

EFFECTS OF USING AUDIO-MATERIALS ON STUDENTS' PERFORMANCE IN LISTENING COMPREHENSION IN SENIOR SECONDARY SCHOOLS IN GWAGWALADA, ABUJA

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Abstract

This study titled: 'Effects of Using Audio-materials on Students' Performance in Listening Comprehension in Senior Secondary Schools in Gwagwalada, Abuja', adopted the descriptive survey design and quasi-experimental method of research design in the collection of sample opinions. The population comprised of all the 4,380 students of the 8 conventional public Senior Secondary Schools in the area. The simple random sampling technique was used to sample 100 SSS2 students from the population. The study used questionnaire and test to elicit information from respondents. The instruments were tested to ensure that they are valid and reliable for the study. The simple percentage, mean and t-test were used to analyze the data. After the analysis, the study found that the topic of the listening comprehension text used, audibility of teachers' voice, clarity of the audio-materials used, type of audio-materials used, length of the listening comprehension text, oral form of assessment, written form of assessment, questioning as a teaching strategy, language of the listening text and the use of pictures, realia, audio-material and teaching methods are some of the specific problems affecting the effective teaching of listening comprehension in Senior Secondary Schools. The study also found that there is a significant difference in listening comprehension performance between students taught using audio-materials and those taught using classroom text at the literal, inferential and critical levels. Based on these findings, the study recommends that government at all levels and school management should ensure that adequate and quality audio-materials such as tape-recorder, language laboratory, microphone, radio, ear phones etc. are provided for teachers and students, in order to ensure effective teaching and learning of listening comprehension, teachers should ensure that audio-materials are used in the teaching of listening comprehension in Senior Secondary Schools and as well as adopt basic strategies for approaching literal, inferential and critical level of listening comprehension.

Keywords: Listening Comprehension, Audio-materials, Classroom text.

Introduction

The development of the teaching and learning of language has shown that listening (one of the four language skills) suffered from near neglect, especially in the method used in teaching during the Greek and Latin era. These ancient languages adopted a method that purely emphasized the ability of learners to read and write, internalize grammatical rules, as well as translating from one language to the target language (L1-L2), using the Grammar-Translation Method (GTM). This method paid very little or no attention to listening and speaking. This made the teaching and learning of English, French, Spanish, Italy etc. to undergo numerous changes in the 19th century in order to fill the gaps associated with the Grammar Translation Method (Anthony, 2015). The difficulties experienced in the teaching and learning of these two languages, led to changes in the methods used in teaching and learning other languages by the 19th century. These methods range from the Grammar-Translation Method, the Direct Method, Audio-Lingual Method, Total Physical Method, the Silent Way Method, Community Language Teaching, Suggestopedia Method, and the most recent; Communicative Language Teaching Method.

The Communicative Language Teaching Method, which emphasizes on interaction and most importantly, Communicative Competence of the learners, has proven to be effective in learners. This method develops fluency skills and competence in the learner to speak at different communicative contexts. This and many other approaches used by modern English language teachers have not shown much impact on learners' control of the listening skill and other aspects of English language that test learners' listening ability such as oral sound, and listening comprehension in particular (Anthony, 2015).

To confirm the above observation, students' performance in listening skill and English Language generally in the West Africa Examination Council (WAEC) and the National Examination Council (NECO) has not been encouraging. Experience as English language teacher, and supervisor for over 8 years in Senior Secondary School has shown, that students' poor performance in listening comprehension could be attributed to learners' poor performance in oral section of these examinations, where learners are expected to identify sounds correctly. This therefore makes listening an important skill in English language teaching and learning.

As a matter of fact, listening comprehension plays an important role in communication as it is said that, of the total time spent on communication, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Gilakjani & Ahmadi, 2016). This means that, listening is the primary means by which incoming ideas and information are taken in. The researchers' experience in the teaching profession has also shown that, pupils from kindergarten were expected to listen 65-90% of the time. Also, listening consumes more of daily communication time than other forms of verbal communication (reading and writing) throughout the lesson period in primary and secondary school. The researchers also note that effective listening is central to enhancing the lives of second language learners, educational development and output. Furthermore, the importance of listening comprehension for success in academic settings cannot be overemphasized. Thus, numerous studies in language

education have indicated that efficient listening skills were more important than reading skills as a factor contributing to academic success.

