SOME CLASSROOM PRACTICES IN THE TEACHING OF LISTENING COMPREHENSION IN SELECTED SENIOR SECONDARY SCHOOLS IN KOGI LOCAL GOVERNMENT AREA

BY

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DECLARATION

I declare that this thesis *SOME CLASSROOM PRACTICES IN THE TEACHING OF LISTENING COMPREHENSION IN SELECTED SENIOR SECONDARY SCHOOLS IN KOGI LOCAL GOVERNMENT AREA* has been written by me as a record of my own research work. It has not been presented in any previous application for a higher degree. All sources of information are specifically acknowledged by means of references.

Mrs. Christianah A. AKANDE

Date:_____

CERTIFICATION

This thesis entitled *SOME CLASSROOM PRACTICES IN THE TEACHING OF LISTENING COMPREHENSION IN SELECTED SENIOR SECONDARY SCHOOLS IN KOGI LOCAL GOVERNMENT AREA* by Akande, Christianah Aina meets the regulations governing the award of the degree of Master of Education in Teaching English as a Second Language (TESL) of the Faculty Board of Education, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my late parents:

Mr. Philip Baba Tsado and

Mrs. Cecilia Titi Tsado.

ABSTRACT

The study is a survey work on some classroom practices in the teaching of Listening Comprehension in Selected Senior Secondary Schools in Kogi by L.G.A. It set out to examine the techniques, activities and materials used for teaching the skill and also to identify problems encountered during Listening Comprehension Lessons.

The subjects of the study were students and teachers of English in the Senior Secondary Schools. The two main instruments of the study were questionnaire and classroom observation. In the questionnaire, the opinions of teachers and students were sought concerning the teaching of Listening Comprehension. Lessons were observed to examine the techniques, activities and materials used for teaching the skill.

The analyses were done using frequencies and percentages. The results have shown that teachers teach the skill but mainly for examination purposes. The findings also revealed that the most common technique used is "reading aloud" and the most used teaching material is the "teacher's natural voice", while "listening to passages from textbooks" is the most used activity.

Among the main recommendations are:

Teacher Education Programmes should incorporate the teaching of Listening Comprehension into their English Language Programmes. Also teachers should teach not just for examination purposes alone, but they should be responsive to the student's needs and the realities of the second language situation in Nigeria.

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ABBREVIATIONS.

ESL	-	It is an abbreviation for English as a Second Language.
ELT	-	English Language Teaching.
S.S.S.	-	Senior Secondary School.
N.C.E.	-	Nigeria Certificate of Education.
B.Ed.	-	Bachelor of Education.
P.G.D.E.	-	Post Graduate Diploma in Education.
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation.

DEFINITION OF TERMS USED IN THE STUDY

CLASSROOM OBSERVATION: In this study it refers to a technique for studying the classroom behaviour of teachers in such a way that this behaviour is evaluated.

COMMUNICATION: It is the process by which senders and receivers of messages interact. In this study, it involves teachers and students in a listening comprehension lesson.

EFFECTIVE TEACHING: This takes place when all factors that contribute to learning are met. This would then result to positive learning [in the learners].

COMPREHENSION: It refers to the exercise aimed at improving or testing one's understanding of a language (written or spoken). In this study, it refers to the understanding of the spoken language.

TEACHER PRACTICES: In this study, it refers to the techniques, methods, materials and activities used by teachers in teaching Listening Comprehension.

TECHNIQUE: This is implementational. It refers to a particular strategies or contrivance used to accomplish an immediate objective. It must be consistent with a method in harmony with an approach as well (Anthony, 1972:5)

CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND TO THE STUDY

In language teaching and learning generally, listening, speaking, reading and writing are seen as the four language skills. These skills are very important if a child is to learn a language. In the early 1960s, emphasis was more on the teaching of reading and writing. Oderinde (1979) asserts that during that period, English Language was taught as if there were only one variety of English - that of the formal written English. The other two skills (speaking and listening) were neglected. However, in recent times, more attention has been paid to the teaching of these skills (listening and speaking). This is evident in the fact that Oral English has now been made compulsory in schools. The attention given to Oral English is as a result of the growing interest in Language as a communicative tool.

Communication involves two or more people, but speaking in itself does not constitute communication unless it is listened to and comprehended. Comprehension is therefore essential in language teaching and learning. Tomori (1967:30) in emphasizing the importance of comprehension in language learning, has this to say:

> Comprehension is an essential activity of everyday life. Man comprehends to be able to survive in his environment. To comprehend the linguistic element, the person must be able to hear and understand its sounds and must be able to see or feel and understand.

The function of English as a means of communication makes it an essential language to teach. Bamgbose (1970) observes that out of all the heritage the British left behind in Nigeria at the end of the colonial administration, perhaps, English is the most important. Banjo (1989:1-4) also expresses the fact that the uniqueness of English language as a subject makes it more demanding to teach than other subjects. He says that because of the vital role English plays in our national life, it is necessary to consistently learn it at school over a long period of time and moreso other subjects have to be learnt and taught in English. There is therefore the need to design an appropriate curriculum for English Language Teaching at the Secondary School Level.

This study examines Listening Comprehension as it is taught in the Secondary Schools and particularly at the Senior Secondary School level. There has been much concern for the quality of teachers who teach English in the Secondary School. As Adeyanju (1989:65) puts it:

> The success of English depends on the quality of English teachers in schools. A teacher of English should have at least a Nigeria Certificate of Education

(NCE) with specialization in English or a first degree in ESL.

It has been observed by this researcher that some teachers who teach English in the Secondary Schools nowadays are teachers who offered disciplines other than English Language during their training. In addition, it is this researcher's view that some teachers who are trained to teach English appear not to practice what they were trained to do.

It appears also that in the teaching of English, more emphasis is placed on speaking, reading and writing. It is sad to note that in spite of the emphasis on communicative language teaching, listening has not been given adequate attention. Studies in the area of listening comprehension have revealed that the attitude of teachers toward the listening skill is lukewarm (Rivers, 1968; 1980; Brown, 1987). The problem, in fact, is that some teachers themselves do not listen. The erroneous view is that listening is a "passive" skill. A listener is far from passive in that he receives, analyses and interpretes the oral signals that came his way, recreating the message of the speaker.

Listening Comprehension is crucial in the teaching of not only English Language but also the other subjects, including the Sciences. Neglect of this skill is not justified. It is as important as other skills or even moreso because the phonological system of language

is acquired by listening and oral communication is impossible without a listening skill that is more developed than the speaking skill. Olaofe (1991:3) in stressing the importance of listening comprehension has this to say:

> Listening comprehension is an important everyday skill commonly used in all academic disciplines

Apart from listening to comprehension passages, students listen to lectures, talks, debates, radio broadcasts to mention a few. This of course makes it necessary for it to be given its proper place in language teaching and learning.

The position occupied by listening comprehension all over the world has changed from the period when the formal written English was the only variety taught. Oderinde (1979:75-80) explains that it is due to the growing interest in language as a communication instrument and the realization that competence in a second language depends solely on the habitual manipulation of sentences of that language. Oderinde also notes that current English language textbooks include listening comprehension as well as other skills. The modern languages National Curriculum for Senior Secondary Schools Volume 2 also includes listening comprehension and the three other skills. At the Senior Secondary School level the emphasis is on listening for main point, for implied meaning and for the

identification of the speakers purpose or tone. The content at this level is related to real or possible activities of everyday life. A teacher of English must therefore possess the necessary knowledge and skills to teach the communication skills.

How then do teachers teach this skill? Listening Comprehension is taught in the Secondary School by means of the teacher reading aloud to the learners while they listen and answer questions afterwards (Sangwa, 1987). In most cases the teacher assumes that the learners are listening. But are they actually listening? According to McKeating (1981), texts written originally for reading are usually more difficult to understand when they can only be heard. Therefore most learners found it difficult understanding texts read to them. They therefore lose interest in listening. Moreso, there is a difference between teaching listening comprehension and testing it. By reading written texts aloud to the students, are they being tested or taught? Students should not be forced to pay attention to the texts being read to them for, they may end up remembering very little. Teachers need to guide them in making notes while listening and encourage then to listen.

1.2 PURPOSE_OF_THE_STUDY

At the Senior Secondary School level, comprehension is seen as vital for the development of students' proficiency in English. Students are expected

to identify the main points of a speech, distinguish between stated and implied meanings in speech and make notes from lectures listened to. Teachers are expected to establish spoken communication in English with the students. This is done through complex listening materials dealing with real-life situations. It was thus necessary to investigate what exactly teachers do in their classes. To do this, the study has a threefold purpose.

(1) To examine teacher practices is the teaching of listening comprehension, namely: to examine the techniques and activities teachers use in teaching the skill.

(2) To find out the problems teachers encouter during listening comprehension lessons.

(3) To establish the teaching of listening comprehension.

1.3 STATEMENT OF THE PROBLEM

Communication is very important in language teaching and learning since naturally students are taught to listen and comprehend what they hear through communication. As Rockey (1983) says:

> Aural comprehension has always been recognized as an essential survival skill for students learning English as a second language.

However, this skill has not been given adequate attention in schools, particularly at the secondary school level. Most teachers seem to think that listening and comprehending generally, are fairly easier than speaking or writing. Moreover not much attempt has been made to examine how teachers teach listening comprehension at the secondary school level, especially at the senior secondary school. For this reason in this study we attempt to examine some classroom practices in the teaching of Listening Comprehension. In particular the study addresses itself to the following research problems:

1. the techniques teachers use in teaching Listening Comprehension;
2. the materials used and activities engaged in during Listening Comprehension lessons.

1.4 RESEARCH QUESTION

In order to examine teacher classroom practices concerning listening comprehension in schools, the following major research question and sub-questions were posed:

What are the classroom practices teachers engage in when teaching Listening Comprehension?

Sub-question:

1. What techniques do teachers employ in the teaching of Listening Comprehension?

2. What listening comprehension activities and materials do teachers use in their classrooms?

3. What problems (if any) do teachers encounter in the classroom during Listening Comprehension lessons?

4. Does academic qualification affect teachers' performance in the classroom?

1.5 NEED FOR THE STUDY

The performance of students in English language is very poor. This is because most students do not understand spoken English. A study conducted by Nwokoye *et al.* (1988) reveals that Oral English is not given much attention in schools. There was evidence of non-chalance among the teachers with respect to the teaching of Oral English. The majority of what students learn is through listening. According to Rankim (1968), students learn about eighty-five percent of what they know by listening. If that is the case, there is the need to examine how listening comprehension is taught in schools.

1.6 SIGNIFICANCE OF THE STUDY

In view of the apparent neglect of listening comprehension in secondary schools and because of its importance in communication and the need for its effective teaching at the secondary schools level, this research sets out to explore how it is taught. The study is considered an important contribution to its

teaching. The study is therefore significant in the following ways:

The findings of the study would not only make useful contributions in the area of teaching Listening Comprehension but also provide data for further research.

It would also reveal anomalies in the teaching of Listening Comprehension especially the techniques and materials used by teachers.

The findings could also be of use to curriculum planners for developing language teaching curriculum and syllabus, particularly in the area of Listening Comprehension. It is also expected to provide some criteria to be used in modifying existing teaching techniques and methods.

Lastly, the findings of this study, hopefully, would being about considerable improvement in language teaching and learning in general since the listening skill is very crucial to the learning of other subjects, and English language in particular.

1.7 BASIC ASSUMPTIONS

In order to investigate current teacher practices in the teaching of Listening Comprehension, the following basic assumptions are made:

1. Listening Comprehension is as essential a part of communication as speaking, reading and writing.

2. Listening comprehension is the most important component of communication.
3. The shortage of trained manpower to handle aspects of oral English in schools is an impediment to learning.
4. There is a shortage of learning materials to teach Listening Comprehension.

1.8 SCOPE AND DELIMITATION OF THE STUDY

This study is limited to six selected Senior Secondary Schools in Kogi Local Government of Kogi State. The study involved teachers of English who teach at the Senior Secondary Scools and their students.

1.9 LIMITATIONS

Due to time constraints and finance, the researcher could not use all the schools in the Local Government Area. Another limitation of the study is that the teachers used for the study may be considered few. Their views may be misleading if widely generalized.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter is concerned with the review of related literature in the area of listening comprehension teaching in the Senior Secondary School in Nigeria. The review focuses on the following:

(a) Teacher Education in Nigeria: form and purpose.

(b) English Language teaching in the Secondary School in Nigeria.

c) The teaching of Listening Comprehension in the Secondary Schools in Nigeria.

d) Classroom observation in English language teaching.

2.2 TEACHER EDUCATION IN NIGERIA: FORM AND PURPOSE

2.2.1 Forms of Teacher Training in Nigeria:

There have been many forms of teacher training in Nigeria. As Aina (1975) points out, historically, the forms of training teachers dated as far back as 1909. The provisions in the education ordinance of 1909 covered the range of pupil teachers. The pupil teachers were about fourteen years old teachers who passed standard five. They were recruited as teachers and they received one hour instruction daily from the head-teacher on how to teach.

However, the recent government policy has eliminated all forms of training below the Grade Two Teacher training level. A review of the National Policy on Education (1981) shows that the Grade II Teacher level will gradually be phased out and the minimum qualification will be the Nigeria Certificate of Education (NCE). At the time of this study, there are three patterns of training teachers for the pre-primary, primary and secondary schools. Accompanying these patterns are three levels of teacher training institutions.

