

INSTRUCTION: Listen carefully to the following instructions. You are expected to perform some actions as your teacher direct you to do.

1. Stand up and jump three times.
2. Go to the board, draw a big circle.
3. Draw a small one inside it.
4. Draw a rectangle to the right of the big circle.
5. Draw a triangle inside the small circle.
6. Close the door and open the window.
7. There is a bucket under the table, carry it with your left hand and keep it on the left side of the table.
8. Remove all the books inside the bucket.
9. Put them on the right side of the table.

10. Remove all the pencils inside the bucket, put them in between the bucket and the books.

S/No.	Questions	Right answer 1 mark	Wrong answer 0 mark
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Section C' listening and note-taking.

INSTRUCTION: Listen to a story your teacher will read to you and answer the questions that follows.

Travelling by rail

Funke does not like travelling to offa by rail, but she has to do it every year to visit her uncle. She leaves from Iddo Railway Station in Lagos. The train leaves around 10a.m. So, Funke usually gets to Iddo by 8.30 a.m. she buys her ticket and waits for the train.

She often waits for a long time because the train is always late. Funke sites on a long bench at the station among a lot of people. Many of them are traders. So they have a lot of bags and baskets. Funke knows when the train is coming because it hoots very loudly and stops with a lot of noise. Everybody rushes to get a seat inside because there are too many passengers.

The train goes very slowly and stops at every village on the way. It drops passengers and picks up some more. A ticket mangoes round the train at least two times to check the passengers' tickets. Very often, the train has some engine trouble on the way and passengers wait patiently

on the train until the engine is fixed. There are too many beggars on the train. They make a lot of noise and fight. Funke hates all the dirt and the crowd. Now that you have heard the story read, write True or False in front of each statement.

1. Funke loves travelling to Offa by rail. (False)
2. She leaves from Iddo railway station. (True)
3. She does not need a ticket to travel on the train. (False)
4. The train always comes on times. (False)
5. Funke's uncle does not live in Offa. (False)
6. The train goes very slowly. (True)
7. Many of the passengers are farmers. (False)
8. It never has engine trouble
9. The beggars always fight on the train. (True)
10. Funke loves a lot of things about travelling on a train. (False)

APPENDIX III
TREATMENT

Section A: Listening to write down main points

Passage A

Instruction: Listen carefully to the passage that your teacher will read aloud.

My Family house

Deji's family house.

I am from Alamu's family. My family house is an old compound with six huts. Father takes me to the family house. We have both old and young people living there. Father says that they are our relatives. Relatives are family members. They are our cousins, aunts, uncles, nieces, nephew and grannies. We have a yard. This is where important family meetings take place. My grandparents hut is the first. It followed by father's hut. In the hut, we have an old bamboo bed.

There is a mango tree at a corner of the yard. Under the tree, we have big local water pot. Everybody drinks from the pot. We have a corner where yam and cassava are stored.

My family house also has a good head. He is called Olori Ebi. His name is pallori. He is an old man. A young woman serves some egg plants, mangoes oranges and bananas she offers me some 'have some bananas' she said. Thank you ma' I replied.

Now that you have heard the passage read, answer the following question:

1. From which family is Deji?
2. Is his family house an old or new compound?
3. What kind of people is living there?
4. Where do the important family meetings take place?
5. Whose hut is the first?
6. What is the name of the family head?
7. Who offers Deji some bananas?

8. Do you have a family house?

9. Do you like Deji's family house?

10. Do you have a yard in your compound

Lesson: listening to write down main points.

Topic: How to care for our body.

Instructional Objective: By the end of the lesson the pupils should be able to:

1. Discuss the sequences of events in the passage.

2. Demonstrate interest in the lesson by participating in class activities.

3. Answer questions on the passage.

Introduction:

Researcher introduces the lesson by asking pupils questions on previous knowledge. For example, ask pupils whether they have listen to a story before and find out what kind.