In spite of its importance in Second and Foreign Language learning as seen from the above, the teaching of listening comprehension has long been —somewhat neglected and poorly taught aspect of English in many EFL programmes. The neglect of this aspect of English language was accompanied with an on-going debate about which of the four language skills (listening, speaking, reading, and writing) is the most crucial for the learning and acquisition of a Second Language (Rost, 2012). However, past research such as Daniel (2012) and Raymond (2014) have thus far revealed, that a large proportion of the L2 research findings indicate that listening is the most important skill for language learning, because it is the most widely used language skill in normal daily life and it develops faster than the three other language skills, which in turn suggests that it can facilitate the emergence of the other language skills (Rost, 2012). This is true because, of the 2 hours allotted for lectures in University, more than 1 hour, 40 minutes is spent on speaking and listening with higher percentage to listening to the lecturer. This is not different from what is obtained in primary and secondary schools, where the learners listen to the teacher for over 35 minutes of the 40 minutes allotted for lesson. Yet listening comprehension has been identified as one of the aspects of English language that teachers neglect. In most cases, some schools never teach listening comprehension. In cases where it is being taught, there are poor teaching methods and total absence of instructional materials. To make it worse, the only section of the Senior School Certificate Examination and other professional examination such as WAEC, NECO, JAMB and even post UTME that deals with listening skills and listening comprehension are constructed to be read by the candidates, hence, defeating the purpose.

Furthermore, the effective teaching of listening comprehension may not be possible if the levels of listening comprehension are not properly taught. This is because; learners' understanding of these levels makes the teaching of listening comprehension effective and also improves students' performance. These levels as explained by Williams as cited in Yusuf (2015) include: literal, inferential and critical. The literal level of listening comprehension deals with what the listening text says and what actually happens in the text. The literal level tests learners' knowledge of the names of places, persons, things, dates, time, as well as other issues discussed in the text and can be seen in the text. The inferential level according to Williams, involves determining what the listening text means. Determining inferential meaning requires the learners to think about the text and draw a conclusion. The focus of this level requires the learners to provide what is not said but communicated (implied) in the text. The final level is the critical level of listening comprehension. In this level, the learners are expected to analyze or synthesize information and apply it to other information in the text to make meaning out of it. (Williams as cited in Yusuf, 2015).

Going by the above needs of the learners in listening comprehension, the teacher is therefore expected to ensure that learners are taught with the right materials for effective learning of these aspects of listening comprehension. The use of pictures, realia, names of places, persons, events, class discussion, semantic mapping, pre-questions, visual aids and dramatization are some of the materials and strategies that can be used to effectively activate learners' prior knowledge for effective teaching of these three levels of listening comprehension in Senior Secondary School. It is on this background that this study dwells as it assessed the

effectiveness of teaching listening comprehension in Senior Secondary Schools, Gwagwalada, Abuja.

Statement of the Problem

This study sought to examine the effects of using audio-materials on students' performance in listening comprehension in Senior Secondary Schools in Gwagwalada, Abuja. Over the years, effective teaching of listening comprehension in Senior Secondary Schools in Nigeria has been the major concern of researchers in the field of language education. The need for effective teaching of listening comprehension becomes necessary, considering the poor performance of students in this aspect of English language in external examinations. The researchers, who have been teaching English language in Senior Secondary School for over 8 years observe that students' performance in listening comprehension has not been encouraging. They observe that students find it difficult to remember names of places, persons, things, events and other issues mentioned in a listening comprehension text. This therefore motivated the researchers to finding out, if teachers effectively teach the literal level of listening comprehension.

Also, the researchers observe that learners find it difficult to infer meaning to spoken words as well as listening comprehension text. To infer means identifying what is not said or stated, but implied based on the information given in the text. Inability of learners to critically interpret a listening comprehension text is another issue observed by the researchers. Most often, the learners find it difficult to give or suggest a suitable title to a listening comprehension text, analyzing and applying meaning to the information listened to in a listening comprehension text. Could it therefore be that teachers do not effectively teach the inferential and critical level of listening comprehension text? Empirical evidence will provide answers to all these questions. Based on these observations, the researchers are therefore motivated to find out if these materials and skills have effects on students' performance in listening comprehension when compared to classroom text.

