LISTENING COMPETENCIES IN ENGLISH: A DESCRIPTIVE STUDY OF PRIMARY SCHOOL TEACHER TRAINEES IN KENYA

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A THESIS SUBMITTED TO THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN ENGLISH AND LINGUISTICS OF KENYATTA UNIVERSITY.

JUNE 2015
DECLARATION

This thesis is my original work and has not been presented for a degree or any other award in any other University.

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To my late brother Francis Mwangi who taught me that there is nothing hard for a willing and committed heart.
ACKNOWLEDGEMENT

My sincere appreciation goes to God whose unfailing grace has been more than sufficient in this challenging walk. I would also wish to express my sincere gratitude to my inspiring and encouraging university supervisors: Prof Martin C. Njoroge formerly of Kenyatta University, department of English and Linguistics and Dr Purity M. Nthiga. Words fail me; thank you very much. Many thanks to the members of the English and Linguistics Department of Kenyatta University for their guidance and constructive advice in the shaping of this work. My sincere thanks also go to the St John’s Kilimambogo Teacher Training College fraternity and Mwingi West Teacher Training College fraternity for the support given during the research period. I am truly grateful to the principals, lecturers of English and the Heads of the English Departments in these colleges. Thanks to the teacher trainees who participated in the listening test and in the filling in of the questionnaires. Special thanks to my family especially my husband, Julius. You are always there when I need you most regardless of the prevailing circumstances. You are such an inspiration. To my sons Mumo and Muuo thanks for your understanding even when mum could not give you all her attention.
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OPERATIONAL DEFINITION OF TERMS

Above average students: The teacher trainees who scored credit 3 and above in the end of year one exam.

Average students: The teacher trainees who scored credit 4 in the end of year one exam.

Below average students: The teacher trainees who scored credit 5 in the end of year one exam.

Cloze test: A test of comprehension in which a person is required to supply words which have been deliberately omitted from a passage.

College category: Whether a college is private or public.

Entry behavior: The respondent’s K.C.S.E. English score.

Listening: A deliberate and selective process through which sounds communicated by a source are received, interpreted and acted upon by a purposeful listener who remembers the aural symbols.

Mid-Course Exam: End of TTC year one examination.

Sex: Classification of respondents into male or female.

Subtest 1: Listening comprehension.

Subtest 2: Cloze test.

Subtest 3: Dictation.

Test total: Average of the three subtests.
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AFH</td>
<td>Affective Filter Hypothesis</td>
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<td>ANOVA</td>
<td>Analysis of Variance</td>
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<td>DCL</td>
<td>Desired Competence Levels</td>
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<td>EFL</td>
<td>English as Foreign Language</td>
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<td>ELNs</td>
<td>English Literacy Norms</td>
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<td>ESL</td>
<td>English as Second Language</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>IALA</td>
<td>International Association of Applied Linguistics</td>
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<tr>
<td>K.C.P.E</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
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<td>L1</td>
<td>First Language</td>
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<td>L2</td>
<td>Second Language</td>
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<td>LAD</td>
<td>Language Acquisition Device</td>
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<td>MCL</td>
<td>Minimum Competence Level</td>
</tr>
<tr>
<td>P.T.E</td>
<td>Primary Teacher Education</td>
</tr>
<tr>
<td>S.P.S.S</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>T.T.C.</td>
<td>Teacher Training College</td>
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<td>US</td>
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ABSTRACT

This descriptive study sought to establish the listening competence in English of primary teacher trainees in Kenya. The study correlated the social variables of sex, age, performance in Mid-course examination, entry behaviour and the college type and the listening competences of the teacher trainees. It also established the teacher trainees’ attitudes towards listening skills. The Affective Filter of ‘The Monitor Model’ by Krashen was used in the study to investigate the attitude of teacher trainees towards listening skills. Interactive Processing as propounded by Richards also informed the study on the processes used in the listening process and on importance of context in the listening event. A sample of two Teacher Training Colleges was used for the study. The colleges were purposively sampled so that one of them was drawn from the public sector and the other from the private sector. Simple random sampling was used to pick one class in each of the colleges for the study. The respondents were put into three strata using their performance in Mid-course examination namely: The above average trainees, the average trainees and the below average trainees. A test comprising three tasks: dictation, cloze test and listening comprehension were used to elicit data on the listening competences of the teacher trainees. Measures of central tendency were used to analyse the data. One way ANOVA was used to establish the differences in means between and within groups. Correlations between performances by the different groups were established using correlation coefficients and results presented in tables. A questionnaire was also administered to the teacher trainees to seek their views on the listening lessons and the importance of listening skills. The findings indicated that the trainees lacked the desired competence levels in listening skills. However, the teacher trainees had the minimum competence levels in the listening comprehension and in the dictation but not in the cloze test. The trainees in the public college performed better than teacher trainees in the private college in all the listening tasks. The female trainees performed better than their male counterparts. Teacher trainees with strong entry behavior performed better than the teacher trainees with weak entry behavior. The younger teacher trainees performed better than the older teacher trainees. Performance in the Mid-course Examination also influenced the listening competences of the teacher trainees. The study recommended that there should be a set minimum entry behaviour of the trainees joining training colleges. Majority of the teacher trainees were found to have a positive attitude towards the listening skill. Though majority of the trainees thought that listening skill has been given enough emphasis in the Primary Teacher Education syllabus, a large percentage thought otherwise. Most of the teacher trainees rated their listening quality as moderate. There is therefore a need to lower the affective filter of the teacher trainees by helping them cultivate a more positive attitude towards listening skills, eliminating noise in the listening contexts and giving in-service trainings to primary school teachers in order to improve their speaking skills.
CHAPTER ONE: INTRODUCTION

1.1 Introduction
This study aimed at exploring the listening competence levels in English of teacher trainees in both public and private teacher training colleges in Kenya. It further aimed at analysing how certain social variables such as sex, age, entry behavior, college type and performance in Mid-course examination affect the trainees’ listening competence as well as their views and attitudes towards listening skills.

In this chapter, a background to the study is laid out, and the problem, as well as the research objectives stated. The research questions that guided the study are stated and the assumptions on which the study was based presented. The rationale of the study, the scope and limitations are pointed out.

1.2 Background to the Study
Gilman and Moody (1984) observe that adults spend 40-50% of communication time listening; but the importance of listening in language learning has only been recognised relatively recently (Oxford, 1993). Oxford continues to say that since the role of listening comprehension in language learning was taken for granted, it merited little research and pedagogical attention from linguists. Although listening played an important role in audio-lingual teaching methods, students only listened to repeat and develop a better pronunciation (for speaking) (American Council on the Teaching of Foreign Language, 1987). Beginning in the early 70s, work by several linguists brought
attention to the role of listening as a tool for understanding and a key factor in facilitating language learning. Among them is Feyten (1991) who argues that listening has emerged as an important component in the process of second language acquisition.

Listening has been assuming greater and greater importance in language classrooms because of the development of second language acquisition research, which has given a major boost to listening by emphasising the role of comprehensible input (US-China Foreign Language, 1987). In the early-eighties, Krashen (1982) and others suggested that comprehensible input is an important factor in second language acquisition, and that a comprehensible-before-production approach can facilitate language acquisition particularly in the early stages. Rost (1990) even argued that unless listening is given priority at the right level, learning cannot begin because listening is the foundation of the other skills. He further says that one has to listen to be able to speak; one has to speak to be able to read, and one has to read to be able to write.

Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance (Wipf, 1984). Listening is, therefore, a complex, active process of interpretation in which listeners match what they hear with what they already know.
Apart from second language classrooms contexts, the process of listening is of crucial importance in social interaction. As Mark Twain observed, if we were supposed to talk more than we listen, we would have two tongues and one ear (Evans, 1999). In order to respond appropriately to others, we must pay attention to the messages they are sending and link our responses to these. Cheesbro, O’Connor, and Rios (2009) write in Communication Skills, “People are fired, customers are lost, and working relationships are strained because of ineffective listening. Likewise, friendships suffer, marriages fail, and families grow apart when individuals fail to listen with genuine concern” (Cheesbro et al; 2009:25).

Listening is a crucial communication skill. Communication cannot successfully take place until what is spoken is understood. This argument is furthered by task based learning which advocates for use of tasks in language learning. It further defines tasks as those activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome (Ellis, 2003:4). It is this importance that is attached to the listening skill both in the classroom and in social interactions that provoked this study as the researcher wanted to establish the listening competences of the teacher trainees who need the skill not only in the classroom but also in other social interactions. Section 1.1.1 reviews the actual teaching of English and listening in the Kenyan context.
1.2.1 The teaching of English and listening in Kenya

English is used as a second language in Kenya. It is the official language used in government and administration, in the high court, in the media and in education in Kenya (The Kenya Constitution, 2010). The language in education policy is that the language of the school’s catchment area is used for instruction in the first three years of primary school. English is the medium of instruction from primary class 4, through secondary, tertiary and higher education (The Kenya Constitution, 2010).

The role of English in the Kenya school curriculum is of paramount importance. The acquisition of all the four basic language skills (listening, speaking, reading and writing) is key to a student’s acquisition and total mastery of the second language. The students’ performance in English and all other school subjects (except in Kiswahili and foreign languages) depends to a large extent, on the efficiency of listening in English. This is because most of the instructions are given in English and a great part of the classroom time is spent listening to the teacher. Training of both the learner and the teacher is needed in order to help students learn more efficiently through listening. Thus establishing how well primary school teachers of English in Kenya have acquired the listening skills and establishing the factors that may influence their acquisition of the skill is not only vital but also timely.

The long term goal of the teaching of English is the acquisition of communicative competence and not simply passing of exams (Kenya Institute of Education, 2002). Listening competences include discriminating between
sounds; recognising words; identifying functions in a conversation; connecting linguistic cues to non-linguistic cues in order to construct meaning; using background knowledge and context to predict and then confirm meaning; recalling important words, topics and ideas; giving appropriate feedback to the speaker and reformulating what the speaker has said (English Literacy Norms Repot 6, 2004, p.95). In this study the teacher trainees recalled important words, discriminated between sounds and used background knowledge and context to predict and then confirm meaning.

1.2.2 Primary Teacher Education English syllabus over-view

The Kenya Constitution (2010) states that English is the medium of instruction from primary class four to universities. The policy therefore underscores the importance of English as the medium through which most knowledge is acquired, processed and presented across the Kenyan school curriculum.

The Primary Teacher Education English Syllabus was revised in 2006. This revised PTE English syllabus (2006) adopts an integrated approach to the teaching of English language where literary skills and aspects of drama are integrated with the language skills of listening, speaking, reading and writing. This approach is expected to create meaningful and realistic learning contexts that encourage learner interaction, self expression, and application of language skills (K.I.E, Primary Teacher Education Syllabus, 2006, p.2). This is because language skills facilitate communication which is key to interactions.
The revised syllabus also re-emphasises the importance of English as the official language of communication in Kenya as well as the medium of instruction in schools, colleges and universities. English is also given prominence as the pre-eminent language of international communication. The revised syllabus states” consequently, students who master English stand to reap many academic, social and professional benefits” (K.I.E, PTE English Syllabus, 2006: 2).

One of the national goals of education is to “promote individual development and self fulfillment”, the revised syllabus should therefore enable the youth to live and interact as Kenyans, build character; and be part of the independent network of people and nations. These objectives can only be fulfilled through the teaching of language skills, especially, listening (Bwire, 2007, p. 11).

In the light of the above discussion, the teacher trainees’ training should aim at helping teacher trainees acquire English language skills well enough to be able to impart the same skills to future learners whom they will encounter upon graduating from these colleges. It is in recognition of this that the revised syllabus has suggested activities such as the use of oral literature, set books and group discussions to promote listening comprehension of the trainees.

Though the PTE English syllabus underscores the importance of English language and the importance of listening skills, the syllabus seems to have given listening skills a raw deal. The PTE English syllabus is divided into
seven main sections. However, none of these sections is dedicated to listening skills or language skills. It is only a subsection of the first main section that covers basic language skills. Two other main sections of the PTE English syllabus have subsections on “specific methods of teaching listening and speaking in lower primary” and “specific methods of practising listening and speaking in upper primary”. This shows that listening skills have been given a raw deal in the PTE English syllabus as they are only covered in three subsections and they are covered together with the other language skills. Moreover, attention is given to how to teach listening skills and not how to acquire listening skills before you can learn how to teach listening skills. This study sought to establish whether with the current coverage of the listening skills in the PTE English syllabus, the trainees were able to acquire the listening competences desired for effective teaching. In the following section the objectives of teaching oral skills, among them, listening skills are highlighted.

1.2.2.1 The objectives of teaching oral skills
According to the revised PTE English syllabus, at the end of the course, the learners should; (i) have acquired sufficient knowledge, attitude and skills of English, to enable them to interpret and implement the primary English curriculum effectively, (ii) be able to teach, at the primary level, the basic English language skills of listening, speaking, reading and writing effectively and (iii) have acquired the proficiency in English language required to
communicate appropriately for academic, professional, social and personal purposes (K.I.E, PTE English syllabus, 2006, p.3)

It is important to note that the revised syllabus treats listening and speaking skills together unlike reading and writing skills that are treated separately. This shows that even with the revised syllabus listening, still receives a raw deal.

1.2.2.2 Assessing oral skills
The history of assessing oral skills through one-to-one interaction between the examiner and the examinee or through reading written material loudly to the examinee dates back to the 1950s. In Kenya this mode of testing has been maintained for foreign languages such as German and French but was discontinued for English due to the rising number of candidates and the costs associated with it. The last time oral examinations were given in Kenya was in 1974 and even then, the examination was not compulsory and did not contribute to the overall grade achieved in the written papers (Bwire, 2007, p. 22).

Though the revised PTE syllabus has put emphasis on the listening and speaking skills, it has not put in place measures of assessing the mastery and use of these skills. As a result, the teaching of listening skills is likely to be influenced by the mode of testing of the skills given the backwash effect examinations have on curriculum delivery. In order to reinforce the teaching and the learning of these skills, the testing of oral skills should be enhanced.
The English Literacy Norms (2006) attempted to promote better teacher preparation for primary school teachers by providing them with support materials for each of the four language skills. The materials provide the teacher with detailed guidelines on the expectations (norms) on each skill or competence. The ELNs (2006) defined the Desired Competence Level (DCL) as 75% and above and the Minimum Competence Level as 50% to 74%. With the MCL, one has limited ability in the skill and therefore one is not able to use the skill effectively. With DCL, one has the ability to use the skill effectively. The methodology, choice of resources for developing the specific skill, and most importantly, the indicators that a teacher can use to assess learners formatively on each skill were also given (English Literacy Norms, 2006, p.11). The same could be done for the teacher training level.

1.3 Statement of the Problem
Vikiru, L. and Bwire, A. (2005) in a study on the language skills of pre-service teachers report that 38% of the pre-service teachers had the minimum competence level on a test on listening and writing. The case was worse on the test on listening and speaking, where 50% of the sampled student teachers were found to have only minimum competence. This means that the pre-service teachers had limited ability to: discriminate sounds, identify word segments, follow the main idea from a text, predict outcomes, infer meaning, use context to interpret meaning and use grammatical, syntactic and semantic cues to comprehend meaning. This implies that the teachers could not interact well with the provided comprehensible input during the training programmes.
because teaching in teacher training colleges is by lecture method and for a teacher to fully benefit from lecture method, these listening skills are important. Primary teacher training colleges (TTCs) prepare teachers for teaching in primary schools in Kenya. For any learning to take place, the teachers and the pupils must interact. This means that the teachers will listen to the pupils input and should be able to distinguish sounds, infer meanings from the pupils input and also follow the development of the pupils’ input. This shows that listening skills are not only crucial during the teachers’ training but also during teachers’ teaching. With regard to Primary Teacher Education English syllabus, not enough attention has been given to the listening skill. The importance of the listening skill to the teacher trainees in their training and delivery in the field, the findings from the ELNs study and the fact that little attention is given to the skill in the PTE English syllabus motivated the need to establish the trainees’ competence in listening in English.

According to Carrier (1990) social factors such as age, sex, occupation, education level and locale affect language behaviour, conversational interaction and in extension listening comprehension. In view of this, our study therefore also sought to establish how the social variables of age, sex, college type, entry behaviour and performance in Mid-course examination influenced trainees’ listening competences. The study further investigated trainees’ attitude towards listening with a view to establish how the attitude influence their listening competence levels.
1.4 Research Objectives

The study was guided by the following objectives; to:

i. Determine the levels of competence of the teacher trainees in listening skills in English.

ii. Correlate the social factors of age, sex, entry behaviour, college type and performance in the Mid-course examinations with the listening competences of teacher trainees.

iii. Establish the teacher trainees’ attitude towards listening skills.

1.5 Research Questions

The study sought to answer the following questions:

i. What are Kenya’s teacher trainees’ competence levels in listening skills in English?

ii. How do the social factors of sex, age, entry behavior, college type and performance in Mid-course examination influence listening competence of teacher trainees?

iii. What is the teacher trainees’ attitude towards listening skills and does it have any influence on their listening competences?

1.6 Research Assumptions

This study made the following assumptions:

i. Primary teacher trainees in Kenya have identifiable levels of competence in listening skills in English.
ii. Social factors of sex, age, college type, entry behaviour and performance in Mid-course examination influence acquisition of listening competence among primary teacher trainees.

iii. The teacher trainees’ attitudes towards listening skills influence their listening competences.

1.7 Rationale of the Study

The study was deemed to be significant in several ways. First, the teacher trainees’ performance in all subjects depends on efficiency in listening, and all except Kiswahili and other languages, efficiency in listening skills in English. With the help of the literature reviewed, the study has come up with listening strategies which will help teacher trainees improve their listening competencies and hence improve their performance.

The study could also serve as a pointer to areas of weakness or strengths in the English PTE curriculum and shed light to the curriculum developers. It is hoped that the study could also help the material developers to evaluate the already existing materials and establish whether they are effective in facilitating acquisition of listening skills. From the evaluation, they could either modify the materials or come up with new ones.

The study could also be of help to language teachers in that it could inform them on the importance of this skill. Such information would make them not sideline it just because it is not examined hence avoiding the back wash effect.
Listening is important for functional purposes such as accessing information in day to day life. It enables one get more information, make other people trust one, reduces conflict among people and it helps one to better understand how to motivate others (Wambui, 2008, p.1).

Studies in second language learning note that a teacher’s language use will in a great way influence the quality of the learner’s language and will have a bearing on the learner’s linguistic competence. If the skill is sufficiently acquired by the teacher trainees, then it will be sufficiently imparted on the pupils (Wambui, 2008, p.).

The study could be a basis for further studies by other researchers on other related aspects of listening. Though listening is the first skill to be acquired and hence the foundation of the other language skills, it is the least taught and researched on skill (Adler & Brown, 2003, p.115) hence the rationale of focusing on it in this study.

In this digital era, people around the globe are in spoken contact through a variety of digital platforms. These global technical communication progresses underline the importance of listening skill in our daily contacts.

It is not surprising that we do not listen effectively. First of all, most of us have not been taught how to do so. We learn how to read and write but not how to listen. Secondly, we juggle so many activities on the job and at home that we
do not give much thought to listening. It is speaking that takes priority. Yet mastering listening skills is critical if we are to become good communicators. The current study is deemed as important in illuminating some of the strategies that can help, not only the trainees become good communicators but also all of us in general.

1.8 Scope and Limitations
The study was limited to listening skills only despite the importance of the other three language skills of speaking, reading and writing. This is because listening skill is the foundation of the other language skills. The study was also limited to listening in English and not in any other language. This is because English is the medium of instruction in Kenya from class four to universities and therefore a very crucial language skill in any learning process.

The study population focused on second year trainees only. This is because unlike the first years, these trainees had almost gone through the whole training course and so they were expected to have already acquired the expected levels of the listening skill from the training programme.

The study was limited to 60 participants drawn from 2 teachers training colleges in Kenya. 15 male and 15 female participants were drawn from a public teacher training college while 15 male and 15 female participants were drawn from a private teacher training college. It was hoped that this sample was sufficient because as Milroy and Gordon (2003) argue, larger samples
yield unnecessarily large amounts of data that may necessitate much time in analysis and may not yield different results.

The study was restricted to two theories: Krashen’s Monitor Model and Richards’ Interactive Processing discussed in chapter two. Krashen’s Monitor Model informed the study on the effects of teacher trainees’ attitude towards the listening skill on their listening competences while Interactive Processing informed the study on how people transmit, receive, interpret and respond to messages with feedback.

1.9 Chapter Summary

In this chapter, the importance of listening skills has been underscored. It has also been shown that there is a problem in the attention paid to listening as an important language skill both in pedagogy and assessment. Chapter two focuses on literature review as well as the theoretical framework
CHAPTER TWO: LITERATURE REVIEW AND
THEORETICAL FRAMEWORK

2.1 Introduction
This chapter has been divided into three sections. In section 2.1, different aspects of
listening such as definition, development of listening skills in research, contribution
of listening to language development, listening competences, testing listening, place
of listening skills in education, listening tasks, factors that affect listening and related
studies are highlighted. Section 2.2 covers the theoretical framework that informed
the study while section 2.3 presents the chapter summary.

2.1.1 The notion of listening
As observed by Postlethwaite (1994), the results of listening research have not
produced a single empirically based definition of listening. Instead, a series of
descriptions have been used as a basis for listening instruction and measurement.
There are, therefore, different attempts to examine the meanings attributed to
listening.

The Webster Dictionary, for example, defines listening as ‘hearing with attention’; to
hear means to have a sense of faculty of perceiving sound. However, the two terms
‘hearing’ and ‘listening’ are different according to Feyten (1991). Feyten argues that
while hearing is a passive process, listening is an active process. Listening requires
the conscious desire to determine the meaning of what we hear. We can have
excellent hearing but still be poor listeners. The only relationship he finds is that good
hearing is a foundation to good listening.
Adler and Brown (2003), on the other hand, note that listening occurs when the brain reconstructs the electrochemical impulses into a representation of the original sounds and then gives them meaning. However, Brown (1983) finds this definition limited and argues that the term ‘auding’ should be used since it is much wider as it entails the gross process of hearing, listening to, recording and interpreting spoken language. Many linguists such as Ronal and Roskelly (1985) and Hirsch (1986) however have not accepted the term auding.

Listening according to Wolf et al (1983) is ‘a unitary receptive communication process of hearing and selecting, assimilating and organising and retaining and covertly responding to aural and non-verbal stimuli. Wolf et al (1983) noted that the word listen is derived from two Anglo-saxon words: hylstan meaning hearing and holstian meaning to wait in suspense (Wolf et al, 1983, p.6).

Further, Barker (1971) sees listening as a ‘selective process by which sounds communicated by some source are received critically, interpreted and acted upon by a purposeful listener’. He adds that listening is the ‘selective process of attending to, hearing, understanding and remembering aural symbols’ (Barker, 1971, p.17). This argument is furthered by Gamble and Gamble (1999) who assert that listening is a deliberate process through which we seek to understand and retain aural (heard) stimuli. The last two definitions emphasise aural stimulation and are the definitions that were adopted for this study. This study defines listening as a deliberate and selective process through which sounds communicated by a source are received, interpreted and acted upon by a purposeful listener who remembers the aural symbols. This is because in doing the listening tasks, the respondents were purposeful listeners.
who selectively received, interpreted and acted upon sounds communicated by the researcher. The respondents further needed to understand and remember aural symbols in doing the listening tasks.

2.1.2 Development of focus on listening skills

Listening has been believed to be a passive skill. However, at around 1970, listening started to attract much attention and started to be explored. Although listening is now well recognised as a critical dimension in language learning, it still remains one of the least understood processes. According to Morley (2001), during the 1980s special attention to listening was incorporated into new instructional framework, that is, functional language and communicative approaches. Throughout 1990s, attention to listening in language instruction increased drastically. It is now acknowledged as an important facet of language learning; nevertheless, “much work remains to be done in both theory and practice” (Morley, 2001, p. 69). Morley (2001) continues to say that although the other three language skills have been given a lot of direct instructional attention, listening has just received some attention. Arguments for listening comprehension started to be voiced in mid 1960s by Rivers (Morley, 2001, p.71). Rivers (1966) argued that “speaking does not of itself constitute communication unless what is being said is comprehended by another person and that teaching the comprehension of spoken speeches is therefore of primary importance if the communication’s aim is to be reached” (Rivers, 1966). One of the events that brought a paradigm shift was the second International Association of Applied Linguistics (IALA) conference in 1969 held in England where listening comprehension was recognised as a fundamental skill.
From then, slowly and steadily, more attention has been given to listening. Listening is now considered as an active skill that involves many sub skills. Byrne (1984) characterises listening as “a highly complex problem solving activity” that can be broken down into a set of distinct sub-skills such as listening comprehension, cloze test and dictation which are the focus of this study.

According to Carrier (1990), the majority of researches on listening have focused on cognitive factors and very little attention has been focused on the social context of listening. She argues that the social relationship has an effect on language behaviour and conversational interaction which affects listening comprehension. Some of these social variables include sex, occupation, age, education level and locale. The current study seeks to establish whether social variables of age, sex, entry behaviour, performance in Mid-course examination and college type affect the listening of primary school teacher trainees in Kenya.