Researcher employed some of the strategies outlined by Johnson, (2000) foundation for good listening comprehension which are as follows:

a.Encourage pupils-teacher interaction

b. Stimulate interaction among pupils

c. Promote active learning

d. Give prompt feedback

e. Communicate with high expectation

Presentation:

Pre-listening activities

a. Motivation

b. Pupils brainstorm kind of stories

c. Pupils narrate simple stories

During listening activities

The lesson was presented through the following steps:

Step 1. Cooperative learning: this is a group learning based on mixed ability, gender and other supporting variables as a strategy for effective teaching and learning in large classes.

a. Pupils were asked to narrate simple stories.

a. They were asked to decide whether the story is sad or happy.
b. Researcher read a story to their listening as follows:

How to care for our body

One day, the class teacher entered my class, primary VB. She wrote on the board, (parts of the body). Children you all will tell me the part of your body you like best and your reasons for it. She looked up and saw Bisi. Stand up Bisi, Miss Abu commanded.

Bisi stood up reluctantly. She looked dirty from head to toe. Her uniform was torn in several places. There was a loud laughter from the whole class. The teacher told the class to keep quiet.

"I had wanted to teach you parts of the body before. Now, we are all going to learn how to care for our body" .

" Audu, what should you do when you wake up in the morning ?" Miss Abu asked Bisi's partner.

Audu got up, looked at Bisifrom head to toe. He said, "first of all, get a bucket of clean water. Then, brush your teeth with toothpaste and tooth brush. Next, wash your body with a good sponge and some soap".

Ade helped him further, "you make sure you wash your body thoroughly every morning. Then, you dry your body with a clean towel. It's good to rub some cream on your skin".

The teacher nodded her head and said, "yes, yes, the two of you are right. We use sponge and soap to wash off all dirt from our body. We also use cream so as to make our skin smooth and shinning.

Now, listen carefully to your teacher. She will read the second part of the information.

Miss Abu looked up and down the class room. Her eyes fell on one. She said, “Yomi, tell us about how you care for your body”.

I stood up and continued from where Ade stoped. “After I have washed my body every morning, I comb my hair thoroughly. I always keep my hair low. I also make sure I keep my finger nails short and neat. I wash my dirty clothe after school every Friday or on Saturday morning. When the clothes are dry, I make sure I iron every one of them and hang them neatly. Every day, before coming to school, I clean my school sandals and arrange my books neatly into my school bag”.

“Clap for him everybody”. Miss Abu commanded the class. “yes” she continued, “I do not have to tell you what you should do before coming to school. You have heard it all from your friends. Bisi, as from now, take good care of your body.

Step 2 Learners involvement: this is the provision of experiences for pupils in listening comprehension in large classes such as varying teaching methods that encourage much interaction, discussion and learners participation/involvement.

a. Pupils were made to understand clearly each sentence in terms of pronunciation.
b. Pupils were asked to repeat each sentence (aloud).
c. Pupils were made to listen to the story in short paragraphs, and say each paragraph aloud.
d. They were allowed to interact and discuss the story within themselves
e. Researcher instructed pupils to fine new words in the story

Step3. After the first reading, researcher explained new words in the passage. For example, sponge, reluctantly, torn, thoroughly, neatly, arrange, head, toe, rub, care etc.

Step4. Researcher repeated the reading of the passage once.

Step 5 Here, pupils were allowed to discuss within themselves and asked questions on areas of difficulties.

Post-listening activities

Evaluation

a. Pupils discussed what they like/didn't like about the story.
b. Researcher evaluates by asking questions based on the story narrated. Now that you have heard the information read, answer the following questions:

Q1. What is the name of the class teacher?

Q2. How did Bisi look?

Q3. Who was the first person to answer the teachers' questions?

Q4. List three things you can use to wash your body.

Q5. Why do we have to use body cream?

Q6.What does Yomi usually do when he washed his body?

Q7. Is it good to keep one's hair low?

Q8. What should you do when your clothes are dirty?

Q9. What can you use to cut your finger nails?

Q10. Name the things you should do before going to school everyday.

Conclusion

Researcher concludes her lesson by marking pupils' work and correcting their errors.

Section B: Listening for instruction.

"Shopping list"

Instruction: Listen carefully to a woman shopping list that your teacher will read out. Now that you have heard what is on the shopping list, write out all the items and the amounts just as you head them. Before you start, the teacher will call out the items again.

