CHAPTER – V
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Summing Up

5.1. INTRODUCTION

In the previous chapter the data had been analyzed and interpreted. In this chapter the findings of the study, recommendations and suggestions for further research are presented. The present investigation is “Multimedia based teaching to hone Listening Skills of Higher Secondary School Level Students – A Study”. The investigator made a thorough study on the aspects of listening skills using a computer based text presentation followed by an achievement test package comprising a questionnaire consisting of five question papers. The test was conducted on the hundred students studying in Higher Secondary (Plus two) school in Chennai.

5.2 FINDINGS

The investigator conducted a test after a demonstration of Computer based text presentation and got some results. She made audio lesson files in the neutralized accent and presented for students. After the end of each lesson, students answered the questionnaire given for each test. She has many findings and a few insights when both the results are analyzed. The following findings are recorded as the result of the analysis of the data presented in the previous chapter.
5.3. Analysis of Tests Results

5.3.a Test – 1 Results

In the overall review of results of Test 1 as tabulated as No.4.1 to 4.4), the analytical findings are given below.

1. The ratio between Right Answers and Wrong answers is 65% and 35% respectively.

2. In the overall right answers of 649, girls contributed 338 right answers and boys contributed 311 right answers.

3. In Medium of Instruction Analysis, the ratio of right answers given by Tamil Medium students and English Medium is 48% and 52%. This shows the performability of English medium students.

4. In Mother Tongue Analysis, the ratio of right answers given by Tamil speaking students and Telugu speaking students is 49% and 51%. This shows more or less equality in performance given by these students.

5. In students’ living locality Analysis, the ratio of City, Urban and Village students is 37%, 33% and 30% respectively. In addition to that, Girls performed higher than Boys in all localities. In village level, this gender performance difference is negligible.
5.3.b Test – 2 Results

In the overall review of results of Test 2 as tabulated as No.4.5 to 4.8), the analytical findings are given below.

1. The ratio between Right Answers and Wrong answers is 63% and 37% respectively.

2. In the overall right answers of 627, girls contributed 326 right answers and boys contributed 311 right answers.

3. In Medium of Instruction Analysis, the ratio of right answers given by Tamil Medium students and English Medium is 48% and 52%. This shows the performability of English medium students.

4. In Mother Tongue Analysis, the ratio of right answers given by Tamil speaking students and Telugu speaking students is 53% and 47%. This shows a considerable increase of performance of Tamil speaking students whose performance was less in the Test – 1.

5. In students’ living locality Analysis, the ratio of City, Urban and Village students is 38%, 34% and 28% respectively. In addition to that, Girls performed higher than Boys in all localities.
5.3.c Test – 3 Results

In the overall review of results of Test 3 as tabulated as No.4.9 to 4.12), the analytical findings are given below.

1. The ratio between Right Answers and Wrong answers is 67% and 33% respectively. There is an increase of 4% of right answers than test – 2.

2. In the overall right answers of 663, girls contributed 321 right answers and boys contributed 342 right answers. Boys contributed considerably better than girls.

3. In Medium of Instruction Analysis, the ratio of right answers given by Tamil Medium students and English Medium is 47% and 53%. This shows the performability of English medium students.

4. In Mother Tongue Analysis, the ratio of right answers given by Tamil speaking students and Telugu speaking students is 52% and 48%. This shows a considerable increase of performance of Tamil speaking students whose performance was less in the Test – 1.

5. In students’ living locality Analysis, the ratio of City, Urban and Village students is 37%, 33% and 30% respectively. In addition to that, Girls performed higher than Boys in all localities. There is a considerable increase of performance given by Village students.
5.3.d Test – 4 Results

In the overall review of results of Test 4 as tabulated as No.4.13 to 4.16), the analytical findings are given below.

1. The ratio between Right Answers and Wrong answers is 69% and 31% respectively. There is an increase of 2% of right answers than test – 3.