Underwood (1989) voices seven conceivable causes of obstacles to efficient listening. Firstly, she argues that learners cannot control the speed of delivery. Secondly, she says that learners cannot have the words repeated as teachers are left to decide what and when to repeat. Underwood adds that learners have a limited vocabulary and are not able to tell when a speaker is moving from one point to another. Lack of contextual knowledge is also cited as another problem that faces learners. Underwood says that it is hard to listen in a foreign language especially if what you are listening to is not interesting. Poor listening habits such as wanting to listen to every word also contribute to listening barriers. English in Kenya is a second language and not a native language. This study sought to establish the listening competences in English
of teacher trainees which will in turn reflect their listening habits as good or bad. The study further suggests strategies that trainees can put in place to enhance their listening habits (see section 5.5.1).

From the survey, it is evident that listening is vital in language learning and therefore it has continually received an increasing focus. The current study is therefore timely as it gives attention and focus to listening skills.

2.1.3 Listening as a skill
Listening is the first language skill that a child acquires. It provides the foundation for all other skills of language and cognitive development and it plays a lifelong role in the process of learning and communication essential to a child’s productive participation in life (Hyslop and Bruce, 1988, p.1).

During the period of rapid language growth, listening contributes enormously to the child’s acquisition of speech. Listening can therefore, be termed as a prerequisite skill on which all other interactive skills are predicated. To ask the right question, employ a positive self disclosure, negotiate effectively, open and close interactions and so on, one must engage in concerted listening. As aptly expressed by Robbins and Hunsaker, (1996) ‘if you are not an effective listener, you are going to have consistent trouble developing other interpersonal skills.”

Studies have shown that infants begin to respond to a new world by hearing and listening. Wilding et al (2000) illustrated how neonates are able to discriminate their father’s voice and that of a male stranger. Wilding et al showed how babies rapidly
develop the ability to combine visual and auditory stimuli at the age of six to twelve weeks. Listening is thus at the heart of communicative development since a child has to learn to listen before learning to speak, has to learn to speak before learning to read and has to learn to read before learning to write.

According to Littlewood (1981), most learners will spend considerably more time listening to language than in producing it themselves. It is not only that they must understand what is said to them during face-to-face interaction; there is also a vast range of situations where they will be silent receivers of messages directed to them from radio and television announcements and a multitude of other sources.

In the same vein, Byrne (1986) argues that learners’ ability to understand needs to be considerably more than the ability to speak if they are to be ‘comfortable’ in a foreign or second language classroom and, therefore, be able to communicate effectively.

When speaking, it is the learners who select the language to use. To some extent, therefore, they can compensate for the deficiencies in their repertoire through communicative strategies such as using paraphrasing or simplifying messages. When listening, however, learners cannot normally exercise control over the language that is used. They must be prepared to extract meaning as best as they can from whatever language that is directed to them. It is therefore not enough that they should merely be able to understand the same range of language that they can speak. Their receptive repertoire must be matched not against their own productive repertoire but against the productive repertoire of the speakers they will need to understand. In addition, they must be prepared to cope with a wide range of situational and performance factors.
which are outside their control. This underscores the importance of high competence in listening skills for teachers. This study sought to determine the competence levels in listening in English of primary teacher trainees and how social variables of sex, age, college type, entry behaviour and performance in Mid-course examination correlate with these competence levels.

Listening is perceived as being parallel to, and the social equivalent of, reading. When we read, we attempt to understand and assimilate the written word; when we listen, we attempt to understand and assimilate the spoken word. Both listening and reading skills are seen as cognitive linguistic abilities. For effective interactions in classrooms, teachers and learners need listening skills to assimilate the spoken words which dominate most of classroom interactions.

This cognitive perspective made an important distinction between hearing and listening in that hearing was regarded as a physical activity while listening was regarded as a mental process. We do not have to learn how to hear but we must learn how to listen. As expressed by Roach and Wyatt (1999), “far from being a natural process, listening is a consciously purposive activity for which we need systematic training and supervision to learn to do well.” This is why this study established whether during their training, teacher trainees were trained on listening skills.

This argument is furthered by Adler and Brown (2003) who say that in listening, one requires to make an effort. To Adler and Brown, listening is not a natural process like breathing; it is a skill like speaking which most people have, though few people do it well. Adler and Brown continue to state that the good news is that listening can be
improved through instruction and training. Despite this fact, the amount of time devoted to teaching listening is far less than that devoted to other language skills, which Adler and Brown see as an upside-down arrangement (Adler and Brown, 2003, p. 115). The present study sought to know whether teacher trainees do listening well and if their listening ability is improved through instruction and training.

Listening is the first skill to be learnt; the most used skill, but the least-taught skill (Adler & Brown, 2003). These findings corroborate with earlier findings by Burley-Allen (1982) who found the classroom emphasis on language modes to be inversely related to the time people use them. He asserted that students get twelve years of formal training in writing, six to eight years of formal training in reading, one to two years of formal training in speaking and from zero to half a year of formal training in listening. Swanson (1984) calls this ‘the inverted curriculum’ (Swanson, 1984, p.6). Table 2.1 presents the comparison of how language skills are acquired, used and taught.

**Table 2.1: Comparison of Communicative Activities**

<table>
<thead>
<tr>
<th></th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
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<tbody>
<tr>
<td>Learned/ acquired</td>
<td>First</td>
<td>Second</td>
<td>Third</td>
<td>Fourth</td>
</tr>
<tr>
<td>Used</td>
<td>Most</td>
<td>Next to most</td>
<td>Next to least</td>
<td>Least</td>
</tr>
<tr>
<td>Taught</td>
<td>Least</td>
<td>Next to least</td>
<td>Next to most</td>
<td>Most</td>
</tr>
</tbody>
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Adapted from Adler and Brown, (2003: 115)
Wilkinson (1974) had made similar observations. He says ‘listening has been ignored especially at a time when technical advances in radio, television, telephone, recording equipment and computers have tended to throw a greater emphasis on these essential aspects of communication’. He ascertains that the ability to listen and to listen with understanding might well have been taken too much for granted. He adds that listening appears to be so commonplace an activity that it might also be taken for granted, unless the skill and competences, which it demands are isolated and subjected to scrutiny. The present study sought to subject the skills needed to do listening comprehension, cloze test and dictation to scrutiny.

From the discussions in this section listening is an important skill that helps in acquisition of the other language skills. Listening is also seen as the skill that learners depend on heavily in the learning classes. However, the section also reveals that listening is a skill with no proper attention paid to it in the instructional process. Thus the study was deemed significant as it shed some light on the listening skills in the instructional process.

2.1.4 Listening competences

Listening involves psychological skills such as recognising words, parsing speech into constituent parts and processing the discourse in terms of cohesion, logic and relevant underlying schemes as well as social skills such as giving back-channeling signals and making improvements when misunderstandings occur. As a result the basic building block in the L2 communicative language curriculum has become the ‘task’.

Nunan (1990) defines a task as work which involves learners in comprehending,
manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form (Nunan, 1990, p. 10). This study used tasks to give the teacher trainees an opportunity to interact, manipulate, comprehend and produce the target language. Different tasks use different listening competences. It is through their ability to perform tasks that learners' listening competence levels are realised. The tasks that were used to establish the listening competences of teacher trainees for this study were:

i) Dictation

Stanfield (1985) states that ‘at present, dictation is widely used in both language teaching and testing. Its validity is widely accepted such that it is now recommended for use on proficiency tests utilised for placement purposes’. John Oller, a teaching scholar in the area of language testing and an ardent advocate of language proficiency in dictation tests, in an interview with Croft, stated that “it is now fairly well established that integrative tests such as dictation, cloze procedure, essay writing, oral interviews of various types and other tasks that require the rapid processing of sequences of verbally coded information in the language qualify as devices for invoking the learners’ internalised grammar” (Croft, 1980, p. 38).

Dictation according to Oller, taps an individual’s ‘expectancy grammar’ that is ‘combined knowledge of phonological, syntactic, semantic, discourse, sociolinguistic and pragmatic rules of a language. This leads to expectations allowing listeners to comprehend the language they hear, and speakers to produce grammatical, meaningful and appropriate utterances’ (quoted in Cziko, 1985, p.550). In this study, dictation was used to reflect the teacher trainees’ auditory discrimination, auditory
memory span, ability to recognise sound segments and familiarity with grammatical and lexical patterning of the English language.

ii) Cloze test

A cloze test is a text where words are deleted and learners are expected to insert words as they read to complete and construct meaning from the text. The learners use their knowledge of the patterning of syntax to predict the needed word in a cloze test. For example, in the sentence, “Bring me a paper and----------.” In such a question, Wambui (2008) explains that the learners’ syntax information predicts that a noun or a pronoun substitute must occur in the open slot. Semantic background would help them select a noun such as ‘a pen’ or ‘a pencil’. The more syntactic and semantic information a reader can make use of; the less visual information is required. In this study, cloze test reflected trainees’ competence on vocabulary, use of context to comprehend meaning, critical thinking in English and use of semantic and syntax cues to construct meaning.

iii) Listening Comprehension

Bwire (2007) views listening comprehension as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages and relate what they hear to existing knowledge. The quantitative development of listening comprehension should enable listeners to notice new linguistic items as a prelude to incidental learning and the accumulation of implicit knowledge from their background and prior experiences. In this study, listening comprehension reflected the trainees’ ability to pick main ideas, follow topic development, guess meaning of words, draw inferences, predict outcomes and recall from spoken discourse.
Through the three listening tasks above, the researcher captured data in the form of different levels of language, since data elicited from dictation was in the form of sounds, data elicited from the cloze test was in the form of words and the data elicited from the listening comprehension was in the form of sentences, making the study inclusive.

2.1.5 Testing listening skills
In consideration of what materials or input are thought to be the most useful for listening development, emphasis is given to linguistic content, text types and delivery methods. Listening tests and accompanying tasks are used not only to develop listening ability but also as input for possible acquisition of new language. Traditionally, aural tests used for developing listening ability tended to be written specifically for such a purpose. There are, however, powerful linguistic and pedagogic arguments against the use of such invented and simplified texts and the trend is now away from the use of contrived listening texts. Some of the arguments are as follows. Porter and Roberts (1981) analysed listening texts from English as Foreign Language (EFL) textbooks and found them to differ from real-life speech in a variety of ways. The EFL textbooks, for example, were found to contain too much information and structural repetitions. The books also lacked clear enunciation and distinct turn-taking.

Consensus is in favour of using listening texts that are authentic and not created especially for the purpose of the classroom. This study used authentic texts for the listening tasks. The materials used for testing listening skills were tape recorded and then presented to the trainees in their natural form.
2.1.6 The place of listening skills in education

In Kenya, English is the medium of instruction in the upper primary classes, secondary schools, colleges and universities (K.I. E, 2006, p.2). Learners therefore need the ability to listen effectively and the ability to respond in English in the classroom and in social interactions. When learners lack listening and speaking skills in English, they shy away from the needful participation in class and out of class activities, further limiting their language acquisition. Hence, the main emphasis for teaching English should be to acquire the proficiency in English language required to communicate appropriately for academic, professional, social and personal purposes (K.I.E, 2006, p.3) and not simply for passing examinations.

Communication is the key condition for both teaching and learning to take place and the medium and means through which teachers and learners make sense of their everyday endeavours in the classroom (Muthwii, 2002). This point could be strengthened even further by the views of stakeholders in education in Kenya on the importance of English. Under the English Literacy Norms (ELNs) project carried out by a team of researchers in Kenyatta University, the stakeholders interviewed on the significance of English averred that they expected pupils, inter alia, “to be able to listen with understanding, communicate fluently in English and give and follow verbal instructions given in English” (ELN, Report 1,p.18). Like all other language skills, listening is not something people do for its own sake. People use the skill to do things they consider necessary or worthwhile, for example, for either getting information or deriving pleasure. Eventually, “we are changed in some way; we know something we did not know before. We can do something we could not do before. We have experienced something new” (Scarborough, 1988, p.142).
Why then do we learn to listen? Apart from the aforementioned reasons, “listening ability is important for the development of other language skills. It can help build vocabulary, develop language facility and improve language use (Barker, 1971, p. 5).

Listening and speaking are the basic skills required in language development. The ability to read and write well stems from the ability to listen and speak well. If the teacher trainees acquired adequate listening skills, they would then acquire the other skills with ease as they already have the right foundation and as a result they would be effective teachers of English as well as role models to their pupils.

2.1.7 Materials to be used for listening tasks.

In teaching English as a second language, there is currently a continuing debate as to which type of class materials for oral and listening activities is more suitable. The choices are between authentic dialogues and materials taken from authentic sources such as radio, interviews, magazines and articles and scripted dialogues prepared especially for the lesson by the teacher or some other English teaching sources.

Among those arguing for authentic materials is Underwood (1989) who asserts that it is authentic listening materials which provide “…a true representation of real, spontaneous speech….which will make them (listeners) more able to cope with “real life” speech when they meet it outside the learning situation” (Underwood, 1989, p. 100).

Rost (1990) also sees pedagogic arguments against simplified materials. He believes it deprives listeners of the challenge of making sense of difficult language, and that by removing culturally rich features of the language, we undermine the process of
student enquiry....“if learners are being shielded systematically from those very
cultural features that they are seeking to explore, we are indeed short-circuiting the
entire education process” (Rost, 1990, p.162).

Field (1998) also insists on using authentic materials for a variety of reasons: 1) they
afford examples of the hesitations, false starts, filled and empty pauses, which
characterise natural speech, help learners to become familiar with the real cadence of
the target language; 2) learners need practice in the real- life task of extracting
meaning from utterances where much of the language is beyond their current state of
knowledge. Underwood (1989) objects to using non-authentic materials because “by
using clearly non-authentic texts for listening, we can cause the students the
additional problem of having to transfer what they have learned by listening to non-
authentic or near-authentic material. He continues to say that authentic materials can
be used even with early learners, provided that the associated tasks are easy enough to
be carried out successfully. Teachers should not wait until their students have become
advanced learners to begin using authentic materials.

However, there are proponents of the scripted materials. They feel that by preparing
the materials, learners are introduced to issues that may be beyond the scope of the
current level. Among them is Ur (1984) who argues that there are at least two main
drawbacks of using recordings of authentic unrehearsed discourse. First, being
authentic, the speech used in such recordings is ungraded and the language is often
very difficult, suitable only for the highest levels; second, anyone who had listened to
recordings of natural conversation knows how difficult it is to understand the thread
of discourse, identify the different voices and cope with frequent overlaps. She
suggests that some authentic materials can be adapted for classroom use but only after careful selection and editing. With regard to recorded materials, if the texts are carefully graded, prepared and administered, then the final transition from “imitation” authentic speech to “genuine” authentic speech should take place smoothly.

The conclusion drawn is that our teaching materials, whether graded or authentic, should be given a learner-centred dimension by getting learners involved in the process underlying their learning and in making active contribution to the learning. Effective listening materials should have explicit listening goals. Learners should know what they are listening for and why. Materials should be based on a wide range of authentic texts, including both monologues and dialogues. Schema-building tasks should precede the listening strategies. Learners should be given opportunity to progressively structure their listening by listening to a text several times and by working through increasingly challenging listening tasks (Wambui, 2008, p.46). This information guided the study in the selection of the materials that were used for the listening tasks. This study ensured that materials used to test listening were learner-centred. The explicit goals for listening were outlined to the trainees and the texts read to the trainees twice.

2.1.8 Effective listening exercises

An effective exercise to develop listening skills has to provide a wide range of listening situations and tasks. Listening exercises are most effective if they are constructed round a task in which the students are required to do something in response to what they hear that will demonstrate their understanding. When designing the task, we should remember that the classroom action is centered in the learner, not
the teacher. In tasks based on this idea, students are actively involved in structuring and restructuring their understanding of the language and in building their skills in using the language (Nunan, 1990). In doing the listening tasks in this study, the trainees structured and restructured their understanding of the language and built their skills in using the language.

2.1.9 Factors that influence language behaviour

Research has shown that there are factors that affect listening in the second language learning. These factors are categorised as learner or listener characteristics, speaker characteristics, and text type.

2.9.1.1 Learner characteristics

Among the learner characteristics that affect listening is sex. A study by Lee Hotz (2000) shows that men give only half a mind to what they hear, listening with just one side of their brains while women use both. This latest insight into the oldest of humanity's differences--gender--doesn't say who is a better listener. But, using a brain scanning technique called functional magnetic resonance imaging (fMRI), the work does highlight the differences in neural activity between men and women listening to someone read aloud.

Age-related variables such as attention span also affect listening. For instance, young children have a much shorter attention span than young adults. It is also observed that a child between 12 - 13 years prefers reading to listening while younger children prefer listening (Barker, 197, p. 46).
Listener’s personality characteristics lead to subjective listening. Subjective listening reduces comprehension while objectivity in listening increases listening ability. Listeners who have feelings of insecurity for instance, tend to be poorer listeners than those who are optimistic and free from momentary worries. Listener’s motivational levels, similarly, influence the listener’s listening. The higher the motivation, the better the listening (Bwire, 2007, p. 52).

Interest and attitude are other learner characteristics that influence language behaviour. Comprehension happens within the listener and it is highly dependent upon the attitudes of the listener. The more interesting one finds orally presented material, the more likely they will be to listen. This is corroborated by Harmer (1990), who asserts that in choice of texts for students to listen, the teacher must consider why and when we listen best.

This study focused on learner characteristics of sex, age, college type, entry behavior and performance in Mid-course examination. The study also investigated the attitudes of teacher trainees towards listening lessons.

2.9.1.2 Speaker’s Qualities
Some of these qualities are linguistic factors such as accent, speed, fluency, volume and clarity (Bwire, 2007, p.53). It is recommended that the optimal speaking rate for comprehension is 120-150 words per minute in second language and 130-170 words per minute in first language.
Listening improves when the speaker is visible as the listener depends on both verbal and non-verbal cues to listen. Visibility of the speaker therefore influences listening. The credibility of the speaker is important. This is because credibility leads to respect and confidence in the speaker. This in turn leads to effective listening. The more a listener likes a speaker, the more he will pay attention to the speaker. How well the speaker is liked, therefore, influences listening.

2.9.1.3 The text type
The text type has been found to have an influence on emotions of the listener. A good text should be emotion – arousing. Text type also has an influence on the sexes. Bugel (1996) says that boys and girls will perform differently on different text types.

Carrier (1990) asserts that majority of researches on listening have focused on cognitive factors and very little attention has been focused on the social context of listening. She further says that social relationship has an effect on language behaviour and conversational interactions which affect listening comprehension. She says that these social variables include sex, occupation, age, education level and locale.

The present study sought to determine the influence of learner characteristics of sex, age, college type, entry behavior and performance in the Mid-course examination on teacher trainees’ listening competences.

2.11 Related Studies
In this section, a review of related studies which provided guidelines to the current study is presented. Karanga (1984) studied the problem of teaching oral English in
form one classes in Kenya. In his findings, he pointed out that the syllabus of oral English was vague and there was lack of national standard of English pronunciation in Kenya which would act as a guide. While Karanga (1984) focused on the speaking skill at form one level, the current study focuses on the listening competence levels in English at teacher training level.

Bwire (1990) conducted a study on the conceptions and practice modes of micro-teaching. Her findings were that student teachers did not like to practise teaching listening and reading comprehension as much as they liked other areas of English such as grammar, the novel and oral literature. The study also found that TTCs in Kenya lacked the proper facilities, had large classes and inadequate time to train teachers adequately for teaching English especially using the integrated approach. Disparities in terms of facilities and resources in the colleges were found to affect the quality of teachers. The current study though on TTCs did not focus on facilities and resources but rather on competence levels of trainees in listening skills in English and the influence of social variables on trainees’ listening competences.

Gathumbi (1995) observed the verbal discourse events in bilingual formal settings in rural and urban secondary schools. Her findings were that 75% of English language classroom was dominated by teacher-talk while pupil-talk comprised of only 25% of the total verbal transactions in an English language classroom. In a related study, Mogaka (2001) studied the classroom interaction patterns in English language classrooms and the teaching activities that encouraged learner participation. He found that teachers dominated the interaction with lecturing and question and answer methods dominating the lesson. These methods were found wanting as they left no
room for the learner’s innovativeness and creativity. His recommendations were restructuring of the syllabus, in-service training of teachers and teacher training to equip English language teachers with appropriate teaching techniques. The findings of these two studies informed the current study as the findings indicated that learners spent 75% of the classroom time listening and so the importance of the listening skill in any learning environment emphasised.

Otieno (1996) did a study on teacher’s questions in English language classes and whether the questions promoted oral language learning and gave students opportunities to express themselves in the language. Otieno found that teachers of English asked more context-based questions than social-based questions. They also asked more closed than open-ended questions and so students uttered very few words in an English lesson. He recommended that teachers of English use questions skillfully in the classroom to provide students with the much needed oral English practice opportunities. The study guided the current study as it continued to underscore the importance of listening skills in classroom interactions.

Muthwii et al. (2002) did an exploratory study to find out the extent to which language policy and concomitant practices on language of instruction encouraged or hampered the acquisition of desirable learning competences. The class six pupils especially those in monolingual and under-privileged schools experienced problems in communicating. A switch to mother tongue or Kiswahili led to more learner participation in the classroom. The study reveals that pupils have problems in listening in English; an area that the present study explores but at the teacher training level.
A report on a study under the English Literacy Norms (2004) on standard three and standard six pupils on the listening and writing skills showed that 70.21% of class six pupils and 81% of class three pupils failed to attain the desired competence levels (DCL) in the skills (ELN, 2004, p.95). The research further revealed that the females in both class six and class three performed better in the listening and writing skills except for Coast and North Eastern provinces due to cultural and social factors unfavourable to the female pupils. There existed a public - private disparity in performance where private schools performed better than even the best public schools. While efforts have been made to explore the oral skills in the primary school, not much has been done at teacher training level, the reason as to why the current study delves into the same at the teacher training level. In the current study the writing skill was not investigated but rather was used as the productive skill in doing the listening test.

ELN (2004) phase 1 by Kenyatta University staff found that the teacher-pupil ratio was unfavourable to teaching the language skills, especially with the introduction of the Free Primary Education (FPE) which resulted to overcrowded classrooms. There was also insufficient teaching and learning materials. Pupils were therefore reduced to passive listeners and although there was a lot of verbal interaction in class, pupils were not taught how to listen to and for oral presentations. This study informed the current study because it brought out the vital role played by the listening skill in any Kenyan classroom context.

Bwire (2007) conducted a research on learner competences and proficiency in English listening comprehension in selected secondary schools in Kenya. The study on form
three students found that the level of the students’ listening comprehension in English was generally below average as they had between poor and very poor proficiency in ability to draw inferences, deduce meaning of unfamiliar words and predict outcomes and paraphrase. Only 11.15% of the sample was found to be proficient. The research attributed this poor performance to the inadequate attention that is given to the listening skill in the syllabus. The current study also sought to establish the listening competence levels but at the level of teacher training.

Wambui (2008) conducted a research on the competence levels in English of learners joining secondary schools in Kenya. The study revealed that only 15% of the sampled population had the desired competence levels in listening skills in English (Wambui, 2008, p.33). The research further sought to establish the influence of sex on the competence levels. In subtests 1 and 2 which were in the form of a listening comprehension and cloze test respectively, the female pupils performed better than the male pupils while in subtest 3 which was in the form of dictation, the male pupils performed better than the female pupils. The study was on listening competence levels of primary school graduates and only investigated the social variable of sex while the present study is on listening competences but at the teacher training level. It also investigated other social variables such as age, entry behaviour, college type and performance in the Mid-course exam.

The study also reviewed researches with regard to listening in English conducted outside Kenya. Areas such as materials, tasks, testing modes, teaching methods and factors that influence listening skills were reviewed.
Wilkinson, et al (1974) carried out a research on listening whose findings are found in Bwire (2007). The research showed that listening ability can be improved and the best structure for its improvement is listening to interesting language, produced not by far-distant literary figures but by people in the world around us, engaged in living and communicating (Charter, 1984, p.103). The study saw the construction of anthologies of taped speech reflecting a variety of situations operating everyday as a priority, regarding the nature of listening comprehension testing. The study suggested that all materials, questions and examples to be on tape and that, students’ answers to multiple-choice items should be in booklets for swift and objective marking. It also suggested that the materials chosen should be suited to the age and interests of the users. In as much as possible, the study discourages use of foreign materials. This research guided the present study with regard to the choice of listening material types. The materials were audio taped as recommended by the study and presented to the trainees. The materials were also suited to the age and interest of the trainees.

Buchanan (1986) developed a norm-referenced test of listening comprehension proficiency for beginning to low-intermediate level adult ESL students in Philadelphia. A test with a picture-selection response format was constructed and students responded by circling the correct answer or writing the letter of the correct response. The test was presented at reduced speed rates and made reference to the real language heard in many classrooms at lower listening levels. Buchanan found that the structural simplification and reduced rates of speed were key to language learning.

Buck-Gary (1991) carried out a study to determine whether listening comprehension exists as a separate trait from reading among ESL/EFL speakers; what the nature of
listening comprehension was and how listening comprehension can be measured. Results showed considerable diversity between listeners in their mental ages, inferences and their interpretation of text. The two researches guided this study in terms of choice of listening materials for test and data analysis. The present study also scrutinised the influence of age on listening competences of trainees.

As Bwire (2007) observes, there is growing interest in identifying those factors that affect the test performance of the language learner. There are three sets of factors that can affect test performance: characteristics inherent in the task itself, attributes of the task takers and interactions between test takers and task characteristics (Bachman, 2002:471). The present study focused on attributes of the task takers.