Mother went to the market to buy the following:

(1) 6 Tubers of yams: ₦300.00

(2) 4 Bowls of rice: ₦ 400.00

(3) 2 Packets of sugar; ₦ 150.00

(4) 1 Small tin of Milo: ₦ 180.00

(5) 6 Tins of peak milk: ₦ 950.00

(6) 1 Gallon of groundnut oil: ₦ 800.00

(7) 1 Gallon of vegetable oil: ₦ 980.00

(8) 5 Bowls of gari: ₦ 200.00

(9) 1 Large toothpaste: ₦ 120.00

(10) 10 Cups of beans and some vegetables: ₦ 200.00

S/No	Question	Right answer I mark	Wrong answer 0 mark
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Passage B

Listening for instructions.

Instruction: Listen to your teacher. She will read out a very short passage to you and tell you what to do.

Asejire Water-Works

Asejire water-works is in Ibadan, Oyo State. The water-works is on Asejire river. On Asejire river, there is Asejire dam. Engineers treat water from the dam. This is to make it clean for people to drink. This water is then pumped into the city of Ibadan for people's use. Water from some dams are used for irrigation. The water from Asejire dam is not for irrigation, but for drinking.

Spelling exercise

Instruction: write down the following words correctly. Your teacher will read them aloud:

1. Water-works
2. River
3. Pumped
4. Treated
5. Engineers
6. Irrigation
7. Drinking
8. Clean
9. Dam
10. Ibadan

Steps to take in teaching Listening for Instruction in Small and Large Classes

Lesson: Listening Comprehension.

Topic: Listening for Instruction.

Instructional Objectives: By the end of the lesson the pupils will be able to:

1. Perform the actions very well.

2. Demonstrate interest in the lesson by participating in class activities.

3. Answer questions correctly.

a) Introduction

Researcher introduces the lesson by instructing pupils to perform some actions, For example, stand up, close your eyes, raise up your hands, open your eyes, bring down your hands, and sit down. This is done in order to brain storm the pupils and arouse their interest to listen attentively to the main topic.

b) Presentation

Researcher presented the lesson through the following steps:

Step1. In this lesson, active learning strategies are employed, that is, using 3-5 minutes for impromptu discussion/interaction and asking pupils to share personal experiences related to the content area. Pupils also listened carefully to the story that was read by the researcher. Pupils were given instructions to perform some actions, for example, Aliyu, stand up and jump three times. Mary, go to the board and draw a big circle. Umar, go to the board and draw a small circle inside the big circle, etc until all pupils performed different actions.

Step 2 Researcher asked pupils to repeat saying the sentences aloud as the teacher said.

Step 3 Researcher repeated given the instructions again for more understanding of the pupils.

Step4Researcher explains again and demonstrates the actions for further understanding pupils.

Step5 Pupils were asked to perform some of these actions inside their exercise books, for example, draw a big circle. Draw a rectangle inside the big circle .Draw a triangle to the right side of the big circle. Use a green colour to shade the rectangle.

Evaluation

Researcher evaluates by going round the class to check pupils' work and correct their errors.

Conclusion

She concludes by assigning pupils to go home and practice how to draw a box, by using blue and red colour to paint the box.

Section ‘C’ – Listening and not-taking

Instruction: - Listen carefully to your teacher, she will read a story to you.

Passage A

Once upon a time, a farmer and a tortoise were great friends. This was very strange because the farmer was a hardworking man, but the tortoise was a lazy, good- for-nothing animal. Many fruits and vegetables grew on the farmers land. He also had some very fine yams. The tortoise was too lazy to farm. He caught rats and snails in the forest. Also he did some petty trading from time to time, if the work was not too difficult.

At harvest time the tortoise grew jealous of the farmer’s ripe fruits. He decided to steal some of them. One day, he told his friend he was going to hunt in the forest at night. But instead, he went to the farm and stole his friend’s yams. For several weeks, the tortoise and his family lived on stolen yams and fruits as well as a few rats which he caught in his traps.