Grade Two Teachers' Training Colleges which award the Grade Two Teachers' Certificate for primary school teachers.

Colleges of Education/Advanced Teachers' Colleges affiliated to Universities which award the Nigeria Certificate of Education (NCE) for teachers in the Junior Secondary Schools.

University Institute of Education and Departments of Education which award Certificates and Degrees in Education - Postgraduate Diploma in Education (PGDE), Bachelors in Education (B.Ed.), Bachelor in Arts and Education (B.A.Ed.) and Bachelor in Science and Education (B.Sc.Ed.) respectively. Other institutions that give the required professional training to teachers include National Teachers' Institute and Teachers' Centres.

2.2.2 Purpose of Teacher Education:

The National Policy on Education (1981:38) states that the purpose of Teacher Education are:

- to produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system;
- to encourage further the spirit of enquiry and creativity in teachers;
- to help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives;
- to provide teacher with the intellectual and professional background adequate for their assignment and to make them adequate to any changing situation not only in the life of their country, but in the wider world;
- to enhance teachers' commitment to the teaching profession.

It would be noted that the government has so far not been able to achieve these purposes. This is evident in the attitudes of some teachers to their profession. In the area of listening comprehension for instance, it has been observed that some teachers neither possess the professional background nor the creativity in teaching. It is this researcher's view that some teachers do not improvise where there is lack of materials to teach. They blame their students' poor performance on lack of materials to use in teaching. Most of them are not committed to the profession. Adaralegbe (1982) observes that the existing teacher education programmes are too academic and inadequate (at all levels) in response to emergent needs. He recommends that the academic

programme of Teachers' Colleges be widened, deepened, diversified and made flexible. Bamijoko (1982) suggests that teachers in Junior Secondary Schools should have appropriate orientation and attitudes and that they should thoroughly understand the objectives of Junior Secondary School.

However, this researcher does not see the existing teacher education programmes as being too academic and inadequate as stated by Adaralegbe. Rather the problem lies with the teachers themselves. Adaralegbe fails to see a situation whereby a teacher undergoes adequate training but does not practice what he was taught after leaving the Teachers' Training College. Seminars and workshops could be organised for teachers on the job so as to widen their knowledge and to be current in modern teaching methods. The suggestion made by Bamijoko is appropriate. Nevertheless, all teachers need to receive the right orientation and attitudes regardless of the level at which they teach.

The purpose of Teacher Education highlighted in the National Policy on Education seems far from being achieved. It appears that most teachers are not highly motivated. Teachers are not given incentives that can motivate them to work conscientiously and efficiently in the classroom. So also, most teachers are not creative. This explains why the negligence of the listening skill is often attributed to lack of materials to teach. Teachers should be able to improvise materials.

Furthermore, very few teachers are committed to the teaching profession and some of them lack the required intellectual and professional background adequate for teaching.

2.3 ENGLISH LANGUAGE TEACHING AT THE SECONDARY SCHOOL LEVEL IN NIGERIA - STATE OF THE ART

Various authors have expressed concern about the state of English language teaching at the secondary school level in Nigeria. (ADeyanju, 1974, 1989; and Ayodele, 1989 Sofenwa, 19759). In expressing dissatisfaction, Adeyanju (1974:33) has this to say:

> English in Nigerian Secondary Schools is in a state of quandary. There are generally far more failures in English than in any other subject at the WASC level.

It should be noted that in spite of all efforts being made to improve upon the teaching of English Language in schools, the situation has remained the same.

In the last two decades, much attention has been directed toward the improvement of English Language teaching in schools. The Grieve Report of 1962 is one of such efforts. Before then, English was taught as if it consisted of only the formal written English. The listening aspect of English was neglected. A new syllabus on English Language was then developed in 1964. In 1965, a number of central and local courses were

organized throughout the North by the Institute of Education, Ahmadu Bello University, Zaria and the British Council. The Grieve Report quotes a memorandum from A.B.U., Zaria which outlines four language skills:- listening, speaking, reading and writing. In the report, it was stated that writing, reading and speaking skills were given more attention than that of listening skill. As a result, students found it difficult to follow lectures delivered in a variety of English accents.

In 1966, the National Universities Commission (NUC) and the Federal Ministry of Education, with the financial support of the Ford Foundation, sponsored a nationwide survey. This led to the discovery of the many problems encountered in the teaching of English Language. It was observed that the quality of English teaching in the primary and secondary schools was low. Many Nigerian educators were said to view English simply as another subject in the curriculum. It should however be emphasized that the mastery of English has a basic relationship with the mastery of other subjects in the curriculum. In fact, failure in the other subjects means failure in English.

On language skills, the survey team reported that English language teachers at the secondary school level generally fail to give proper attention to language skill development, especially the listening skill. The reason for this was attributed to the fact that many

teachers of English at the secondary level had had little preparation in language teaching. They posses the content but not the method.

In spite of all efforts made to improve English language teaching, it is noteworthy that the problems are not over yet. Banjo (1974) observes that students' level of proficiency in English has fallen drastically. He attributes this to incompetence in the teaching of communication skills. Sofenwa (1975:24) in expressing concern on this issue puts it succintly:

> The cause of concern is that inspite of the tremendous efforts of the last ten years to improve the quality of English teaching and learning in schools; things have not improved even in the area of language usage let alone all round.

This statement made over a decade ago is still applicable to the prevailing situation. However, more efforts are still being made.

In order to find solution to the problems of teaching English language, Williams (1981: 22-29) presents some basic guidelines for teaching English Language. He based these guidelines on the assumption that the teacher of English is competent in the use of the language and knowledgeable in the basic techniques of classroom instruction. The guidelines are as follows:

> that English Language teachers need to be aware of the conflicts between the role and status of English language in Nigeria because the importance accorded to it has changed from what it used to

> be during the colonial era;
> that the mode of presentation of the textual materials depends on the teachers'artistry (page 22).

Being aware of the status and role of the English Language will enable the teacher to know how much English is required and what level of competence should be attained.

On the problems facing English language teaching in Nigeria, Williams (1990:10-12) attributes the problems to a number of factors

First, the language background of the students. Williams opines that the multilingual nature of the country places serious constraints on language teaching. In a class of forty for instance, the students may come from more than twenty different linguistic backgrounds. There may be different types of mother tongue interferences. In most cases, it poses serious problem for the teacher.

There is the problem of the role of English in relation to mother tongue. English plays a dual role in Nigeria. It is a second language and a medium of instruction. This dual role results in the problem of transfer. There is bound to be confusion as to what stage English changes its role from being a subject to being a medium of instruction.

The prevailing attitudes towards the use of local varieties of English is another factor. According to Williams the local varieties of English are not suitable

for academic purposes. Some people insist on teaching the local varieties while others are against it. The controversy as to what variety of English to teach poses a serious problem to English language teaching in Nigeria.

Williams also attributes the problem of ELT in Nigeria to textbooks and other basic teaching materials available. He stresses that the preparation of textbooks and syllabus materials is a problem in a multilingual situation, especially where English and mother tongue are medium of instruction. In some cases, teaching materials are not available and some textbooks are not even relevant to the students' linguistic background.

The physical conditions in the classroom can also pose problems to ELT. In an overcrowded class, teacher - effectiveness will be very low and the students may not be attentive. As a solution, the class could be divided into small groups.

Modern methods of language teaching sometimes conflict with traditional styles of instruction. Williams points out that modern approaches to language teaching conflict with the expected role of the teacher in a particular cultural setting. There is therefore the need for compromise in a diverse cultural setting like Nigeria.

Williams' assumption that the teacher of English is competent in the use of the language and knowledgeable in the basic techniques of classroom instruction is not acceptable. There is evidence that most of the teachers who teach English are not competent in the use of the language and they do not know the basic techniques of classroom instruction.

The issue of English playing a dual role raised by Williams may not be a problem. The problem however lies with what way to effect a uniform transfer from English as a subject and as a medium of instruction for the pupils. The problems enumerated by Williams can be solved effectively if the right approaches are employed.

On the teaching of Oral English, Ayodele (1989:99-105) observes that in the Junior Secondary School, Oral English is formally taught in schools directly run by the federal or state government and that Oral English does not feature in the poorer public schools. He also observes that teaching aids are also lacking in schools. Commenting on the non-availability of teaching aids, he says:

> The fact is that schools today have little or no financial support for the production or procurement of teaching aids. The meagre financial support trickling in is barely sufficient to maintain the infrastructure.

Furthermore, he observes that the degree of teachers' commitment to Oral English is low and this in turn determines how "actively and extensively" Oral English is taught.

The assertion that Oral English is formally taught in schools owned by Federal or State government is misleading. Oral English is now taught in all secondary schools. This is because it is now compulsory for the students to be tested in Oral English at SS Certificate examination.

Even though Ayodele focused on the J.S.S. level, the problems he discussed are not peculiar to J.S.S. alone, they are also present at the S.S.S. level. Materials for teaching English Language and especially Oral English are not easy to comeby. Teachers themselves are not comitted to teaching Oral English and where they do, most of the lessons focus on contrasting between similar sounds.

In conclusion, the teaching of English Language in Nigerian secondary schools has experienced a lot of changes and many efforts are made for improvement. It is most essential to pay attention to skills used for communication.

2.4 THE TEACHING OF LISTENING COMPREHENSION IN SECONDARY SCHOOLS IN NIGERIA

Listening as an art is not new in the history of man's cultural development. Man has been said to have communicated his thoughts orally to people who listened long before he learned to write. No one questions the importance of listening as a means of learning for students. A study carried out by Rankim (1968) showed

that high school students in Detroit, U.S.A. spent thirty percent of the time they devote to language each day in speaking, sixteen percent in reading, nine percent in writing and forty-five percent in listening. Generally speaking, the average person spends forty-five percent of his waking time listening. The findings of Rankim could also be applicable to students in Nigerian secondary schools since the characteristics of language learning is universal.

Listening has nine levels according to Anderson (1967:98). He enumerates these levels, as follows:

- Hearing sounds of words but not reacting to the ideas expressed.
- Intermittent listening-turning the speaker on and off.
- Half listening following the discussion only well enough to find out opportunity to express your own idea.
- Listening passively with little observable response.
- Narrow listening in which the main significanc or emphasis is lost as a listener selects details which are familiar or agreeable to him.
- Listening and forming associations with related items from one's experiences.
- Listening to a report to get main ideas and supporting details or follow directions.
- Listening critically - a listener notices the emotional appeal of words in a radio advertisement.
- Appreciative and creative listening with geniune mental and emotional response: a child listens to the teacher read a passage.

In a listening comprehension lesson, these levels are said to overlap. Three or four of these levels can take place at the same time. River (1980) however reduces

the nine levels to two, which she calls level of recognition and level of selection. These two levels are similar to Anderson's nine levels. Rivers emphasizes that students need thorough training at the recognition level to be able to listen with ease to the foreign language in normal situation. What then is Listening Comprehension?

According to Aliyu (1989), listening comprehension involves the utilization of the organs of hearing and the brain to achieve a sound understanding of utterances and information. In spite of the fact that the speaking competence depends on how well listening comprehension has developed, listening is the most neglected of all the communication skills (Umoh, 1974; Oderinde, 1979; McKeating, 1981; Brown, 1987). Authors and teachers have apprently assumed that listening comprehension is an inevitable by-product of learning to speak. McKeating (1985) opines that people seem to think that listening and comprehending generally is fairly easy and that it is much less public than speaking or writing where our performance, mistakes and all are available for inspection. This probably explains why many teachers over-estimate their students' abilities in listening comprehension.

Fortunately, more attention has been paid to the teaching of listening comprehension in Nigeria in recent years. In a report on Oral English Examination review workshop organised by the National Teachers' Institute,

Kaduna in 1986, it was discovered that listening comprehension teaching in secondary school is either non-existent in some schools or unsatisfactory. Where students are taught, it is usually a few weeks before examinations. In the same vein, Aliyu (1989) carried out a survey study on the teaching listening comprehension skills at the Junior Secondary School level in Nigeria. He discusses his findings under the following headings:

- Researchers' views on listening comprehension,
- Implications of research findings for listening comprehension,
- Techniques for listening comprehension teaching at the Junior Secondary Schools level in Nigeria, and
- Some additional techniques for teaching listening comprehension.

Because of the relevance of these topics to the present study, each topic will be discussed here.

On the views of researchers in this area, Aliyu quotes Umoh (1974:64), Chastain (1976:284) and O'Connor (1967:3). Expressing Umoh's views, Aliyu writes that tremendous upsurge in research activities has been witnessed in recent years in the area of listening comprehension. Umoh is also of the view that the listening skill is a practical one especially as it is interwined with daily timing and could as a result influence the personality of individuals. Chastain

(1976) notes that the major obstacle to listening comprehension is perpetrated by the multiple demands of the listening comprehension process. O'Connor (1967) on his part posed and addressed the issue of listening comprehension on the basis of speed depending on hearing, but that hearing is not enough, one must listen to the speech for the sound of it. In Umoh's view, the speaker determines the rate at which the listener must listen. Speakers are said to be often less precise and less well-organised than the listeners. Akpan (1980) represents those who see the listener as the main activator in the listening process. He is of the view that it is only when the listener listens that the speaker can be encouraged to continue with the conversation.