A study by Swanson (1984) suggested that teachers are not apt to get much training on teaching listening. His survey of 15 text books used in teacher education programmes revealed that out of a total of 3704 pages, only 82 pages mentioned listening. The present study did not analyse text books used in teacher training colleges.

Mubenga (1988) in a longitudinal study with undergraduates in the English department investigated the effects of training on the performance of EFL listening tasks on learners. He suggested that materials and classroom activities needed to be varied for practice at different levels of proficiency. While Mubenga’s study was on EFL learners, the subjects of the present study were ESL learners. However, foreign language learning and second language learning, to some extent have similarities. The present study varied the classroom activities to test different listening competences.
Remark (1990) through an experimental study aimed at determining whether or not listening skills training improved university resident assistants’ ability to actively listen. He also wanted to determine the effects of gender, age, placement in residence hall and academic status on resident assistants’ ability to actively listen. The study found that gender, age and academic standing had no significant effect on the ability to actively listen and there was a significant improvement in listening after training. This study informed the present study as the present study investigated the influence of social variables of sex, age and academic status on listening competences of teacher trainees in Kenya.

Pitak (2000) used listening comprehension exercises for 60 students in first semester of their academic year in his study. He used an experimental design with 30 students in one group and the other 30 in the control group. The analysis used t-test. The scores of the experimental group were significantly different from those of the controlled group at 0.05 significance level. This study informed the present study as the present study sought the statistical significance of means of different groups.

Colner (1987) explored and analysed the differences in comprehensive listening between men and women. The study used 160 undergraduates who listened to a 20 minute message. ANOVA was used for analysis and the analysis showed no significant differences between the sexes. These findings disagreed with the findings of Castello (1991) that showed that men and women process information differently and that women are inclined to adopt a serialised approach to learning and therefore better in tasks that require reflection. On the other hand he says that men are impulsive and mathematical and are more competent in spatial related activities. The
present research also compared men and women’s listening competences. The present study further conducted ANOVA to show the significance of the differences in performance by the different sexes, college types, ages, entry behaviours and different performances in Mid-course examination.

Marloy (1983) investigated pronunciation and learning strategies as factors that influence English listening comprehension of Thai-speaking graduate students in the United States of America. The study established the different English pronunciations in Thailand. The students reported that inadequate English vocabulary and lack of English conversation training were the major causes of their difficulty in English listening comprehension. The methods used by the students to improve their English listening comprehension were found to be through watching television, talking with American people and listening to lectures. Just like Marloy (1983) who got factors influencing listening comprehension from the students, the current study got factors affecting listening from teacher trainees. The present study also sought ways of improving listening competences and attitude towards listening from the teacher trainees.

Payne (1984) records the findings of a study where 16 stories were read to students at different rates. The rates of presentation had significant effect on the listening comprehension of 4th grade students and that better grades came from lower rates. Males were found to have performed better in written examinations than males taking listening test. Females taking listening test, on the other hand, had higher scores than the females taking written tests. The present study also used stories in the listening comprehension and in the cloze test but not in the dictation.
Berne (1992) compared subjects’ performance across two different texts: a lecture and an interview. Results showed that text-type did not affect second language listening comprehension. Rubin (1994) demonstrated that narrative texts were easier to listen to and recall than expository texts. Though the present research did not investigate the effects of text type on listening comprehension, these studies guided the present study on choice of different listening materials.

The discussion on various studies reveals that classroom interaction is mainly teacher-centred. It is also evident that most of the studies gave attention to the teaching methodologies and not to the quality of achievement on English language skills. The listening skill has not been given much attention though the studies agree that it is a fundamental skill towards performance not only in the English subject but in most of the subjects across the curriculum. The findings of these researches also indicate that research is needed in Kenya, especially in the pedagogy of the listening skill and training of English language teachers in listening skill because teachers are key participants in any pedagogical process of listening skills. However, there are limited studies on the listening competence levels of the teacher trainees. To bridge the gap, the current study paid interest on the listening skill at the teacher training level.

2.2 Theoretical Framework

2.2.1 Introduction
The study falls within the broad area of Applied Linguistics which includes the learning and teaching of second and foreign languages. Through Applied Linguistics, discoveries and methods of those who study language scientifically are used to come up with solutions to some problems which arise in planning, organising and carrying out a language-teaching programme (Corder, 1973, p.10-11). This study adopted an
eclectic approach. It combined the Affective Filter Hypothesis of Krashen’s Monitor Model and Interactive Processing by Richards. The Krashen’s (1982) Monitor Model was used to investigate the effects of attitudes of the teacher trainees on their competences while Richards (1990) Interactive Processing informed the study on the listening process that the teacher trainees engaged in as they did the listening test.

2.2.2 Krashen’s Monitor Model (1982)
Krashen’s Monitor Model has five hypotheses. The first hypothesis is The Acquisition Learning Hypothesis which states that there are two systems of second language performance: the learnt system and the acquired system. The acquisition occurs subconsciously as a result of participating in natural communication. It requires meaningful interaction in the target language. Learning, on the other hand, occurs as a result of conscious study of the formal properties of the language.

The second hypothesis is the Natural Order Hypothesis which argues that learners may follow a more or less invariant order in the acquisition which is predictable. This order seems to be independent of learners’ age, L1 background and conditions of exposure.

The Monitor Hypothesis is the third hypothesis. It explains the relationship between acquisition and learning. The learning system according to Krashen plays the role of the monitor or the editor. The monitor plans, edits and corrects the learner’s language when three conditions are met: The second language learner has sufficient time at his or her disposal, he or she focuses on form or thinks about correctness and he or she
knows the rules. The monitor device is used to edit the learner’s performance. The monitor utilises the learnt knowledge to modify utterances generated by the learner.

The fourth hypothesis is the Input Hypothesis. It explains how second language acquisition takes place. According to the hypothesis, the learner improves and progresses along the “natural order” when second language input is one step beyond his or her current stage of linguistic competence (i+1).

The last hypothesis is the Affective Filter Hypothesis (AFH). According to Krashen (1982), a number of affective variables play a facilitative, but non-causal role in second language acquisition. These variables include: motivation, self confidence and anxiety. Krashen (1982) claims that learners with high motivation, high self confidence, a good self image and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low esteem and debilitating anxiety can combine to raise the affective filter and form a “mental block” that prevents comprehensible input from being used for acquisition. When the filter is “up”, it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place. Low anxiety, whether personal or classroom anxiety, appears to be conducive to second language acquisition.

The AFH advances the argument that acquirers vary with respect to strength or level of their affective filters. Those with negative attitudes seek less input and have high affective filters. Even if they understand the message, the input will not reach that
part of the brain responsible for language acquisition which Krashen (1985) refers to as Language Acquisition Device (LAD).

Those with positive attitudes to second language acquisition will seek to obtain more input and have lower or weaker filters. According to AFH, an acquirer can obtain a great deal of comprehensible input and still not acquire native-like competence or fossilise due to the affective filter.

The AFH implies that pedagogical goals should include supplying comprehensible input as well as creating a situation that encourages a lower filter. An effective language teacher should endeavor to provide comprehensible input in a low anxiety situation.

This study used the Affective Filter Hypothesis of the Monitor Model. The third objective of the study was to establish the teacher trainees’ attitude towards listening skills. Affective Filter Hypothesis explained the effects of the trainees’ attitude as either lowering or raising the affective filter which in turn leads to good or poor absorption of the comprehensible input. Good absorption of comprehensible input leads to good intake and as a result a successful listening event while poor absorption leads to poor intake and as a result an ineffective listening event.

2.2.3 Richards’ Interactive Processing (1990)

According to Richards (1990) models of listening fall into three types:

i) Bottom-up Processing-Richards says that this process is activated by new incoming data. Listening in this process involves decoding the sounds
from the smallest meaningful units (phonemes) to complete texts. Phonemes connect together to form words, words connect to form phrases, phrases connect to form utterances and utterances connect to construct complete meaningful text. This processing is associated with the listener’s linguistic knowledge.

ii) Top-down Processing: This process involves employing background knowledge in comprehending a message. The listeners employ knowledge of the context and the situation within which the listening occurs to understand what they hear. Context and situation involve knowledge of topic, knowledge of speaker and cultural knowledge.

iii) Interactive Processing: Richards (1990) argues that interactive processing overcomes the disadvantages of both bottom-up and top-down processing as both processes combine to enhance listening comprehension. Background knowledge information, contextual information and linguistic information make comprehension and interpretation easy.

Richards (1990) also comes up with purpose as important in the comprehension process as it leads to two types of listening:

i) Interactional listening- Interactional use of language is socially oriented, existing largely to satisfy the social needs of the participant. Therefore interactional listening is highly contextualised and two way, involving interaction with the speaker.

ii) Transactional listening-. A transactional use of language on the other hand is more message-oriented and is used primarily to communicate information. In contrast with interactional listening, transactional listening requires
accurate comprehension of a message with no opportunity for clarification with a speaker.

Knowing the communicative purpose of a text or utterance will help the listener determine what to listen for and therefore which processes to activate.

This theory informed the study. To determine the listening competence levels of trainees and to establish the influence of social variables of sex, age, college type, entry behaviour and performance in the Mid-course examination on these listening competence levels the researcher administered a listening test. In doing the listening test, the teacher trainees used both the bottom-up and the top-down processes of listening. The context of doing the listening test dictated that the trainees use transactional listening type so as to listen for message rather than listen for interaction with the researcher.

2.3 Chapter Summary
This chapter has provided an overview of concepts useful in understanding listening. The literature has revealed that listening is a complex process that needs training. It is also evident from the literature reviewed that though listening had been considered a passive skill it has become a very important skill in second language learning. Different listening tasks reflected different listening sub-skills. While listening comprehension reflected ability to follow main idea, ability to follow paragraph development, ability to infer and predict as well as recall cloze test reflected knowledge on vocabulary, context and critical thinking. Dictation on the other hand reflected trainees’ ability to discriminate sounds, auditory memory span, recognition of sound segments and familiarity with grammatical and lexical patterning of
knowledge. The theoretical framework revealed the different listening processes, types of listening and the effects of affective variables in language learning. The review provided insights into the present research in terms of: choice of listening test materials, choice of listening exercises, choice of research instruments and data analysis techniques.

The theoretical framework reveals the purpose of motivation in language learning and therefore informed this study in determining trainees’ motivation and attitude towards listening which was an objective in this study. Listening: Theory and Practice in Modern Foreign Language Competence informed the current study on the processes of listening that trainees engaged in as they did the listening tasks. The next chapter looks at methodology used in doing this study.
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter gives a description of the research design of the study, study population and area of study. Sampling procedures and sample size are outlined. The research instruments, data collection, data analysis, data management and ethical considerations are also discussed.

3.2 Research Design
This study was a descriptive survey of the listening competences of teacher trainees in teacher training colleges in Kenya. As such, a descriptive research design was adopted. A descriptive study describes the characteristics of a particular group or individual. It includes a combination of qualitative and quantitative aspects of research. Mugenda and Mugenda (2003) assert that qualitative research includes measures and techniques that produce non-statistical data. Such data include words, symbols, pictures and other non-numerical data. This kind of data is useful in describing, creating understanding for subjective interpretation and for critically analysing the subjects under scrutiny. The qualitative approach was useful for this study because some of its data was non-numerical, in form of sentences regarding the attitude of teacher trainees towards the listening skill. These data were critically analysed and interpreted with the help of the theoretical framework and literature reviewed.

Mugenda and Mugenda (2003) on the other hand, say that quantitative research includes techniques and measures that produce numerical data. Descriptive statistics
is a major aspect of quantitative research. Descriptive statistics refers to measures or numbers used to summarise and describe data sets. The study used descriptive statistics to summarise data in relation to the objectives of listening competences. Inferential statistics including ANOVA and Spearman’s Correlation were also used to establish the significance of the differences in means and to correlate the social variables and the trainees’ listening competences.

### 3.3 Study Population and Area of Study

There are eighty four teacher training colleges in Kenya. Twenty of these are public teacher training colleges while the rest are private teacher training colleges. Primary Teacher Education (PTE) is provided through a two year, residential programme (Ministry of Education & Science and Technology, 2004). The teacher training colleges are mixed- sex colleges. All colleges adhere to the PTE syllabus. The assessment in all the colleges is by continuous assessments, final PTE examination after two years and practicals (Teaching Practice-T.P). The colleges are similar in curriculum delivery. The study targeted second year teacher trainees in teacher training colleges in Kenya. This is because by the time the trainees are in second year they have covered much of the training syllabus. The research was conducted in college 1 in Kiambu County and college 2 in Kitui County. This is because college 1 was representative of public training colleges while college 2 was representative of private training colleges and influence of college type was scrutinised in the study.

### 3.4 Sampling Procedure and Sample Size

The study comprised 60 teacher trainees in the second year of their training. The trainees were drawn from one public teacher training college and one private teacher
training college. The two colleges were sampled using purposive sampling. Purposive sampling aims at focusing on particular characteristics of a population that are of interest to the researcher. Since college type was of interest in determining the influence of college type on trainees’ listening competences, purposive sampling was conducted. In each teacher training college, one class was used for the study. In The public TTC, one class was randomly sampled for study. The private TTC had only one second year class and thus this is the class that was used for the study. From the sampled classes in both TTCs, 15 male trainees and 15 female trainees were sampled using simple random sampling because sex was a variable of scrutiny. Mugenda and Mugenda (2003) define a simple random sample as an unbiased representation of a group. This qualified simple random sampling as an effective sampling procedure in the study.

The sampled population was stratified into three strata using their performance in Mid-course examination. Mid-course examination was a national examination prepared and moderated by Kenya National Examination Council. It used to be administered by the colleges and marked by the college tutors but after that, the scores would be moderated by an independent board made of specialists in the different subject areas drawn from different TTC colleges. The scores would be sent to KNEC as the performance contributed to the final grade of the trainee. Performance in Mid-course examination of the sampled population ranged between distinction 2 and credit 5. However, only two trainees had distinction 2. Using this performance, the respondents were put into three categories. The respondents who had Mid-course grades of distinction 2 and credit 3 were put in the above average category while the trainees with Mid-course grades of credit 4 were put in the average category. Trainees
with Mid-course grades of credit 5 were put in the below average category. The stratification was done because performance in Mid-course examination was a variable of scrutiny.

Age was a variable of scrutiny in the study. Stratified sampling was used to stratify the sampled population. The age of the respondents ranged between 22 and 30. The trainees were put into two strata: trainees aged 25 yrs and above and trainees below 25 years of age. Thirty four (34) respondents were below 25 years of age while 26 respondents were aged 25 and above.

Entry behaviour was reflected by the trainees’ Kenya Certificate of Secondary Education English grades. Using entry behaviour, the sampled population was further stratified into two strata: Trainees with K.C.S.E. English grades of C+ and below and trainees with K.C.S.E English grades above C+. This was guided by the minimum entry grade for primary teacher training which is C plain. The entry behaviour of the respondents ranged between C plain and B+. Forty one (41) respondents had their entry behaviour at C+ and below while 19 respondents had their entry behaviour above C+.

3.5 The Research Instruments
The present study used a listening test comprising three sub tests namely: listening comprehension, cloze test and dictation. The test was used to determine the listening levels of the trainees. The study also used a questionnaire to elicit bio-data and data on the trainees’ views on listening skills.
3.5.1 Designing the questionnaire

McNabb (2004) asserts that questionnaires are the most popular way of gathering data on questions about attitudes, opinions and motivations. He also agrees that questionnaires are very appropriate for descriptive research. The merits he associates with questionnaires include: they can be customised to meet the objectives of any type of research, can be designed for different groups of respondents and respondents’ answers are relatively easy to code and tabulate. He points out its demerits as: Some factors such as respondents’ level of understanding of question items, respondents’ accuracy in reporting their own beliefs and behaviours, willingness to supply all the information desired and frankness cannot be controlled or detected through analysis of questionnaire items. The study used questionnaires because they enabled the researcher to design questions to elicit data on trainees’ attitude towards listening skills and data on trainees’ views on the listening lessons and their listening ability (see appendix ii).

3.5.1.1 Validity and reliability of the questionnaire

The questionnaire contained seven questions. Three of the seven questions were close-ended while the other four were open-ended. Before being used in the field the questionnaire was validated by two experts of English and changes implemented where necessary. Norland (1990) argues that carrying out a readability test enhances questionnaire’s validity. The experts and the researcher carried out a readability test on the questionnaire before it was used in the field to enhance its validity. Reliability of a questionnaire as defined by Norland (1990) is the extent to which the questions designed to measure a particular trait are indeed measuring the same. The two experts verified the reliability of the questionnaire and changes implemented accordingly.
There are also several studies both in Kenya and outside Kenya that have used questionnaires to elicit data on attitude of learners. Among them is Nthiga (2010) who elicited data on form two students’ attitude towards writing. Bwire (2007) also used a listening test and a questionnaire to establish the proficiency levels in listening comprehension in Kenya. Danaher (2005) did a study on effective teaching of listening skills to beginning students of Japanese as a foreign language. In his study he used questionnaires, structured interviews and listening comprehension examinations. Gurses (2009) used a questionnaire and a listening test to investigate listening skills of ninth grade students at Cubuk Imam Hatip High school in Turkey.

### 3.5.2 Designing listening test

A test comprising three subtests namely dictation, cloze test and listening comprehension was administered to the sample population (see appendix i). It had a section that elicited bio data. The test sought information on: (i) the listening competences of the teacher trainees, (ii) how the social variables of sex, age, entry behaviour, performance in Mid-course examination and college type influence these competences. According to Nunan (1990), listening comprehension tests ability to: pick main ideas, follow topic development, guess meaning of words, predict outcomes and recall from spoken discourse. This informed the study in preparing the questions from the listening comprehension to ensure the questions tested all the listening sub skills of listening comprehension.

A cloze test as defined by Sachs et al (1977) is a text with words deleted and learners insert the deleted words as they listen to complete and construct meaning from the text. Cloze test assesses: ability to use context to construct meaning, vocabulary,
critical thinking and ability to use semantic and syntactic cues to construct meaning. Sachs et al (1977) says that in testing listening, the cloze test does not delete the nth word but rather targets particular vocabulary. This guided the preparation of the cloze test to ensure that a variety of word classes were deleted to make the test inclusive.

Dictation was also a subtest in the listening test. Ur (1984) says there is trouble with sounds because most students rely on context for comprehension. They are themselves unaware of sound perceptions. Ur (1984) informed the present study which used minimal pairs for dictation. The test comprised of five pairs of consonant sounds, three pairs of vowel sounds and two pairs of both vowel and consonant sounds. The choice of the sounds was guided by Brown (1995) who recommends use of sounds with a high functional load to formulate minimal pairs. Sounds with high functional loads, according to Brown (1995) are sounds that are frequently used in a language.

3.5.2.1 Validity and reliability of the listening test
Two English experts appraised the test. This gave face validity to the test. Creswell and Miller (2002) argue that spoken texts are representative of the real life language that test takers will encounter and this adds authenticity to the test, and can contribute to construct validity. Since the study used spoken texts in the listening test, construct validity was enhanced. Ojode (2011) also affirms that recording authenticity adds to construct validity. He continues to say that in order for tests to be valid, they must have some communicative intent by being provided with a purpose and a context. The words should not be complicated and instructions should be kept simple. The listening
test used authentic material, was provided with a purpose and context and therefore validity was enhanced.

Mathison (1988) talks of triangulation as a strategy for improving validity and reliability of research. Patton (2000) furthers this argument he says” triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches (Patton, 2000, p.247). The present study combined qualitative and quantitative approaches. Triangulation therefore enhanced validity and reliability of the research.

3.5.2.2 Determining presentation of the test material
The rate of presentation (speaking speed) of the listening material was tried thrice by the researcher and a favourable speed established. The researcher’s voice was used in the recording of the three subtests. The recording was critically evaluated by the two experts and adjustments made before the instrument was used in the field.

3.6 Data Collection

3.6.1 Test administration
After the instruments were refined with the help of the experts, they were used for data collection. The researcher visited each college to seek permission, for familiarization and to make prior arrangements with the school administration. The data collection began at 8.00 A.M in both colleges. This was deemed good time as the trainees would not be fatigued by the day’s activities.
The classrooms were used for the exercise. Physical conditions such as good ventilation and comfortable sitting were ensured. The teacher trainees in both colleges were briefed by their tutor of English and the researcher on the purpose of the research. The different listening tasks and their formats were explained to the trainees and the pre-taped verbal instructions repeated for clarity. Trainees hearing ability was ensured before the exercise began. This was done by asking them questions from different locations of the classroom. The volume of the recording was tested to ensure it was well balanced and loud enough for all to hear.

The trainees were given the answer sheets for the first subtest before they listened to the taped script and helped to fill the administrative details and bio-data. They were instructed to remain quiet and not to open the question papers until they were asked to do so. The time allocated for the subtests was 20 minutes; 25 minutes and 20 minutes for subtests 1, 2 and 3 respectively. There was a 5 minute break between the subtests so as to minimize Hawthorne effect. The test was administered on the tape in order to hold the rate of presentation, the volume and the tone of the speaker constant. Due to other college activities, it was decided that all the subtests be done in one day. The question-answer papers were collected from the trainees at the end of each subtest.

3.6.2 Questionnaire administration

Questionnaires were administered to the trainees. They were seeking information on their attitude towards listening skills and their views on the listening lessons as well as their listening abilities. The instrument contained three close ended questions and four open ended questions (see appendix ii). The instrument was administered after 10 minutes break after the listening test. The trainees were guided on how to fill the
questionnaire and their consent sought. Honesty in filling the questionnaire was urged before the exercise began. The exercise took 20 minutes after which the researcher picked the questionnaires. This procedure was carried out in the two colleges.

3.7 Data Analysis

3.7.1 Questionnaire

The study elicited both qualitative and quantitative data. Qualitative data were generated by the questionnaires which were used to get the views of the teacher trainees on listening skill and their attitude towards listening skills. The questionnaires had both closed and open-ended questions. For closed questions, their frequencies were tallied and percentages of teacher trainees choosing particular responses computed. Open-ended questions were coded first, their frequencies recorded and percentages of teacher trainees computed.

3.7.2 Listening Test

The listening test generated quantitative data. The test was scored using a prepared marking scheme and presented in tables of raw scores, percentages, measures of central tendency and dispersion of each subtest and the whole test. The data was presented in summary tables showing the teacher trainees’ performance in subtests and the test total. From the means, the researcher established whether the trainees had acquired the desired competence level (DCL) and minimum competence level (MCL) in the subtests and in the test total. According to a study on Comprehensive English Literacy Norms (ELNs report, 2006), desired competence level in any language skill for all education levels was placed at 75% and above while the Minimum Competence Level (MCL) was placed at between 50% and 74%. This study adopted these set competence levels by ENL (2006).
The researcher then computed the percentages of the trainees who had attained the DCL and the MCL in all the subtests and in the test total. Spearman’s correlation coefficient was computed to correlate performances of trainees in the different subtests and in the test total. Using all the social variables under scrutiny, the means were computed. The means presented in tables were:

i) Mean performance in subtests and test total by individual college

ii) Mean performance in subtests and test total by sex

iii) Mean performance in subtests and test total by age bracket

iv) Mean performance in subtests and test total by entry behavior

v) Mean performance in subtests and test total by performance in the Mid-course examination

The researcher used the means generated from the different social variables to establish whether the trainees attained the DCL and the MCL in the subtests and in the test total.

The means were further analysed using descriptive and inferential statistics. One – way ANOVA was used to establish the significance of differences in means between and within groups. Statistical Package for Social Sciences (SPSS) was used to compute Spearman’ correlations coefficient between different groups. The correlation coefficient indicated the relationships between social variables and performances in the subtests and in the test total of the different groups.

3.8 Data Management and Ethical Considerations

According to McNabb (2004) research ethics refer to application of moral standards to decisions made in planning, conducting and reporting the results of research studies. He says that research ethics should apply at four stages of research: the
planning stage, data gathering stage, data processing and interpretation stage and the dissemination of the research data stage. At the planning stage, the researcher must ensure that only participants who know why they are volunteering to participate in the research should be selected. They should make an informed consent and the consent can be withdrawn with no consequences at all. The participants should also be informed of any risks or benefits that may emanate from participating in the research study. They should also be protected from any physical, cultural, social or psychological harm. In carrying out the research, the researcher informed the respondents of the reason for the study and requested them to participate without any form of coercion. The respondents were also protected from every form of harm.

In gathering data, McNabb (2004) says that honesty should be maintained. In maintaining honesty, the researcher clearly stipulated how the tests would be carried out. The researcher avoided bias in the wording of questions to avoid designing questions to produce a certain response.

Honesty was also observed in interpretation made from the data. All conclusions on the study emanated from the data collected.

In the dissemination of the research results, the researcher protected the privacy of participants by keeping their identity secret. Anonymity of participants was also ensured and the researcher respected the confidentiality of individuals involved in the research. The researcher also ensured that the research results were complete to avoid misleading and biased reports. The researcher obtained a research permit from the Ministry of Education. A letter of introduction from Kenyatta University was also
obtained. The principals in the T.T.Cs involved were shown the research permit and the letter of introduction. The researcher also sought permission to conduct research from the principals. The researcher explained the nature and purpose of the study to the teacher trainees and obtained their consent. Honesty in filling in of the questionnaires was also encouraged. In enhancing anonymity and confidentiality, the researcher avoided use of the names of the colleges sampled, as well as the names of the teacher trainees involved and rather used codes.