Soon, the farmer knows that some of his yams and fruits were stolen. He asked his friend, “What plan have you got, the clever tortoise, to catch the thief?”

Answer these Questions

Choose the correct answer from the following:

1. The tortoise and the farmer were.
    (a) Great enemies
    (b) Good classmates
    (c) Great friends
    (d) Good customers.
2. The farmer had on his farm
    (a) Vegetables and yams
    (b) Vegetables, fruits and yams.
    (c) Fruits and vegetables.

(d) Fruits, vegetables and coco-yams

3. The tortoise could not farm because

   (a) He was very lazy.

   (b) He was a good –for-nothing farmer.

   (c) He had cracks on his back.

   (d) He could catch rats and snails in the forest.

4. At harvest time the tortoise

   (a) Planted his own crops

   (b) Stole the farmer's yams

   (c) Went to hunt in the forest.

   (d) Fed his family with a few rats, which he caught in his traps.

5. Later on, the farmer knew that

   (a) Some of his yams were stolen

   (b) none of his yams was stolen

   (c) some of his yams and fruits were stolen

   (d) some of his fruits and vegetables were stolen

6. The farmer asked the tortoise for his advice because.

   (a) He thought that the tortoise was clever.

   (b) He knew that the tortoise was the thief.

   (c) The tortoise was older.

   (d) The tortoise was a detective.

Passage B

Instruction: listen carefully to the passage that your teacher will read aloud.

<u>Verbal Complaint</u>

My name is Eno. At break time yesterday, as I sat down to eat my snacks, a big boy called Ibe in primary four come up to me. He demanded for some of my cake. I refused to give him. He threatened that he would deal with me after school. I didn't take him seriously. As I was going home after school, Ibe suddenly appeared in front of me and hit me in the eye and ran off. Some children came to my rescue. The eye got swollen, red, and painful. When I got home, my mother had to take me to a clinic and the doctor recommended some medicine for me.

The next morning, my mother went with me to school and reported the incident to the headmistress. Ibe didn't come to school, so, the headmistress sent a note to his parents asking them to come to school the next day. The following morning, my parents and I as well as Ibe and his parents met in the school office. The eye was still red and painful. It was shown to Ibes' parents. In addition, my mother presented the receipt for the cost of the treatment of the eye and demanded a refund. Also my parents insisted that Ibe should be properly punished because he was in the habit of demanding food from little children with force. Ibe was eventually suspended from school for two weeks. Now you have hard the passage read, answer the following question by choosing the right answer.

1. What would you call this passage?
   (a) Speech
   (b)Complaint
   (c)A talk
2. Who owned the cake
   (a) Ibe
   (b)A girl
   (c)Eno
3. When did the attack happen?
   (a) At break time

(b) In the morning

(c) After school

4. In what class was Ibe?

(a)Primary four

(b)The class was not mentioned

(c)Primary one

5. What is the meaning of "refund"?

(a) To find

(b)To refine

(c) To pay back.

6. How did Ibe's parents know about the incident?

(a) Ibe told them

(b)Through the headmistress' note

(c)A child in the school told them

7. What habit did Ibe have?

(a)Playing with small boys

(b)Taking younger children's snacks with force.

(c)Forcing younger children to eat his food.

8. What punishment did Ibe get? He had to

(a) Stay back for two hours after school

(b) Pick litter for two weeks

(c)Stay at home for two weeks.

Steps to take in teaching Listening to gather specific details in Small and Large Classes

Lesson: Listening to gather Specific details in Small and Large Classes.

Topic: A farmer and a tortoise

Instructional Objectives: By the end of the lesson the pupils will be able to:

1. Demonstrate interest in the lesson by participating in class activities.

2. Discuss the sequences of events in the story.

3. Answer questions on the passage.

Introduction: Researcher introduces her lesson by asking pupils questions on previous knowledge. For example, who can narrate a simple and short story to the class?