The above views on listening comprehension reveal that there are some implications for its teaching at the secondary school level. Aliyu (1989:107) presents a number of guidelines for the teaching of listening comprehension drawn from research studies. They are as follows:-

- Effective listening skills should be demonstrated by language learners who want to become good speakers.
- To solve the problem of mother tongue interference, learners mother tongue must be compared with English or the target language. Some sounds create problems for some teachers because they are non-existent in the mother tongue.
- In order to avoid boredom teachers should manipulate a variety of techniques rather than stick to one monotonous style.

- Since it is difficult to confirm learner's participation during listening, Aliyu suggests that they should be engaged in ostensibly mental or interactive listening tasks.

Researchers have recommended the use of authentic learning materials to replace the traditional listening comprehension materials.

2.4.1 Techniques for Teaching Listening Comprehension:

Various authors have written on the techniques of teaching listening comprehension. Notable among them are Rivers (1968, 1980), Oderinde (1979), McKeating (1981) and Aliyu (1989). Brown (1987) reviewed the teaching of listening in the past twenty-five years in the United States of America. She described listening comprehension as being "much the runt of the litter" in the late 1950s and the 1960s. Teaching methodology was essentially derived from the behaviourist tradition during this period. Further, she advocates for a natural spontaneous speech with the normal irregularities, so that students are trained to listen for cues that will be present in normal speech. Another dimension is that listening comprehension should be authentic in sociological terms. This is to say that a person introduced as "a market woman" for instance, ought to sound like one. Authenticity also lies in the response that the student is expected to make to the taped text. Brown explains that if the student listens to a tape of two people chatting and giggling together

moving between topics in the way in which unstructural chats often do, it does not seem reasonable to ask the student to respond to such a text by answering questions.

Aliyu (1989) presents the following techniques for teaching listening comprehension:

The look-and-say-after-me technique: This technique aims at inculculating in students the ability to identify the separate phonemes of English. Two columns of words are usually produced by the teacher and the students pronounce the words to identify which sounds are being heard. However, this technique creates problems for the students. It creates a wrong impression that speech is made up of independent units practised in isolation and that those who pronounce individual words correctly can perform equally well when they engage in continuous speech acts.

Dictation: This is said to involve the reading out a short write-up by the teacher while the students take down exactly what the teacher says. These notes are later checked for accuracy. However, silent phonemes, optional pause, homophones, assimilation, special punctuation, polysemous interpretation could be potential problematic occurrences.

Impromptu Speeches: This technique involves a presentation by a student while the others listen and later react to the content and manner of the

presentation. (This technique is said to be useful in training correct production in English sounds - over-emphasis on correct production of individual sounds and grammatical forms of English can pose problems for the teacher).

Reading: This involves the teacher/student reading out a passage. The students after listening, may be tested on literal comprehension, inferential comprehension, evaluation of content and delivery style. Aliyu points out that reading has never been a reliable method for exposing implied meaning and evaluation of attitudes. Reading is often a one-person affair while listening involves two/three or more persons. At this point, it would be necessary to compare the listening and reading skills. Both require active participation and learner readiness for accomplishment. However, they are different in various ways in terms of, initial perception of sounds, distortion of speech, listener's lack of control over speed of the input of spoken material.

Of all the techniques mentioned above, the most commonly used are look-and-say-after-me and reading techniques. Perhaps this prompted Sangwa (1987) to observe that in many developing countries (including Nigeria), listening comprehension is taught by means of the teacher reading a selected passage aloud while the learners listen and later answer questions. These techniques put together are said to be inadequate for

teaching. Role-play, oral relay race and recitation of songs can also be employed by teachers.

Aliyu recommends a systematic retraining of English language teachers throughout the country so that all will get to know the basic contents and techniques of teaching the listening skills.

The problems facing the teaching of listening comprehension is not peculiar to Nigeria. Brown (1987) points out that the situation is similar in most countries. Similarly, Rockey (1983) observes that the teaching of this skill is neglected in the United States and England. He states that most teachers of English see listening comprehension as a skill that transfers automatically from proficiency in other skills. Most materials for teaching listening comprehension are expensive and often rank low in credibility. They are seldom samples of the kind of speech that is used in real communication setting.

The authenticity of teaching materials is of great importance to the teaching of listening comprehension. As mentioned by Aliyu (1989), McKeating (1981) and Rivers (1980), materials must be authentic in the sense that they involve details of customs, behaviour and attitudes that are typical of the foreign culture. Furthermore, materials which portray actual situations and those that are imaginative are recommended by various authors.

Although, some materials for teaching listening comprehension are expensive, the assertion by Rockey (1983) that most materials for teaching listening comprehension are expensive and often rank low in credibility is apparently wrong. There are materials that are inexpensive and are highly ranked. Published materials, which are often in the form of a text plus a tape or cassette could be used. Exercises adapted from newspapers, magazines and textbooks are also useful and inexpensive. It should however be stressed that recorded materials should be varied in terms of voices and accents if appropriate.

Some of the techniques stated by Aliyu could be used to teach spoken English. These are look-and-say-after-me and impromptu speech. Aliyu however fails to mention other techniques like "the listening games" which include "Spot the Change" and "Spot the Contradiction".

2.5 CLASSROOM OBSERVATION TECHNIQUE IN LANGUAGE TEACHING

Classroom observation according to Mills (1980:5), refers to structured systematic viewing and recording of significant information about classroom behaviour. In language teaching classroom observation technique borrows from the tradition of laboratory research, that is, experimental investigations. It also relies greatly on the borrowing of instruments used in general

education. According to Chatterton (1941:8) there are two types of observational methods - Undirected Observation and Directed Observation. The first type has no definite limitations. It is used for making broad generalisations prior to further study, while directed observation uses the facts gained from the free type to help systematize his directed observation.

Certain rules are to be followed by the teacher and the students in classroom. According to Bellack *et al.* (1966:251), the teacher is a solicitor who calls for the performance of a task. In this study, the task may be the students' response to the listening comprehension exercises. Bellack and his associates (in their study) have found the teacher soliciting-pupil responding-teacher reacting pattern of instruction to be the most effective method of instruction. Below are some of the observational techniques as presented by Chartterton (1941).

2.5.1 Observational Techniques:

Running Notes:

This technique is most frequently used. The writing of notes is used to record any overt behaviour and oral impressions of the observees. Here, the observer writes down what he observes from the beginning to the end of the lesson.

No Record:

This is the second most commonly used technique. The "no record" technique avoids the recording of any data during the period of observation. Here, the observer devotes his entire attention to observing and makes no record of what he observes until the conclusion of the lesson.

Seating Chart and Code:

The third most frequently used technique is the seating chart and code technique. This technique provides the observer with a class seating chart showing the room locations of all the observees. The observees names are printed in their respective locations, which are designated by squares on the seating chart. The observer records information by making notations within the squares. To facilitate this recording a code is constructed to represent the activities which the observer wishes to record.

Guide Sheets:

These are used to provide observers with information regarding each lesson, or with what they are to look for in the lesson.

In language teaching classroom observation, any of these techniques could be used, however, the most commonly used is the "running notes" technique. This technique is favoured because it enables the observer to record on the spot what he observes. As for the "no record" technique, the observer may forget some vital

information he wishes to record. In that case, a tape-recorder can be used to record the lesson. This recorded lesson is later played back and transcribed accordingly. In this present study, the researcher wishes to use the "running notes" and a tape recorder.

2.5.2 Some Studies in Nigeria that used Observation Procedures:

Several studies using the observational technique have been carried out in Nigeria. Okunrotifa (1973) studied the teaching of specific English language skills in some post-primary schools in Zaria. Classroom observation of teachers and students as well as oral interviews were used as technique for data collection. Okunrotifa's findings revealed that too many students showed a negative attitude towards the learning of English. Her findings also revealed that every teacher who taught English in the selected schools had neither the inclination nor the training for the teaching of English. The study however did not present a coherent account of communication in the classroom from data collected.

Kitchener's (1978) study sought to discover the methods that underline the teaching of oral English in primary schools and causes of falling standards. Kitchener's techniques for data collection were the same as Okunrotifa's and the findings were similar.

For his M.Ed. thesis, Ohaegbuleun (1980) concluded a special study of the problems of teaching English as

second language in some selected post-primary schools in Imo State. The techniques for data collection were direct classroom observation and questionnaires as well as oral interview. His findings were similar to those studies mentioned of earlier but more detailed in scope and depth, particularly in the number of lessons observed. There was no proof for example that teachers interaction levels were the same or different for all the lessons.

The different techniques employed for classroom observation. Of all the techniques, the "running notes" technique is the most frequently used. Various studies that used classroom observation technique were discussed. It should be noted that classroom observation technique can be employed along side questionnaire and oral interview techniques for data collection.

2.6 SUMMARY OF THE CHAPTER

This chapter presented a review of related literature concerning teacher education in Nigeria, English language teaching in Nigeria, the teaching of listening comprehension in secondary schools and classroom observation technique in language teaching.

It is oberved that the teaching of Listening Comprehension though neglected in the past, is receiving tremendous attention in most schools.

CHAPTER THREE

3.0 RESEARCH PROCEDURE AND METHODOLOGY

3.1 INTRODUCTION

This chapter presents the procedure and methodology of the study. These are discussed under the following headings:

1. Population
2. Sample
3. Instrumentation
4. Construction of Questionnaire
5. Construction of checklist for classroom observation.
6. Procedure
7. Analysis of data
8. Pilot study
9. Statistical tool.

3.2 POPULATION

The population consisted of teachers and students of senior secondary schools in Kogi Local Government Area of Kogi State. At the time of the study, the total number of senior secondary schools in the Local Government Area was eleven with a student population of six hundred and fifty and teachers of English numbered thirty-three.

3.3 SAMPLE

The sample was drawn from the population and it comprised English Language teachers and students of six randomly selected senior secondary schools in Kogi LGA At the time of the study there were eleven secondary schools in LGA. Three of these schools were controlled by religious organisations and individuals, while the other eight schools were controlled by the State government. Therefore the six randomly selected schools form 54.5% of the total number of schools in the LGA. This could be said to be adequate for the study.

Students:

Three hundred and Sixty students were randomly selected from six hundred students, with sixty from each school. Students of SS I and SS III were used for the study. Thirty students were selected from each class. The study focused on SS III because it is at this level that students are being prepared for more meaningful and difficult listening comprehension tasks, which will prepare them adequately for critical listening at the tertiary level whereas, at SS I students are being exposed to more listening comprehension exercises. The reason for choosing only sixty students from each school was that this study was more concerned with how teachers teach the listening skill. Students were only needed to corroborate what was expressed by their teachers and also because they are the recipients of the teaching, hence the relatively small number of student.

Teachers:

The study used all the teachers who taught English in the senior secondary classes. English Language teachers were used because they were the focus of the study and their responses helped in revealing their practices in the class. Also all the teachers were used because their number formed a reasonable sample to use since most schools usually have few teachers of English. The total number of teachers used for the study was eighteen.

3.4 INSTRUMENTATION

The survey technique was used for data collection. Specifically, two main instruments were used: the written questionnaire and classroom observation. Since the purpose of the study was to examine practices in the teaching of listening comprehension, these instruments not only gave first-hand and valid information, but also accurate results.

3.5 CONSTRUCTION OF QUESTIONNAIRE

378 questionnaires were designed by the researcher to answer the questions posed for the study. Two types of questionnaire were designed: one for the teachers and the other for the students.

The students' questionnaire contained twelve items which were divided into two parts. Part one sought

information on the respondent's personal data, while part two attempted to find out from the students their teachers' practices in the teaching of listening comprehension.

The teachers' questionnaire contained twenty items. Part one sought teachers' information concerning their background, educational qualifications, age, sex and teaching experience. Part two attempted to find out from teachers information concerning class size, teaching techniques, materials, activities and problems encountered in the teaching of listening comprehension. The items in the two questionnaires were derived from Rivers (1968:1980) and Aliyu (1989).

3.6 CONSTRUCTION OF CHECKLIST FOR CLASSROOM OBSERVATION

The checklist adapted from Chatterton (1941) was constructed by the researcher. Part one of the checklist focused on class, lesson observed, time, class size and the observational technique used. Part two focused on the techniques, materials and activities used by teachers in teaching listening comprehension. The researcher also noted the problems encountered by teachers during lessons. The checklist was filled after each lesson. It was used by the researcher essentially as an observational guide for examining the practices in teaching listening comprehension.

3.7 PROCEDURE

The researcher personally administered the research instruments (Questionnaire and Classroom observation) to all the subjects in the selected senior secondary schools. Permission was sought from the various principals in the selected schools to administer the instruments. Both teachers and students cooperated fully with the researcher. All the questionnaires administered to the eighteen teachers were completed and returned promptly, giving 100% return. As for the students' questionnaire, 360 copies were administered in SS I and SS III, but 320 were filled and returned, giving 88.8% return. This could be said to be a satisfactory response.