3.9 Chapter Summary
This chapter has provided an overview of the methodology procedures used in the study. The research design has been discussed as well as the study population and the area of study. Sampling procedures used are outlined. The sampling was carefully conducted to take care of all the variables of scrutiny. The detailed preparation of the instruments was useful in giving focus in the field. Data management and ethical considerations have also been outlined. The next chapter presents an analysis of the data elicited by the data gathering instruments described in this chapter.
CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

4.1 Introduction
Two types of data were collected: qualitative and quantitative. Qualitative data were collected from the questionnaires and sought to establish the attitude and views of the teacher trainees on the listening skills. Quantitative data were collected from the listening test. The chapter is divided into five sections. Section 4.1 deals the introduction; section 4.2 covers the listening competence levels of teacher trainees. Section 4.3 deals with the analysis of the influence of social variables of college type, sex, age, entry behaviour and performance of the trainees in the Mid-course examination on the trainees’ competences in listening skills. Section 4.4 covers the attitude of the trainees towards listening skills while section 4.5 sums up the chapter

4.2 Competence Levels of the Teacher Trainees in Listening Skills in English
In order to establish the levels of competence of teacher trainees in listening in English, the researcher administered a listening test that comprised three listening tasks: listening comprehension, cloze test and dictation (see appendix i). The tasks were marked and different analyses carried out to reflect the competence levels of trainees. The researcher first established the means of all the listening tasks. Using the calculated means, the researcher established whether the listening competence levels of teacher trainees were at the Desired Competence Level (DCL) or at Minimum Competence Level (MCL). This was followed by calculation of the percentage of the trainees who attained the DCL and the percentage of the trainees who attained the MCL. Correlation test was then conducted to correlate the performances in the different listening tasks and the social variables. The table below summarises the descriptive statistics of performances of trainees in all the listening tasks.
Table 4.1: Descriptive Statistics for the Subtests and in the Test Total

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score for subtest 1</td>
<td>60</td>
<td>.00</td>
<td>100.00</td>
<td>65.5000</td>
<td>28.42922</td>
</tr>
<tr>
<td>Score for subtest 2</td>
<td>60</td>
<td>.00</td>
<td>80.00</td>
<td>34.0000</td>
<td>18.79416</td>
</tr>
<tr>
<td>Score for subtest 3</td>
<td>60</td>
<td>30.00</td>
<td>94.00</td>
<td>64.8833</td>
<td>16.59190</td>
</tr>
<tr>
<td>Test total score</td>
<td>60</td>
<td>23.00</td>
<td>85.00</td>
<td>54.6667</td>
<td>15.69267</td>
</tr>
<tr>
<td>Valid N</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean score for subtest 1 (the listening comprehension) as tabulated in table 4.1 was realized as 65.5%. This shows that the subtest’s performance was fairly good because it was above the MCL but below the DCL. The standard deviation was slightly high at 28.43 showing a big dispersion from the mean. The highest score stood at 100% while the lowest score stood at 0% giving a wide range of 100. This indicates that there was a very high variance in the scores showing a variation of interpretation of questions by the trainees. The task demanded that the trainees recall, synthesise and apply information in the listening comprehension and use their own words to express their responses. Performance in the cloze test (subtest 2) was quite poor. The mean score stood at 34%. This is way below both the MCL and the DCL. The standard deviation was high but lower than that of subtest 1 at 18.79. This shows that the scores had a big dispersion from the mean but not as big as that recorded in subtest 1. This suggests that even in subtest 2, the trainees varied greatly in their interpretation of the questions. The task demanded that they recall and use their knowledge of the context and vocabulary as well as use semantic and syntactic cues to answer the questions. The highest recorded score in the subtest was 80% while the lowest recorded score was 0% giving a wide range of 80.
Subtest 3 recorded a mean of 64.8%. This is a fairly good performance because, though it falls below the DCL, it is within the range of MCL. The standard deviation was still high in subtest 3 but the lowest among the three subtests at 16.59. This means that in subtest 3, there was a slightly smaller dispersion from the mean compared to the other subtests. The variance in subtest 3 was still high showing a high variation in the trainees’ interpretation of the questions. The task demanded that trainees differentiate the sounds present in minimal pairs and the variations, therefore, could suggest that the trainees understood the sounds quite differently, could be, due to their different levels of exposure to the sounds. Unlike in the other subtests, this subtest recorded the smallest range of 64 since the highest score was at 94% while the lowest was at 30%.

The test total (average of all the three tests) recorded a mean score of 54.6%. This is a fair performance because, though it falls below the DCL, it is within the range of MCL. The standard deviation was lowest in the test total compared to the other listening tasks. The standard deviation was at 15.69. This means that in the test total there was a slightly smaller dispersion from the mean compared to the other tasks. However, the standard deviation still shows a high variation in the trainees’ interpretation of the questions. The test total recorded the smallest range of 62 among the four listening tasks.

The results above show that the teacher trainees lacked the Desired Competence Levels (DCLs) in all the subtests as well as in the test total. On the other hand, the trainees attained the Minimum Competence Levels (MCLs) in subtest 1, subtest 3 and in the test total but not in subtest 2. There is need, therefore, to improve the listening
competence levels of the teacher trainees to the desired levels. The researcher through the help of the literature reviewed has suggested some strategies (see section 5.5.1) that can help the teacher trainees improve their listening skills.

The researcher further analysed the data to establish the percentages of the teacher trainees who had attained the desired competence level and the trainees who had attained the minimum competence level in each subtest and in the test total. The table below summarises the results.

Table 4.2: Percentages of Teacher Trainees who Attained DCL and MCL in the Subtests and in the Test Total

<table>
<thead>
<tr>
<th>Task</th>
<th>% of trainees who attained the DCL</th>
<th>% of trainees who attained the MCL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtest 1</td>
<td>50</td>
<td>67</td>
</tr>
<tr>
<td>Subtest 2</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>Subtest 3</td>
<td>35</td>
<td>87</td>
</tr>
<tr>
<td>Test total</td>
<td>12</td>
<td>58</td>
</tr>
</tbody>
</table>

\( n = 60 \)

Table 4.2 indicates that in subtest 1, 50% of the trainees attained the DCL while 67% attained the MCL. Only 2% of the teacher trainees attained the DCL in subtest 2 while 28% achieved the MCL in subtest 2. Thirty five percent of the teacher trainees attained the DCL in subtest 3 while 87% of the trainees attained the MCL. In the test
total, only 12% of the trainees attained the DCL while 58% of the trainees attained the MCL.

As indicated in the table 4.2, more than half of the sampled teacher trainees failed to attain the DCL in all the listening tasks except in subtest 1 which was in form of listening comprehension. The good performance noted in the performance of subtest 1 may be attributed to the task being popularly taught and tested in other subjects. In teaching a subject like geography, trainees listen to the lecturer and then respond to his or her questions. Subtest 2 was in the form of a cloze test. Cloze test recorded very poor results among the teacher trainees. The task demanded that the trainees organise their thoughts in order to fill the given slots correctly. The trainees were also expected to use listening skills such as sequential ordering and relating one idea to another which proved rather difficult because unlike listening skills needed to do listening comprehension that were familiar to trainees, listening skills needed to perform subtest 2 were unfamiliar to the trainees. There is need therefore to expose primary teacher trainees to listening skills needed to perform cloze test.

Subtest 3 recorded a high percentage of trainees who attained the MCL. This may be attributed to the nature of class interactions in the teacher training colleges. The tutors dictate notes to the trainees and this may explain why most of the trainees performed well in subtest 3 which was in form of dictation. Test total had few trainees attain the DCL and slightly above half of the trainees attain the MCL. Test total being the average of all the three subtests indicate that only 12% of the trainees had the DCL while 58% of the trainees attained the MCL. We therefore conclude that majority of the trainees (88%) lack the desired competence levels in listening skills while 42%
lack the minimum competence levels. The poor coverage of the listening skills in the PTE English syllabus explains the poor performance by the trainees. The PTE syllabus also does not give means and ways of assessing listening skills. The skills have therefore suffered the backwash effects of examinations on curriculum delivery where tutors concentrate on examinable areas of the syllabus at the expense of non-examinable areas.

The researcher further conducted a correlation test to establish the correlation of performances in the different listening tasks. Spearman’s correlation test yielded the following results in Table 4.3.
Table 4.3: Correlation between Performances in Subtests and the Test Total

Correlations

<table>
<thead>
<tr>
<th>Spearman's rho</th>
<th>Score for subtest 1 Correlation Coefficient</th>
<th>Score for subtest 2 Correlation Coefficient</th>
<th>Score for subtest 3 Correlation Coefficient</th>
<th>Test total score Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score for subtest 1</td>
<td>1.000</td>
<td>.419**</td>
<td>.253</td>
<td>.831**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.</td>
<td>.001</td>
<td>.051</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Score for subtest 2</td>
<td>.419**</td>
<td>1.000</td>
<td>.298*</td>
<td>.722**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.001</td>
<td>.</td>
<td>.021</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Score for subtest3</td>
<td>.253</td>
<td>.298*</td>
<td>1.000</td>
<td>.603**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.051</td>
<td>.021</td>
<td>.</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Test total score</td>
<td>.831**</td>
<td>.722**</td>
<td>.603**</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).
From table 4.3, performance in subtest 1 correlated with the performance in subtest 2 and performance in the test total at 0.01 statistical significance level. However, performance in subtest 1 did not correlate with performance in subtest 3 at any significance level. This implies that trainees who performed well in subtest 1 performed well in subtest 2 and in the test total but not in subtest 3. We conclude that the listening sub skills of recall, inferring and predicting outcomes depended on the listening sub skills of using context and vocabulary as well as using semantic and syntactic cues to interpret meaning but were independent of discriminatory listening sub skills needed to perform subtest 3.

Performance in subtest 2 correlated with performance in subtest 1 and performance in the test total at 0.01 statistical significance level while it correlated with performance in subtest 3 at 0.05 statistical significance level. This means that the trainees who performed well in subtest 2 performed well in subtest 1, subtest 3 and in the test total. We conclude, therefore, that the listening skills needed to perform subtest 2 (use of vocabulary, context and semantic and syntactic cues to interpret meaning depended on the skills needed to perform all the other listening tasks (recall, inferring, predicting outcomes, use of grammatical cues and discriminatory skills).

As noted earlier, performance in subtest 3 did not correlate with performance in subtest 1 at any significance level. However, it correlated with performance in subtest 2 at 0.05 statistical significance level and performance in the test total at 0.01 statistical significance level. The findings imply that the listening skills needed to perform subtest 3 were independent of the listening skills needed to perform subtest 1.
On the other hand, the listening skills needed to perform subtest 3 depended on the listening skills needed to perform subtest 2 and the test total.

Performance in the test total correlated with the performance in all the subtests at 0.01 statistical significance level. This implies that the listening skills needed to perform the test total depended on the listening skills needed to perform all the subtests.

The above findings generally indicate that performance in subtest 1 which was in form of a listening comprehension did not have any relationship with performance in subtest 3 which was in form of dictation. Subtest 1 required that the trainees picks the main idea, follows topic development, infers, predicts outcome and recalls while subtest 3 required that trainees discriminate sounds, recognise word segments and uses grammatical and lexical patterning of the language. The listening sub skills required in each of the two listening tasks are independent of each other hence lack of correlation between performance in subtest 1 and subtest 3.

The conclusion drawn from descriptive statistics is that the teacher trainees had poor listening skills as they did not attain the DCL in all the listening tasks. The trainees on the other hand attained the MCL in all the listening tasks except in subtest 2 which was in form of a cloze test (see Table 4.1). The percentages of the trainees who attained the DCL and the MCL indicate that half of trainees attained the DCL in subtest 1 only. The percentages of the trainees who attained the DCL in the other listening tasks were way below 50% with some as low as 2% in subtest 2. Majority of the trainees attained the MCL in all the listening tasks except in subtest 2 where only
28% attained the MCL (see Table 4.2). These findings indicate that there is need to enhance the listening competences of the majority of the trainees to the desired level. There is need for concerted efforts from all the stakeholders and that is why the present study suggests some strategies not only to the trainees but to the instructors and to the curriculum developers (see section 5.5) as all are important in this noble task.

The spearman’s test showed that performances in the listening tasks were correlated. This implies that the listening skills depend on each other and build on each other. The college tutors should therefore expose the trainees to all listening skills as they are interrelated.

The findings of this study on listening competences of teacher trainees are in line with findings in related literature. For example, a research was carried out by researchers from Kenyatta University (2004) which sought to determine the level of proficiency in English of primary school learners in Kenya. A national sample of 7006 class 3 pupils and 7000 class 6 pupils in 185 primary schools was used. A criterion-referenced test was administered in which one of the tests was on the listening and writing skills. Performance of learners in this test was found to be poor as 70.21% of the class 6 pupils and 81% of class 3 pupils tested, failed to attain the desired competence level on the listening and writing skills (ELN, 2004, p. 95). The findings of this study and the findings of the present study focus on the two key people in any learning process in the primary school segment (teacher and pupil). The findings of the two studies indicate that both the teacher and the pupil lack the desired competence levels in listening in English yet for any learning to take place the teacher
and the pupil must interact and they cannot interact effectively if they cannot listen at the desired level.

Vikiru, L. and Bwire, A (2005), as stated earlier on, carried out a research in one of the primary teacher colleges. The study aimed at establishing the English language competence of pre-service teachers. The study reported that 38% of the pre-service teachers had the minimum competence level on a test on listening and writing while 50% of the teachers had only the minimum competence level in the test on listening and speaking. Wambui (2008) reports the findings of a study conducted to establish the listening competence levels of learners joining secondary schools in Kenya. The learners were given three listening tasks. The learners attained the minimum competence levels in all the listening subtests but only attained the desired competence level in the listening comprehension. However, in the present study trainees did not attain the desired levels in listening skills in all the listening tasks.

Richards (1990) in Interactive Processing describes the listening comprehension as neither bottom-up nor top-down processing but an interactive and interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners will use the one process or the other will depend on the listeners’ knowledge of the language and familiarity of the topic. There is therefore need to expose the trainees to strategies that help them use both their background knowledge and language knowledge to enhance their listening skills. This study has done this in chapter five of this report. (see section 5.5.1).
4.3 Correlation of Social Variables with Acquisition of Listening Competences

The study sought to investigate whether social factors of college type, sex, age, entry behaviour and performance in Mid-course examination had an influence on trainees’ listening competences. The findings on these variables are presented in this subsection.

4.3.1 College Type

One of social variables under scrutiny was college type. The study wanted to establish whether teacher trainees in public teacher training colleges performed the same as the trainees in private teacher training colleges. As a result, respondents were drawn from both a public TTC and a private TTC. The performance of the trainees drawn from the two colleges was analysed and descriptive statistics tabulated in the table below.

**Table 4.4: Descriptive Statistics per College in Subtests and in the Test Total**

<table>
<thead>
<tr>
<th>College Type</th>
<th>Subtest1</th>
<th>Subtest2</th>
<th>Subtest3</th>
<th>Test total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>Mean</td>
<td>71.0000</td>
<td>37.6667</td>
<td>72.2667</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>29.86752</td>
<td>18.87953</td>
<td>15.73911</td>
</tr>
<tr>
<td>Private</td>
<td>Mean</td>
<td>60.0000</td>
<td>30.3333</td>
<td>57.5000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>Mean</td>
<td>65.5000</td>
<td>34.0000</td>
<td>64.8833</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>28.42922</td>
<td>18.79416</td>
<td>16.59190</td>
</tr>
</tbody>
</table>
In all the subtests and in the test total as indicated in table 4.4 the trainees in the public TTC performed better than the trainees in the private TTC. In subtest 1, the trainees in the public TTC recorded a mean score of 71% while trainees in the private college attained a mean score of 60%. The two groups attained the MCL but failed to attain the DCL. In subtest 2, trainees in the two colleges performed dismally. Though the trainees in the public TTC performed better than their counterparts in the private TTC, the two groups failed to attain both the DCL and the MCL. Their mean scores were 37.7% and 30.3% respectively. Subtest required trainees to: be able to use context to interpret meaning, have the knowledge on vocabulary, use semantic and syntactic cues and use critical thinking. This task unlike the other two did not rely much on recall. The teaching in teacher training colleges is mainly by lecture method and notes are dictated to the trainees. The lessons are concluded through oral questions which rely on recall. Recall is key in listening comprehension exercises unlike in cloze test exercises. This helps explain the poor performance in subtest 2.

In subtest 3, the trainees in the public TTC registered a mean score of 72.3% while the trainees in the private TTC registered a mean score of 67.5%. Though the two groups attained the MCL, they failed to attain the DCL in subtest 3. Trainees in the public TTC recorded a mean score of 60.3% in the test total while the trainees in the private TTC recorded a mean score of 49.3 %. The trainees in the public TTC achieved the MCL but failed to attain the DCL in the test total while the trainees in the private TTC failed to attain both the DCL and the MCL.

The findings in the table 4.4 show that trainees in both public and private teacher training colleges did not attain the DCL in all the listening tasks. As noted earlier on
in the study the performance in subtest 2 which was in form of a cloze test was
dismally performed by the two groups as none of them attained neither the DCL nor
the MCL. However, generally, the trainees in the public TTC performed better than
the trainees in the private TTC as they attained the MCL in the other tasks except in
subtest 2. The poor performance by trainees in the private teacher training college
may be attributed to the weak entry behavior of the teacher trainees. The study
established that 30% of the trainees in the private teacher training college had an entry
behavior of below C with one having an entry behavior as low as D. With the lowest
entry grade for primary teacher training at C plain, D plain is a weak entry behaviour.
The study also noted that the private teacher training college was situated few metres
from the Nairobi-Garissa highway and therefore there was possibility of physical
noise during the everyday learning processes in the college.

The study recommends that the policy makers should raise the entry behavior of
teacher trainees to C+ and above for all the teacher trainees whether they are joining
public or private teacher training colleges. The Ministry of Education should also give
guidelines on where learning institutions should be located to minimise distracters
such as physical noise from the moving vehicles during the learning process.

The study sought to establish the percentages of the trainees in the two colleges who
attained the DCL and the MCL. The findings are tabulated in the table below.
Table 4.5: Percentage of Trainees in Public and Private TTCs who attained the DCL and the MCL

<table>
<thead>
<tr>
<th>Task</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of trainees who attained the DCL</td>
<td>% of trainees who attained the MCL</td>
</tr>
<tr>
<td>Subtest 1</td>
<td>67</td>
<td>80</td>
</tr>
<tr>
<td>Subtest 2</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>Subtest 3</td>
<td>53</td>
<td>90</td>
</tr>
<tr>
<td>Test total</td>
<td>20</td>
<td>73</td>
</tr>
</tbody>
</table>

n = 60

From table 4.5, it is evident that in subtest 1, 67% of trainees in the public TTC achieved the DCL while only 33% of the trainees in the private TTC achieved the DCL in subtest 1. 80% of trainees in the public TTC attained the MCL in subtest 1. On the other hand, 57% of the trainees in the private TTC attained the MCL in subtest 1. In subtest 2, none of the trainees in the public TTC managed to attain the DCL while only 3% of the trainees in the private TTC attained the DCL. However, 40% of the trainees in the public TTC attained the MCL but only 13% of the trainees in the private TTC attained the MCL in subtest 2. In subtest 3, 53% of the trainees in the public TTC attained the DCL while only 17% of the trainees in the private TTC attained the DCL in subtest 3. In the test total, none of the trainees in the private TTC managed to achieve the DCL while only 20% of the trainees in the public college achieved the DCL. While 73% of the trainees in the public TTC achieved the MCL in
the test total, 43% of the trainees in the private TTC achieved the MCL in the test total.

From the above findings, more than half of the teacher trainees in the public TTC attained the DCL in the listening comprehension and in the dictation but not in the cloze test and in the test total. However, this was not the case with trainees in the private TTC where the percentages were quite low. Majority of teacher trainees in the public TTC attained the MCL in all the listening tasks except in subtest 2. The trainees in the private TTC on the other hand had a majority attain MCL in subtest 3 only. This furthers the evidence that trainees performed extremely poorly in the cloze test and the trainees in the public TTC performed better than the trainees in the private TTC. The tutors of English in teacher training colleges should expose the trainees to tasks that need reordering and relating ideas to enhance their listening skills which as indicated by performance in cloze test seem quite poor. Majority of the teacher trainees in both colleges and especially in the public college attained the MCL in the listening comprehension and in dictation. This may be attributed to the fact that most of the learning in teacher training colleges is done through lecture method where trainees listen to the tutor and answer questions. The tutors also dictate notes to the trainees. This may help to explain the good performance in the two tasks and the need to expose the trainees to cloze test and other teaching methods that will promote the other listening skills.

The researcher wanted to further measure whether these differences in performances of the two groups were statistically significant or they occurred by chance. The
researcher carried out ANOVA on the different performances. The findings are indicated in table 4.6 below.

**Table 4.6: ANOVA on Performance in the Subtests and in the Test Total by College Type**

<table>
<thead>
<tr>
<th>Score for subtest</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Between Groups</td>
<td>1815.000</td>
<td>1</td>
<td>1815.000</td>
<td>2.295</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>45870.000</td>
<td>58</td>
<td>790.862</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>47685.000</td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Between Groups</td>
<td>806.667</td>
<td>1</td>
<td>806.667</td>
<td>2.335</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>20033.333</td>
<td>58</td>
<td>345.402</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20840.000</td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Between Groups</td>
<td>3270.817</td>
<td>1</td>
<td>3270.817</td>
<td>14.625</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>12971.367</td>
<td>58</td>
<td>223.644</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16242.183</td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test total score</td>
<td>Between Groups</td>
<td>1749.600</td>
<td>1</td>
<td>1749.600</td>
<td>7.940</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>12779.733</td>
<td>58</td>
<td>220.340</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>14529.333</td>
<td>59</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The findings in table 4.6 show that the performance in subtest 1 by college type was not significant at 0.135 statistical significance level. The performance in subtest 2 by college type was also not significant at 0.132. However, performance in subtest 3 and
in the test total by college type was significant at 0.000 and 0.007 significance levels. This means that the variable of college type influenced the performance of trainees in subtest 3 and in the test total and not the trainees’ performance in subtest 1 and subtest 2.

Spearman’s correlation test was conducted to establish whether there was a relationship in trainees’ performance scores on the different sub skills represented by the different subtests and the social variable of college type. The test yielded the following findings.

**Table 4.7: Correlation Test by College Type**

<table>
<thead>
<tr>
<th>Spearman's rho</th>
<th>Score for subtest 1</th>
<th>Score for subtest 2</th>
<th>Score for subtest3</th>
<th>Test total score</th>
<th>Type of college attended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score for subtest 1</strong></td>
<td>Correlation coefficient</td>
<td>1.000</td>
<td>-.426**</td>
<td>.612**</td>
<td>-.590**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.</td>
<td>.001</td>
<td>.000</td>
<td>.000</td>
<td>.618</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Score for subtest 2</strong></td>
<td>Correlation coefficient</td>
<td>-.426**</td>
<td>1.000</td>
<td>-.669**</td>
<td>.711**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.001</td>
<td>.</td>
<td>.000</td>
<td>.000</td>
<td>.965</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Score for subtest 3</strong></td>
<td>Correlation coefficient</td>
<td>.612**</td>
<td>-.669**</td>
<td>1.000</td>
<td>-.895**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.</td>
<td>.000</td>
<td>.286</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Test total score</strong></td>
<td>Correlation coefficient</td>
<td>-.590**</td>
<td>.711**</td>
<td>-.895**</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.</td>
<td>.000</td>
<td>.811</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Type of college attended</strong></td>
<td>Correlation coefficient</td>
<td>-.066</td>
<td>-.006</td>
<td>-.140</td>
<td>.303</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.618</td>
<td>.965</td>
<td>.286</td>
<td>.811</td>
<td>.</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed).**

*Correlation is significant at the 0.05 level (2-tailed).
There was no correlation between college type and the performance of teacher trainees as indicated in Table 4.7. Performances in the different listening tasks were also correlated. Performance in subtest 1 correlated with performances in subtests 2 and 3 as well as performance in the test total at 0.01 statistical significance level. The findings imply that if a trainee in the private TTC or in the public TTC performed well in subtest 1, he or she performed well in all the other subtests as well as in the test total. We can therefore conclude that listening skills needed to perform subtest 1 depended on skills needed to perform subtest 2, subtest 3 and the test total. Subtest 1 required the listening sub skills of recalling main idea, inferring meaning and predicting outcomes. Subtest 2 also required the sub skill of recall and use of context, knowledge of vocabulary and knowledge of the language. Subtest 3 needed the sub skills of discriminating sounds, recognising word segments and grammatical knowledge of the language. All these listening subskills built on each other.