Purpose of the Study

The purpose of this study is to assess the effects of using audio materials on students' performance in listening comprehension in Senior Secondary Schools in Gwagwalada, Abuja. The specific objectives of the study are to:

1. identify specific problems affecting the effective teaching of listening comprehension in Senior Secondary Schools in Gwagwalada, Abuja; and
2. compare the effects of using classroom texts and audio-materials in listening comprehension performance score of Senior Secondary Schools Students at the: literal, inferential; and critical levels.

Research Questions

1.What are the specific problems affecting the effective teaching of listening comprehension in large classes in Senior Secondary Schools in Gwagwalada, Abuja? 2.What are the differences in the listening comprehension performance scores between students taught using classroom texts and those taught using audio-materials in Senior Secondary Schools at the: literal, inferential and critical levels?

Hypotheses

H₀₁: There is no significant difference in listening comprehension performance scores between students taught using classroom texts and those taught using audio-materials in Senior Secondary Schools at the: literal, inferential and critical levels.

Delimitation of the Study

This study focused on the effects of using audio materials on students' performance in listening comprehension in Senior Secondary Schools in Gwagwalada, Abuja. The study also examined the specific problems affecting the effective teaching of listening comprehension. It compared the performance scores of students taught listening comprehension using audio-materials and those taught using classroom texts in literal, inferential and critical levels. The study was limited to all the public Senior Secondary Schools in Gwagwalada, Abuja.

Significance of the Study

The findings of this study may be of immense benefit to teachers of English language both at the primary and secondary level. They may be informed of the appropriate teaching method to use when teaching listening skills and listening comprehension text. They may also gain the knowledge of the appropriate instructional materials to use. The students, who are at the receiving end of the knowledge, may be informed of the need to be fully focused and attentive in the listening comprehension classroom. School management as employer of labour, may see the need to engage only qualified, experience and competent teachers of English language. Curriculum planners may be informed of the need to design, select topics and activities that may help aid the comprehension of a text by learners. Parents may also stand to benefit from the findings of this study. They may be informed on the need to ensure that the educational needs of their wards are adequately provided for effective learning and good performance. Future researchers who may be interested in similar area may also find this study useful, either for review or for personal consumption.

Review of Related Literature on Listening Comprehension

The term 'listening comprehension' has been defined by different authors. According to Brown & Yule as cited in Godwin (2015, p. 13), 'listening comprehension means that a person understands what he/she has heard'. If he/she learns the text through hearing it, he/she will understand it. Rost (2012) & defined listening comprehensions as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. According to Hassan (2017), listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. According to Anthony (2009, p. 1), —listening comprehension is the understanding of sounds in utterances without the aid of any visual representation or medium. It is an aural-oral exercise involving only pure verbal responses and making use of the hearing organ and the brain. As Hassan (2017, p. 138) pointed out, 'listening comprehension provides the right conditions for language acquisition and development of other language skills'. This means that, listening is essential not only as a receptive skill but also to the development of spoken language proficiency. Hassan (2017) sees listening comprehension as the understanding of the implications and explicit meanings

of words and sentences of spoken language. It is clear from the above definitions that listening comprehension requires complete attention of students in order for them to understand and make meaning out of listening text. To successfully do this, learners (listeners) must activate the listening skills required for effective comprehension of the text.

The Three Levels of Listening Comprehension

The three levels of comprehension as explained by Williams (1990) as cited in Ojakovo (2019) are the literal level, inferential level and the critical/evaluative level. The literal level is simply what the text says and what actually happens in the story. This is a very important level of understanding because it provides the foundation for more advanced comprehension. It focuses on listening to the text. It involves identifying the important and essential information. The inferential level involves determining what the text means. Determining inferential meaning requires you to think about the text and draw a conclusion. The critical level means analyzing or synthesizing information and applying it to other information. Furthermore, the critical level of listening comprehension helps the listeners to be a good thinker and critique, and by extension have a clearer understanding about the text (Williams, 1990). From the above, it can be deduced that for learners to comprehend and perform well in any given listening text, they must be able to understand the three levels of listening comprehension: literal, inferential and critical; as this will enable them to interact and approach listening text.