CLASSROOM OBSERVATION:

Six out of the eighteen teachers of English were observed teaching listening comprehension in three of the selected SSS. A total of six lessons were observed, two in each school. Each teacher was observed teaching, in an SSI class and in an SS III class. The lessons were recorded and transcribed. After each lesson a checklist was filled by the researcher as a guide and notes were written down. The aim of the observation was to search for information regarding the following classroom practices:

a) Techniques of teaching listening comprehension.

b) Materials for teaching listening comprehension.

c) Activities teachers and students engage in during listening comprehension lessons. d) Problems encountered by teachers during listening comprehension lessons.

The six lessons observed extended over a period of two weeks and lasted thirty minutes each.

3.8 ANALYSIS OF DATA

The data was analysed using frequencies and percentages. The first step was to analyse the teachers' responses to the twenty items. These included teachers' personal data in part one of the questionnaire and classroom practices in the teaching of listening comprehension in the second part. The teachers were classified into two. One group consisted of B.Ed/B.A.Ed/B.A and the other consisted of the N.C.E. holders. The responses of the two groups were compared.

The students' responses were also computed using frequencies and percentages for all the items. These included students' personal data and their responses to classroom practices in the teaching of Listening Comprehension. The students were also grouped into two: SS I and SS III. Their responses were computed and compared.

The responses of the teachers were also compared with those of the students to find out if the students' responses corroborated what was expressed by the teachers. The results were analysed as reported in Chapter Four.

3.9 PILOT STUDY

The research instruments were pre-tested in three S.S classes in one of the schools (not used for the study) in the Local Government Area. Ten SS I and SS III students and their English language teachers were randomly selected for the pilot study. The purpose of conducting the pilot study was to test the instruments for anomalies, especially in the construction of the questionnaires. Lessons were observed in these schools but they were not recorded. It was to give the researcher a general idea of what goes on during listening comprehension lessons.

The reactions of both the teachers and students to the questionnaire led to the modification of items 13 and 14 of the teachers' questionnaire. The two items dealt with the techniques and activities used in teaching listening comprehension. The teachers were asked to state how often they used the techniques and activities. These were then modified to a four-point scale response. That is, state-how often, very often, seldom, never.

3.10 SUMMARY OF THE CHAPTER

The chapter discussed the procedure and method of the study. Six schools were randomly selected for the study. Written questionnaires, and classroom observation were used as research instruments. These were used to establish what techniques, activities and teaching materials were being used in teaching Listening Comprehension. These were accomplished by determining the presence of the teacher's teaching rather than the students' learning. The checklist was used to records. What was observed at each peropd. The data collected for the study were analysed and interpreted in Chapter Four.

CHAPTER FOUR

4.0 ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

This chapter presents the analysis and interpretation of data. The study examined classroom practices in the teaching of Listening Comprehension in selected senior secondary schools in Kogi Local Government Area. The research instruments used and the procedure for data collection were questionnaires and classroom observation technique. The information obtained from the teachers' and students' questionnaires and from the classroom observation are analysed in this chapter in the following order:

1. Teachers' personal information.
2. Teachers' reactions to the teaching of Listening Comprehension.
3. Teachers' response to techniques, activities and materials for teaching Listening Comprehension.
4. Students' personal information.
5. Students' responses to opinions about the teaching of Listening Comprehension.
6. Students' responses to activities and material used by teachers and problems encountered during Listening Comprehension lessons.
7. Analysis of lessons observed.
8. Summary.

Eighteen copies of the questionnaire were administered to teachers of English Language in selected senior secondary schools in Kogi Local Government Area. Out of the eighteen copies of questionnaires, only seventeen were completely filled. One of the respondents did not complete the questionnaire therefore, it was rejected. It was those 17 that were analysed.

4.2 TEACHERS' PERSONAL INFORMATION

In this section, the analysis of teachers' personal information is presented. This includes teachers' age, sex, teaching experience, professional qualification and nationality.

It is necessary to analyse teachers characteristics and qualifications in this study. As mentioned in the National Policy on Education (1985), teachers should possess the intellectual and professional background adequate for their assignment. It is important to find out whether they possess the necessary qualifications for teaching English Language and particularly listening comprehension. The teachers' personal information are tabulated below:

Table 4.1: Teachers' Personal Information

Teachers' Sex	N	%
Male	11	64.7
Female	6	35.3
	17	100
Teachers' age range		
21-25 years	6	35.3
26-30 years	9	52.9
31-35 years	1	5.9
36-40 years	1	5.9
41-45 years	1	5.9
Educational qualification		
N.C.E. (English)	8	47.1
B.A.Ed/B.Ed/B.A with Dip. Ed. (English)	5	29.4
B.A. (English)	3	17.6
Others (B.Sc.)	1	5.9
Teaching Experience		
Less than 1 year	2	11.7
1 - 5 years	8	47.1
6 - 10 years	6	35.3
11 - 15 years	-	-
16 - 20 years	1	5.9
Nationality		
Nigerian	16	94.1
Other Africans	1	5.9
British	-	-
American	-	-
Class Size		
Below 20	-	-
20 - 29	-	-
30 - 39	1	5.9
40 - 50	14	82.3
Over 50	2	11.7

Where N = the total number of respondents

The table above showed that Male English teachers were more than female English teachers. Out of the 17 teachers, 64.7% were male while 35.3% were female.

As for the teachers' age range, the respondents reported that six (35.3%) of them fell within the age range of 21-25 years, but 35.3% fell within 26-30 years and 5.9% fell within 31-35 years. So also one of the respondents (5.9%) fell within the age range of 36-40 years, and the same percentage (5.9%) fell within 41-45 years. This revealed that the majority of the teachers fell within the age range of 26-30 years, while very few teachers (2) fell within 31-40 years.

Furthermore, the table showed that 47.1% of the teachers had N.C.E. while 52.9% were university graduates. However, out of the 52.9%, 29.4% were trained in TESL Methodology, 17.6% had B.A. English and only one of them (5.9%) had B.Sc. Honours. Though 5.9% can be considered negligible, it is worth mentioning that due to lack of trained teachers of English persons trained in other disciplines are forced to teach English. On the whole, 76.5% of the teachers (either N.C.E. or graduates) were qualified to teach English Language at the secondary school level and by extension, qualified to teach listening comprehension. However N.C.E. holders are only qualified to teach at the Junior Secondary level.

Concerning the teaching experience of the respondents, 11.7% of them reported that they had less than 1 year teaching experience, 47.1% had between 1 and 5 years and 35.3% had between 6 and 10 years experience. None of the respondents reported that they had 11 - 15 years teaching experience and only one respondent (5.9%) had between 16 and 20 years experience. This reveals that most of the teachers (94.1%) were fairly experienced in the teaching profession and therefore possess enough experience to teach English language.

On the Nationality of the respondents, the table reveals that 94.1% of them were Nigerians, except one (5.9%) is a Ghanaian. None of the respondents were native speakers of English. Since a majority of the teachers were Nigerians, their accents may not be strange to the students. However, there may also have been a problem of interference from the mother tongue. Some teachers may not have been able to pronounce some English sounds as the native speakers of the language do! this may result in misinterpretation of what is heard. Aliyu (1989) explains that the reason is that some sounds in Nigerian languages are non-existent in English language and vice versa and are therefore problematic.

As for the class size, the table shows that the classes were overcrowded. 94% of the respondents indicated that the population of students in their

classes was over 40. None of the classes had students fewer than 30. Only one class (5.9%) was between 30-39. Fourteen respondents indicated they had between 40 and 50 (82.3%)students and two respondents indicated they had over 50 students in their classes (11.7%). It is not easy to arrest the attention of over 40 students at the same time. But if the class is divided into groups, students can easily be engaged in mental or interactive listening tasks.

4.3 TEACHERS' REACTIONS TO THE TEACHING OF LISTENING COMPREHENSION

In this section, the analysis of items concerning teachers' opinion about the teaching of listening comprehension is presented. The questionnaire consists of some questions concerning the number of English language lessons per week, number of listening comprehension lesson per week, whether teachers teach listening comprehension and whether they like teaching it. These are presented in the table below:

Table 4.2: Number of English language and Listening Comprehension Classes per Week

Item 9: English Language lessons per week

	N	%
1 - 2	0	0
3 - 6	7	41.2
7 - 10	10	58.8

Item 10: Listening comprehension lessons per week

Once a week	5	29.4
Twice a week	9	52.9
Thrice a week	2	11.7
Occasionally	1	5.9

	Yes	%	No	%
Item 8: Whether teachers teach Listening comprehension	17	100	0	0
Item 9: Whether teachers like teaching it	14	82.3	3	17.6

Where N = the total number of respondents.

In the above table 41.2% of the teachers indicated that they had between 3 and 6 periods of English Language lessons per week while 58.8% indicated that they had between 7 and 10 periods of English Language per week. None of the teachers indicated that they had less than 3 periods per week.

Concerning the teaching of listening comprehension, all the teachers indicated that they taught it. 82.3% indicated that they liked teaching it while 17.6% said they did not. This shows that a majority of the teachers like teaching it. 29.4% of the teachers taught listening comprehension once a week, 52.9% teach it two times a week, 11.7% taught it three times a week, while

only one (5.9%) taught it occasionally. It therefore means that about half of the teachers' taught it two times a week. This, can be said to be adequate for listening comprehension since there are other aspects of English that should be taught every week. Nevertheless, three times a week is also better, but once a week or occasionally is few.

4.4 TEACHERS' RESPONSES TO TECHNIQUES, ACTIVITIES AND MATERIALS FOR TEACHING LISTENING COMPREHENSION

The questionnaire was designed to find out the classroom practices in the teaching of listening comprehension. The major practices were identified as:

Techniques of teaching listening comprehension.
Materials for teaching listening comprehension.
Activities engaged in during listening comprehension lessons.

The views of the subjects were sought on the frequency of the use of the techniques listed using a four-point scale - Very often, Often, Seldom, Never (Item 2). The respondents' practices concerning what materials and activities they used were sought in like manner. These are presented in the table.

Table 4.3: Teachers' Responses to Techniques used for teaching listening comprehension.

Techniques	Frequency of Use							
	Very Often		Often		Seldom		Never	
	N	%	N	%	N	%	N	%
Auditory discrimination	1	5.9	7	41.2	4	23.5	5	29.4
Reading aloud by the teacher	14	82.3	3	17.6	0	0	0	0
Dictation	1	5.9	5	29.4	5	29.4	6	35.3
Playing of recorded lectures on tape	0	0	5	29.4	5	29.4	7	41.2

N = 17
Where N = total number of respondents

From the above table, it could be observed that auditory discrimination was used very often by only one (5.9%) while 29.4 never used it. 23.5% seldom used it while 7 of the respondents (41.2%) used it often. This means that nearly half of the respondents used this technique often. However, the percentage of teachers that used it often was rather low (41.2%), moreso the percentage that used it very often was very low (5.9%). On the whole 70.6% (percentage that used it at all) can be said to be satisfactory.

The table also shows that 82.3% used the "reading aloud by the teachers" technique very often. None of the respondents indicated that they seldom or never used it. 17.6% indicated that they used it often. This showed that a great number (14) of the respondents used it very often.

A majority of the teachers (7) indicated that they did not use recorded lectures to teach listening comprehension. 41.2% indicated that they never used it, 29.4% seldom used it while 29.4% used it often. None of them reported that they used it very often. A total of 58.8% indicated that they used the technique either often or seldom. It was therefore discovered that teachers perhaps prefer other techniques to this since only 29.4% use it often.

The analysis also reveals that 5.9% used the dictation technique very often, 29.5% used it often. 29.5% seldom used it while 35.3% never used it. A total of 64.9% used this technique either very often, often or seldom. This shows that a good percentage of the teachers used this technique.

Out of the four techniques listed, the most popularly used technique is "reading aloud by the teacher" technique with 100% of the teachers indicating that they used it. This was followed by "auditory discrimination" with 70.6%. Dictation follows with 64.9%. The least used technique was the "playing of recorded lectures on tape" with 58.8%, indicating that they used it. On the average, however, all the techniques were fairly used.

Table 4.4: Teachers' Responses to Activities engaged in during listening comprehension lessons

Activities	Very Often		Often		Seldom		Never	
	N	%	N	%	N	%	N	%
Listening to oral presentation	7	41.2	4	23.5	5	29.4	1	5.9
Listening to pre-recorded lectures on tape	5	29.4	8	47.0	1	5.9	3	17.6
Listening to passages from textbooks	3	17.6	13	76.5	0	0	1	5.9
Listening to dialogues	7	41.2	0	0	5	29.4	5	29.4
Listening to radio broadcasts	1	5.9	0	0	4	23.5	12	70.5

Where N = the total number of respondents.

The table above shows that the majority of the respondents (94.1%) engaged the students in oral presentation. 41.2% engaged the students in this activity very often, 23.5% did so often while 29.4% seldom did. Only one respondent (5.9%) did not engage in this activity at all. This activity could be said to be one of the commonest activities engaged in during listening comprehension lessons.

The table further showed that listening to pre-recorded lectures was used very often by 29.4% of the respondents and often by 47.0%. Only one respondent (5.9%) seldom used it while 17.6% never use it. This brings to 82.3% those teachers who engaged their students in this activity. It can therefore be said that many teachers used it.