Performance in subtest 2 correlated with performances in subtests 1 and 3 and performance in the test total at 0.01 statistical significance level. The implication of these findings is that if a trainee in the public TTC performed poorly in subtest 2, the same trainee performed poorly in subtest 1, subtest 3 and in the test total. If a trainee in the private TTC performed well in subtest 2, the same trainee performed well in subtest 1, 3 and in the test score. This implies that listening skills needed to perform subtest 2 were dependent on listening skills needed to perform subtest 1, subtest 3 and the test total. For trainees to use context and explore their vocabulary in doing subtest 2, they needed to recall the main idea, discriminate sounds, identify word segments and explore the grammatical knowledge of the language.
According to the findings in the table above, performance in subtest 3 correlated with performance in all the other listening tasks at 0.01 statistical significance level. This means that performance in subtest 3 of a trainee in the private TTC or in the public TTC was also reflected in his or her performance in subtest 1, 2 and in the test total.

The same was observed in the performance of the test total. The performance in the test total of a trainee in any of the two colleges reflected the performance of the same trainee in all the subtests. This implies that the listening skills needed to perform all the listening tasks were dependent on each other or built on each other. These skills were recall, use of context, knowledge of vocabulary, discrimination of sounds, recognising word segments and grammatical semantic and syntactic knowledge of the language.

We conclude then that performance within the listening tasks was correlated. For instance the trainees in the public TTC who performed well did so in all the listening tasks while the trainees who performed poorly in the public TTC did the same in all the listening tasks. The same applies to the private TTC. We conclude therefore that the skills needed to perform one subtest depended on the skills needed to perform all the other subtests and the test total. This seems to suggest that the listening sub skills represented by the subtests are dependent on each other or build on each other. The trainees need to be equipped in all the skills as lack of one affects the acquisition of the other.
4.3.1.1 Comparison of performances of different groups within the two college types

The researcher further compared the performances of the different groups in the two TTCs. The comparison was based on social variables of sex, age, entry behaviour and performance in the Mid-course examination.

4.3.1.1 Comparison of the performance in both TTCs by sex

The first comparison was between the trainees in the public college and the trainees in the private college using the social variable of sex. The performances in the subtests and in the test total of the male and the female trainees in both the public college and the private college were compared and the results tabulated in the table below.

Table 4.8: Comparison of Means by Sex

<table>
<thead>
<tr>
<th>Task</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (%)</td>
<td>Female (%)</td>
</tr>
<tr>
<td>Subtest 1</td>
<td>68</td>
<td>71</td>
</tr>
<tr>
<td>Subtest 2</td>
<td>38</td>
<td>37</td>
</tr>
<tr>
<td>Subtest 3</td>
<td>66</td>
<td>69</td>
</tr>
<tr>
<td>Test total</td>
<td>51</td>
<td>59</td>
</tr>
</tbody>
</table>

n= 60

As indicated in table 4.8 among all the four groups compared the female trainees in the public college performed the best in all the tasks except in the cloze test while the male trainees in the private college performed the poorest in all the listening tasks. In subtest 1, the male trainees in the public college attained a mean score of 68% while their counterparts in the private college recorded a lower mean score of 53%. The two
groups attained the MCL but failed to attain the DCL. The performance of the female trainees was also compared. The female trainees in the public college performed better than the female trainees in the private college. In subtest 1 the female trainees in the public college attained a mean score of 71% while the female trainees in the private college attained a mean score of 67%. The two groups achieved the MCL but did not achieve the DCL.

In subtest 2, the male trainees in the public college managed a mean score of 38% while those in the private college achieved a poor mean score of 25%. The two groups neither attained the DCL nor the MCL in subtest 2. The female trainees in the two colleges performed poorly too. They neither achieved the DCL nor the MCL in subtest 2. While the female trainees in the public college had a mean score of 37%, those in the private college had a mean score of 25% just like their male counterparts in the private college.

In subtest 3, the male trainees in the public college attained a mean score of 66% while those in the private college attained a lower mean score of 55%. The two groups attained the MCL but did not attain the DCL in subtest 3. The female trainees in the public college attained a mean score of 69% while the female trainees in the private college attained a mean score of 60% in subtest 3. Though the two female groups attained the MCL, they did not attain the DCL in subtest 3.

The male trainees in the public college attained a mean score of 51% in the test total while the male trainees in the private college attained a mean score of 48% in the test total. The male trainees in the public college attained the MCL but did not attain the
DCL in the test total. On the other hand, the male trainees in the private college neither attained the DCL nor the MCL in the test total. The female trainees in the public college attained a mean score of 59% in the test total while the female trainees in the private college attained a mean score of 51% in the test total. The two groups attained the MCL but failed to achieve the DCL. The results are presented in figure 4.1 below.

**Figure 4.1: Comparison of Performance by Sex**

The results from the analysis in figure 4.1 indicate that the female trainees in the public TTC performed better than the female trainees in the private TTC in all the listening tasks. The same was observed among the male trainees where male trainees in the public TTC performed better than their male counterparts in the private TTC. However, the female trainees in both TTCs performed better than the male trainees in both TTCs.
The female trainees performed better than the male trainees. These findings disagree with the findings of a study on verbal communication skills. Hamidi (2011) reports that verbal communication skills were higher in males than in females. A research conducted by Tendero (2000) may help explain the differences in performances in the different listening tasks between the sexes. The study was on left/right brain hemisphere dominance and language proficiency. The study sought to establish the relationship between hemisphere dominance and English proficiency scores in four macro skills (listening, speaking, writing, and reading). The study found the male respondents left brained and so were good in speaking and fair in listening. The female respondents were found to use both the right and the left hemispheres and so good in both speaking and listening.

4.3.1.1.2 Comparison of the performance in both TTCs by age

The trainees in the two colleges were compared using the social variable of age. The comparison yielded findings presented in table 4.9

Table 4.9: Comparison by Age

<table>
<thead>
<tr>
<th>Task</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25 Years and above (%)</td>
<td>Below 25 years (%)</td>
</tr>
<tr>
<td>Subtest 1</td>
<td>64.2</td>
<td>75.6</td>
</tr>
<tr>
<td>Subtest 2</td>
<td>40.8</td>
<td>35.6</td>
</tr>
<tr>
<td>Subtest 3</td>
<td>71.7</td>
<td>72.7</td>
</tr>
<tr>
<td>Test total</td>
<td>59.8</td>
<td>60.8</td>
</tr>
</tbody>
</table>

n=60
The trainees below the age of 25 years in the two TTCs performed better than the trainees aged 25 years and above in most of the listening tasks as indicated in Table 4.9. However the groups in the public TTC performed better than the groups in the private TTC. In the category of the trainees aged 25 years and above, the trainees in the public college attained a mean score of 64.2% while those in the private college attained a mean score of 57.1%. The two groups failed to achieve the DCL in subtest 1 but attained the MCL. In the category of trainees aged below 25 years, the trainees in the public college attained a better mean score than the trainees in the private TTC. The trainees in the public TTC achieved a mean score of 75.6% in subtest 1 while those in the private college attained a mean score of 62.5%. The trainees in the public college attained both the DCL and the MCL while those in the private college attained the MCL but failed to achieve the DCL.

In subtest 2, the trainees in the public college aged 25 years and above managed a mean score of 40.8% while those in the private college managed a poor mean score of 23.6%. The two groups did not attain either the DCL or the MCL in subtest 2. The trainees aged below 25 years in the public college attained a mean score of 40.8% in subtest 2. Those in the private college attained a mean score of 36.3% in subtest 2. The two groups neither achieved the DCL nor the MCL in subtest 2.

In subtest 3, the trainees in the public college aged 25 years and above managed a mean score of 71.7% while those in the private college managed a mean score of 58.9%. The two groups attained the MCL in subtest 3 but failed to attain the DCL. The trainees aged below 25 years in the public college attained a mean score of
72.7% while those in the private college attained a mean score of 56.3%. The two groups attained the MCL but failed to achieve the DCL in subtest 3.

The trainees aged 25 years and above in the public college attained a mean score of 59.8% in the test total while their counterparts in the private college attained a mean score of 46.5%. While the trainees in the public college attained the MCL but failed to achieve the DCL, the trainees in the private college achieved neither the DCL nor the MCL. The trainees aged below 25 years in the public college got a mean score of 60.8% in the test total while their counterparts in the private college attained a mean score of 52.3%. Both groups attained the MCL but failed to attain the DCL in the test total. The results are summarised in figure 4.2 below.

![Figure 4.2: Comparison by Age](image-url)
The trainees in the public college performed better than the trainees in the private college. The trainees aged below 25 years in both the public and the private colleges generally performed better than their counterparts aged 25 years and above as indicated in figure 4.2. The findings of the present study show that age influenced the performance of the trainees in favour of the younger trainees. These findings disagree with findings on whether listening comprehension exists as a separate trait among EFL/ESL speakers. Buck-Gary (1991) asserts that diversity between listeners’ mental ages gave different interpretation of the text. Remark (1990) conducted an experimental study to determine whether or not listening skills training improved university residents assistants’ ability to actively listen. He further used age as a social variable in this study. He found that age had no significant effect on ability to actively listen.

Thier (2012) gives interesting findings on a comparative study on age differences. The study reveals that older age groups are not only good listeners and good in body language but also have longer attention span, are more likely to hear a person out and less likely to get distracted. The study continues to say that a listener may very well “grow with age” and greater experience and sensitivity so as to achieve effective listening. Thier however, says that a person’s sensory mechanisms, particularly hearing, will deteriorate with advanced age and increase one’s difficulty in receiving messages. This study together with the present study suggest that age influence listening whether in favour of the younger or older respondents.

The differences in performances realised in the present study can be explained by a research on relationship between age and accuracy of foreign language pronunciation.
by Nation Centre for Education Statistics. Nation Centre for Education Statistics (2003) reports that as one matures the organisation of the cerebral receptivity of the brain or lack of cortical specialisation becomes more specialised until speech is completely lateralised in the left cerebral hemisphere. As the organisation of the brain becomes more specialised, the individual’s capacity to learn a language tends to decrease. This explains the poorer listening competence levels by the older trainees in this study.

4.3.1.1.3 Comparison of the performance in both TTCs by entry behaviour

The trainees in both public and private colleges were compared in terms of their entry behaviour. The table below displays the findings of the comparison.

**Table 4.10: Comparison by Entry Behaviour**

<table>
<thead>
<tr>
<th>Task</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K.C.S.E. English score of C+ and below (%)</td>
<td>K.C.S.E English score above C+ (%)</td>
</tr>
<tr>
<td>Subtest 1</td>
<td>64.7</td>
<td>81.8</td>
</tr>
<tr>
<td>Subtest 2</td>
<td>34.7</td>
<td>42.7</td>
</tr>
<tr>
<td>Subtest 3</td>
<td>72.8</td>
<td>71.4</td>
</tr>
<tr>
<td>Test total</td>
<td>57.4</td>
<td>65.5</td>
</tr>
</tbody>
</table>

n=60
Table 4.10 shows that the trainees in the public TTC who had English scores above C+ in K.C.S.E performed the best while trainees with K.C.S.E English scores below C+ in the private college performed the poorest in all the listening tasks. Trainees with K.C.S.E English scores above C+ in the public TTC managed a mean score of 81.8% while those in the private college managed a mean score of 68.6% in subtest 1. While the trainees in the public college attained both the DCL and the MCL in subtest 1, the trainees in the private college attained the MCL but failed to attain the DCL in subtest 1. The performance of the trainees with K.C.S.E English scores of C+ and below in both the public and private colleges was also compared. In this category, the trainees in the public college managed an average score of 64.7% in subtest 1. Their counterparts in the private college managed an average score of 57.5%. The two groups attained the MCL but failed to attain the DCL in subtest 1.

In subtest 2, the trainees in the public college who had K.C.S.E English scores above C+ registered a slightly better mean score than those in the private college who had K.C.S.E English scores above C+. Those in the public college achieved a mean score of 42.7% while those in the private college managed a mean score of 32.9%. The two groups attained neither the DCL nor the MCL in subtest 2. The trainees with K.C.S.E English scores of C+ and below in the public college attained a mean score of 34.7% while the trainees with K.C.S.E English scores of C+ and below got a mean score of 29.9%. Both groups neither attained the DCL nor the MCL in subtest 2.

While the trainees in the private TTC with English scores above C+ attained a mean score of 61.4% in subtest 3, the trainees in the public TTC with K.C.S.E. English score above C+ attained a mean score of 71.4%. Both groups attained the MCL but
failed to attain the DCL in subtest 3. Trainees in the public TTC who had K.C.S.E English scores of C+ and below attained a mean score of 72.8% in subtest 3 while the trainees in the private TTC who had K.C.S.E English scores of C+ and below attained a mean score of 56.3%. Both groups attained the MCL but failed to attain the DCL.

In the test total, the trainees with K.C.S.E English scores above C+ in the public college attained a mean score of 65.5%, a score below the DCL but above the MCL. The trainees with K.C.S.E English scores above C+ in the private college attained a mean score of 54.1%, a score above the MCL but below the DCL. The trainees in the public college with K.C.S.E English scores of C+ and below attained a mean score of 57.4%. Although they attained the MCL, they failed to achieve the DCL in the test total. The trainees in the private college with K.C.S.E English scores of C+ and below attained a mean score of 48.2%. They neither attained the MCL nor the DCL in the test total. The findings are in the figure 4.3

![Figure 4.3: Comparison by Entry Behaviour](image-url)
The findings in figure 4.3 indicate that the trainees in both colleges who had an entry behaviour of above C+ performed better in most of the listening tasks than the trainees who had an entry behaviour of C+ and below. The trainees in the public college performed better than the trainees in the private college too. As noted earlier, the good performance noted in the public college may be attributed to the fact that trainees in the public college had a stronger entry point than those in the private college. While 80% of the trainees in the public college had a K.C.S.E English score of C+ and above, only 36.7% of the trainees in the private college had a K.C.S.E English score of C+ and above. The trainees with a strong entry behaviour also performed better than the trainees with a weak entry behaviour. These findings agree with the findings of a study by Feast(2000). Feast (2000) sought to establish the impact of English for International Opportunity (IELTS) scores on performance at the university. The study findings were that there is significant and positive relationship between English language proficiency and the performance of international students at the university as measured by GPA.

4.3.1.1.4 Comparison of the performance in both TTCs by performance in Mid-course examination

Based on their performance in the mid-course exam, trainees were classified into three categories: above average, average and below average. The researcher used the three categories to compare the performance of the trainees in the public college and the trainees in the private college and came up with the findings in the table below.
Table 4.11: Comparison by Performance in the Mid-course Examination

<table>
<thead>
<tr>
<th>Task</th>
<th>Public Above average (%)</th>
<th>Public Average (%)</th>
<th>Public Below average (%)</th>
<th>Private Above average (%)</th>
<th>Private Average (%)</th>
<th>Private Below average (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtest 1</td>
<td>78</td>
<td>74</td>
<td>35</td>
<td>59</td>
<td>69</td>
<td>60</td>
</tr>
<tr>
<td>Subtest 2</td>
<td>45</td>
<td>45</td>
<td>13</td>
<td>25</td>
<td>42</td>
<td>31</td>
</tr>
<tr>
<td>Subtest 3</td>
<td>73</td>
<td>77</td>
<td>71</td>
<td>62</td>
<td>60</td>
<td>64</td>
</tr>
<tr>
<td>Test total</td>
<td>65</td>
<td>65</td>
<td>40</td>
<td>49</td>
<td>57</td>
<td>52</td>
</tr>
</tbody>
</table>

Table 4.11 shows that in the above average category, the trainees in the public college performed better than those in the private college in subtest 1. Their average marks were 78% and 59% respectively. The trainees in the public college attained both the DCL and the MCL in subtest 1. On the other hand the trainees in the private college only attained the MCL in subtest 1. In the average category, the same trend was observed. The trainees in the public college performed better than the trainees in the private college. While the trainees in the public college attained a mean score of 74%, those in the private college attained a mean score of 69%. The two groups attained the MCL but failed to achieve the DCL in subtest 1. However, this was not the case with the below average category. In this category the trainees in the private college attained a better mean score than those in the public college. The trainees in the public college attained a poor mean score of 35% while those in the private college attained a mean score of 60%. While the trainees in private college attained the MCL but
failed to achieve the DCL. The trainees in the public college neither achieved the DCL nor the MCL in subtest 1.

In subtest 2, the trainees in the above average category of the public college achieved a mean score of 45% while those in the private college registered a poor score of 25%. The two groups failed to achieve both the DCL and the MCL in subtest 2. The trainees in the average category of the public college also achieved a mean score of 45% while those in the private college scored a mean score of 42%. The two groups neither attained the DCL nor the MCL in subtest 2 just like the trainees in the above average category. As observed in the performance of subtest 1, trainees in the below average category of the private college performed better than the trainees in the below average category of the public college. While the trainees in the private college attained a mean score of 31%, the trainees in the public college attained a very poor mean score of 13%. Yet again the two groups neither attained the DCL nor the MCL in subtest 2.

In subtest 3, the trainees in the above average category of the public college attained an average score of 73% with those in the private college attained a mean score of 62%. The two groups attained the MCL but failed to achieve the DCL in subtest 3. The trainees in the average category of the public college performed better than the trainees in the private college. The trainees in the public college attained a mean score of 77% while those in the private college attained a mean score of 60%. Though the trainees in average category of the private college attained only the MCL in subtest 3, the trainees in the average category of the public college attained both the DCL and the MCL. However, unlike in the other two subtests where the trainees in
the below average category of the private college performed better than the trainees in the below average category of the public college, this was not the case with subtest 3. The trainees in the below average of the public college performed better than their counterparts in the private college. Their respective mean scores were 71% and 64%. Though the two groups attained the MCL in subtest 3, they both did not attain the DCL in subtest 3.

The trend of the trainees in the above average category of the public college performing better than the trainees in the above average category of the private college was maintained in the test total. While the trainees in the public college attained a mean score of 65%, those in the private college attained a mean score of 49%. The trainees in the public college attained the MCL in the test total but failed to attain the DCL. The trainees in the private college on the other hand failed to attain both the DCL and the MCL. The trainees in the average category of the public college achieved a mean score of 65%, a score below the DCL but above the MCL, while the trainees in the average category of the private college attained a mean score of 57%, a score above the MCL but below the DCL. The trainees in the average category of the public college therefore performed better than the trainees in the average category of the private college. However, this trend changed in the below average category where the trainees in the private college performed better than the trainees in the public college. The trainees in the private college managed a mean score of 52%. They attained the MCL in the test total though they failed to attain the DCL. The trainees in the public college attained a poor mean score of 40%. They did not attain both the DCL and the MCL in the test total. The results are tabulated in figure 4.4 below.
The findings in figure 4.4 are also in favour of the public TTC. The general performance show that most categories of trainees in the public college performed better than the categories of trainees in the private college. These findings disagree with the findings of a study on students’ assessment in writing skills of the English language. Javed et al (2013) reports that t-test was applied to make comparison on bases of public and private sector. The analysis revealed no significant difference between the students of public and private schools.

From the raw data (see appendix iii), it is evident that the trainees in the public TTC had a better entry behaviour than those in the private TTC. While the least entry grade for trainees in the public TTC was C plain, the least entry grade for the trainees in the private TTC was D plain. We may therefore conclude that the poor performance recorded by trainees in the private TTC was as a result of poor entry behaviour recorded in the private TTC.
4.3.2 Influence of sex on the listening skill competence levels

The social variable of sex was scrutinised to establish whether it had any influence on the listening competence levels of teacher trainees. The results are presented in table 4.12 below

**Table 4.12: Performance of Trainees by Sex**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Subtest 1</th>
<th>Subtest 2</th>
<th>Subtest 3</th>
<th>Test total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Mean</td>
<td>60.6667</td>
<td>31.3333</td>
<td>60.7333</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>29.58720</td>
<td>18.14374</td>
<td>15.24271</td>
</tr>
<tr>
<td>Female</td>
<td>Mean</td>
<td>70.3333</td>
<td>36.6667</td>
<td>69.0333</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>Mean</td>
<td>65.5000</td>
<td>34.0000</td>
<td>64.8833</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>28.42922</td>
<td>18.79416</td>
<td>16.59190</td>
</tr>
</tbody>
</table>

In all the subtests as well as in the test total the female trainees performed better than their male counterparts as can be seen in table 4.12. In subtest 1, the female trainees had a mean score of 70.3% while the male trainees had a mean score of 60.7%. The two groups failed to attain the DCL but both attained the MCL. In subtest 2 the female trainees had a mean score of 36.7% while the male trainees had a mean score of 31.3%. Both groups attained neither the DCL nor the MCL in subtest 2. In subtest 3 the female trainees achieved a mean score of 69% while the male trainees achieved a mean score of 60.7%. Although the two groups attained the MCL, they failed to
attain the DCL. In the test total the female trainees attained a mean score of 58.7% while the male trainees attained a mean score of 51.2%. The two groups attained the MCL but failed to attain the DCL.

The findings of the descriptive analysis show that the female trainees performed better than the male trainees in all the listening tasks. The above results agree with a study by Burman and Pepper (2008) which found females to have superior language abilities than boys since the different sexes rely on different parts of the brain when performing language tasks. Castello’s (1991) study affirms this. He showed that men and women process information differently and that women are inclined to adopt a serialised approach to learning and therefore, better at tasks that require reflection. He says that men are impulsive and mathematical and are more competent in spatial related activities. Cha (1988) did an investigation of English listening micro-skills of Korean students on a diagnostic test. A 30-item diagnostic test with a 10-item questionnaire was given to 302 form one Korean students. Results showed that female students’ proficiency scores were significantly higher than those of male students in most of the micro-skills. Wambui (2008) in her study on listening competences of learners joining secondary schools in Kenya reports that female learners performed better than the male learners.

One – way ANOVA was computed for the purpose of testing the significance of the differences in the two sexes. This helped to determine whether there was significant difference in the means of the scores in the subtests and in the test total or whether the differences were simply by chance. The findings are presented in table 4.13.
### Table 4.13: ANOVA of Trainees’ Performance by Sex

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score for subtest 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>1401.667</td>
<td>1</td>
<td>1401.667</td>
<td>1.756</td>
<td>.190</td>
</tr>
<tr>
<td>Within Groups</td>
<td>46283.333</td>
<td>58</td>
<td>797.989</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>47685.000</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score for subtest 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>426.667</td>
<td>1</td>
<td>426.667</td>
<td>1.212</td>
<td>.275</td>
</tr>
<tr>
<td>Within Groups</td>
<td>20413.333</td>
<td>58</td>
<td>351.954</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20840.000</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score for subtest 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>1033.350</td>
<td>1</td>
<td>1033.350</td>
<td>3.941</td>
<td>.052</td>
</tr>
<tr>
<td>Within Groups</td>
<td>15208.833</td>
<td>58</td>
<td>262.221</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16242.183</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test total score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>836.267</td>
<td>1</td>
<td>836.267</td>
<td>3.542</td>
<td>.065</td>
</tr>
<tr>
<td>Within Groups</td>
<td>13693.067</td>
<td>58</td>
<td>236.087</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14529.333</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Observing the values for the various subtests in table 4.13 reveal the following: In subtest 1, the p value is 0.305. Since this value is greater than 0.05, it implies that there is no statistical significant difference in variances, we will assume equal variances hence giving us the values: - t (-1.325), df (58), sig (two tailed) (190). Since the significance level is higher than 0.05 it can be concluded that there is no statistically significance difference in the means. It can therefore be concluded that the difference in performance in subtest 1 by sex could have occurred by chance.

In subtest 2, p = 0.474. Assuming equal variances then t (1.101), df (58) and sig (0.275). Since the p value is greater than 0.05, it can also be concluded that the difference in means and variances in subtest 2 by sex could only have occurred by chance. In subtest 3, the p value is 0.478 giving the values t (-1.985), df (58) and sig (0.052). These results imply that there is a slight statistical significance difference between the means of different sexes in subtest 3.

In the test total, the p value is 0.587 giving the values t (-1.940), df (58) and sig (0.065). This indicates that there is no statistical significant difference between the means of different sexes in the test total. In conclusion, the social variable of sex only influenced the performance of trainees in subtest 3. Subtest 3 was in the form of dictation. The good performance of the female trainees in dictation can be attributed to the findings reported by Nation Center for Education Statistics (2003) which showed that females were better than their male counterparts in spelling.

The researcher went on to subject the performance by the two sexes to Spearman’s correlation test to establish the correlation between the social variable of sex and the
performance in the listening tasks. Spearman’s correlation test also correlated performances in the different listening tasks. The test generated the results presented in table 4.14 overleaf:
Table 4.1: Spearman’s Correlation Test for Trainees’ Performance by Sex

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Correlation Coefficient</th>
<th>Sex</th>
<th>Subtest1</th>
<th>Subtest2</th>
<th>Subtest3</th>
<th>Test total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.000</td>
<td>.173</td>
<td>.115</td>
<td>.264***</td>
<td>.234</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.187</td>
<td>.380</td>
<td>.042</td>
<td>.072</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>.173</td>
<td>1.000</td>
<td>.419**</td>
<td>.253**</td>
<td>.835**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.187</td>
<td>.001</td>
<td>.051</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>.115</td>
<td>.419**</td>
<td>1.000</td>
<td>.298**</td>
<td>.725**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.380</td>
<td>.001</td>
<td>.021</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>.264*</td>
<td>.253</td>
<td>.298**</td>
<td>1.000</td>
<td>.597**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.042</td>
<td>.051</td>
<td>.021</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>.234</td>
<td>.835**</td>
<td>.725**</td>
<td>.597**</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.072</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).
From Table 4.14 there is no correlation between sex and performance in subtests 1, 2, 3 and the test total. On the other hand there is correlation between sex and performance in subtest 3 at 0.05 statistical significance level. The conclusion we draw is that sex as a social variable only influenced performance of trainees in performance of subtest 3. As reported earlier Nation Centre for Education Statistics (2003) give findings on a study on spelling which reported that females were better in spelling than males. This may explain why sex influenced performance in subtest 3 in the present study in favour of female trainees.