Theoretical Framework

According to Merton (2007) as cited in Ojakovo (2019), a research that is not theory-based will be sterile. It is on this note, that the study examines the schema theory of comprehension. Schema theory, one of the cognitivist theories, was propounded by Jean Piaget in 1923. The theory was further popularized in psychology and education through the work of the British psychologist, Fredric Bartlett. It was later expanded into a theory by an educational psychologist, Richard C.

Anderson. The starting assumption of this theory is that the act of comprehension involves one's knowledge of the world. According to this theory, knowledge is a network of mental frames or cognitive constructs called schema, (plural) schemata. Schemata organize knowledge stored in the long term memory. The theory refers to a mental framework humans use to represent, organize and remembered information. Schema theory presents our personal simplified view over reality derived from our experience and prior knowledge; they enable to recall, modify our behaviour, concentrate attention on key information, or try to predict most likely outcomes of events (Gwimi, 2016).

According to Rumelhart as cited in Gwimi (2016), schema can represent knowledge of all levels: from ideological and cultural truths to knowledge about the meaning of a particular word, to knowledge about what pattern of excitations are associated with what letters of the alphabet. There are schemata to represent all human experience, at all levels of abstraction. Finally, schemata are human general knowledge. The relevance of this theory to the present work cannot be over emphasized. This is because the theory emphasizes importance of general knowledge and concepts that will help form schemata. In listening comprehension, the task of the teacher would be to help learners to develop new schemata and establish connections between them. Also, due to the importance of prior knowledge, the teacher

should make sure that students have it. Furthermore, teachers teaching listening comprehension should ensure that students are taught ways to activating their schema, especially when approaching a comprehension text or listening to a text, as this will help them in understanding the text and making meaning out of it. **Instructional Materials for Teaching Listening Comprehension**

Instructional materials are the tools used in educational lessons, which includes active learning and assessment. Basically, any resource a teacher uses to help him teach his students is an instructional material. According to Remillard and Heck (2014), instructional materials refer to the human and non-human materials and facilities that can be used to ease, encourage, improved and promote teaching and learning activities. They are whatever materials used in the process of instruction. These according to Remillard and Heck (2014) are:

- i. Visual material-such as picture, diagram buildings, projectors, teachers themselves chart, real objects, books, newspapers journal, magazines, pamphlets, handout or modules were also are some important visual materials use in the classroom.
- ii. Audio materials – such as tape record cassette, cartridge, radio, dice, television, teleconferencing, language laboratory, teachers' voice. They appeal to the sense hearing.
- iii. Audio-visual materials which include television, video recording, motion picture with sound tracks, slide and films projection with sound tapes, films multimedia. They appeal to both sense hearing and sight.

Review of Previous Studies

A lot of studies have shown the role and importance of the use of audio-materials in teaching listening comprehension in Secondary Schools. Adesomon (2014) is of the view audio-visual materials in teaching listening comprehension is effective than using textbooks. Arafat (2013) notes that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording affects comprehension of listening text. He notes that when these factors are present in a listening text, students find it difficult to understand the text, hence affecting their performance. Akpulu (2014) in a study found that students taught listening comprehension using audio materials perform better than those taught without it. He also notes that audio-materials motivate students in a listening comprehension lesson. Yusuf (2015) is of the view that comprehension of listening text is affected by the class size. In a study conducted by him, he found that students taught in small class performed better than those taught in large class. He further notes that instructional materials are adequately used in small class compared to large class that materials are always inadequate coupled with the noise level of learners. Aidi (2017) is of the view that the use of computer assisted instruction can improve the way students engage in reading and approaching comprehension text. This according to him motivates learners to learn and make text simple for comprehension. It is clear from the above reviews that comprehension of text is hindered by a lot of factors ranging from learners' background knowledge (schemata), poor recorded materials, instructional materials, noisy environment, long texts, speed of the speaker to mention, the least. The above review has extensively examined the problems militating against effective teaching of listening comprehension, especially in secondary school. It has also given possible solution to the problem. Although there is need to investigate the effects of using audio materials in teaching listening comprehension among Secondary School students in Gwagwalada, Abuja.