From the table, it could also be observed that "Listening to passages from textbooks" was the most used activity with 17.6% of the responends indicating that they used it very often and 76.5% indicating that they used it often. None of the respondents indicated that they seldom used it, while only one of them (5.9%) never used it. From the foregoing, it is clear that majority of the respondents used this activity.

Listening to dialogues was used very often by 41.2% of the respondents and seldom by 29.4%. None of the respondents indicated that they used it often while 29.4% indicated that they never use it. A total of 70.6% indicated that they used this activity either very often or seldom. It can also be said that a good number of teachers used this activity during listening comprehension lessons.

The table also revealed that a majority of the respondents (70.5%) did not engage students in listening to radio broadcasts. Only 29.4% indicated that they used this activity. Out of this only one respondent (5.9%) used it often while 23.5% seldom used it. None of the respondents used it very often and 70.5% did not use it at all. This therefore ruled out this activity as one of the commonly used activities.

The activities are here listed in order of popularity of use:

Listening to passages from textbooks
Listening to oral presentations
Listening to pre-recorded lectures on tape
Listening to dialogues
Listening to radio broadcasts

DISCUSSION

Of the five activities listed, listening to passages from textbooks and listening to oral presentations (story telling for instance) were most common among the respondents. Perhaps, teachers found it "easier" to use these activities more often because they do not need to provide any special teaching aid since all they need use is their natural voices. The problem with using these activities too often is that students may become bored and the activities would become meaningless.

Next to these two activities was the "listening to pre-recorded lectures on tape". 82.3% of the respondents indicated that they used this activity. However, only 29.4% used it very often. It is necessary for students to listen to pre-recorded lectures sometimes in order to train them to listen to real life lectures. Listening to dialogues was used by 70.6% of the respondents. Dialogues could either be scripted or unscripted. The scripted dialogues could be in form of plays and films usually between native speakers while the unscripted dialogues could be spontaneous and between one learner and another. Nevertheless such dialogues should be authentic. The least activity

engaged in was "listening to radio broadcasts" as only 29.4% of the respondents engaged their students it. This activity was not common among the respondents perhaps due to inadequate teaching materials, particularly, radios.

Table 4.5: Teachers' Responses to Materials used for teaching listening comprehension.

Item	N	%
Tape-recorder only	4	23.5
Radio and tape recorded voice	3	17.6
Teachers' natural voice	6	35.3
Diagrams	1	5.9
Records	0	0
Films	0	0
Radio and natural voice	3	17.6
	17	99.9

Where N = the total number of respondents

The above table shows that of the 17 teachers used for the study 23.5% (4) indicated that they used tape-recorder only to teach listening comprehension. Three or 17.6% used both radio and tape-recorded voice while 35.3% used their natural voices. Tape-recorded voice was used by 17.6% of the respondents while only one respondent (5.9%) used diagrams. None of the respondents used records and films to teach. It should be noted that a majority of the respondents (6) indicated that they used only their natural voice. It

may be the usual practice for teachers to use their natural voices to teach listening comprehension. As noted by Sangwa (1987) tape recorders and language laboratories are lacking in many developing countries. The teacher has no choice than to use his natural voice to teach listening comprehension.

Table 4.6: Analysis of course books used for teaching Listening Comprehension

Course Book	N	%
Effective English for S.S.S.	0	0
Effective English and Supplementary textbooks	3	17.6
Integrated English	2	11.8
Integrated English and Supplementary textbooks	3	17.6
Countdown to SSCE English Language	9	52.9
N = 17	17	100

Where N = the total number of respondents.

The above analysis shows that the majority of the teachers used Countdown to Senior Secondary Certificate Examination English Language: A Preparation Course by Kujore *et al.* (1990). Nine or 52.9% indicated that they used this book. Three or 17.6% indicated that they used Effective English for Senior Secondary School by Montgomery *et al.* (1988), and 3 or 17.6% stated they used a supplementary textbook. Mastering English by Odiaka (1974).

The same percentage of respondents - three (17.6%) used Integrated English by Howe and Tomori (1981) and a supplementary textbook. Only two (11.8%) used this book without a supplementary text.

A Review of Countdown to SSCE English Language by this researcher shows that emphasis is not only placed on comprehension of ideas but also on the recognition of various consonants and vowels. The book has exercises in listening comprehension which is lacking in the other books listed.

Table 4.7: Teachers' Responses to the Effectiveness of the Teaching Techniques Used.

	Very Effective		Effective		Not Effective	
	N	%	N	%	N	%
TECHNIQUES						
Auditory discrimination	2	11.7	8	47.0	7	41.5
Reading aloud by the teacher	7	41.2	8	47.0	2	11.7
Dictation	3	17.6	6	35.3	8	47.0
Playing of recorded lectures on tape	5	29.4	7	41.2	5	29.4

The respondents were asked to indicate the effectiveness of the techniques they used for teaching listening comprehension. Only 11.7% indicated that the auditory discrimination technique was very effective, while 47% indicated that it was effective. However, 41.5% indicated that it was not effective. A total of

58.7% reported that this technique was either effective or very effective. The "reading aloud by the teacher technique" pulled the highest percentage of effectiveness (88.2%) while "playing of recorded lectures on tape" followed with 70.6% and "dictation" with 52.9%. From the above, it could be said that all the techniques have above 50% effectiveness in the teaching of listening comprehension. However, it should be noted that the effectiveness of teaching techniques used depend on the teacher's artistry in the presentation of material.

Table 4.8: Perceived Students' Performance in Listening Comprehension

Item	N	%
Below average	1	5.9
Average	16	94.1
Above average	0	0
N = 17		

Table 4.3.6 above presents the Perceived Students' Performance in Listening Comprehension. According to the respondents, this was determined by the general performance of their students in listening comprehension exercises done in class. It can be seen that only one respondent (5.9%) indicated that the students' performance was below average. None of them indicated

that their students were below average in their performance. The remaining 94.1% of the respondents reported that the students' performance was average. It can be inferred that the general lukewarm attitude toward the teaching of listening comprehension and, in some cases lack of teaching aids, were responsible for this.

Table 4.9: Teachers' Responses to the Importance of Teaching Listening Comprehension.

Item	N	%
Very important	11	64.7
Important	5	29.4
Not important	1	5.9
N = 17	17	100

The table above shows that of the 17 teachers used, 64.7% (or 11) of them saw the teaching of listening comprehension as very important while 29.4% indicated that it was important and only 5.9% (or 1) indicated that it was not important. The percentage of the respondents that indicated this is very negligible. It is noteworthy that a good number (11) of the respondents saw the teaching of listening comprehension as very important (64.7%). The teaching of listening comprehension should be seen as very important and therefore taken very seriously because the listening skill is the first skill acquired in language learning.

Table 4.10: Frequency of use of Techniques and Activities by N.C.E. and Graduate Teachers.

	Nigeria Certificate in Education (NCE)								B.A		B.ED.		B.A.ED.		B.SC	
	Very Often		Often		Seldom		Never		Very Often		Often		Seldom		Never	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Technique:																
Auditory discrimination	3	37.5	2	25.0	1	12.5	2	25.0	3	33.3	4	44.4	1	11.1	1	11.1
Dictation	1	12.5	0	0	5	62.5	2	25.0	1	11.1	3	33.3	2	22.2	3	33.3
Reading aloud by the teacher	6	75.0	2	25.0	0	0	0	0	5	55.5	4	44.4	0	0	0	0
Playing of recorded lectures on tape	3	37.5	2	25.0	1	12.5	2	25.0	0	0	5	55.5	2	22.2	2	22.2
Activities:																
Listening to oral presentation	2	25.0	3	37.5	3	37.5	0	0	2	22.2	5	55.5	1	11.1	1	11.1
Listening to pre-recorded lectures	4	50.0	2	25.0	1	12.5	1	12.5	5	55.5	3	33.3	0	0	1	11.1
Listening to passages from textbooks	7	87.5	1	12.5	0	0	0	0	7	77.8	2	22.2	0	0	0	0
Listening to dialogue	0	0	3	37.5	2	25.0	3	37.5	0	0	4	44.4	3	33.3	2	22.2
Listening to radio broadcast	0	0	1	12.5	2	25.0	5	62.5	0	0	0	0	2	22.2	7	77.8
	N = 8								N = 9							

4.5 RESPONSES OF N.C.E. AND GRADUATE TEACHERS COMPARED

In comparing the responses of the two groups of teachers, that is, N.C.E. and graduate teachers (the comparison focused on two items in the questionnaire - techniques and activities used in teaching listening comprehension). It was observed that their responses to the two items were similar.

The comparison of the two groups on the two items shown in the table reveals that while 37.5% N.C.E. teachers indicated that they used the auditory discrimination very often, 33.3% of the graduate teachers indicated that they used the technique very often. This can be said to be similar figures. On the whole, 75% of the N.C.E. teachers used this technique while 88.8% of the graduate teachers used the technique either very often, often or seldom. The difference between the two figures is not much and therefore negligible. Similar results were obtained for the "playing of recorded lectures on tape" technique. 77.7% of the graduate teachers indicated that they used it while 75% of the N.C.E. teachers indicated the same. For the other two techniques (Dictation and Reading aloud), similar results were also obtained. The responses seemed to suggest that both groups had similar background training in teaching inspite of the difference in the certificates obtained.

As for the activies, the table shows that while 25% of the N.C.E. holders and 22.2% of graduate teachers indicated that they used listening to Oral presentation very often, listening to passages from textbooks very often used by both N.C.E. and graduate teachers, with 87.5% of the N.C.E. holders using it very often and 77.8% of graduate teachers also using it very often. The least used activity in the two groups is the listening to radio broadcast with 37.5% of the N.C.E. holders using it and 22.2% of the graduate teachers using it. The responses seem to suggest that though the N.C.E. and graduate holders may not have similar training backgrounds, they teach under similar situations.

In sum, the responses of the N.C.E. teachers and the graduate teachers are similar with reference to techniques, and activities they used in teaching listening comprehension. The most common activity to the two groups for instance, was the "Listening to passages from textbooks". The similarities in their responses may be expected since it was likely that the teachers teach under similar teaching situations.

4.6 ANALYSIS OF STUDENTS' QUESTIONNAIRE

4.6.1 Students' Personal Information:

This section presents the personal information of the students. These information include sex and age

range of the students. It was necessary to give an analysis of the students' age and sex in order to determine whether the listening comprehension practice suits learners age and level of performance. These are tabulated below:

Table 4.11: Frequency distribution of SS I and SS III Students' Personal Information

	SS I		SS III	
	N	%	N	%
Sex:				
Male	86	57.3	88	53.7
Female	64	42.7	76	46.3
	150	100	164	100
Age Range:				
9 - 12 years	0	0	0	0
13 - 16 years	81	54	22	13.4
17 - 20 years	63	42	112	68.3
Above 20 years	6	4	30	18.3
	150	100	164	100
	N = 150		N = 164	

Table 4.11 presents the data on the distribution of Senior Secondary I and III students by sex and age. 150 copies of the questionnaire were distributed to SS I students and all were properly filled and returned. In SS III, 170 copies were distributed but 164 were properly filled and returned. The remaining 6 were not properly filled and were therefore discarded.

The table reveals that more than half of the students in both classes were male. 57.3% of the SS I students were male while 42.7% were female students. In SS III, 53.7% were male while 46.3% were female. However the difference in percentage is not much. It therefore shows that both groups were well represented in the study.

The table further reveals that the age range of students in SS I and SS III was between 13 and above 20 years. However, more students (54%) fell within the age range of 13-16 years in SS I and between 17 - 20 years (6 8.3%) in SS III. As can be observed, there are differences in the students' age range and this will therefore influence their linguistic experience. The SS I students are most likely to learn language faster than the SS III student since all of them are still within the adolescent age range.

4.7 STUDENTS' RESPONSES TO OPINIONS ABOUT THE TEACHING OF LISTENING COMPREHENSION

This section presents the students' responses to some questionnaire items concerning opinions about the teaching of listening comprehension. The questionnaire items sought students' opinion on whether they liked English, what aspect of it they liked best, whether they had listening comprehension lessons and how they rated their listening comprehension lessons. The purpose of this was to corroborate what the teachers reported in the questionnaires. The results are presented below:

Table 4.12: Students' Responses to Opinions About the Teaching of Listening Comprehension.

Items	SS I		SS III	
	N	%	N	%
Students interests in English language:				
Yes	135	90.0	161	98.2
No	15	10.0	3	1.8
	150	100	164	100
Aspects of English students liked best:				
Spoken English	53	35.3	56	34.1
Reading	40	26.7	56	34.1
Writing	10	6.7	11	6.7
Listening Compreh.	30	20.0	28	17.1
Grammar	17	11.3	13	8.0
	150	100	164	100
Rating of Listening Comprehension lessons:				
Very difficult	12	8.0	25	15.2
Difficult	34	22.7	30	18.4
Very interesting	76	47.7	98	59.7
Uninteresting	28	18.7	11	6.7
	150	100	164	100

Where N = the total number of respondents.

The table above presents the results of SS I and SS III students' opinions on the following items:

1. Students' interest in English Language,
2. Aspects of English Language students liked best,
3. Whether students have Listening Comprehension lessons, and
4. Rating of listening comprehension lessons.