2. In the overall right answers of 686, girls contributed 358 right answers and boys contributed 328 right answers. Girls contributed considerably better than boys when compared to Test – 3.

3. In Medium of Instruction Analysis, the ratio of right answers given by Tamil Medium students and English Medium is 52% and 48%. This shows the performability of Tamil medium students.

4. In Mother Tongue Analysis, the ratio of right answers given by Tamil speaking students and Telugu speaking students is 52% and 48%. This shows a status-quo in performance of students speaking Tamil and Telugu.

5. In students’ living locality Analysis, the ratio of City, Urban and Village students is 38%, 36% and 26% respectively. In addition to that, Girls performed higher than Boys in all localities. There is a considerable increase of performance given by Urban students.
5.3. Test – 5 Results

In the overall review of results of Test 5 as tabulated as No.4.17 to 4.20), the analytical findings are given below.

1. The ratio between Right Answers and Wrong answers is 78% and 22% respectively. There is a considerable increase of 9% of right answers than test – 4.

2. In the overall right answers of 779, boys contributed 396 right answers and girls contributed 383 right answers. Boys contributed considerably better than girls when compared to Test – 4.

3. In Medium of Instruction Analysis, the ratio of right answers given by Tamil Medium students and English Medium is 51% and 49%. The difference between both medium of instruction has come down significantly.

4. In Mother Tongue Analysis, the ratio of right answers given by Tamil speaking students and Telugu speaking students is 49% and 51%. This shows a status-quo in performance of students speaking Tamil and Telugu.

5. In students’ living locality Analysis, the ratio of City, Urban and Village students is 37%, 34% and 29% respectively. In addition to that, Girls performed higher than Boys in all localities. There is a considerable increase of performance given by village students.
5.4. Consolidated Analysis of All the Five Tests

In the overall review of results of All the five Tests as tabulated From No.4.22 to 4.29), the analytical findings are given below.

1. The ratio between Right Answers and Wrong answers is 68% and 32% respectively.

2. In the overall right answers of 3404, boys contributed 1678 right answers and girls contributed 1726 right answers. The ratio of this performance is 49% and 51%. Girls contributed considerably better than Boys.

3. In Medium of Instruction Analysis, The English Medium students performed well. In the overall right answers of 3404, English Medium Students contributed 1731 answers. This is a consolidation of Boys’ answers 860 and girls’ answers 871. In the Tamil medium over all right responses of 1673, boys contributed 815 and girls contributed 858. Performance of girls is marginal than boys but factual.

4. In Mother Tongue Analysis, the ratio of right answers given by Tamil speaking students and Telugu speaking students is 52% and 48%. In the overall right answers of 3404, Tamil speaking students contributed 1739 and Telugu Speaking students 1665 and the ratio is 52% and 48%.
5. In students’ living locality Analysis, the ratio of City, Urban and Village students is 37%, 33% and 30% respectively. In addition to that, Girls performed higher than Boys in all localities. There is a considerable increase of performance given by village students.

**5.5. Specific Findings in these Tests**

1. There is a gradual increase of performance achieved by the students in every test. It is shown that the percentage of right answers is gradually increased as 65 per cent to 63 per cent to 66 per cent to 69 per cent and in the fifth test it has increased massively to 78%. It shows the students attitude and thriving activity of listening skills from Test 1,3,4 and 5.

2. In the second test, students performed comparatively lesser than first test. This is because of the focus of the second test i.e. listening discrimination. This is a quite new one and students are not exposed to this type of test. At the same time, students started performing well from the third, fourth and Fifth tests.

3. From the table no. 4.30., it is found that the minimum mark scored by students in all the five texts is 5 and maximum mark is 10. Students mark interval performance is gradually increased. For example, In the first two tests, the students who scored 10 are nil but this gradually increased to 1 in third and fourth test and 3
students in the fifth test. This commonly happened in the other mark interval such as 7,8 and 9.