Methodology

This study adopted the descriptive survey and quasi-experimental design. The study population comprised all students of the eight (8) conventional public Senior Secondary Schools in Gwagwalada, Abuja. There are 4,380 students, including male and female students in SSS2 in the 8 Senior Secondary Schools in the area. 100 SSS2 students were randomly sampled from two public Senior Secondary Schools in the area. The simple random technique was used for this study. The selection was based on Krejcie and Morgan 1970 sample size. On the instrument, the study adopted a structured questionnaire entitled: Problems of Teaching Listening Comprehension Survey (PTLCS) and Listening Comprehension Test (LCT). Furthermore, the questionnaire has two sections: section A and B. Section A comprised of respondents' names of schools while section B comprised of 10 items based on the first research question raised for the study. The test constructed tested students' knowledge of listening comprehension in the areas of: literal, inferential and critical. The instruments were subjected to face and content validity. Also, a pilot test was conducted to ascertain its reliability using Pearson Product Moment Correlation, which gave a reliability index of 0.80. for the questionnaire and 0.98 for the test. In addition, lesson plan and notes were prepared differently for both the experimental group and control group to teach listening comprehension. One group was taught listening comprehension using classroom texts, while the other group was taught using audio-material (recorded tape). The data was collected by the researchers and their trained research assistants. On the analysis, the data was analyzed using simple percentage, mean and t-test.

Results Research Question One

What are the specific problems affecting the effective teaching of listening comprehension in large classes in Secondary Schools in Gwagwalada, Abuja?

Table 1: Problems affecting the effective teaching of listening comprehension

S/No	Statements	SA	A	D	SD	Mean	Decision
1.	The topic of the listening comprehension text used affects the effective teaching of listening comprehension in large classes.	72	18	7	3	3.59	Agreed
2.	The audibility of teachers' voice affects the effective teaching of listening comprehension in large classes.	55	20	23	2	3.28	Agreed
3.	The clarity of the audio-materials used affects the effective teaching of listening comprehension in large classes.	34	55	11	-	3.23	Agreed
4.	The type of audio-materials (tape recorder, earphone, speaker) used affects the effective teaching of listening comprehension in large classes.	40	20	36	4	2.96	Agreed
5.	The length of the listening comprehension text used affects the effective teaching of listening comprehension in large classes.	81	4	8	7	3.59	Agreed
6.	Oral form of assessment affects the effective teaching of listening comprehension in large classes.	63	31	2	4	3.53	Agreed

7.	Written form of assessment affects the effective teaching of listening comprehension in large classes.	31	50	12	7	3.05	Agreed
8.	Questioning as a teaching strategy affects the effective teaching of listening comprehension in large classes.	22	28	45	5	2.67	Agreed
9.	The language of the listening text affects the effective teaching of listening comprehension in large classes.	71	5	17	7	3.4	Agreed
10.	The use of pictures, realia, audio-material and teaching methods affect the effective teaching of listening comprehension in large classes.	59	28	11	2	3.44	Agreed
Sectional Mean						3.27	Agreed

Table 1 above shows the analysis of data on the specific problems affecting the effective teaching of listening comprehension in Secondary Schools in Gwagwalada, Abuja. From the table, various means have been recorded which created basis for decisions on the individual items. The respondents agreed with all the items: 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. The sectional mean of 3.27 shows that the respondents agreed that the above are the problems affecting the effective teaching of listening comprehension.

Research Question Two: Is there a difference between the performance of students taught listening comprehension using classroom text and those taught using audio-materials in large classes in Senior Secondary Schools at the levels of literal, inferential and critical?

Table 2: Difference between the Performances of Students Taught Listening Comprehension Using Classroom Texts and Audio Materials at the Literal, Inferential and Critical Level

S/no Score	Level	Score	Mean	Percentage passed (%)	Percentage Failed (%)	Mean Rating
Students taught listening	Literal, inferential	1830	36.6	36.6	63.4	2nd
Students taught listening critical using audio-materials	Literal, inferential and critical	3170	63.4	63.4	36.6	1 st comprehension

Table 2 above shows that students taught listening comprehension using audio-materials scored 3170, with mean score of 63.4, percentage pass of 63.4 and percentage fail of 36.6, while students taught using classroom texts stood at 1830, with mean score of 36.6, percentage pass

of 36.6 and percentage fail of 63.4. This shows that audio-materials are effective for teaching listening comprehension than the traditional classroom texts.