Presentation: Researcher presents her lesson through the following steps:

Pre-listening activities

a. Motivation.
b. Pupils brainstorm kind of stories.
c. Encourage pupils-teacher interaction.
d. Stimulate interaction among pupils.
e. Promote active learning through sharing materials like language laboratory, video and audio tapes with close-by schools, which can be very effective and beneficial to the pupils. According to Webb, (1992) sharing strategy can augments inadequate resources for the benefit of both schools and their population. Here, pupils are instructed to listen carefully to the passage to be read and answer the questions to be followed.

<u>A farmer and a tortoise</u>

Once upon a time, a farmer and a tortoise were great friends. This was very strange because the farmer was a hardworking man, but the tortoise was a lazy, good-for-nothing animal.

Many fruits and vegetables grew on the farmers land. He also had some very fine yams. The tortoise was too lazy to farm. He caught rats and snails in the forest. Also he did some petty trading from time to time, if the work was not too difficult. At harvest time the tortoise grew jealous of the farmer's ripe fruits. He decided to steal some of them. One day, he told his friend he was going to hunt in the forest at night. But instead, he went to the farm and stole his friend's

yams. For several weeks, the tortoise and his family lived on stolen yams and fruits as well as a few rats which he caught in his traps.

Soon, the farmer knows that some of his yams and fruits were stolen. He asked his friend, what plan have you got, the clever tortoise, to catch the thief.

Step 2. Give each group working guidelines that requires group members' contribution about their ideas related to the task at hand. Here, the researcher reads the passage for the second time and also explain the new words contain in it. For example, words like strange, lazy, detective, clever, older, traps, fed, grew, petty trading, jealous, harvest time, snails, would be explain based on context of usage.

Step 3.The researcher would repeat reading the passage again.

Step4. Pupils were allowed to ask questions, and discussed what they like/didn't like about the story.

Evaluation: The researcher evaluates by asking pupils questions based on the story.

Now, listen attentively and answer the following question in your answer sheet.

Choose the correct answer from the following:

Q1.The tortoise and the farmer were

(a)Great enemies

(b)Good classmates

(c)Great friends

(d)Good customers.

Q2.The farmer had on his farm

(a)Vegetables and yams

(b)Vegetables, fruits and yams

(c)Fruits and vegetables

(d) Fruits, vegetables and coco-yams

Q3. The tortoise could not farm because

(a)He was very lazy

(b)He was a good-for-nothing farmer.

(c)He had cracks on his back

(d)He could catch rats and snails in the forest

Q4. At harvest time the tortoise

(a)Planted his own crops

(b)Stole the farmer's yams

(c)Went to hunt in the forest

(d)Fed his family with a few rats, which he caught in his traps

Q5.Later on, the farmer knew that

(a)Some of his yams were stolen

(b)None of his yams was stolen

(c)Some of his yams and fruits were stolen

(d)Some of his fruits and vegetables were stolen

Q6.The farmer asked the tortoise for his advice because,

(a)He thought that the tortoise was clever,

(b)He know that the tortoise was the thief,

(c)The tortoise was older

(d)The tortoise was a detective.

APPENDIX 1V

POST-TEST

TEACHER'S COPY

Effect of Class Size on the Performance of Primary 5 Pupils on Listening Skills of English

SECTION 'A': Listening to write down main points.

INSTRUCTION: Listen carefully to the information that your teacher will read aloud.

How to care for our body.

One day, the class teacher entered my class, primary VB. She wrote on the board, "parts of the body". Children you all will tell me the part of your body you like best and your reasons for it. She looked up and saw Bisi. Stand up Bisi, Miss Abu commanded. Bisi stood up reluctantly. She looked dirty from head to toe. Her uniform was torn in several places. There was a loud laughter from the whole class. The teacher told the class to keep quiet.

"I had wanted to teach you parts of the body before. Now, we are all going to learn how to care for our body". Audu, what should you do when you wake up in the morning? Miss Abu asked Bisi's partner. Audu got up, looked at Bisi's from head to toe. He said, "First of all, get a bucket of clean water. Then, brush your teeth with toothpaste and tooth brush. Next, was your body with a good sponge and some soap". Ade helped him further, "you make sure you wash your body thoroughly every morning. Then, you dry your body with a clean towel. It's good to rub some cream on your skin".