It was reported by the students that over 90% of them in both classes liked English Language. This indicateS that the students' interest in English Language is very encouraging. Since one of the factors that promote language learning is interest in the language. This implieS that arousing students' interest in Listening Comprehension could appear not to be difficult.

The students also indicated the aspect of English Language which they liked best. 35.3% of the SS I students liked the spoken aspect of English, 26.7% liked reading while only 20% liked Listening Comprehension best. Grammar came next with 11.3% and writing was the least liked with only 6.7% response. Like their SS I counterparts, the percentages of SS III students who liked Listening Comprehension was not encouraging. Listening Comprehension was liked by only 17.1% of the students. It appeared that the majority of both groups of student liked spoken English best (35.3% and 34.1% respectively). Students ought to be encouraged to develop interest in Listening Comprehension because of its importance in learning not only English but other disciplines also.

All the students (SS I and III) used in the study reported that they had Listening Comprehension lessons. In general, it can therefore be said that teachers teach this skill. On the rating of Listening Comprehension lessons, 8% of the SS I students said that the skill was

very difficult to acquire, 22.8% reported that it was difficult, 18.7% said it was uninteresting while 47.7% found it very interesting. On the other hand, 15.2% of the SS III students found it very difficult, 18.4% found it difficult, 6.7% uninteresting, while 59.7% reported it was very interesting. This mean that a majority of the students found Listening Comprehension very interesting.

4.8 STUDENTS' RESPONSES TO ACTIVITIES, MATERIALS AND PROBLEMS ENCOUNTERED IN THE LEARNING OF LISTENING COMPREHENSION

In this section we present the students' responses to the activities, materials and problems encountered by them during Listening Comprehension lessons. These are presented in Table 4.6 below:

Table 4.13: Students' Responses to Materials used for Teaching Listening Comprehension.

	SS I		SS III	
	N	%	N	%
Radio	33	22.0	30	18.3
Tape Recorder	45	30.0	75	45.7
Natural voice	56	37.4	55	33.5
Record	0	0	0	0
Diagram	16	10.6	4	2.4
Film	0	0	0	0
	150	100	164	100

Where N = the total number of respondents.

Out of the 150 SS I students 22% reported that their teachers used the radio to teach Listening Comprehension while 30% reported that tape recorders were used. Diagrams were used by 10.6% of the students. On the other hand, 18.3% of SS III students reported that the radio was used while 45.7% reported using the tape recorder. It should be noted that the majority of both classes said that their teachers used their natural voices. This was the view of 37.4% of the SS I students and 33.5% SS III students None of the students in SS I and SS III indicated that their teachers used records and films. This could be due to the non-availability of these materials in schools. The students' responses corroborate what was reported by their teachers.

Table 4.14: Students' Responses to Activities Engaged in During Listening Comprehension Lessons.

Activities	SS I		SS III	
	N	%	N	%
Listening to passages	77	51.3	69	42.1
Listening to dialogue	8	5.3	8	4.8
Listening to radio broadcast	20	13.4	31	19.0
Listening to recorded speech on tape	45	30	56	34.2
	150	100	164	100

Where N = the total number of respondents.

In the table above, the results shows that 51.3% of SS I students engaged in listening to passages from textbooks, 5.3% listened to dialogues, 13.4% listened to radio broadcasts and 30% in listening to recorded speeches on tape. On the other hand, in SS III, 42.1% of the students reported listening to passages, 4.8% listened to dialogues, 19% listened to radio broadcasts while 34.2% listened to recorded speeches on tape. Of all the activities, listening to dialogues was the least engaged in with 5.3% in SS I and 4.8% in SS III. Listening to passages from textbook was most common with 51.3% in SS I and 42.1% in SS III. Perhaps this also explains why Sangwa (1987) reported that Listening Comprehension is commonly taught by means of the teacher reading a passage aloud while the students listen. This also corroborates the teachers' responses.

Table 4.15: Students' Responses to Problems Encountered During Listening Comprehension Lessons.

Problems	SS I		SS III	
	N	%	N	%
Distinguishing English language sounds	67	44.7	90	54.9
Recall of details	24	16.0	30	18.3
Inference	48	32.0	20	12.2
Vocabulary	11	7.3	24	14.6
	150	100	164	100

Where N = the total number of respondents.

The table above shows that 44.7% of SS I students had problems with distinguishing some English language sounds when heard; while 16% indicated that they had problems with recalling the details. While 32% had problems of inference, 7.3% reported to have problems of vocabulary. Of the SS III students 54.9% reported to have had problems of distinguishing some English Language sounds, while 18.3% reported to have had problems of recalling the details of what they heard. 12.2% of the SS III students had the problem of inference, while 14.6% had problem of vocabulary.

The reasons for these various problems reported by the students were obvious. This researcher suggests that some teachers used inappropriate techniques to teach Listening Comprehension. For instance, the problem of vocabulary could be solved if teachers take time to explain the meanings of difficult words and phrases before a passage is read or played. Concrete objects can also be shown to the students if need be. The words may also be demonstrated.

4.9 ANALYSIS OF THE LESSONS OBSERVED

The researcher observed six teachers of English teaching Listening Comprehension in three selected Senior Secondary Schools. Two of the teachers had N.C.E. while four were graduate teachers. Two lessons were observed in each of the three schools - one in SS I

and the other in SS III. Each lesson lasted twenty minutes. The observed lessons were recorded and transcribed. The analysis was done with the aid of a checklist adapted from Chatterton (1941) (see Appendix). The Running Notes observational technique was also employed. This technique is the frequently used in classroom observation. Notes were taken down to record any overt behaviour and oral expressions of the observees.

The following classroom practices sought for in the lessons were:

1. The techniques used by the teachers to teach Listening Comprehension.
2. The teaching materials and activities used.
3. Problems encountered during Listening Comprehension lessons.

4.9.1 The Techniques used by Teachers to Teach Listening Comprehension

In the lessons observed, it was discovered that the technique used most by the teachers was the "Reading aloud by the teacher". Out of the six teachers observed, four of them used this technique and only two of them explained all the new vocabulary items and structures before reading aloud the passage. The other two read aloud after which the students answered the questions that followed. In the course of reading the passage, the students took down notes. When asked why teachers used this technique frequently, they explained

that there was lack of teaching materials such as tape recorders and language laboratories. Out of the three schools, only one school had a tape recorder which the whole school used. This is indeed a serious problem because tape recorders are very vital in teaching Listening Comprehension. Oderinde (1979) in explaining the usefulness of the tape recorder says a passage can be played several times, it can be stopped and rewound and played back again, whereas this would not be possible with natural voices.

The other two teachers observed used different techniques. One of them used a recorded lecture which was played to the students. The students listened and took down notes. Afterwards, the teacher explained the content of the lecture and later asked the students questions on the lecture they had listened to. The second teacher used the Dialogue technique. Eight students were selected from the class and paired. Each pair had a piece of dialogue. A list of statements were read to the students and they were expected to identify the statement that was most appropriate to that piece of dialogue they had listened to. The teacher explained the dialogues and the students were asked to choose the most appropriate dialogue. It should be noted that none of the teachers used the auditory discrimination technique.

It was also observed that even though the teachers used varied techniques, none of them used more than one technique during a lesson. This was evident both in what they reported and what they actually did in the classroom. However, teachers are expected to vary the techniques they use in order to avoid boredom.

4.9.2 The Teaching Materials Used by Teachers

A small number of materials were available for the teachers' use. Out of the six teachers observed, one of them used a tape recorder to teach while the five others used diagrams and their natural voices. None of the teachers used films, radios or records. It was also noticed that none of the schools had a language laboratory. Class textbooks and other supplementary texts were used. In particular, Countdown to Senior Secondary Certificate English : A Preparation Course by Kujore *et al.* (1990) and Integrated English by Howe and Tomori (1981) were used.

Out of the three schools visited, only one of them had a functional tape recorder. The other two schools had non-functional tape recorders.

4.9.3 The Activities Engaged in During Listening Comprehension Lessons

The teachers engaged their students in varying activities ranging from listening to dialogues, note taking and listening to recorded materials. Three of

the teachers engaged their students in listening to selected passages while two others engaged their students in note-taking. One of the teachers engaged his students in listening to dialogue. In most cases, two or more activities were used in a lesson. For instance, students were asked to listen to selected passages and at the same time take down notes. None of the teachers, however, engaged the students in any form of listening to games like 'spot the change'. This is a game in which students have to spot the changes in a second version after a passage has been read twice with alterations of meaning in the second version.

4.9.4 Problems Encountered by Teachers in the teaching of Listening Comprehension

On the basis of what was observed, the researcher noted the following problems encountered during Listening Comprehension lessons.

1. It was not easy for the teachers to capture the students' attention. This was due to the fact that most of the classes were large. This did not allow for individual attention. There was also undue distraction from outside the classroom. Such distractions were from other classes and the surrounding buildings.
2. There was constant power failure which did not allow for the use of a tape recorder.

3. Teaching materials were lacking in most schools. Materials such as radio, films, tape recorders were lacking. Language laboratories are also non-existent in these schools. Textbooks were also inadequate for both the teachers' and students' use.
4. Some teachers were bad models as they could not pronounce some English sounds properly either because of their linguistic background or the type of training they received.
5. Homophones were not easily comprehended by the students. The students were confused by similar English sounds. This led them into giving wrong answers to the questions asked.

4.10 DISCUSSION OF FINDINGS

4.11 The Questions Raised for the Study

The following research questions were raised in Chapter One and they form part of the problem statement for the study:

1. What techniques do teachers employ in the teaching of Listening Comprehension?
2. What Listening Comprehension activities and materials do teachers use in their classroom?
3. What problems (if any) do teachers encounter in the classroom during Listening Comprehension lessons?

4. Does academic qualification affect teachers' performance in the classroom?

These questions would now be examined from the results available. These results were got from the two instruments used in the study - written questionnaire and classroom observation.

Using the data gathered from the questionnaire and observation, it was discovered that teachers used varying techniques in teaching Listening Comprehension. The analysis showed that the following techniques were used but with varying frequencies:

- Auditory discrimination
- Dictation
- Reading aloud
- Using recorded material

While some were frequently used, others were not. For instance, 38.9% used the auditory discrimination often, while 5.6% used it very often, 22% seldom used it and 33.3% never used it. However, of all the techniques, the popularity of the "Reading aloud" technique is quite striking. 83.3% reported that they used this techniques. The teachers not only showed awareness of this technique but 50% of the teachers observed used it in actual classroom teaching. The other techniques scored lower percentages. The findings have therefore thrown

some light on the techniques teachers used in teaching Listening Comprehension.

Question I - What Listening Comprehension activities and materials do teachers used in their classroom?

This question focused on Listening Comprehension activities and materials teachers used during lessons. Based on data, it could be said that teachers used only the materials available to them. It was observed that there was lack of adequate teaching materials to teach Listening Comprehension in the schools visited. The materials included tape recorder, diagrams and radio. Films, records and language laboratories were not available in these schools. It can therefore be said that teachers use tape recorders, radio and diagrams to teach Listening Comprehension. The students' responses also corroborate what was reported by their teachers.

The activities engaged in were varied. Some teachers reported that the activities were used often, very often, seldom or never used at all. However, the most common activity was "listening to readings from textbook". This activity was used very often by 77.8% of the teachers. "Listening to radio broadcast" was the least engaged in technique. 72.2% reported that they did not use it at all. In the classroom observation, it was discovered that none of the six teachers observed used this activity.

Similarly, the students reported that the most common activity engaged in was "Listening to readings from textbook".

Question II - What problems (if any) do teachers encounter in the classroom during Listening Comprehension lessons?

In order to answer this question, teachers were asked to state what problems they encountered in the classroom. That apart, lessons were observed to see what problems teachers face in the classroom. A summary of these problems will be given here since they have been earlier discussed in section 4.7.4.

It was discovered that teachers found it difficult arresting the students' attention either because of distractions from outside or due to over-crowding. There was also lack of adequate teaching materials in the schools Of all the schools visited, only one school could boast of a functional tape recorder. Language laboratories were not available in these schools. Furthermore, some teachers were not good enough models. Words were poorly pronounced by some teachers due to either inadequate training or poor linguistic background. Majority of the students on their own part said they had problems distinguishing some English sounds. This is as a result of poor pronuciation of some sounds.

The time allotted to the teaching of Listening Comprehension was not enough, so teachers could not

cover what has been prepared for the lesson. This is an evidence of poor planning. It could therefore be said that teachers encountered some problems in the course of teaching Listening Comprehension.

Question III - Does professional qualification affect teachers' performance in the classroom?

From the findings, it was discovered that N.C.E. and graduate teachers made up the subjects. Out of the eighteen teachers used for the study, eight of them (44.4%) were N.C.E. holders, while the ten others were graduates (55.6%). 33.3% of these graduates were trained in TESL Methodology. When the responses of both groups to the questionnaire items were compared, it was revealed that their responses were similar, which meant that both groups used similar techniques, activities and teaching materials. However, when this researcher observed lessons taught by these groups of teachers, it was expected that graduates who were trained in TESL Methodology should perform better in terms of teaching than graduates who did not have any training in TESL Methodology. The N.C.E. holders were also expected to teach better than non-trained teachers but not better than holders of B.Ed/ B.A.Ed from these findings, it was discovered that some teachers who were not trained in TESL methodology performed better than some of those who were trained. In particular, one of the teachers observed, who was a B.Sc. Honours holder performed

better than the trained teachers. So also, N.C.E. holders who are trained to teach in the Junior Secondary Schools were also found teaching Senior Secondary students, and because of their years of experience, they performed better than some trained graduate teachers. It can therefore be said that professional qualification also does not affect a teacher's performance in the classroom.