Test of Hypothesis

The null hypothesis was tested using t-test statistics conducted at $P > 0.05$ level of significance.

Hypothesis

H₀₁: There is no significant difference in listening comprehension performance between students taught using classroom text and those taught using audio-materials at the literal, inferential and critical levels

Table 3: t-test results for hypothesis

Group/Level	Method	SD	df	t-value	P-	Decision	value
		N					
Literal, inferential and critical Experimental	Audio materials	50	63.4000	.63			
	and			98	547.864	.000	Rejected
Classroom	50 texts		36.6000	.63			

***=significant at 0.05 level ($p < 0.05$)**

The analysis on table 3 shows a mean rank of 63.4000 for the experimental group and 36.6000 for the control group. The significant value of 0.000 (less than the 0.05 level of significance) was recorded. This shows that there is a significant difference in listening comprehension performance between students taught using audio-materials and those taught using classroom texts at the literal, inferential and critical level. The null hypothesis which state that there is no significant difference in listening comprehension performance between students taught using classroom text and those taught using audio-materials at the literal, inferential and critical levels is therefore rejected in favour of the alternate which states that, there is significant difference in listening comprehension performance between students taught using classroom text and those taught using audio-materials at the literal, inferential and critical levels, as students taught using audio-materials out performed students taught without it.

Discussion of Findings

First, the researcher found that the topic of the listening comprehension text used, audibility of teachers' voice, clarity of the audio-materials used, type of audio-materials used, length of the listening comprehension text, oral form of assessment, written form of assessment, questioning as a teaching strategy, language of the listening text and the use of pictures, realia, audio-material and teaching methods are some of the specific problems affecting the effective teaching of listening comprehension in senior secondary schools, Gwagwalada, Abuja. This finding agrees with the finding of Yakubu (2015) who identified audibility of teachers' voice, the subject matter of the text used, the form of evaluation (oral or written) and vocabulary

used as factors that affect the effective teaching and learning of reading comprehension in secondary school.

Furthermore, the study also revealed that there is a significant difference in listening comprehension performance between students taught using audio-materials and those taught using classroom text at the literal, inferential and critical levels. This finding is supported by the work of Adedayo (2016) who found that students taught listening comprehension using audio-visual materials performed better than students taught using the traditional classroom method, which is based on texts. He also found that audio-materials such as television, radio, and projector motivate students, appeal to their senses as well as increase their performance in reading and listening comprehension. He noted that audio-visual materials enable students to approach listening text at all the levels with the aim of making meaning out of the text.

Conclusion

The study was motivated by the observed poor performance of students in listening skills and most importantly, listening comprehension as well as the need for effective teaching of listening comprehension in Senior Secondary Schools. From the results of the findings, it is clear that there are a lot of problems affecting the teaching of listening comprehension. Also, it is clear that the use of audio-materials in teaching listening comprehension is better and more effective than the traditional or classroom text. Therefore, the researchers concluded that, for students to effectively do well in listening comprehension text, the above problems should be addressed. In addition, the use of audio materials such as tape-recorder, language laboratory, microphone, radio, ear phone etc. help for the effective teaching and learning as well as increase students' performance on listening comprehension in Senior Secondary Schools.

Recommendations

Based on the findings of this study, the following recommendations are made:

- i. The government at all levels and school management should ensure that adequate and quality audio-materials such as tape-recorder, language laboratory, microphone, radio, ear phones etc. are provided for teachers and students, in order to ensure effective teaching and learning of listening comprehension.
- ii. Teachers should ensure that audio-materials are used in the teaching of listening comprehension in Senior Secondary Schools.
- iii. Teachers should also ensure that basic strategies for approaching literal, inferential and critical level of listening comprehension are taught to students.

Contribution to Knowledge

The present study has contributed to knowledge in the following ways:

1. That it has shown that audio-materials such as tape-recorder, language laboratory, Public Address System (speaker), microphone, radio, ear phones etc. are effective in the teaching of listening comprehension and can be utilized as effective instructional medium in the teaching process.
2. Teachers are informed on the importance of teaching students with audio-materials for good performance in listening comprehension.

3. Teachers' attention is drawn to the need to teach students how to interact with listening comprehension text. This has proven to be effective in inferring meanings.

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