5.6 RECOMMENDATIONS

The present investigation is “Multimedia based teaching to hone Listening Skills of Higher Secondary School Level Students – A Study”. In teaching and learning process, much importance is not given to language skills especially listening skills. In order to convey the ‘content’, teachers are rather forced to adopt the translation method in the classrooms. This has an adverse effect on teaching and learning process. Hence proper care has to be taken by the language teachers as well as authorities to impart language skills. Oral drill is very easy to obtain with a few common objects used one after another. However, it is through abundance of reading, writing, listening and speaking that will enable the students to get a clear idea of learning.

Listening skills should be given more importance to acquire the basic knowledge in communication. Students should be properly encouraged to listen a number of audio tracks and audio cassettes. Such kind of listening will be very effective in improving pronunciation and communication as well. Active and passive listening will also increase the knowledge in vocabulary. It is very essential to assess the attainment
of grammatical knowledge. More auditory exercises can be given to achieve this skill.

From the analysis, the investigator has observed that many students commit errors in listening due to the lack of exposure in listening. The reason is so obvious that they were taught through vernacular language in schools in teaching and learning process. This type of conventional translation method leads to wrong generalization in making certain wrong concepts in the learning process.

Another reason for committing errors in listening is that the students are not aware of the importance of listening. By and large, the learner neglects certain difficult words not properly pronounced and carries off with wrong meaning. To avoid this drawback, the teacher should see that all the students are attentive and good audio aid should be used during the teaching and learning process. Language games with principle of reward for encouragement will help the students in improving the pronunciation of words and its vocabulary, self-expression and avoiding errors. Intensive in–service training pertaining to listening skills will be immense use for the teachers of English.

Teachers of English should be aware of modernized methods in teaching listening skills. Teachers can very well try some language teaching methods with the help of Computer as well as Audio–Video cassettes which will be useful to the students to acquire more listening
skills. The teachers of English should always aim to improve to specialize themselves so as to acquire more knowledge in the teaching process. There is also a scarcity of properly trained and competent teachers to teach English. English teachers should be aware that the method of teaching English keeps on changing and they have to get the exposure not only for the benefit of the students but also for self.

English Teachers should equip themselves to become computer savvy because plenty of international universities’ web sites are available in the net to provide details for language skills free of cost. Since we possess the dedicated aim of making our students at par with international and global standards of knowledge, we have to come out from the cocoon called ‘Conventional Chalk and Talk Method ’ at least in teaching language skills such as LSRW.

5.7. Suggestions for Further Research

In the light of the study made by the investigator the following are the suggestions made for the future researchers:

1) The same type of study may be repeated in other institutions.
2) The same type of study may be done in other grammatical aspects.
3) The same type of study may be done in other subjects.
4) Comparative study may be executed between the institutions.
5) Different software can be developed to teach various levels of listening.

6) A separate study may be carried out to investigate the usefulness of Computer to teach Listening skills in urban area.

7) A separate study may be carried out to investigate the usefulness of Computer to teach Listening skills in rural area.

8) A study to find – out the attitude of teachers teaching English towards the use of Computer as a teaching aid may be carried out.

9) A comparative study of Computer Assisted Teaching between conventional teaching of listening skills may be carried out.

10) A comparative study of Computer Assisted Teaching between video Assisted Teaching of Listening skills may be carried out.

5.8. SUMMING UP

The basis of communication is the interaction between people. Verbal communication is one way for people to communicate face-to-face. Some of the key components of verbal communication are sound, words, speech, and language. Good listening allows one to share with other people, to make friends, and to be more successful in studies and later in job. It also helps solve problem. By encouraging people to talk about their problems, one can help them find solutions. Good listening
provides information. The more information we get the more we are able to make good decisions. It also improves interactions. Listening is a very basic platform on which other skills develop methodically. So this skill should be given importance at the primary level and its nuances should be focused in the later stage. Good listening tips and improving listening skills steps are as follows,

5.8.a Good Listening Tips

1. We should give full attention to the person who is speaking. Don't look out of the window or be interested in what is going on in the room.