The study sought to establish the relationship between the performance of subtest 1 and the performances in the other listening tasks. The findings indicate that there was a correlation between the performance in subtest 1 and the performance in subtest 2 and the test total at 0.01 statistical significance level. This indicates that for any male or female trainee who performed well in subtest 1 also performed well in subtest 2 and in the test total. We therefore conclude that the listening skills needed to perform subtest 1 are depended on the listening skills needed to perform subtest 2 and the test total. The skills are therefore dependent on each other. However the listening skills needed to perform subtest 3 are independent of the listening skills needed to perform subtest 1. Subtest one needed listening skills of recall, inferring meanings and predicting outcomes. Subtest 2 on the hand needed listening skills such as recognising words, use of context and knowledge of vocabulary. Subtest 3 needed listening skills of discriminating sounds, identifying word segments and grammatical knowledge of the language. Test total being the average of the three subtests needed all the above listening skills.
The findings also show that there was correlation between the performance of subtest 2 and the performance of subtest 3 at 0.05 statistical significance level. Further, there was correlation between the performance of subtest 2 and the performance of subtest 1 and the test total at 0.01 statistical significance level. This implies that the listening skills needed to perform subtest 2 were dependent on the listening skills needed to perform subtest 1, subtest 3 and the test total.

The relationship between the performance of subtest 3 and the other tasks was also sought by the study. The study established that there was correlation between the performance of subtest 3 and subtest 2 at 0.05 significance level as noted earlier on and also between the performance of subtest 3 and the test total at 0.01 statistical significance level. The listening skills needed in performance of subtest 3 depended on listening skills needed to perform subtest 2 and the test total but were independent of the listening skills needed to perform subtest 1.

The findings of the Spearman’s correlation test also showed that performance in the test total was correlated to the performance in all the subtests at 0.01 statistical significance level. This implies that the listening skills needed to perform the test total depended on the listening skills needed to perform all the subtests.

The conclusion we draw from the observed trends is that female trainees performed better than the male trainees. However, only in subtest 3 where the performance was influenced by sex. In performance of the other listening tasks the differences seem to have occurred by chance.
Studies in related literature try to explain the influence of sex on language work. Thier (2012) conducted a research on language processing. The findings were that “language processing is more sensory in boys and more abstract in girls.” In performing given tasks girls showed significantly greater activation in language areas of the brain than boys. The information in the tasks got through to girls’ language areas of the brain areas associated with abstract thinking through language and their language accuracy correlated with the degree of activation in some of these language areas. To their astonishment, however, this was not at all the case for boys. In boys, accurate performance depended on how hard auditory areas of the brain worked. Tendoro (2000) conducted a research on hemisphere dominance and language proficiency. The study found the male respondents left brained and as a result the males were good in speaking and fair in listening. The female respondents were found to use both the right and the left hemisphere (see pg 84).

Barker and Watson (1992) say that women and men typically enjoy different listening styles. Men are likely to be action-oriented listeners which means they focus on listening to information pertinent to the task at hand. Women on the other hand are likely to be people oriented listeners. Women connect with the emotional messages and undertones of conversation than with pertinent information discussed. Barker and Watson further reported that women seem to grasp active listening concepts slightly better than men do.

4.3.3 Influence of age on listening competences
Age is among the learner characteristics that influence language behavior. Variables such as attention span, influence listening, for instance, young children are said to
have a much shorter attention span than young adults (Baker, 1971, p.46). Age was a variable of scrutiny in the current study. The trainees were divided into two age groups; trainees aged 25 years and above and trainees below the age of 25 years. Descriptive statistics yielded the findings tabulated in table 4.15

**Table 4.15: Performance by Age**

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Subtest 1</th>
<th>Subtest 2</th>
<th>Subtest 3</th>
<th>Test total</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 and above</td>
<td>Mean 60.3846</td>
<td>31.5385</td>
<td>64.8077</td>
<td>52.6154</td>
</tr>
<tr>
<td></td>
<td>N 26</td>
<td>26</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Below 25</td>
<td>Mean 69.4118</td>
<td>35.8824</td>
<td>64.9412</td>
<td>56.8235</td>
</tr>
<tr>
<td></td>
<td>N 34</td>
<td>34</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation 27.51762</td>
<td>18.44199</td>
<td>16.68594</td>
<td>16.21909</td>
</tr>
<tr>
<td>Total</td>
<td>Mean 65.5000</td>
<td>34.0000</td>
<td>64.8833</td>
<td>55.0000</td>
</tr>
<tr>
<td></td>
<td>N 60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation 28.42922</td>
<td>18.79416</td>
<td>16.59190</td>
<td>15.45688</td>
</tr>
</tbody>
</table>

From table 4.15 it is evident that in subtest 1 the trainees below the age of 25 years performed better than the trainees aged 25 years and above. They attained a mean score of 69.4% and 60.4% respectively. The two groups attained the MCL but failed to achieve the DCL in subtest 1. The same findings were obtained in subtest 2 where the trainees below the age of 25 years performed better than their counterparts of 25 years and above. While those below 25 years attained a mean score of 35.8%, those of 25 years and above attained a mean score of 31.5%. The two groups neither attained the DCL nor the MCL.
In subtest 3 however, the two groups almost registered the same performance. The trainees aged below 25 years achieved a mean score of 64.9% while the trainees aged 25 years and above achieved a mean score of 64.8%. Though the two groups attained the MCL, they failed to attain the DCL. In the test total, the trainees aged below 25 years attained a mean score of 56.8% while the trainees aged 25 years and above attained a mean score of 52.6%. The two groups attained the MCL but failed to achieve the DCL in the test total.

Descriptive statistics indicate that the trainees in the two age groups did not attain the DCL in the listening tasks. However, they attained the MCL in all the listening tasks except in subtest 2. The general conclusion drawn from the results is that the trainees who were below 25 years performed better than the trainees who were 25 years and above in all the listening tasks. Linguists argue that a child is born with a Language Acquisition Device (LAD) which assists the child in language learning. The LAD however is said to atrophy with age especially after thirteen years of age.

Buck (1991) seems to agree with the workings of the LAD. He studied the influence of age on listening comprehension as a separate trait among EFL/ESL speakers. Results showed considerable diversity between listeners in their mental ages in favour of the younger listeners. However, a study by Remark (1990) gave different findings. He aimed at determining whether or not listening skills training improved university resident assistants’ ability to actively listen and whether age affected this ability to listen actively. The findings were that age had no significant effect on the ability to listen actively.
One-way ANOVA was computed for the purpose of testing the significance of the differences in the two age groups. This helped to determine whether there was significant difference in the means of the scores in the subtests and in the test total or whether the differences were simply by chance. The findings are described in Table 4.16.

**Table 4.16: ANOVA for Performance of Trainees’ by Age**

<table>
<thead>
<tr>
<th>Score for subtest 1</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1200.611</td>
<td>1</td>
<td>1200.611</td>
<td>1.498</td>
<td>.226</td>
</tr>
<tr>
<td>Within Groups</td>
<td>46484.389</td>
<td>58</td>
<td>801.455</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>47685.000</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score for subtest 2</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>278.009</td>
<td>1</td>
<td>278.009</td>
<td>.784</td>
<td>.380</td>
</tr>
<tr>
<td>Within Groups</td>
<td>20561.991</td>
<td>58</td>
<td>354.517</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20840.000</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score for subtest 3</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.263</td>
<td>1</td>
<td>.263</td>
<td>.001</td>
<td>.976</td>
</tr>
<tr>
<td>Within Groups</td>
<td>16241.921</td>
<td>58</td>
<td>280.033</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16242.183</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test total score</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>272.247</td>
<td>1</td>
<td>272.247</td>
<td>1.108</td>
<td>.297</td>
</tr>
<tr>
<td>Within Groups</td>
<td>14257.086</td>
<td>58</td>
<td>245.812</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14529.333</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From these results in table 4.1, there was no significant difference in the performance of subtest 1 between the trainees aged 25 years and above and the trainees aged 24 years and below. The significance level was at 0.226 while the F statistic was at 1.498. The table also shows that the performance of subtest 2 by age was not significant with the significance level at 0.604 and F statistic at 0.272. Just like in the other subtests the performance of subtest 3 by age was not significant as the significance level was at 0.976 and F statistic at 0.976. The performance of the test total by age was also not significant at 0.297 significance level and F statistic at 1.108. It can therefore be concluded that in the current study the social variable of age did not have a statistical significance in the performance of trainees in the listening tasks. The difference noted between the younger and the older trainees in favour of the younger trainees was therefore by chance.

The performances in the different listening tasks were correlated with the social variable of age and the findings tabulated in table 4.17 below:
Table 4.1: Correlations by Age

<table>
<thead>
<tr>
<th>Spearman’s rho Age</th>
<th>Age Range</th>
<th>Subtest 1</th>
<th>Subtest 2</th>
<th>Subtest 3</th>
<th>Test total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation</td>
<td>1</td>
<td>.160</td>
<td>.041</td>
<td>-.052</td>
<td>.094</td>
</tr>
<tr>
<td>Coefficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.221</td>
<td>.754</td>
<td>.693</td>
<td>.475</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Subtest 1</td>
<td>Correlation</td>
<td>.160</td>
<td>1</td>
<td>.390**</td>
<td>.218</td>
</tr>
<tr>
<td>Coefficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.221</td>
<td>.002</td>
<td>.095</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Subtest 2</td>
<td>Correlation</td>
<td>.041</td>
<td>.390**</td>
<td>1</td>
<td>.331**</td>
</tr>
<tr>
<td>Coefficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.754</td>
<td>.002</td>
<td>.010</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Subtest 3</td>
<td>Correlation</td>
<td>-.052</td>
<td>.218</td>
<td>.331**</td>
<td>1</td>
</tr>
<tr>
<td>Coefficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.693</td>
<td>.095</td>
<td>.010</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Test total</td>
<td>Correlation</td>
<td>.094</td>
<td>.827**</td>
<td>.743**</td>
<td>.609**</td>
</tr>
<tr>
<td>Coefficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.475</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed).
According to table 4.17, the social variable of age had no correlation with the performances in all the subtests and in the test total. We then conclude that age did not influence performance of trainees in the subtests and in the test total.

The performances in the different listening tasks were also correlated. The performance in subtest 1 did not correlate with the performance in subtest 3 at any confidence level. On the other hand, the performance in subtest 1 correlated with the performance in subtest 2 and the performance in the test total at 0.01 significance level. The findings imply that if a trainee above or below 25 years of age performed well in subtest 1, he or she did the same in subtest 2 and in the test total but not in subtest 3. The performances of subtest 1, subtest 2 and the test total were dependent on each other while performance in subtest 3 was independent of the other performances.

The performance in subtest 2 was correlated with the performances in the other listening tasks. The results showed that the performance correlated with the performance in subtest 1, subtest 3 and in the test total at 0.01 significance level. This implies that if trainees of any of the two age groups performed well in subtest 2 they performed well in subtest 1, 3 and in the test total as the performances of the these tasks are correlated.

The performance in subtest 3 correlated with the performances in subtest 2 and the test total at 0.01 significance level. It did not correlate with the performance in subtest 1 as indicated in the table 4.17. This implies that if a trainee in a given age group performed well in subtest 3, he or she performed well in subtest 2 and in the test total
but not necessarily in subtest 1. We therefore conclude that the trainees in any of the age group had their listening skills used to perform subtests 1, 2 and the test total (recall, inferring meaning, predicting outcomes, use of context, knowledge of vocabulary, semantic and syntactic knowledge of the language) dependent on each other but were independent of skills needed to perform subtest 3 (discrimination of sounds, recognising word segments, grammatical knowledge of language).

The performance in the test total was found to correlate with the performances in the three subtests. This means that in performing the test total, trainees in a given age group depended on the skills needed to perform all the subtests.

In conclusion, the younger trainees performed better than the older trainees in the present study, the differences in performances of the age groups were not statistically significant. The differences in performances were by chance. The findings of this study agree with a study aimed at determining whether or not listening skill training improved university resident assistants’ ability to actively listen and to determine the effects of age. Remark (1990) found that age had no significant effect on the ability to listen. However, Silvina (1997) reports a study on the listening acquisition of Dutch by English speakers. The study showed that relatively impaired in old age is memory performance that requires the information of new connections, for example, recall and sustaining new facts while highly preserved in old age is memory performance involving highly practised skills. Silvina (1997) further reports that these skills are impaired in old age. The study also argues that highly preserved in old age is memory performance involving highly practised skills. Craik (1994) says that brain volume peaks in the early 20s and gradually declines for the rest of life. In 40s the cortex
starts to shrink. Given that blood flow drops the most in the front cortex, people experience declines in verbal fluency or ability to find words they want. Craik’s findings seem to justify the better performance recorded by the younger trainees in the present study.

4.3.4 Influence of entry behaviour on listening competences
The performance of trainees in English in K.C.S.E was used as the trainees’ entry behaviour. The trainees were divided into two categories: trainees with K.C.S.E English scores above C+ and trainees with K.C.S.E.English scores of C+ and below. The performances of the two groups in the different listening tasks were analysed and yielded the descriptive statistics in table 4.18.

**Table 4.18: Performance by Entry Behaviour**

<table>
<thead>
<tr>
<th>Entry behaviour</th>
<th>Subtest 1</th>
<th>Subtest 2</th>
<th>Subtest 3</th>
<th>Test total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above C+</td>
<td>Mean</td>
<td>76.6667</td>
<td>38.8889</td>
<td>67.5000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>C+ and below</td>
<td>Mean</td>
<td>60.7143</td>
<td>31.9048</td>
<td>63.7619</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>42</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>28.74555</td>
<td>17.97533</td>
<td>16.70375</td>
</tr>
<tr>
<td>Total</td>
<td>Mean</td>
<td>65.5000</td>
<td>34.0000</td>
<td>64.8833</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>28.42922</td>
<td>18.79416</td>
<td>16.59190</td>
</tr>
</tbody>
</table>
The trainees who scored K.C.S.E English scores above C+ performed better than their counterparts who scored C+ and below in all the subtests and in test total as shown in table 4.18. In subtest 1 the trainees with English scores above C+ attained a mean score of 76.7% while those with English score of C+ and below attained a mean score of 60.7%. The trainees with English scores above C+ attained both the DCL and the MCL in subtest 1 while those with English scores of C+ and below attained the MCL but failed to attain the DCL.

In subtest 2, the trainees who had English scores above C+ attained a mean score of 38.9% while those who had English scores of C+ and below attained a mean score of 31.9%. The two groups failed to attain both the DCL and the MCL. The mean score in subtest 3 of trainees who scored above C+ in K.C.S.E English was 67.5% while the mean score of those who had scored C+ and below in K.C.S.E English was 63.8%. While the two groups attained the MCL in subtest 3, they failed to attain the DCL. The mean scores of the two groups in the test total were 61.1% and 52.4% respectively. The two groups attained the MCL but did not attain the DCL.

The findings show that only the trainees who had English K.C.S.E scores above C+ attained the DCL in the listening comprehension. However, the two groups attained the MCLs in all the listening tasks except in the cloze test. The findings also show that the trainees with better English K.C.S.E scores performed better. The general conclusion we draw from these findings is that entry behaviour influenced performance in favour of the trainees with a strong entry behaviour. This implies that there should be emphasis on the minimum entry behaviour for all trainees joining TTCs.
ANOVA was computed for the purpose of testing the significance of the differences in the two groups. This helped to determine whether there was significant difference in the means of the scores in the subtests and in the test total or whether the differences were simply by chance. The findings are described in table 4.19 below.
## Table 4.19: ANOVA for Performance of Trainees by Entry Behaviour

<table>
<thead>
<tr>
<th>Score for subtest 1</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>3206.429</td>
<td>1</td>
<td>3206.429</td>
<td>4.181</td>
<td>.045</td>
</tr>
<tr>
<td>Within Groups</td>
<td>44478.571</td>
<td>58</td>
<td>766.872</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>47685.000</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score for subtest 2</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>614.603</td>
<td>1</td>
<td>614.603</td>
<td>1.762</td>
<td>.190</td>
</tr>
<tr>
<td>Within Groups</td>
<td>20225.397</td>
<td>58</td>
<td>348.714</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20840.000</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score for subtest 3</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>176.064</td>
<td>1</td>
<td>176.064</td>
<td>.636</td>
<td>.429</td>
</tr>
<tr>
<td>Within Groups</td>
<td>16066.119</td>
<td>58</td>
<td>277.002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16242.183</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening test score</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1049.603</td>
<td>1</td>
<td>1049.603</td>
<td>4.516</td>
<td>.038</td>
</tr>
<tr>
<td>Within Groups</td>
<td>13479.730</td>
<td>58</td>
<td>232.409</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14529.333</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The results in table 4.19 lead to the conclusion that performance in subtest 1 was significant at 0.045 statistical significance level. It was also significant in the performance of the test total at 0.038 statistical significance level. However, in the performance of subtest 2 and 3 it was not significant. It can therefore be concluded that the social variable of entry behaviour influenced the performances in subtest 1 and in the test total but not in the performances of subtests 2 and 3.

In an attempt to establish the relationship between the variable of entry behaviour and the performances in the different listening tasks Spearman’s correlation test was done. The test gave the results as tabulated in table 4.20 below.
Table 4.20: Correlations by Entry Behaviour

<table>
<thead>
<tr>
<th>Spearman's rho</th>
<th>Entry Behaviour</th>
<th>Subtest 1</th>
<th>Subtest 2</th>
<th>Subtest 3</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Behaviour</td>
<td>Correlation Coefficient</td>
<td>1.000</td>
<td>.340**</td>
<td>.241</td>
<td>.264*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td>.008</td>
<td>.064</td>
<td>.042</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Subtest 1</td>
<td>Correlation Coefficient</td>
<td>.340**</td>
<td>1.000</td>
<td>.419**</td>
<td>.253</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td>.008</td>
<td>.001</td>
<td>.051</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Subtest 2</td>
<td>Correlation Coefficient</td>
<td>.241</td>
<td>.419**</td>
<td>1.000</td>
<td>.298*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td>.064</td>
<td>.001</td>
<td>.021</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Subtest 3</td>
<td>Correlation Coefficient</td>
<td>.264*</td>
<td>.253</td>
<td>.298*</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td>.042</td>
<td>.051</td>
<td>.021</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Test total</td>
<td>Correlation Coefficient</td>
<td>.370**</td>
<td>.835**</td>
<td>.725**</td>
<td>.597**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td>.004</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>
The results from table 4.20 indicate that there was correlation between entry behaviour and the performances in subtest 1 and in the test total at 0.01 statistical significance level. There was also correlation between entry behaviour and the performance in subtest 3 at 0.05 statistical significance level. However, there was no correlation between the performance of subtest 2 and the variable of entry behaviour. We therefore conclude that entry behaviour as a social variable influenced performances in subtest 1, subtest 3 and the test total. On the other hand, the social variable of entry behavior did not influence performance in subtest 2.

The study further sought to establish the relationships that existed between the different performances in the different listening tasks. The study found that there was correlation between the performance of subtest 1 and the performances of subtest 2 and the test total at 0.01 statistical significance level. On the contrary there was no correlation between the performance of subtest 1 and subtest 3. This implies that the skills used by trainees to perform subtest 1, subtest 2 and test total depended on each other (recall, inferring meaning, predicting outcomes, knowledge of vocabulary, use of context and semantic and syntactic knowledge of English language) but were independent of listening skills needed to perform subtest 3 (discrimination of sounds, recognising word segments and grammatical knowledge of English language).

The performance in subtest 2 was also correlated to the performances in the other listening tasks. The performance correlated with the performance in subtest 1 and the test total at 0.01 statistical significance level. It also correlated with the performance in subtest 3 but at 0.05 statistical significance level. Performance in subtest 2 therefore was dependent on performance in all the listening tasks.
The performance in subtest 3 correlated with the performance in subtest 2 at 0.05 statistical significance level and with the performance in the test total at 0.01 significance level but did not correlate with performance in subtest 1. We conclude that though performance in subtest 3 was dependent on performance in subtest 2 and in the test total it was independent of performance in subtest 1.

The performance in the test total by entry behaviour correlated with the performances in all the sub tests at 0.011 statistical significance level as can be seen in the table above. This means that performance in the test total was dependent in performance in all the subtests. The listening skills needed to perform subtests and the test total correlated. This implies that the listening skills were interrelated.

Generally, the findings show that entry behaviour influenced performance of teacher trainees in most of the listening tasks. The findings of this study agree with the findings of a research conducted to investigate factors that influenced students’ performance in K.C.S.E examination in Meru. Mugambi (2006) records that entry mark was significant in determining performance. Ingram and Bayliss(2004) also agree with this study’s findings. Their study found IELTS (English for International Opportunity) scores predict students’ language behaviour in academic contexts and hence may provide certain information about their linguistic readiness for academic studies. The findings of this study however disagree with the findings of a study on SSCE grade and performance in first year use-of English. Labo-Popoola and Olubunmi (2013) found no relationship between the use-of- English scores obtained at the university level and the scores of Secondary School Certificate in English language.
The findings of this study lead to the recommendation that the policy makers should come up with a minimum entry behaviour for all trainees joining both public and private TTCs.

4.3.5 Influence of Performance in Mid-course examination on listening competences

Mid-course examination is the examination that is given to the teacher trainees at the end of year one of their training. This study used the performance of the trainees in the Mid-course examination to categorise the trainees into three categories namely: the above average category, the average category and the below average category. The above category consisted of the trainees who had scored credit 3 and above in the Mid-course examination. The average category consisted of trainees who had scored credit 4 in the Mid-course examination. The below average category consisted of trainees who had scored credit 5 in the Mid-course examination. The performances of the three groups in the subtests and in the test total were analysed and the following descriptive statistics obtained.
Table 4.21: Performance by Performance in Mid-course

<table>
<thead>
<tr>
<th>Performance in mid course</th>
<th>Subtest 1</th>
<th>Subtest 2</th>
<th>Subtest 3</th>
<th>Test total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above average</td>
<td>Mean</td>
<td>71.4286</td>
<td>34.2857</td>
<td>63.5357</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>28</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>27.58345</td>
<td>17.93581</td>
<td>17.56993</td>
</tr>
<tr>
<td>Average</td>
<td>Mean</td>
<td>66.5000</td>
<td>40.0000</td>
<td>66.9000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>29.42877</td>
<td>20.51957</td>
<td>15.73431</td>
</tr>
<tr>
<td>Below average</td>
<td>Mean</td>
<td>50.0000</td>
<td>23.3333</td>
<td>64.6667</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>Mean</td>
<td>65.5000</td>
<td>34.0000</td>
<td>64.8833</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>28.42922</td>
<td>18.79416</td>
<td>16.59190</td>
</tr>
</tbody>
</table>

From Table 4.21, in subtest 1, the above average category recorded the highest mean score of 71.4%. The average category recorded the second highest mean score of 66.5% while the below average category recorded the lowest mean score of 50%. All the three categories attained the MCL but failed to attain the DCL in subtest 1. In subtest 2, the average category recorded the highest mean score of 40% while the above average category recorded a mean score of 34.3%. The below average category recorded the lowest mean score of 23.3%. The three categories neither attained the DCL nor the MCL in subtest 2.
The average category still recorded the best performance in subtest 3. The category registered a mean score of 66.9%, the above average category registered a mean score of 63.5% while the below average category registered a mean score of 64.7%. All the categories attained the MCL but did not attain the DCL. In the test total the average category attained a mean score of 57.8%, the above average category a mean score of 56.5% and the below average category a mean score of 46.8%. The average and the above average categories attained the MCL in the test total while the two failed to attain the DCL in the test total. The below average category on the other hand neither attained the DCL nor the MCL in the test total.

The findings show that none of the categories attained the DCL in any of the listening tasks. The above average and average categories attained the MCL in all the listening tasks except in subtest 2. The below average however failed to attain the MCL in both subtest 2 and in the test total. The findings also show that in some tasks like subtest 2 the average category performed better than the above average category. The below average category even performed better than the above average category in subtest 3. However, the test total which is the average of the three subtests indicate that while the above average category and the average category have almost a similar performance, the below average category performed poorer than the other categories. This then suggest that the Mid-course examination may have influenced the listening competences of teacher trainees. Further tests were therefore necessary to establish the significance of the differences noted in the performances in the different groups.

ANOVA was computed for the purpose of testing the significance of the differences in means of the three groups in the different listening tasks. This helped to determine
whether there was significant difference in the means of the scores in the subtests and in the test total or whether the differences were simply by chance. The findings are described in table 4.22 below.