The teacher nodded her head and said, "yes, yes, the two of you are right. We use sponge and soap to wash off all the dirt from our body. We also use cream so as to make our skin smooth and shining. Now that you have heard the information read, answer the following questions:

Q1. What is the name of the class teacher?

Answer: Her name is Miss Abu.

Q2. How did Bisi look?

Answer: she looks dirty.

Q3. Who was the first person to answer the teacher's questions?

Answer: The first person to answer the teacher's question is Adudu.

Q4. List three things you can use to wash your body.

Answer: (1) A clean water.

(2) A sponge.

(3) A soap.

(4) Toothpaste & tooth brush.

Q5. Why do we have to use body cream?

Answer: we use body cream so as to make our skin smooth and shining.

Now, listen carefully to your teacher. He will read the second part of the information two times. Then, you answer the question that follows.

Miss Abu looked up and down the class room. Her eyes fell on one. She said, "Yomi, tell us about how you care for your body". T stood up and continued form where Ade stopped. "After I have washed my body every morning, I comb my hair thoroughly.

I always keep my hair low. I also make sure I keep my finger nails short and neat. I wash my dirty clothes after school every Friday or Saturday morning. When the clothes are dry, I make sure I iron every one of them and hang them neatly. Every day, before coming to school, I clean my school sandals and arrange my books neatly into my school bag".

"Clap for him everybody". Miss Abu commanded the class. "Yes" she continued, "I do not have to tell you what you should do before coming to school. You have heard it all from your friends. Bisi, as from now, take good care of your body."

Q6. What does Yomi usually do when he washed his body every morning?

Answer: He usually combs his hair thoroughly.

He also keeps his hair low

He cut his finger nails short and neat.

Q7. Is it good to keep one's hair low?

Answer: Yes

Q8. What should you do when your clothes are dirty?

Answer: washed the clothes and iron them.

Q9. What can you use to cut your finger nails?

Answer: Razor blade nails cutter etc

Q10. Name the things you should do before going to school every day.

Answer: Everyday, before coming to school, I clean my school sandals; arrange my books neatly into my school bag etc

SECTION 'B' listening for instruction

INSTRUCTION: Listen carefully to the following instructions. You are expected to perform some actions as your teacher direct you to do.

1. Stand up and jump three times.
2. Go to the board, draw a big circle.
3. Draw a small one inside it.
4. Draw a rectangle to the right of the big circle.
5. Draw a triangle inside the small circle.
6. Close the door and open the window.
7. There is a bucket under the table, carry it with your left hand and keep it on the left side of the table.
8. Remove all the books inside the bucket.
9. Put them on the right side of the table.
10. Remove all the pencils inside the bucket, put them in between the bucket and the books.

S/No.	Questions	Right answer 1 mark	Wrong answer 0 mark
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Section c' listening and note-taking.

INSTRUCTION: Listen to a story your teacher will read to you and answer the questions that follows.

Travelling by rail

Funke does not like travelling to offa by rail, but she has to do it every year to visit her uncle. She leaves from Iddo Railway Station in Lagos. The train leaves around 10a.m. So, Funke usually gets to Iddo by 8.30 a.m. she buys her ticket and waits for the train.

She often waits for a long time because the train is always late. Funke sites on a long bench at the station among a lot of people. Many of them are traders. So they have a lot of bags and baskets. Funke knows when the train is coming because it hoots very loudly and stops with a lot of noise. Everybody rushes to get a seat inside because there are too many passengers.

The train goes very slowly and stops at every village on the way. It drops passengers and picks up some more. A ticket mangoes round the train at least two times to check the passengers' tickets. Very often, the train has some engine trouble on the way and passengers wait patiently on the train until the engine is fixed. There are too many beggars on the train. They make a lot of

noise and fight. Funke hates all the dirt and the crowd. Now that you have heard the story read, write True or False in front of each statement.