4.12 SUMMARY OF THE CHAPTER

This chapter has presented the analysis and interpretation of data collected for the study. The data were collected from two sources - Written Questionnaire and Classroom Observation. The study sought to find out classroom practices in the teaching of Listening Comprehension. The lessons observed were also analysed and discussed. The questions raised for the study were also answered and discussed. The next chapter presents the summary, conclusion and recommendations.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This study was carried out to examine classroom practices in the teaching of Listening Comprehension in selected Senior Secondary Schools in Kogi Local Government Area. The study investigated the characteristics of the English language teachers in the schools visited. The characteristics of students in SS I and SS III were also investigated. It also examined the techniques, activities and materials used in teaching Listening Comprehension. The problems encountered by both teachers and students in Listening Comprehension were also discussed in the previous chapter.

This chapter presents the summary of findings, conclusion and recommendations. The study answered the following research questions:

1. What techniques do teachers employ in the teaching of Listening Comprehension?
2. What Listening Comprehension activities and materials do teachers use in their classroom?
3. What problems (if any) do teachers encounter in the classroom during Listening Comprehension lessons?
4. Does academic qualification affect teachers' performance in the classroom?

In order to answer these research questions, the researcher went to six randomly selected Senior Secondary Schools in Kogi State. Written questionnaires were administered to eighteen English Language Teachers and three hundred and sixty students in SS I and SS III. All the teachers except one filled and returned their copies while 88.8% of the students' questionnaire were returned. The summary of the findings is presented below.

5.2 SUMMARY OF FINDINGS

The analysis of data may be summarised this:

1. Out of the seventeen teachers used for the study, 47.1% had N.C.E., 29.7% had B.Ed. or B.A.Ed. while 17.6% had B.A. English. Only one of them (5.9%) had a B.Sc. degree; which goes to show the lack of English language teachers are in schools. Teachers who read disciplines other than English language are sometimes forced to teach English.

The findings also revealed that all the teachers were fairly experienced in teaching. For instance, only 11.7% had taught for less than 1 year, while the majority of teachers had taught for 1-5 years. 35.3% had taught for 6-10 years. It can therefore be said that the teachers had adequate teaching experience.

2. The findings of the study further revealed that all the teachers taught Listening Comprehension. However, when lessons were observed, this researcher discovered that most teachers taught this skill mainly for the purpose of examinations. Although the teachers reported that they taught it regularly, they confessed to teaching it more thoroughly when examinations are approaching.

3. The findings revealed that the teachers used varying techniques, activities and teaching materials.

As discussed in chapter four, some of these techniques and materials were used very often while some were never used at all. The most popular technique used was the "reading aloud by the teacher" with 82.3% using it very often and the least popular of the techniques was the "playing of recorded lecture on tape" technique with 41.2% of the respondents reporting they never used it.

The findings also showed that teaching materials were lacking in the schools visited. The most used teaching material was the teacher's natural voice (35.3%) while the least used was the diagram (5.9%). Some materials were never used at all because of non-availability. Such materials were records, films and language laboratories.

The students' responses to the questionnaire items corroborated what was reported by the teachers. They were requested to fill items concerning their teachers'

classroom practices in teaching Listening Comprehension. The students agreed that the most popular technique was the "reading aloud". It was also revealed that the students were much interested in listening comprehension.

5.3 CONCLUSION

As a matter of fact, teachers appeared to have a keen interest in the teaching of Listening Comprehension. From the results obtained, it would seem that their main problem laid with lack of teaching materials. A situation where teachers use the same technique and materials during every lesson can be very boring. The general comment of course is that teachers neglect this skill. Various literature (Oderinde, 1979; McKeating, 1981; Brown, 1987) have expressed this concern. So also, the teachers agreed that Listening Comprehension is not given adequate attention.

However, the teachers do not seem to take the blame for this apparent neglect. This researcher feels that given the right atmostphere and adequate materials, teachers will teach the Listening skills better. Not only that, the materials should be inexpensive and authentic in order to save cost.

On the professional qualification, it was discovered that most of the teachers were qualified to teach English Language (76.5%). Only a few (23.5%) did

not possess the professional qualification. Though the percentage is negligible, it is worth mentioning that it is errorneously believed that any teacher can teach English in the Secondary School. No matter how negligible the percentage is, it is bound to have an adverse effect on the students. However, one very important thing to note is that teachers may not have been adequately trained to teach Listening Comprehension.

Concerning the techniques, it was also discovered that the teachers used the "reading aloud" technique more often than the other techniques. It should be noted that in developing countries (Nigeria inclusive), because of the lack of teaching materials, English is often taught by means of the teacher reading aloud selected passages to the learners. In this technique, students are usually tested on literal comprehension, inferential comprehension, evaluation of content and delivery style. This researcher observed that reading is not a reliable method for exposing implied meaning and evaluation. It is only reliable for literal comprehension. For this reason, the use of this technique should be minimal. Teachers should also use the other techniques as often as possible.

On the activities engaged in during lessons, it was also discovered that students were engaged in limited activities during lessons. The most popular of these activities are the "listening to passages from

textbooks" and "listening to oral presentation". Although these activities provide a general listening practice, they do not help the students in inferential comprehension and evaluation. There is the note taking activity which can be used along-side other activities. It is a complex yet important activity which combines listening, selecting, summarising and writing skills. Students should be taught to take down notes while listening. They can also be engaged in extensive listening activities like listening to music and writing down the lyrics. This helps to give students general practice and increase their exposure to the language.

Furthermore, the teaching materials used by the teachers can be said to be inadequate. The most used "material" was the teacher's natural voice. Some of them used pictures or actions. It was in only one of the schools that a tape recorder was used. However, the few materials available should be judiciously utilised. There should be variety in both material and voice. The tape recorder, though vital in teaching listening comprehension is not indispensable. The teacher's natural voice should be part of the students' experience.

The responses given by both the N.C.E. and graduate teachers were similar concerning their classroom practices. The explanation for this may be that some of the graduate teachers might have first passed through

the N.C.E. course before entering the university. It therefore means that both had had a similar training background. However, this researcher observed that some of were had models. This may have been due to their linguistic background and training. There is the natural tendency for some of the teachers' native sounds to interfere with those of English either as a result of non-existence of similar sounds in the mother tongue, or similarity in articulation between the native sounds and those of English. To solve this problem, the sounds of the mother tongue should be compared with English or the target language, using minimal pairs.

5.4 RECOMMENDATIONS

In view of the findings of the study, this researcher wishes to make the following recommendations. They are classified into:

1. For teachers/teaching,
2. For teacher education,
3. For educational planners/ministry, and
4. For further research.

1. For Teachers/Teaching:

A conducive language environment should be created at all times. Teachers should create an atmosphere where students will feel relaxed and be given opportunities to express themselves without anxiety.

Teachers should also not teach for examination purposes alone, but should be responsive to the

student's needs and realities of the second language situation in Nigeria.

Authentic materials should also be improvised where there is lack of teaching materials.

Instead of sticking to a particular technique, teachers should vary their methods and techniques to avoid boredom and ineffectiveness. Teachers should also pose as good models.

2. For Teacher Education:

Teacher education programmes should have the teaching of Listening Comprehension in their English Language programmes, since students listen during most part of the hours.

There is also the need for more trained English Language teachers to enhance the teaching and learning of Listening Comprehension.

Schools should be visited from time to time by Schools' Supervisors who are current in ESL methods in order to observe teachers and give criticisms and advice that will help the teachers improve and increase their efficiency.

3. For Educational Planners/Ministry of Education:

Listening Comprehension should be accorded its due recognition in the syllabus as well as in teaching. The Ministry of Education and the Local Government Authority should provide enough teaching materials to every school for effective teaching. More importantly, a tape

recorder is recommended for every English Language teacher. This researcher cannot recommend a language laboratory now because of the economic condition of the country.

More classrooms should be built to solve the problem of large classes.

The teaching materials must be up-to-date and meaningful.

Seminars and workshops on the teaching of English Language to include Listening Comprehension should be organised for all English language teachers in the secondary school to update their knowledge. Such courses would equip them with current methods, techniques, activities and teaching materials in Listening Comprehension. The courses should be held regularly, at least twice a year.

Professional journals should be made available and teachers should be encouragd to use them.

4. For Further Research:

There is a need for further research in the area of listening comprehension.

This study can be repeated using other classes in the secondary school in order to find out if the same situation exists. The study should be carried out in the Junior Secondary School.

It is also necessary to replicate this study in Unity Schools using the same Senior Secondary Classes.

The results of such study is likely to give a more balanced data.

A similar study could be carried out focusing on students rather than on the teachers.

In addition to the use of written questionnaire and classroom observation, a similar study could be conducted to include oral interview and other instruments not used in this study.

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APPENDIX A

TEACHERS' QUESTIONNAIRE

Dear Colleague,

This questionnaire aims at finding out how you teach Listening Comprehension. Your responses will go a long way in improving the teaching of listening comprehension in Secondary Schools.

INSTRUCTIONS:

Please read the questionnaire carefully and tick (x) the item that applies to you.

PART ONE

GENERAL INFORMATION:

1. Sex: Male ( ) Female ( )

2. Educational Background:

   N.C.E
   B.A.
   B.A.ED.
   B.ED.
   B.A. with Dip. Ed.
   M.ED.
   M.A.
   Any other (please specify):.....

3. Your age range is:

   21 - 25 years
   26 - 30 years
   31 - 35 years
   36 - 40 years
   41 - 45 years
   46 years and above

4. Professional Experience: How long have you been teaching?

   1 - 5 years
   6 - 10 years
   11 - 15 years
   16 - 20 years
   21 years and above

5. Nationality:

Nigerian
Other Africans
British
American
Asian
Any other (please specify):.....

6. Size of class:

Below 20
20 - 29
20 - 39
40 - 49
Over 50

PART TWO

Please tick (x) the item that best applies to you.

7. How many lessons of English language do you teach in a week?

1 - 2 lessons
3 - 6 lessons
7 -10 lessons
Above 10 lessons

8. Do you teach Listening Comprehension?

Yes ( ) No ( )

9. If Yes, do you like teaching it?

Yes ( ) No ( )

10. How often do you teaching Listening Comprehension in a week?

Once a week
Twice a week
Thrice a week
Daily
None

11. What course book(s) do you use for teaching Listening Comprehension? List them:

.....

.....

.....

.....

12. What teaching aids do you use for teaching Listening Comprehension? List as many as you can:

.....

.....

.....

.....

13. Which of these techniques do you use for teaching Listening Comprehension? State how often, very often, seldom or never:

Auditory discrimination.
Dictation.
Reading of passage aloud by the teacher.
Impromptu speeches.
Having students listen to a pre-recorded lecture.

14. Which of these activities do you engage your students in during Listening Comprehension? State how often, very often, seldom or never.

Listening to oral presentation (e.g. short stores debate.
Listening to pre-recorded lectures.
Listening to readings from textbooks (Poetry or Prose).
Listening to dialogues.
Listening to radio broadcasts.

15. How would you rate the performance of your students in Listening Comprehension?

Below average.
Average.
Above average.

16. How important is it for you to teach Listening Comprehension?

Not important.
Important.
Very important.

17. What are the problems you encountered in the teaching Listening Comprehension?

.....

.....

.....

18. What suggestions would you give to improve the teaching of Listening Comprehension?

.....

.....

.....

.....

Thanks for your cooperation.

APPENDIX B

STUDENTS' QUESTIONNAIRE

Please read and answer these questions honestly.
Tick (x) the item that applies to you.

PART ONE

1. Sex: Male ( ) Female ( )

2. Class: SS I ( ) SS III ( )

3. Your age range is:

   9 - 12 years
   13 - 16 years
   17 - 20 years
   Above 20 years

PART TWO

4. Do you like English Language?

   Yes ( ) No ( )

5. If Yes to 4 above, what aspect of English do you like best?

   Spoken English.
   Listening Comprehension.
   Reading Comprehension.
   Writing Composition.
   Grammar.

6. How many lessons of English do you have in a week?

   1 - 2
   3 - 6
   7 - 10
   Above 10

7. Do you have lessons in Listening Comprehension?

   Yes ( ) No ( )

8. How often do you have Listening Comprehension lessons in a week?

   Once a week.
   Two times.
   Three time a week.
   Daily.

9. Which of these materials are used by your teacher in Listening Comprehension lessons?

Radio
Tape Recorder
Records
Teacher's natural voice.

10. Which of these listening comprehension activities do you engage in during lessons?

Listening to passages read aloud by your teacher.
Listening to dialogues.
Listening to radio broadcast.
Listening to music.
Listening to recorded speech on tape.

11. Which of these problems do you encountered in learning Listening Comprehension?

How to differentiate the sounds.
You do not understand the message.
You forget what you hear easily.
The vocabulary is difficult.

12. How would you rate your Listening Comprehension lessons?

Very difficult.
Difficult.
Uninteresting.
Very interesting.