**Table 4.22: ANOVA by Performance in the Mid-Course Examination**

<table>
<thead>
<tr>
<th>Score for subtest 1</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>3643.889</td>
<td>2</td>
<td>1821.944</td>
<td>2.358</td>
<td>.104</td>
</tr>
<tr>
<td>Within Groups</td>
<td>44041.111</td>
<td>57</td>
<td>772.651</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>47685.000</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score for subtest 2</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2595.556</td>
<td>2</td>
<td>1297.778</td>
<td>4.055</td>
<td>.023</td>
</tr>
<tr>
<td>Within Groups</td>
<td>18244.444</td>
<td>57</td>
<td>320.078</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20840.000</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score for subtest 3</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>215.217</td>
<td>2</td>
<td>107.608</td>
<td>.383</td>
<td>.684</td>
</tr>
<tr>
<td>Within Groups</td>
<td>16026.967</td>
<td>57</td>
<td>281.175</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16242.183</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening test score</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1446.667</td>
<td>2</td>
<td>723.333</td>
<td>3.151</td>
<td>.050</td>
</tr>
<tr>
<td>Within Groups</td>
<td>13082.667</td>
<td>57</td>
<td>229.520</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14529.333</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The variable of performance in the Mid-course examination influenced the performance in subtest 2 and the performance in the test total as indicated in table 4.22. The significance levels were 0.023 and 0.050. On the other hand, it did not
influence the performances in subtests 1 and 3 as seen in their significance level. The conclusion we draw then is that performance in Mid-course examination influenced the performance of teacher trainees in subtest 2 and in the test total. Though performance in Mid-course examination does not influence all the listening skills of teacher trainees, it has an influence in some.

In an attempt to establish the relationship between the variable of performance in Mid-course examination and the performances in the different listening tasks Spearman’s correlation test was performed. The test gave the results as tabulated in table 4.23.
There was no correlation between the variable of performance in the Mid-course examination and the performances in all the subtests and in the test total as indicated in table 4.23.
The performance in subtest 1 correlated with the performance in subtest 2 and test the total at 0.01 statistical significance level. However, the performance in subtest 1 did not correlate with the performance in subtest 3. This means that the performance of a trainee in subtest 1 subtest 2 and the test total depended on each other (recall, use of context, inferring meaning, predicting outcomes, knowledge of vocabulary) but was independent of the trainee’s performance in subtest 3 (sound discrimination, recognising word segments, grammatical knowledge of English language). The skills needed to perform subtest 1, subtest 2 and the test total seem to build on each other but this was not the case with the skills needed to perform subtest 3.

The performance in subtest 2 correlated with the performance in subtest 1 and the performance in the test total at 0.01 statistical significance level. It also correlated with the performance of subtest 3 but at 0.05 statistical significance level. Performance in subtest 2 seems to have depended on performances in the other listening tasks. This would mean that in performing subtest 2 trainees relied on the skills they needed to perform all the other tasks.

The performance in subtest 3 correlated with the performance in subtest 2 at 0.05 statistical significance level and the performance in the test total at 0.01 significance level. In performing subtest 3, the trainees seemed to rely on the skills needed to perform subtest 2 and the test total but not the skills needed to perform subtest 1. We can therefore conclude that the skills needed to perform subtest 3, 2 and the test total were dependent on each other but were independent of the skills needed to perform subtest 1.
The performances in the test total were correlated with the performances in all the subtests at 0.01 significance level. This means that in performing test total, trainees relied on the skills they used to perform all the subtests.

The conclusion that can be drawn from the findings of the current study is that performance in Mid-course examination influenced performance in some listening tasks. Therefore, tutors in teacher training colleges can exploit performance in Mid-course examination to identify the strengths and the weaknesses in the trainees’ listening skills.

4.4 Teacher Trainees’ Views and Attitude towards Listening Skills

Students are central participants in the pedagogic process. They are the “raw materials” that go into the process. The success of the learning process is determined by the knowledge and skills the learners acquire after going through the process. This acquisition is demonstrated by the learners’ performance in tasks requiring the knowledge and skills. Thus the success of the pedagogic process of listening, for example, will be demonstrated when learners can produce comprehensible pieces of listening tasks.

The views and attitudes of learners on what goes on in the learning process are therefore important. It is argued that learners should be active and proactive agents in the feedback process (Hyland and Hyland, 2006, p.203). It is in light of this, that the present study sought the views and attitudes of teacher trainees on listening skills. The present study underscored the importance of trainees’ feedback and therefore sought their views and attitudes towards listening lessons.
Hyland (1998) points out that learners’ reactions can be looked at in terms of affective factors or in terms of their listening development. The findings of objective 3 of this study contained in this section are discussed in relation to affective factors and how this may relate to trainees’ listening skill levels. Krashen (1985) AFH forms the basis for the discussion of the affective factors.

The researcher used a questionnaire to get feedback on listening lessons and other aspects of the listening skill from the trainees. The questionnaire’s findings also shed light on the factors affecting the listening ability of teacher trainees and the nature of the listening lessons from the trainees’ point of view. The seven questionnaire items were tallied and coded (for open-ended questions) for presentation through frequency distribution and percentage tables. The questionnaire was in two parts. The first part sought background details of teacher trainees while the second one sought information on the trainees’ views on the listening skill.

The first question sought to find out how the trainees view their listening lessons. The trainees were given three options to choose from namely: very interesting, fairly interesting and not interesting. However, out of the three options only two elicited responses. The responses are presented in table 4.24.

**Table 4.24: Trainees’ Description of the Listening Lessons**

<table>
<thead>
<tr>
<th>Description of listening lessons</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interesting</td>
<td>47</td>
<td>78</td>
</tr>
<tr>
<td>Fairly interesting</td>
<td>13</td>
<td>22</td>
</tr>
</tbody>
</table>

n=60
According to table 4.25, most of the trainees (78%) felt that the lessons were fairly interesting while a few (22%) felt that the lessons were very interesting. None of the trainees felt that the lessons were not interesting. The views of the learners on how interesting the lessons are have significance for the pedagogic process. Fairly interesting and very interesting views indicate that the trainees’ affective filter is lowered and so the trainees enjoy listening lessons. A positive attitude towards listening lessons raises motivation and in turn lowers the affective filter and as Krashen (1985) says the trainees with a low affective filter seek and obtain more input and turn more of the input into intake.

The trainees were to give an explanation of why they think the listening lessons are either very interesting, fairly interesting or not interesting. Various reasons were given for the views. Some of the responses given were: *I believe in moderate speaking rate of the lecturer, poor listening activities, lack of being audible enough, poor stress and pronunciation by the lecturer, level of interest to what I am listening to and inattentiveness.* The responses were coded into three categories. These categories were: speaker oriented reasons for example *I believe in moderate speaking rate of the lecturer* method oriented reasons such as *poor listening activities* and listener oriented reasons such as *level of interest to what I am listening to and inattentiveness*. After coding the responses the following results in the table 4.25 were realised.
Most of the trainees felt that what made the lesson interesting or not, emanated from the listener (62%) as shown in table 4.25. According to the table, 27% of the trainees felt that the level of lesson being interesting or not was determined by the method used by the lecturer in the teaching. Only 11% felt that the speaker contributed in making the lesson interesting or not. From the findings, the teacher trainees carry the largest responsibility in making the lesson interesting. In order to do so, the trainees need some listening strategies that can help them in the listening process (See section 5.5.1). The researcher suggested strategies to be used not only by the trainees but also by the lecturers in order to overcome these challenges (See section 5.5.2). By overcoming the challenges, the trainees will lower their affective filters and so they will be able to turn more input into intake. As a result the listening lessons will improve and become more productive to the trainees.

The researcher sought to establish whether according to the trainees, the PTE English syllabus gave the listening skill enough emphasis. Their responses are shown in table 4.26 below.

### Table 4.25: Reasons for the Descriptions Given to the Listening Lessons

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker oriented</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Method oriented</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>Listener oriented</td>
<td>37</td>
<td>62</td>
</tr>
</tbody>
</table>

n=60
Table 4.2: Trainees’ View on PTE English Syllabus

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>63</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>37</td>
</tr>
</tbody>
</table>

n=60

Findings in table 4.2 indicate that majority of the trainees felt that the PTE English syllabus gave listening skills the emphasis it deserved (63%) while the minority 37% of the trainees felt that it did not. Though most of the trainees felt that listening skill was given enough emphasis in the PTE English syllabus, there is need to review the syllabus in order to establish the validity of the views of 37% who felt the syllabus was wanting. This is because their views tally with views of a previous research on the listening proficiency of form three students. According to Bwire (2007), the syllabus objectives do not explicitly touch on the development of the listening skill as there is still a bias for speaking skills as the objectives try to cater more for oral skills. Further review of the PTE English syllabus objectives is therefore required.

The trainees were given an opportunity to rate their listening quality as either competent, modest or limited. Their responses are shown in Table 4.27 below.
### Table 4.2: Rating of Trainees’ Listening Quality

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent</td>
<td>19</td>
<td>32</td>
</tr>
<tr>
<td>Modest</td>
<td>39</td>
<td>65</td>
</tr>
<tr>
<td>Limited</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

n=60

Table 4.27 shows that most of the trainees felt that their listening quality was not competent (68%). Only 32% of the trainees felt that their listening quality was competent. It is evident from the table that most trainees lack confidence in their listening skill. Lack of confidence is one of the affective factors that raise the affective filter which in turn lower the rate of seeking and obtaining input. In turn little input is turned into intake. There is therefore a need to lower the affective filter by boosting the trainees’ confidence. This can be achieved by improving the listening lessons by using the strategies suggested by this study.

The questionnaire elicited data on the factors that trainees think affected their listening ability. From the trainees’ views, the following responses emerged: *the tone of the presenter and poor listening capacity with the mind occupied by out of class activities, discouraged by attitude given to it by other learners, external and internal noise, some topics are boring and irrelevant to what is taught in primary school and anxiety*. The responses were coded into four categories: distractors from the physical environment, poor speaking skills of the lecturers, poor attitude of the trainees towards listening skill and disinteresting and irrelevant topics. The trainees’ responses are presented in table 4.28.
Table 4.2 Factors that Affect Trainees’ Listening Ability

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>External noise from the environment</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>Poor speaking skills of the lecturer</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>Poor attitude towards listening skill by trainees</td>
<td>24</td>
<td>39</td>
</tr>
<tr>
<td>Disinteresting and irrelevant topics</td>
<td>8</td>
<td>13</td>
</tr>
</tbody>
</table>

n=60

From table 4.2, most trainees (39%) found their poor attitude towards listening skill the greatest factor that affects their listening ability. This calls for immediate measures because so long as their attitude is negative the affective filter is raised and the rate of changing comprehensible input into intake is lowered. The end product will then be poor listening skills among the trainees.

The trainees who felt that distractors from the environment such as noise affected their listening ability during listening lessons were 24%. This response was especially common among the trainees drawn from the private teacher training college whose college is situated a few metres from the Nairobi-Garissa highway. There is need to establish learning institutions in a conducive environment with little or no noise at all as physical noise interferes with communication and interaction and for any learning to take place effectively communication and interaction must be realised effectively.

Further, another 24% felt that poor speaking skills of the lecturers affected the trainees’ listening ability. There is need to have lecturers’ speaking skills fine-tuned so that the lecturers can be role models to the trainees in speaking skills and also be
able to facilitate listening lessons effectively. Failure to facilitate the listening lessons effectively will lead to trainees losing interest in the lesson and as seen before this will raise the affective filter and lower the absorption of input. For any learning to take place, the lecturer provides the trainees with comprehensible input. If the speaking skills of the lecturer are wanting then the input supplied to the trainees will not be comprehensible hence poor absorption of the input.

A few of the trainees (13%) felt that disinteresting and irrelevant topics presented during the listening lesson affected their listening ability. Disinteresting and irrelevant topics should be avoided in the lesson because they lead to the raising of the affective filter and once the affective filter is raised learning is lowered as little input is changed into intake.

The trainees were asked to suggest ways of improving their listening skills. Several suggestions were offered, for example, tutors should encourage learners to participate in the lesson, the speaker should be loud and not very fast as he or she speaks, tutors should try to make the lesson more real and always being alert in class, instructors should use proper pronunciation, we need motivation (self), tutors should use stimulus variation and audio-visual aids and tutors should involve learners in the lesson. After scrutinising the responses they were put into four categories: motivation, learners’ participation, interesting lessons and improved lecturers’ speaking skills. The responses are tabulated in table 4.29 below.
Motivation of the trainees featured as the main suggestion on improving listening ability of the trainees as evident in table 4.29. This would be an effective measure as motivation of trainees would lower the affective filter of the trainees. This means that the trainees would turn more comprehensible input into intake making the listening lessons more effective. Some of the ways of motivating trainees include looking for interesting topics for the lessons and having pre-listening stage before the real listening stage where the trainees are exposed to the reasons for listening and any new information shared. Cha (1988) in his study reports that motivation was found to be a significant factor in listening comprehension ability. These findings underscore the importance of motivation.

Some trainees (26%) felt that they were not participating much in the listening lessons. They therefore suggested that trainees participate more in the listening lesson. Participation of trainees in the lesson would allow them interact with the comprehensible input from the lecturer and this would facilitate better learning in the lessons.

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Frequency</th>
<th>Percentage(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>Learners’ participation in the lesson</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>Interesting lessons</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>Improved lecturer’s speaking skills</td>
<td>14</td>
<td>23</td>
</tr>
</tbody>
</table>

n=60

Table 4.29: Suggestions on Ways of Improving Listening Ability
Lessons being made more interesting was also seen as a way of improving the trainees’ listening ability. The trainees who found this as an effective measure were 22%. The lesson being made interesting would lower the affective filter among the trainees and this would increase the turning rate of input into intake. An increased turning of input into intake implies an effective listening lesson. The remaining 23% of the trainees felt that the effective way of improving listening ability was by instructors improving their speaking skills. This measure would make the lecturers role models to the trainees as well as make the input more comprehensible. This can be achieved by institutions training tutors of English and establishing language laboratories where tutors’ speaking skills are polished.

The researcher sought to find out the order of importance of language skills for the development of academic ability. The ranking scale ranged from most important, very important, important and least important. Table 4.30 summarises the trainees’ ranking of the language skills.

Table 4.30: Ranking of Language Skills

<table>
<thead>
<tr>
<th>Language skill</th>
<th>Most important</th>
<th>Very important</th>
<th>Important</th>
<th>Least important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Reading</td>
<td>13</td>
<td>22</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>Writing</td>
<td>2</td>
<td>3</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Speaking</td>
<td>10</td>
<td>18</td>
<td>25</td>
<td>41</td>
</tr>
<tr>
<td>Listening</td>
<td>35</td>
<td>57</td>
<td>7</td>
<td>12</td>
</tr>
</tbody>
</table>

n=60
From table 4.30, 57% of the trainees said that the most important skill for academic growth is the listening skill, 22% of the trainees thought that reading was the most important skill for their academic growth, 18% of the teacher trainees thought that the most important skill for academic growth was the speaking skill while only 3% of the trainees thought that writing was the most important skill for their academic growth.

The views from the table reveal that more than half of the respondents take listening skill as an important language skill. This therefore suggest that most of the trainees have a positive attitude towards listening skill. The attitude is key in lowering the affective filter and so allowing more intake and more intake leads to a successful listening lesson.

The questionnaire also elicited the trainees views on the language skill that they thought was very important for their academic growth. Table 4.30 shows that 41% of the trainees said that speaking was a very important skill for their academic growth while 27% said it was the reading skill. 20% of the trainees thought that writing was very important for their academic growth while only 12% rated listening as a very important skill for their academic growth. There is need to change the views of the 88% who do not view listening as an important skill for academic growth otherwise their state raises their affective filter and lowers the rate of turning input into intake. This is because when trainees view listening as a skill that is not important skill for academic growth they get disinterested in the skill and lack of interest raises the affective filter lowering rate of absorption of intake.

In rating the language skills in the important category, the findings were tabulated in table 4.30. 43% of the trainees said that reading was important for academic growth,
36% of the trainees said it was the writing skill that was important for academic growth. 21% said that listening skill was an important skill for academic growth while none of the trainees thought speaking was an important skill for academic growth.

The trainees also rated the language skills in terms of the least important skill for academic development. Forty one percent of the trainees felt that speaking was the least important skill for their academic growth. Another 41% of the trainees felt that the least important language skill for their academic growth was the writing skill. 9% of the trainees found listening skill as the least important language skill for their academic growth while 8% said the least important language skill for their academic growth was the reading skill. There is need to change the views of 9% of the trainees who think that listening hardly contributes to their academic development so that their affective filters are lowered to facilitate effective absorption.

Hyslop and Bruce (1988) say that listening is the first skill that a child acquires. It provides a foundation for all aspects of language and cognitive development and it plays a life long role in the process of learning and communication essential to a child’s productive participation in life. However, all the language skills are important. For instance, one cannot speak before he or she can listen. One cannot read if he or she cannot speak neither can one write before he or she can read. The language skills then depend on each other. Therefore, all language skills are essential for academic growth as well as for social interactions.

4.5 Chapter Summary
This chapter has presented results from the study. The listening tasks revealed that the primary teacher trainees sampled for the study attained the minimum competence levels in subtest 1, subtest 3 and in the test total but did not attain the desired
competence levels in all the listening tasks. However, the teacher trainees neither attained the desired competence level nor the minimum competence level in subtest 2. Comparisons on trainees’ performance by college type showed that the trainees in the public TTC had higher listening competence levels than the trainees in the private TTC. The female trainees were also found to be better in listening skills than their male counterparts. Trainees below the age of 25 years were found to have higher listening competence levels than the trainees aged above 25 years. Entry behaviour was also found to influence performance in listening skills. Trainees with K.C.S.E English scores above C+ performed better than trainees with K.C.S.E. English scores of C+ and below. Performance in Mid-course examination was also found to influence performance in listening skills. Trainees’ views and attitude towards listening skills were also investigated. Most of the trainees (78%) found the listening lessons very interesting. Most of the trainees (62%) said that the listener determined whether the listening lesson was interesting or not while 11% felt the determining factor was the speaker. The coverage of listening in the syllabus was found to be adequate by most of the trainees. However, most of the trainees (65%) described their listening competence as moderate. Trainees said that their listening ability was affected by external noise from the environment, poor speaking skills of the lecturers, their poor attitude towards listening lessons and disinteresting and boring topics. Motivation, trainees’ participation in the lesson, interesting lessons and improvement of lecturers’ speaking skills were seen as remedies to the issues raised above.
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the major findings of the study in view of the stated objectives, conclusions and recommendations. The first section provides the main findings about competence levels in listening skills in English of primary teacher trainees sampled in the study. This is followed by a section that highlights the findings on the teacher trainees’ competence levels in listening skills in English as influenced by the social variables focused on in this study. Section 5.3 discusses the findings on the view points of the trainees on the listening skills. Section 5.4 discusses the conclusions drawn from the findings while section 5.5 gives some insights and issues on the implication for pedagogy.

5.1 Listening Competence Levels of Primary Teacher Trainees in Kenya

This study established that teacher trainees lacked the desired competence levels in listening skill. In all the given listening tasks, the trainees did not attain the Desired Competence Level (DCL). However in subtest 1 which was in form of a listening comprehension and in subtest 3 which was in form of dictation and in test total, the trainees attained the Minimum Competence Level (MCL). Subtest 2 which was in form of a cloze test registered very poor results. The trainees neither attained the DCL nor the MCL. Percentages of trainees who attained the DCL and the MCL in all the listening tasks reflected
that half of the trainees attained DCL in subtest 1 only. In all the other tasks less than half of the trainees attained the DCL. In fact, in subtest 2 only 2% of the trainees attained the DCL. More than half of the trainees attained the MCL in the other listening tasks except in subtest 2 where only 28% of the trainees attained the MCL. In subtest 3, majority of the trainees attained the MCL (87%). The fairly good performance noted in subtests 1 and 3 can be attributed to the familiarity of the listening tasks. As noted earlier, much of the learning in the teacher training colleges is by lecture method where the trainees listen to the lecturers who at times dictate notes to them (section 2.11). This therefore leads to the conclusion that dictation was a familiar task to the trainees. The lessons are also concluded mainly by question - answer method on the main points of the lesson. This made the listening comprehension a familiar task too. However, this was not the case with the cloze test hence the poor performance. There is, therefore, need for more exposure to cloze tests or other listening tasks that need reorganising ideas and relating one idea to another.

Spearman’s test showed that performances in different listening competences represented by different listening tasks were correlated. This means that listening skills are interrelated or build on each other. There is, therefore, need to expose trainees to all the listening skills as they are interrelated.
5.3 Factors that Influence the Listening Competences of Primary Teacher Trainees in Kenya

5.3.1 Influence of college type

In this study, the researcher sought to establish whether the college type in terms of public and private had any influence on the trainees’ listening ability. The findings of the study revealed that the trainees in the public college performed better than those in the private college in the subtests and in the test total. The study also established that more than half of the trainees in the public TTC attained the DCLs in subtests 1 and 3 and majority of the trainees in the public TTC attained the MCLs in all the listening tasks except in subtest 2. However, in the private TTC less than half of the trainees attained the DCLs in all the listening tasks. For instance in subtest 2, only 2% of trainees in the private TTC attained the DCL. The study also found out that more than half of the trainees in the private TTC did not attain MCL in half of the listening tasks. ANOVA was conducted and the results showed that although the trainees in the public TTC performed better than trainees in the private TTC, only performances in subtest 3 and in the test total were influenced by college type as a variable. The differences noted in performance of subtest 1 and subtest 2 were by chance. Performances in the different subtests were also correlated. The findings showed that most of the performances correlate suggesting that listening skills needed to perform the different tasks were dependent on each other.
The differences in performances in the colleges can be attributed to the differences in the entry behaviour. While the lowest entry behaviour of the trainees in the public college was C plain, 30% of the trainees in the private college had entry behaviour of below C plain. Another possible explanation is on the factors that affect the listening ability of trainees. One of the factors that featured was the external noise. Although it featured in both colleges, it featured more in questionnaires of trainees in the private college which was only a few metres away from the busy Nairobi- Garissa highway.

5.3.2 Influence of sex
The study scrutinised sex as a social variable. This is because previous studies in the area such as English Literacy Norms (ELNs) (2003) and Vikiru et al (2005) had cited sex as a source of disparities in language skills’ performance. The current study agreed with the previous findings because in both colleges, the females performed better than the males in all the subtests and in the test total. Although both the male and female trainees did not attain DCLs in all the listening tasks, they both attained the MCLs in all the listening tasks except in subtest 2.

ANOVA was conducted to establish the significance of the differences noted between the performances of the sexes. The results indicated that the social variable of sex only influenced the performance of trainees in subtest 3. Subtest 3 was in the form of dictation. The good performance of the female
trainees in dictation can be attributed to the findings reported by Nation Center for Education Statistics (2003) which showed that females were better than their male counterparts in spelling. Correlation tests showed that the performances in the different tasks were correlated. This suggest that performance of the tasks depended on each other or built on each other. There is need therefore, to expose trainees to all listening skills as they are dependent on each other.

5.3.3 Influence of age
Descriptive statistics results showed that trainees below the age of 25 years performed better than the trainees aged 25 years and above. ANOVA findings on the other hand showed that the differences in performances of these two groups were by chance as the differences in all the tasks were insignificant. However, the differences cannot be ignored because they are justified by a study on age and language production. The findings of the study by Arbuckle and Gold (1993) showed that language production exhibits significant age-related declines. Linguists also argue that LAD atrophies with age and this may justify these differences in performances. The differences noted in this study agree with the findings of a study on the relationship between age and accuracy of foreign language pronunciation. The study reports that as one matures the organisation of the cerebral receptivity of the brain or lack of cortical specialisation becomes more specialised until speech is completely lateralised in the left cerebral hemisphere. As the organisation of the brain
becomes more specialised, the individual’s capacity to learn a language tends to decrease hence the poorer performance by the older trainees.

5.3.4 Influence of entry behaviour
In this study, the entry behaviour was also a variable of scrutiny. The trainees were categorised into those who had scored C+ and below in English in the K.C.S.E examination and those who had scored above C+ in English in the K.C.S.E. examination. The findings were that the trainees who had K.C.S.E English scores above C+ performed better than the trainees with K.C.S.E English scores of C+ and below. This implies that there should be emphasis on the minimum entry behaviour for all trainees joining TTCs. ANOVA gave results on the statistical significance of the means resulting from different entry behaviours. The findings were that the means of subtest 2 ad subtest 3 were insignificant while those of subtest 1 and test total were significant. This indicates that the social variable of entry behaviour influenced the performances in subtest 1 and in the test total but not performance in subtest 2 and subtest 3. Spearman’s correlation test also showed that entry behavior correlated with performances in all the listening tasks except in the performance of subtest 2. This furthers the findings of ANOVA that entry behavior influenced performance of trainees. Spearman’s correlation test also established the relationship between performances of the different listening tasks and gave the findings that different listening skills are related and depend on each other. The general findings show that the entry behaviour influences the listening competence of the trainees. It is therefore, necessary for the
Ministry of Education Science and Technology to ensure that the entry behaviour of trainees does not disadvantage them because if weak entry behaviour results to poor listening skills the end result will be poor overall performance in all areas.

5.3.5 Influence of performance in the Mid-course exam

Descriptive statistics showed that the above average and average categories had almost similar performance. However, the below average category recorded a poorer performance. ANOVA results showed that the differences in performances of subtest 1 and subtest 3 were by chance as only performance in subtest 1 and in the test total were statistically significant. Spearman’s test indicated that performances in sub tests were correlated except the performances in subtest 1 and subtest 3. Mid-course examination influenced the performance of teacher trainees. The tutors in teacher training colleges can therefore exploit performance in Mid-course examination to identify the strengths and the weaknesses in the trainees’ listening skills and address the weaknesses.