2. Make sure that our mind is focused, too. It can be easy to let our mind wander if we think we know what the person is going to say next, but it may go wrong. If we feel our mind is wandering, change the position of our body and try to concentrate on the speaker's words.

3. Let the speaker finish before we begin to talk. Speakers appreciate having the chance to say everything they would like to say without being interrupted. When we interrupt, it looks like we aren't listening, even if we really are.
4. Let us finish listening before we begin to speak. We can't really listen if we are busy thinking about what we want to say next.

5. Listen for main ideas. The main ideas are the most important points the speaker wants to get across. They may be mentioned at the start or end of a talk, and repeated a number of times. Pay special attention to statements that begin with phrases such as "My point is..." or "The thing to remember is..."

6. Ask questions. If we are not sure about what the speaker has said, just ask. It is a good idea to repeat in our own words what the speaker said so that we can be sure of our understanding.

7. Give feedback. Sit up straight and look directly at the speaker. Now and then, nod to show that we understand. At appropriate points we may also smile, frown, laugh, or be silent. These are all ways to let the speaker know that you are really listening. Remember, we listen with our face as well as our ears.
5.8.b. IMPROVING LISTENING SKILLS

Listening is not something which happens to us whether we like it or not. It is an active process. If we want to be an effective listener during a lecture,

1. Know what we want to get from the lecture: Prepare our self for the lecture by reviewing what we know about the subject and reading relevant material.

2. Participate: Be prepared to ask questions and make comments and be an active member of the group.

3. Take notes: Summarize what the speaker is saying by separating what is important from the supportive material. Very often instructors use the whiteboard or transparencies to present what they consider the main points of the lecture.

4. Broaden our attention span: Observe everything that goes on by keeping our eyes open and looking at the speaker.

5. Control our emotions and be diplomatic and tactful: Even if we disagree with an issue or a statement, keep control of our self. If we disagree with something that has been said, state our point of view in a tactful manner.
6. Position our self for listening: Choose a seat that allows us to see and hear what is happening.

7. Listen between the lines of the lecture: Lines are the words the speaker is saying; in-between the lines are the nonverbal signs the speaker is sending to the audience such as the tone of voice, the gestures, and the facial expression. Listening between the lines gives us a great deal of information about how to interpret what the speaker is saying.

8. Understanding group dynamics: Be respectful of the rights of the other members of the group. Let others speak their thoughts without interrupting all the time.

Listening is not just an automatic response to sounds. It requires a listener to understand, interpret, and evaluate what we heard. Today, the ability to listen is an important skill in interpersonal communication. It improves personal relationship through reducing conflicts, strengthening cooperation, as well as fostering understanding.

When interacting, people generally are not listening attentively to one another. They may be distracted, thinking about other things, or thinking about what they are going to say next (the latter case is particularly true in conflict situations or disagreements).
Active listening is a structured way of listening and responding to others. It focuses attention on the speaker. Suspending one’s own frame of reference and suspending judgment are important in order to fully attend to the speaker. Listening requires involvement when it comes to improving our communication there is no getting around that. If we want our communication skills to get stronger it is important that we should not day dream in a conversation but instead concentrate fully on what the other person is saying.

LSRW starts with the word listening as a topical word to mean that the mastery of other skills is based on the skill level of listening. In the recent years, Corporate and MNCs give importance for listening skill and they fixed it as soft skills and train the staff members before and after the recruitment programme. The Institution and Industry Interaction process certifies the necessary requirements of listening skill and they included listening comprehension questions as recruitment tool. Directorate of School Education has given language laboratory facilities for all the Government schools to train our students to master communication skills to enhance their employability factor and meet the minimum expectations of the industry. Plenty of companies have produced sufficient soft material for teaching as well as learning listening skills. Teachers should think of the depth of the planned
material against the learning phase of students, their aural skills, vocabulary and cognitive skills before choosing to use it in the classroom. Proper material design and training alone yield good results. Listening skills is a dynamic factor and a milestone in the expedition of learning the other language skills.