APPENDIX C

A CHECKLIST FOR THE OBSERVATION OF TEACHER PRACTICES IN THE TEACHING OF LISTENING COMPREHENSION

PART ONE

CLASS OBSERVED:.....

LESSON OBSERVED:.....

TIME:.....

NUMBER OF PUPILS IN THE CLASS:.....

OBSERVATIONAL TECHNIQUES USED:.....

Which one of the techniques below was used by the teacher?

I) Auditory discrimination.
Dictation.
Reading of passage aloud by the teacher.
Impromptu speeches.

II) The material which the teacher used most was: class textbook.
Printed material other than textbook.
Practice or drill material such as printed sheets.

III) The teacher used one of the teaching aids listed below:

Tape recorder.
Radio.
Films

IV) The type of activities utilised most by the teacher was:

Dialogue.
Note-taking.
Short stories.
Radio broadcast.
Listening games.

V) On the basis of what was seen and heard, state briefly the major problems of teaching Listening Comprehension:

APPENDIX D

SCHOOLS IN KOGI LOCAL GOVERNMENT AREA:

1. Crowther Memorial College, Lokoja.
2. Lokoja Teachers'/Science College, Lokoja.
3. Bishop Delisle College, Lokoja.
4. Command Day Secondary School, Army Barracks, Lokoja.
5. Muslim Community Secondary School, Lokongoma, Lokoja.
6. Government Day Secondary School, Adankolo, Lokoja.
*7. St. Clements Seminary/Secondary School, Adankolo, Lokoja.
*8. Institute of Islamic Studies, Lokoja.
9. Government Secondary School, Abugi.
10. Community Secondary School, Budon.
11. Progressive Stenographic Advancement Classes (Government Approved).

APPENDIX E

Schools used for the study:

1. Crowther Memorial College, Lokoja.
2. Bishop Delisle College, Lokoja.
3. Command Day Secondary School, Army Barracks, Lokoja.
4. Muslim Community Secondary School, Lokongoma, Lokoja.
5. Government Secondary School, Koton-Karfe.
6. Government Day Secondary School, Adankolo, Lokoja.

APPENDIX F

CLASS: SENIOR SECONDARY i

LESSON I:

The teacher reads aloud this passage:

Who Will Bell the Cat?

Over four hundred rats once lived in a thatched mud house. Though there was plenty of food and holes were easily made in the mud, these rats were most unhappy because Black Pussy, the Cat, was also living in the same house.

Pussy, their chief enemy, always lay in wait for them. This made them miserable and restless, for they were not free to move about. Hunger often made them weak, for they could not go to search for food.

One night, all the rats met together to plan how to solve their difficulties. Some of them suggested fighting the cat but it was found to be impossible.

I have a good idea, said a young rat, let's tie a small bell round her neck while fast asleep to warn us of her movements. We shall then run into our holes whenever we hear the tinkling of the bell.

All the rats clapped their hands in support. Brave young rats were asked to do the job. Then the chief of the rats remarked: 'This is a good idea dear citizens. But who will be the cat? let him step forward'. No one volunteered. All then went back to their holes realising that saying things are easier than doing them.

Questions:

Teacher: Where were the rats living?

Student: In a mud house.

Teacher: That is correct.

: What was the house made of?

Student: Thatched mud.

Teacher: Correct.

: Why was Black Pussy their chief enemy?

Student: Black Pussy is fond of killing them.

Teacher: Why did the rats hold a meeting?

Student: To find a way out of the difficulty.

(Teacher explains the answer)

Teacher: At what time of the day did they do so?

Student: In the night.

Teacher: Yes, in the night.

: Who were those asked to do this job?

Student: The young rats.

Teacher: What did the rats realize at last?

Pause.

Student: The rats realized that things are easier said than done.

(Teacher explains)

Teacher: Do you have any question?

Student: No.

SENIOR SECONDARY I

LESSON II

The teacher reads the passage below:

The Dark Continent.

Until the later half of the nineteenth century the Europeans knew little about the interior of Africa. By then much had been learnt about America, Asia and Australia. This was the chief reason why Stanley, the British Explorer called Africa **The Dark Continent.** Stanley explored the Congo Basin. The Stanley Falls on this river called after his name.

Most of the inhabitants of Africa are black in complexion and perhaps this was the second reason the words Dark Continent were applied to Africa.

One may ask why the inland part of Africa was unknow about one hundred years ago. Many are of the opinion that this was because the natives of Africa were not friendly towards Europeans. Until then, Arab slave raiders had been enslaving Africans. This made many negroes look upon all white people as slave dealers.

But we must not forget the difficulties in exploring Africa. The Sahara Desert, the rapids on rivers and the thick forests, made travelling very difficult. The damp heat, mosquitoes and tse-tse flies caused illness to European explorers.

Questions:

Teacher: Who called Africa "The Dark Continent"?

Student: Stanley.

Teacher: Correct. Stanley called Africa "The Dark Continent".

: What was the chief reason for calling Africa this name?

Student: Because the natives were unfriendly.

Teacher: No, not quite.

Student: Because most of the continent was unexplored by the Europeans.

Teacher: What part of Africa was explored by Stanley?

Student: The Congo Basin.

Teacher: Correct (repeats the answer).

: Give the second reason why Africa was called The Dark Continent?

Student: Because the people are dark in complexion.

Teacher: Correct.

: What do many people think was the reason why Africa was unknown for a long time?

Student: The natives were unfriendly to the Europeans.

Teacher: Correct (repeats the answer)

: Why were the negroes unfriendly towards the explorers?

Student: The Arabs were known. They thought they had come to buy slaves.

Teacher: What difficulties did travellers have in Africa?

Student: The Sahara Desert, the rapids and _____

Teacher: Yes, and one other factor.

Student: and the climate.

Teacher: No, and the thick forests.

: What brought about ill health to European explorers?

Student: The climate and the insects.

Teacher: Yes, correct.

LESSON_III

Teacher plays a recorded lecture while the students listen attentively.

LECTURE TOPIC: The Young of Creatures.

The topic of our lecture this morning is The_Young of Creatures.

In English language, there are special separate words to show whether a creature belongs to male or female, young or old. For example 'Cock' is male while 'Hen' is female. Cockrel or Chicken is the young one.

Now here are more examples:

Bird	- male/female
Nestling	- the young one
Bear/pig	- male parent
Stow	- female parent
Piglet	- young one
Bull	- male parent
Cow	- female parent
Calf	- young one
Dog	- male parent
Bitch	- female parent
Cub	- young one
Lion	- male parent
Lioness	- female parent
Cub	- young one.

Teacher: Now students, since you have listened to the lecture what is the topic of the lecture?

Student: "The Young of Creatures".

Teacher: Spell "Creature"

Student: C-r-e-a-t-u-r-e

Teacher: In the lecture we heard the word 'Cock'
What sex is Cock.

Student: Male

Teacher: The female is _____

Student: Hen

Teacher: What is the young one?

Student: Chicken/Cockrel

Teacher: What is the young one of sheep?

Student: Lamb

Teacher: What is the female parent of Pig?

Student: Stow.

Teacher: The young one of lion is _____
Silence.

Teacher: Everybody say 'Cub'.

Student: Cub.

SENIOR SECONDARY III

LESSON I:

Teacher lists a number of difficult words on the chalkboard, taken from the passage to be read.

hero-worshippers, prominent, circumstances
vindicate, quitted, stock-taking.

Teacher: The words listed on the chalkboard were used in the passage. Let us explain what each word means before listening to the passage. (Teacher explains the meaning of the words).

Teacher reads the passage twice.

The point has often been made that Africans are generally not hero-worshippers; or is it that they had never had heroes? The names of prominent people like Mansa Musa, Scipio Africanus, Uthman Dan Fodio, Kwame Nkrumah, Jomo Kenyatta, Obafemi Awolowo and Julius Nyerere remind us of men who at different times and in different circumstances acquired mass popularity which history has continued to vindicate. The truth is that Africans are often suspicious of their leaders, and, therfore, appreciate them only after they are dead or have quitted the scene and the stock-taking has been done.

Teacher: Now answer the following questions. Some possible answers will be read to you after each question, identify the most appropriate answer.

Question 1: Which of the following is true of heroes in the passage read?

a) It is believed that Africans love their heroes.

b) Africans have had heroes.

c) Africans hate hero-worship.

d) One is not sure of the writer's thought about heroes in Africa.

Student A: Africans have had heroes.

Teacher: No, that is not correct.

Student B: One is not sure of the writer's thought about heroes in Africa.

Teacher: Correct.

Question 2: Which of the following is true of the passage:

a) Not all the names mentioned are Africans.

b) All the names mentioned are Africans.

c) History has rejected their popularity.

d) Mass popularity is the same as hero-worship.

Student: All is correct.

Question 3: Does the writer mean that:

a) Africans suspect their leaders until they die?

b) Africans do not appreciate their leaders until they are out of office?

c) Africans chase their leaders out of office?

d) Africans only appreciate their leaders when they are out of office and have been assessed.

Student A: B - Africans do not appreciate their leaders until they are out of office.

Teacher: No, that is wrong. There is more to it.

Student B: D - Africans only appreciate their leaders when they are out of office and have been assessed.

Teacher: That is correct. Students, do you have any question on the passage read to you?

Students: No.

LESSON_V

SENIOR_SECONDARY_III

The students listened carefully to bits of conversation played on tape. The bits of conversation were then followed by some statements. Students were taught to identify the statement that was most appropriate to each piece of conversation. Below is the transcribed lesson.

Conversation I:

Musa: What happens when it is discovered?

Tobi: Don't be a coward!

a) Both Musa and Tobi are afraid

b) Tobi is afraid

c) Musa is afraid but Tobi is not

d) Musa is not a coward.

Student: C - Musa is afraid but Tobi is not.

Teacher: Correct.

Conversation II:

Ladi: For how long do you have to be away?

Jummai: For at least two weeks.

a) Jummai will be away for two weeks.

b) Jummai may be away for more than two weeks.

c) Jummai will have two weeks' leave.

d) Jummai will not be away for long.

Student: B - Jummai may be away for more than two weeks.

Teacher: That's right.

Conversation III:

Joseph: I guess it's time to break our fast.

Susan: If you go by the clock, but look out.

a) It isn't time yet to break the fast.

b) Susan agrees that it's time to break the fast.

c) Joseph is sure of the time to break the fast.

d) Both of them think it's time to break the fast.

Student A: Both of them think it's time to break the fast.

Teacher: No, that is wrong.

Student B: It isn't time yet to break the fast.

Teacher: Yes, that is right, from the conversation it could be noted that it isn't time to break the fast.

Conversation IV:

Ali: You must be late for your meeting now?

Aminu: May be, but I'll be there before the meeting starts.

a) Aminu is late for the meeting.

b) Aminu's meetings never start on time.

c) Ali will not be late for the meeting.

d) Ali will attend the meeting late.

Student: Aminu's meeting never start on time.

Teacher: Yes, that is correct.

Do you have any question class?

Student: No.

LESSON VI:

Students listened as teacher read the passage below twice. This was followed by some questions. Students were asked to identify the most appropriate answer. But before then the difficult words in the passage were explained by the teacher.

1. revival
2. complexity
3. delegations
4. initiated
5. core
6. variety

Teacher reads:

There has been a sudden revival in the projection of Nigerian culture both at home and abroad. The core of our culture is based on the music, dance, drama, way of life and the practices of the people. The complexity and variety of the people of Nigeria are such that make

the presentation of Nigerian culture richer. Each year, different groups travel abroad either as part of government delegations or as invited groups to perform in various countries. The Federal Government had initiated plans for the formation of a National Dance Troupe in which there would be an integration of the various forms in practice in different parts of the nation.

Questions:

1. Does the passage state that

   a) People are being made conscious of culture?

   b) Culture is projected at home and abroad?

   c) There is a quick awakening of culture in Nigeria?

   d) There is no projection of culture in Nigeria?

Student: Culture is projected at home and abroad.

Teacher: Yes, correct.

2. According to the passage, is culture

   a) Music and dance?

   b) A way of life of the people?

   c) Music, dance and drama?

   d) Music, dance, drama and the way of life of the people?

Student A: Music, dance, drama and .....

Teacher: Yes, and what?

Student A: and the way of life of the people.

Teacher: That is correct. Next question.

3. Is Nigerian culture, according to the passage?

a) Poor

b) Rich

c) Richer because of the complexity and variety of the forms of culture available?

d) Complex or varied?

Student: Richer because of the complexity and variety of the forms of culture available.

Teacher: Correct.

4. Does the passage state that

a) Nigeria sends a troupe abroad every year?

b) Nigerians travel abroad every year?

c) Only government troupes travel abroad every year?

d) Many Nigerian groups project culture abroad every year?

Student: D - Many Nigerian groups project culture abroad every year.

Teacher: Correct.

5. Do we gather from the passage that

a) The Federal Government established a National Dance Troupe?

b) The Federal Government would establish a National Dance Troupe?

c) The Federal Government was to establish a National Dance Troupe?

d) The Federal Government integrated the different parts of the nation in a Dance Troupe?

Student: The Federal Government was to establish a National Dance Troupe.

Teacher: That is correct. Any question?

Student: No.