5.4 Trainees’ Views on Listening Skills

The researcher sought to find out the trainees views on the listening lessons. The trainees were given three options to describe their listening lessons namely: very interesting, fairly interesting and not interesting. Study results reveal that 78% of the trainees defined the lessons as interesting, 22% as very
interesting while none of the trainees thought the lessons as not interesting (see Table 4.24). The percentages show that the majority of the trainees have a positive attitude towards the listening lesson. This implies that most of the trainees have low affective filters during listening lessons and this therefore implies that they are able to convert input into intake.

The researcher went further to find out what made the listening lessons interesting or not. A majority of the trainees as cited in table 4.25 gave the responsibility to the listener (62%). While 27% of the trainees said the determining factor was the teaching method used by the tutor, 11% thought the determining factor was the speaker. There is need therefore to ensure that the affective filters of the trainees are low during the lesson as from the findings the trainees have a higher responsibility in determining the effectiveness of the lesson. There is also need to cater for the other factors featured (method and speaker). The next section of this study takes care of this as it stipulates some strategies that the speaker (instructor) can use and apply in the teaching method to enhance the listening lesson.

On whether the syllabus gave enough emphasis to the listening skill, 63% of the trainees felt it did while 37% felt that it did not. Thirty seven percent is a big percentage that cannot be overlooked. The curriculum developers need to evaluate the current PTE English syllabus to take care of the concerns of the 37% trainees.
The trainees were asked to rate their listening quality as either competent, moderate or limited. While 32% of the trainees rated their listening quality as competent, 65% rated their listening quality as moderate. Only 3% rated their listening quality as limited. From the percentages it is clear that 68% of the trainees find their listening competence wanting (see Table 4.27). The curriculum developers and tutors should create more opportunities especially during English language lessons to enhance the trainees’ listening ability. This would involve engaging in teaching methods that are trainee centred such as discussions and group work.

When asked of the factors that the trainees thought affect their listening ability, the majority of the trainees as indicate in table 4.28, said it was their negative attitude towards the skill (39%). 24% cited the noise from the environment while another 24% cited lecturers’ pronunciation. 13% cited disinteresting topics. Reasons 1, 3 and 4 are likely to raise the trainees’ affective filters and so inhibit the learning process. There is therefore need to put measures in place to eliminate them. Such measures would include re-introducing language laboratories to improve the lecturers’ pronunciation, ensuring the listening lessons have interesting and relevant topics and establishing the causes of the negative attitude exhibited by the trainees. The college administration should also ensure that physical noise is eliminated from the learning environments.
The trainees were asked to suggest ways of improving their listening skills. 29% of the trainees thought that trainees needed motivation while 26% thought involving the learners more during the lesson would work it out. 23% thought that the lecturers needed to improve their speaking skills and 22% said that the listening lessons should be made more interesting. Though most of the factors cited are taken care of in the paragraph above, the lecturers should make the lessons more learner centred so that the trainees get opportunities to be more involved as they suggested.

Interesting findings were realised on the way the trainees rated the language skills in terms of their importance in developing their academic growth (see Table 4.30). The rating scale ranged from most important, very important, important to least important. 58% of the trainees rated listening as the most important skill for their academic growth. 22% rated reading as the most important skill for academic growth while 18% thought speaking as the most important skill for academic growth. Only 2% of the trainees thought writing as the most important skill for academic growth. Although the majority of the trainees said listening was the most important skill for their academic growth (52%), 48% thought otherwise. The findings suggest that 48% of the trainees have high affective filters during the listening lessons which need to be lowered so that they can convert input into intake.

While 41% of the trainees rated speaking as a very important skill for academic growth, 27% of the trainees rated reading as a very important skill
for academic growth. 20% rated writing as a very important skill for academic growth while 12% thought listening as a very important skill for academic growth. With 88% of the trainees not rating listening as a very important skill for academic growth, the implication is that 88% of the trainees have little regard if any for the listening lessons. As a result, there is need to lower the affective filters of the trainees so that they can change their regard for the listening lessons. It is only after the trainees’ attitude towards the listening lessons change to positive that learning can take place.

None of the trainees rated speaking as an important skill for academic growth. 43% rated reading as an important skill for academic growth while 36% rated writing as an important skill for academic growth. 21% of the trainees, on the other hand, rated listening as an important skill for academic growth. As noted earlier, this attitude of the majority of the trainees (79%) towards the listening lessons need to be changed if input is to be converted into intake.

Results show that 41% of the trainees thought writing as the least important skill for academic growth. Another 41% rated speaking as the least important skill for academic growth. Only 9% rated listening as the least important skill for academic growth while 8% of the trainees rated reading as the least important skill for academic growth.

From the trainees ratings it is evident that to the trainees reading is given the greatest importance for academic growth followed by the listening skill while
both speaking and writing come last in terms of their importance for academic growth. However, listening is the foundation skill on which the other language skills are built. If one cannot listen, one cannot speak and if one cannot speak, one cannot read. If one cannot read then one cannot write. There is therefore a need to create this awareness to the trainees so that they can give all the language skills the importance they deserve as this is the only way they can reap the fruits thereof.

5.5 Conclusions from the Main Findings of the Study

i) Primary teacher trainees in Kenya lack the desired competence levels in listening in English and have only the minimum listening competence levels. This is detrimental because 75% of trainees’ class time is spent listening to the tutor. If trainees are to benefit from classroom interactions, their listening competence levels need to be improved.

ii) English is the medium of instruction from primary class four to institutions of higher learning. Therefore, teacher trainees need desired competence levels in listening skills in English to interact with comprehensible input in all subjects except in Kiswahili and foreign languages.

iii) The public TTC performed better than the private TTC. There is need to raise the entry behaviour in private TTCs so that the trainees in the private TTCs are not disadvantaged by weak entry behaviours
iv) Female trainees performed better than male trainees. There is need to pay attention to the male trainees to help them improve their listening skills.

v) Entry behaviour influenced performance in favour of strong entry behaviour. For better listening skills and consequently better performance, primary teacher training colleges should admit trainees with strong entry behaviour.

vi) Mid-course results should be used by English tutors of colleges to point out the strengths and weaknesses of the trainees and after address the noted weaknesses.

vii) Listening sub skills of use of context, vocabulary, use of semantic and syntactic clues to construct meaning posed a challenge to the trainees as reflected by the poor performance in cloze test.

viii) Majority of listening sub skills are dependent on each other as reflected by correlation of performances in the different listening tasks.

ix) Affective variables such as motivation, attitude and interesting topics affect the listening ability of the trainees by either lowering or raising their affective filters. The raising and the lowering of the affective filter determine the absorption of input into intake.

x) There is need to boost the confidence of primary trainees as majority of the trainees find their listening ability incompetent.

xi) Importance of all language skills for academic growth was underscored.
5.6 Implication for Pedagogy

The current study shows that the teacher trainees lack the desired competence levels in listening skills. There is therefore need to put in place strategies to help the trainees improve on their listening skills. Wambui (2008) highlights these strategies. The strategies are divided into three sections. The first section gives suggestions to the teacher trainees while the second section gives suggestions to the instructors. The third section gives suggestions to the curriculum developers.

5.6.1 Strategies by the teacher trainees

Different authors have come up with some strategies that the teacher trainees can put in place to enhance their listening skills.

Right attitude

Becoming a better listener requires improving behaviour and attitudes. The trainees should therefore go to the classroom with the attitude of listening. They should ensure that their attitude in attending classes is to listen and commit themselves to this learning experience. Right attitude lowers affective filters of trainees. This enhances trainees’ interaction with comprehensible input, both verbal and non verbal. This interaction facilitates absorption of input into intake making the listening lesson effective.
Eye contact
The teacher trainees should maintain eye contact with the instructor. Eye contact is a very important part of active listening especially for visual students. The hearing-impaired learns by lip-reading. This also emphasises the need for eye contact to facilitate lip-reading. Eye contact helps trainees interact with the instructor’s mannerism, tone of voice and other body language usually used to emphasise instructor’s remarks. Body language forms part of instructor’s comprehensible input that trainees need for absorption of input into intake. Eye contact helped the trainees to absorb the comprehensible input during the listening test as the researcher explained the listening tasks and the procedure of doing the test and filling in the questionnaires.

Guiding questions
Listening is an active process. Trainees should listen with a question attitude so as to remain active. Some questions that they can ask are:

   a) What key point is being made?

   b) How does this fit with what I know from previous lessons and

   c) How is this information organised?

These guiding questions keep trainees mind active decoding and interpreting the messages being sent by the tutor. Questions help the mind from wandering away during the listening gaps between the rate of speech of the tutor and the rate of thinking of the trainees since thinking rate is faster than speaking rate.
Intellectual despair

Trainees should avoid intellectual despair. Sometimes listening may pose as a hard task to the trainees. However trainees should not give up as this is a self-defeating behaviour. Rather, they should listen even more carefully. Intellectual despair raises the affective filters of the trainees and this lowers the rate of absorption of input making the listening lesson ineffective. This study found the affective filters of the trainees raised by intellectual despair resulting from poor pronunciation by trainers, disinteresting topics and poor teaching methods during listening lessons. There is need therefore to address this intellectual despair among the trainees in order to lower their affective filters.

Listening skills

Listening is an active process. In order to keep the process active, trainees should use these four skills namely:-

a) Hearing- At this stage, trainees simply pay attention to make sure they hear the message.

b) Interpretation- Trainees should interpret a speaker’s word correctly and avoid misunderstanding.

c) Evaluation- Trainees should decide what to do with the information they have received.

d) Respond- This is a verbal or visual response that lets the speaker know whether trainees have gotten the message and what their reaction is.
Clarification of words

Muthwii (2002) says that communication in classroom interactions is vital as it facilitates the interaction of the learner and the instructor. Communication is effective when the receiver interprets a message as intended by the sender. We sometimes speak in different modes and different ways and we choose different pieces of language that for us mean something different. So it is quite a wise idea for trainees to clarify what tutors mean when they say a particular word that is not the one they would have chosen because perhaps they mean something different by it.

Avoid translating what you hear

Do not translate into your native language. This approach (synonym=method) usually results in confusion. Translating creates a barrier (noun=wall, separation) between the listener and the speaker. While you are listening to tutor speaking a foreign language, the temptation is to immediately translate into your native language. This temptation becomes much stronger when you hear a word you do not understand. This is only natural as we want to understand everything that is said. However, when you translate into your native language, you are taking the focus of your attention away from the tutor and concentrating on the translation process taking place in your brain. This would be fine if you could put the tutor on hold. In real life however, the tutor continues talking while you translate. This situation obviously leads to less understanding. Translation leads to a kind of block in the brain which hinders
and limits your interaction with the comprehensible input being provided by the tutor.

**Be patient**

Listening takes time and patience. You cannot jump to conclusions or rush in to give advice unless you are willing to seem uncaring. Listening is nearly a lost art in these days of rushing and electronic communication, but it is worth the time it takes to learn since it is the pathway to effective communication. Effective communication makes pedagogical processes successful.

**Top-down strategies**

Richards (1990) says that listening involves both top-down and bottom-up strategies. Top-down strategies are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

i) listening for the main idea

ii) predicting outcomes

iii) drawing inferences and

iv) summarising
**Bottom-up strategies**

These strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

i) listening for specific details

ii) recognising cognates and

iii) recognising word-order patterns

In doing the listening test, the trainees in this study used both the top-down and bottom-up strategies to interpret meaning comprehension and trainees’ performance was dependent on their ability to use both approaches to interpret meaning

**Listening strategies**

Trainees should use meta-cognitive strategies to plan, monitor, and evaluate their listening during a listening lesson. These strategies include:

i) deciding which listening strategies will serve best in a particular situation.

ii) monitoring their comprehension and the effectiveness of the selected strategies.

iii) evaluating by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.
These strategies enhance interaction of the trainees and comprehensible input provided by the tutor.

**Listening steps**

To extract meaning from a listening text, the trainees need to follow four basic steps:

i) Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.

ii) Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.

iii) Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students’ comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.

iv) Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies. These steps build confidence in the trainees which in turn lower the
affective filters of trainees. Trainees are therefore able to interact with the comprehensible input and absorb it into intake.

5.6.2 Strategies by instructors
Historically, the task of teaching second language was seen as the responsibility of second language teachers. Teachers in other disciplines have not taken keen interest to ensure that learners produce grammatically correct sentences when learning, arguing that, that is the work of the English language teachers. Learning through a second language that learners have not mastered has been problematic.

Effective language tutors show trainees how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help trainees develop a set of listening strategies and match appropriate strategies to each listening situation. These strategies make listening successful as the strategies enhance absorption of the comprehensible input by the trainees.

Give learners confidence
Tutors should not expect trainees to always understand every word and trainees should know this to reduce anxiety and boost confidence. Reduced anxiety and raised confidence lower affective filters of trainees making the listening lesson successful.
Divide a listening task into three stages

Make clear to trainees why they are listening and what the purpose of the activity is before engaging trainees to a listening exercise. Divide the task into three phases: pre-listening, while listening and post-listening and have activities for each. In pre-listening stage, the instructor can have activities such as auditory training and sound identification which prepares the student for actual listening before the actual listening. Actual listening entails learners being engaged in a listening task. Post-listening activities should aim at establishing whether learners have listened and processed information as expected. Dividing the lesson creates variety and makes the lesson interesting and less complex to the trainees. This lowers trainees’ affective filters which is key to an effective listening lesson.

Keep sentences short and grammatically simple

Tutors should use short, simple, interesting passages which lend themselves easy to listening. Use exaggerated intonation to hold the attention of the trainees. They should also use intonation to emphasise key word and choose listening topics from what is familiar and interesting to trainees. Intonation makes the lesson interesting. Together with familiar and interesting topics intonation lowers the affective filters of trainees. The trainees are therefore able to absorb input into intake.
Minimise both internal and external distractions

Tutors should ensure that listening classes have no distracters. Internal and external distracters raise the affective filters of trainees reducing rate of absorption of intake into input.

Show empathy

When you are listening to trainees, tutors should demonstrate empathy. This will lower trainees’ affective filters making the listening lesson effective.

5.6.3 Strategies by curriculum developers

The school curriculum gives the language syllabus and language teachers the primary responsibility to language development. As a subject on the curriculum from standard one and as the official medium of instruction from standard four upwards, English is for all intents and purposes the language of literacy development in Kenya. In supporting the learners’ and instructors’ efforts, the curriculum developers should:

Use materials of the learners’ level

Developers should come up with learning materials that attract trainees and whose content is of the target trainees’ level to avoid discouraging the trainees and hence raising their affective filters.
Variation of teaching methods

Curriculum developers should explore and recommend the use of trainee centred teaching methods. These methods will enhance trainees’ participation in classroom interactions which will give opportunities for practising listening skills.

5.7 Recommendations

The findings of this study were that primary teacher trainees did not have the desired competence levels in listening skills. The primary teachers were found to have minimum competence levels in listening. The conclusion we draw from the findings is that primary teacher trainees do not have the required levels to be able to interact within themselves and with their pupils once in the field teaching. Social variables were found to influence the listening competences of primary teacher trainees. We therefore recommend the following:

5.7.1 Need for rigorous training of primary teacher trainees

English language teacher training should be rigorous so that the trainees are well versed with the teaching of all the language skills. For the teacher of English to be able to teach oral skills in general and listening skills in particular, the language laboratory may need to be re-introduced in universities and colleges that train teachers. The language laboratory would enable the trainees deliberately learn how to listen and listen with comprehension in order to pass on the same skills to the learners. This would
also help eliminate one of the obstacles to listening effectiveness cited by the trainees in this study as tutor’s poor pronunciation.

From the study it has been observed that some primary teacher trainees are below the MCL yet they are supposed to be the role models for their pupils. Rigorous training in the listening skill will make the trainees better role models for their pupils.

5.7.2 Communicative activities
The classroom activities should be emphasised in line with the communicative language teaching approach emphasised by the current syllabus. Trainees’ involvement in classroom talk should not be limited to asking and answering questions. Discussions, telephone conversation, directions and stories should be stressed as this will greatly improve both listening and speaking abilities. There is need for activities that involve teacher-learner interaction. According to Ellis (1982), the value of second language classes lies not only in the grammar instruction, but in the “teacher talk”, the comprehensible input. It can be efficient place to achieve at least the intermediate levels rapidly, as long as the focus of the class is on providing input for acquisition (Ellis, 1982, p.59). This input for acquisition can only be generated by this teacher-learner interaction.
5.7.3 Exposure to listening skills
There is need to expose primary school teacher trainees to listening tasks such as cloze test that require use of context, critical thinking, knowledge of vocabulary and use of semantic and syntactic cues to interpret meaning.

5.7.4 Practice
Primary school trainees should be encouraged and motivated to practise teaching listening by being exposed to the importance of listening skills not only in the listening process but also in social interactions.

5.7.5 Teaching methods
Tutors in teacher training colleges should be encouraged to explore teaching methods that promote listening skills such as discussion, group work and pair work.

5.7.7 Teaching/learning materials
As seen in this study different sexes process information differently so are the different ages. This confirms that there is a variety of learners that need a variety of teaching/learning materials. The administration and all the other stakeholders should work towards acquiring different listening materials or preparing their own. This would help build a bank from where materials can be drawn for different activities and by different trainees.
5.7.8 Implementation policy
Curriculum developers need to find out how well the English syllabus is being implemented especially with regard to whether teachers do actually deliberately teach and assess the listening skills as they ought to or it has already suffered the backwash effects of examination. There is need to disseminate the language policy to stakeholders and especially to the teachers who should understand their role in enabling the learner to listen in the language of instruction most of the time.

5.7.9 The Learning environment
The learning environment needs to be enhanced through provision of materials and resources that will stimulate listening. For example, audio materials such as radio lessons and programmes, audio tapes, oral presentations such as a variety of stories and resource people. In all these, trainees should listen to something interesting and which touches on issues of their interest. The college administrators should also ensure that all forms of noise are minimised in the listening environment.

5.7.10 Entry behaviour
This study shows that the trainees with strong entry behaviour performed better than the trainees with weak entry behaviour. The Ministry of Education should therefore ensure that the entry behaviour in all the colleges is at C+ and above.
5.8 Areas for Further Research

The experience gained through the present research and the interaction with trainees uncovered problem areas that require further investigation. The areas suggested are:

a) Why trainees perform differently in the various listening tasks. This would entail finding out the individual differences and therefore different learning styles of trainees in different listening tasks.

b) Does trainees’ listening proficiency influence their performance in the other language skills.

c) The listening ability in English of other teacher trainees at other levels such as diploma colleges and universities.

d) The influence of performance in listening skills on performance in PTE English exam.

e) A survey of how trainers are implementing the teaching of listening skills as stipulated in the revised PTE English syllabus.

f) A comparative study of the effects of using non-text support materials and the human resource in training trainees on listening skills.

g) A comparison of trainees L1 and L2 listening comprehensions.

h) An analysis of all the recommended PTE English course books to evaluate the nature of listening materials provided.

i) An analysis of PTE English examinations to see whether what is being tested determines trainees’ listening proficiency.
5.9 Chapter Summary

The findings of this study lead to the following conclusions. To start with the listening competence levels in English among the primary teacher trainees were below the desired competence level in all the listening tasks used in the study. The levels however, were above the minimum competence level except in the cloze test where the level was way below the minimum competence level. The competence levels were correlated with the social variable of college type. The primary teacher trainees in the public teacher training college displayed higher listening competence levels in all the listening tasks.

Female primary teacher trainees performed better than the male primary teacher trainees in all the tasks except in the cloze test. Age was also scrutinised in the study. The younger primary teacher trainees performed better than the older primary teacher trainees. Entry behaviour was also a social variable of scrutiny in this study. Primary teacher trainees who had K.C.S.E English scores above C+ performed better than those primary teacher trainees who had K.C.S.E English scores of C+ and below. Performance in the Mid-course examination also influenced the performance in the listening tasks administered in this study. We therefore conclude that the social variables under scrutiny influenced the listening competence levels of primary teacher trainees.

This study further sought the primary teacher trainees’ views and attitude towards listening skills. Most of the trainees (78%) found the listening lessons
very interesting. Most of the trainees (62%) felt that the listener determined whether the lesson was interesting or not while 11% felt the determining factor was the speaker. The coverage of listening in the syllabus was found adequate by most of the trainees. However, most of the trainees (65%) described their listening competence as moderate. Trainees said that their listening ability was affected by external noise from the environment, poor speaking skills of the lecturers, their poor attitude towards listening lessons and disinteresting and boring topics. Motivation, trainees’ participation in the lesson, interesting lessons and improvement of lecturers’ speaking skills were seen as remedies to the poor performance in listening tasks. We can therefore say that most of the primary trainees have low affective filters as they find the lessons interesting. However, there is need to find ways to lower the affective filters of the remaining primary teacher trainees if the listening lessons are to be productive to all. The primary teacher trainees described their competence in listening skills as moderate. Most of the primary teacher trainees need to be helped to lower their affective filters so as to increase intake as this will lead to better listening competence levels. Some of the ways that could lower the affective filters as suggested by the trainees include motivation of trainees, choice of relevant and interesting topics for listening lessons, improved speaking skills of the tutors and removal of physical noise in the learning environment.

Some trainees (57%) felt that listening was the most important language skill. Not all primary trainees find listening the most important language skill. There
is need to look for ways to ensure that the remaining percentage understands that listening is the foundation on which all the other language skills are built.

This chapter has provided an overview of the main conclusions drawn from the findings of this study. Relevant recommendations regarding the improvement of listening competences of teacher trainees in Kenya have been put forward with the hope that they will be implemented by all those concerned. The researcher has also come up with areas for further studies.

It is therefore hoped that since the findings and recommendations were guided by the research objectives and effective instruments were used to elicit data, fruitful information will be drawn from this study that will enhance the listening competences in general and the listening competences in English of primary teacher trainees in Kenya.
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APPENDICES

Appendix I: Listening Test

Name: Sex:

Age: KCSE English Grade:

KCSE Mean Grade:

Sub-test 1: Listening Comprehension

a. Listen to the following passage which will be read to you twice and answer the questions that follow:

Being an only child Nyakio knew no lack. She had grown in plenty. Her parents worked very hard to ensure that their daughter had the very best. However, Nyakio seemed not to reciprocate her parents’ kindness. This was especially so after she joined secondary school. She got into a gang of drug abusers.

The principal of the school being a mother herself decided to help Nyakio by talking to her on the dangers of drug abuse. When she could not give an ear to her advice she enlisted the help of the school counselor. Though the school counselor devoted her time in helping Nyakio, her efforts were not rewarded as Nyakio kept the vice.

When the school principal could not take it any more, Nyakio was sent home with all her belongings. Out of fear, Nyakio decided not to go back home but rather to look for some casual employment in the nearby town. It was while looking for employment that Nyakio met this young man who made her
believe that he was desperately looking for a young woman like Nyakio to marry. Nyakio gave in to the offer.

No sooner had Nyakio started living with this man than she realized how brutal he was. She could always have him hit her, bang her head against the wall or even threaten to cut her into pieces. To make matters worse her health started to deteriorate. Being left with few options, Nyakio decided to go back home and seek forgiveness as the prodigal son of the Bible.

Though her parents accepted her back, it was too late to salvage everything as she had already contracted HIV/AIDS. It was then that Nyakio confirmed that bad company ruins good morals.

Questions

1) Give a possible title to the passage that you have just listened to. (2mks)

2) What is the meaning of the phrase “not to reciprocate her parents’ kindness” (2mks)

3) What other measure would the school principal have taken to help Nyakio out of her problem? (2mks)

4) Which offer did Nyakio give in to? (2mks)

5) What is the meaning of the word “deteriorate” as used in the passage? (2mks)
Sub-test 11: Cloze Test

a) Listen to the following passage which will be read to you twice and answer the questions that follow:

Growing up on the slopes of Aberdare Ranges was fun. The day began with being served with a cup of porridge. Breakfast had to be taken within a short time to give way to the daily chores. These ranged from grazing, fetching water and shamba work.

Although these were the assigned chores we had our crafty way of coming up with our own defined chores.

Sub-test 3: Dictation

Write the following pairs of words. Each pair will be read to you twice.

a) fine, vine
b) root, loot
c) bush, push
d) hall, all
e) lose, loose
f) pale, bale
g) very, ferry
h) cot, court
i) ear, hear
j) keen, kin

(10MKS)
Appendix II: Questionnaire

Sex

Age

College

K.C.S.E English grade

Mid-course examination grade

1. Which one of the following best describes your listening lessons
   a) very interesting
   b) fairly interesting
   c) not interesting

2. Briefly explain your answer above

3. Does the English syllabus give enough emphasis on listening skill?
   Yes (  )
   No (  )

4. How do you generally rate your quality of listening?
   a) Competent
   b) Modest
   c) Limited

5. What things do you think affect your listening ability?
6. Suggest ways of improving your listening ability.
   a)
   b)
   c)

7. Which of the following skills do you consider as being the most important (in order of importance form 1 to 4) for the development of your academic communicative ability?
   a) reading
   b) writing
   c) listening
   d) speaking
### Appendix III: Raw Data

**TABLE 1**

<table>
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<th>Respondent</th>
<th>Sex</th>
<th>Age</th>
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<th>K.C.S.E grade</th>
<th>colleg e</th>
<th>Subt est 1</th>
<th>Subt est 2</th>
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<td>30</td>
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<td>57</td>
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