8. Funke loves travelling to Offa by rail. (False)
9. She leaves from Iddo railway station. (True)
10. She does not need a ticket to travel on the train. (False)
11. The train always comes on times. (False)
12. Funke's uncle does not live in Offa. (False)
13. The train goes very slowly. (True)
14. Many of the passengers are farmers. (False)

8. It never has engine trouble
9. The beggars always fight on the train. (True)
10. Funke loves a lot of things about travelling on a train. (False)

APPENDIX V

PUPIL'S COPY

POST-TEST

SECTION A: LISTENING TO WRITE DOWN MAIN POINTS

INSTRUCTION: Listen carefully to the information that your teacher will read aloud. Now that you have heard the information read, answer the following questions:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SECTION B: LISTENING TO CARRY OUT INSTRUCTIONS

INSTRUCTION: Listen carefully to the following instruction. You are expected to perform some actions as your teacher direct you to do.

Questions	Right answer is 1 mark	Wrong answer is 0 mark
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

SECTION C: LISTENING AND NOTE-TAKING

INSTRUCTION: Now that you have heard the story, write True or False in front of each statement.

1. Funke loves traveling to Offa by rail. _____
2. She leave from Iddo Railway station _____
3. She does not need a ticked to travel on the train._____
4. The train always comes on time _____
5. Funke's uncle does not live in Offa _____

6. The train goes very slowly _____
7. Many of the passengers are farmers. _____
8. It never has engine trouble _____
9. The beggars always fight on the train _____
10. Funke love a lot of things about traveling on a train _____

APPENDIX VI

OUTPUT FOR RELIABILITY RESULTS

Reliability

Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded(a)	0	0.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.(a)
		N of Items	1
	Part 2	Value	.(a)
		N of Items	1
	Total N of Items		2
Correlation Between Forms			0.671
Spearman-Brown Coefficient	Equal Length		0.803
	Unequal Length		0.803
Guttman Split-Half Coefficient			0.802

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

b. The item is: TEST_LFI

c. The item is: RETEST_LFI

Inner-item Correlation Matrix

	TEST_LFI	RETEST_LFI
TEST_LFI	1.000	0.671
RETEST_LFI	0.671	1.000

The covariance matrix is calculated and used in the analysis.

Intraclass Correlation Coefficient

	Intraclass Correlation(a)	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	0.670	0.259	0.876	5.060	14.0	14	0.002
Average Measures	0.802	0.411	0.934	5.060	14.0	14	0.002

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.

b. The estimator is the same, whether the interaction effect is present or not.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Reliability

Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded(a)	0	0.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.(a)
		N of Items	1
	Part 2	Value	.(a)
		N of Items	1
	Total N of Items		2
Correlation Between Forms			0.512
Spearman-Brown	Equal Length		0.677
Coefficient	Unequal Length		0.677
Guttman Split-Half Coefficient			0.675

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

b. The item is: TEST_LISINS

c. The item is: RETEST_LISINS

Inter-Item Correlation Matrix

	TEST_LISINS	RETEST_LISINS
TEST_LISINS	1.000	0.512
RETEST_LISINS	0.512	1.000

The covariance matrix is calculated and used in the analysis.

Intraclass Correlation Coefficient

	Intraclass Correlation(a)	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	0.509	0.016	0.803	3.077	14.0	14	0.022
Average Measures	0.675	0.032	0.891	3.077	14.0	14	0.022

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.

b. The estimator is the same, whether the interaction effect is present or not.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Reliability

Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded(a)	0	0.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.(a)
		N of Items	1
	Part 2	Value	.(a)
		N of Items	1
	Total N of Items		2
Correlation Between Forms			0.425
Spearman-Brown	Equal Length		0.597
Coefficient	Unequal Length		0.597
Guttman Split-Half Coefficient			0.569

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

b. The item is: TESTLGSD

c. The item is: RETEST_LGSD

Inter-Item Correlation Matrix

	TESTLGSD	RETEST_LGSD
TESTLGSD	1.000	0.425
RETEST_LGSD	0.425	1.000

The covariance matrix is calculated and used in the analysis.

Intraclass Correlation Coefficient

	Intraclass Correlation (a)	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	0.398	-0.124	0.747	2.322	14.0	14	0.063
Average Measures	0.569	-0.283	0.855	2.322	14.0	14	0.063

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.

b. The estimator is the same, whether the interaction effect is present or not.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.