Chapter Six

Conclusion

6.1. PRELIMINARIES:

This chapter is the last one of this research. It will introduce some problems that were observed by the researcher during the period of the model course which were encountered by the Yemeni learners during the listening skills process. Moreover, it concludes the conclusion of the study, the recommendations and the suggestions for further studies as follows:

6.1.1. Crowded class:

Crowded class is one of the most important factors that may confuse the Yemeni students in learning listening skills, because it can not give the student a chance to practise and participate well in any activity of the lesson. Secondly it will prevent the teacher to discover the students’ difficulties and weakness that may be faced during the listening lesson. At the same time, the teacher may not be able to make all the students share and be active during the lesson. Therefore, the solution for this problem was suggested by the researcher to
the Head of the Department, to divide the students into batches of 30 each class at listening periods.

6.1.2. Enough Time Practising:

Enough time practising is a significant element in learning listening skills. The reasons for that are - firstly, listening skills can be considered as a practical aspect. The learner needs to practise for more and more time in order to be familiar with what he is listening to. Secondly, the new vocabularies and the difficult activities, which may be faced during the listening lesson, should be repeated more than twice in order to be easy and comprehensible for the students. Thirdly the speaker’s style may be fast and may be slow, so the learner has to be trained many times for this style if it is fast till it becomes clear and understandable for the candidates. Finally as it was mentioned above, the important factor for practising well is the small number of students in the class, it can give a chance for every student in the class to contribute and be active in each step and activity of the listening lesson. In addition, the teacher can achieve the objectives of the lesson confidently.
6.1.3. Language Laboratory Necessity:

Language laboratory is the recent technology aid for listening and phonetic aspects. Through it the students can listen to the correct pronunciation of the sounds. On the other hand, they can control it by themselves, that means they may stop it and listen again for the difficult sounds, words or sentences and wherever necessary. Unfortunately, the college of education Saber, Aden University, has no language laboratory to be used, but the teacher only uses the simple aids such as the tape recorder, recordings, charts and drawings for teaching his listening lesson.

6.1.4. Concentration:

Of course, for deep concentration, there are many factors that should be controlled inside and outside the classroom. For effective listening the condition inside the classroom has to be very quiet and the class itself must be prepared suitably for listening activities. That means windows, doors unbroken, fans without noise and other factors that may interfere with concentration. On the other hand, the outside factors such as the classroom should be situated away from noisy streets,
away from noisy sounds like speech of people or students noise of machines and other noisy conditions outside the class. Therefore, if all these factors that are mentioned above could be controlled well, the students can listen with deep concentration, because it is necessary for a listener to follow the recordings step by step and to pay full attention and listen carefully to the lesson activities one by one, but if any short interruptions happen during the listening, these will cut attention and cause un concentrated and un comprehended listening which may make the student too much disturbed to follow the rest of the lesson.

6.1.5. Why Should We Teach the Listening skills?

Listening can be regarded as an essential subject for a foreign language acquisition; also it is an important aspect not only as a receptive skill but also for the development of spoken language proficiency. Therefore, the researcher's view is that listening should be taught according to the following reasons:

1. Listening is an active skill in learning a language, because it helps the learner to increase the input of that
language and without comprehending that input the learner cannot learn that language.

2. During a listening lesson it is important for the learners to understand and make interaction with what they are listening to, so without this interaction the learner may be lacking in learning a language.

3. The most useful thing in learning listening is to let the students listen to spoken English of different varieties and accents better than just the voice of their teacher in order to notice the differences in the speakers’ style, pronunciation, speed…etc.

4. Authentic materials of a language can help the learners to understand and use the language as the native speakers do.

5. Listening skills can help the learners to learn language subconsciously in spite of their poor background about its characteristics.

6.1.6. What should one teach in listening?

   Of course, it is not easy to design a course of listening, which will achieve the success, and the goals of that course by
the end of the teaching period. For that reason the teacher has
to prepare well and was careful in choosing the listening topics
that will suit to the students’ level and according to their needs,
interests and desires of learning. In addition, the participation of
the students with the help of the teacher is very important for
selecting the topics or tasks and the activities, which have to be
taught in a listening course. Therefore, the selection of listening
course units must be as follows:

1. Teaching units that help the students to get vital
   information about pronunciation, rhythm, intonation, pitch
   and stress of the language.

2. Using authentic listening materials is very useful for
   training the students to speak and use the language as a
   native speaker does.

3. Selecting appropriate tapes that may motivate the
   students’ interests such as advertisements, news
   broadcasts, poetry reading, plays, songs, telephone
   conversations and so on.
4. Avoiding political speeches and difficult subjects, especially for beginners, who may not understand a word and cause to lose their interest.

5. Choosing the tasks should be according to the students level, for example, beginner students have to listen to telephone messages, simple announcements that may demand understanding of main ideas understanding, but for advanced level students can understand minute details.

6. Providing the students with recordings that may train them for the speaker’s style such as the speaker’s use of incomplete utterances, the speaker’s use of repetitions and the speaker’s hesitation in speaking.

7. Familiarizing the students with topics that will train them to recognize the speaker’s attitudes and purposes (e.g. happy, sad, pride, humble…etc.)

8. Focusing the candidates on the texts that reflect their real-life, for example, bank investments, doctor’s appointment, a friend’s invitation, for requesting in a restaurant….etc.
9. Training the learners for short conversations recordings that will encourage them to make short discussions and debates between themselves about the following ideas; a promise about going to cinema, to theatre, for meeting at the college, to see a football match….etc.

10. Evaluating the listening lesson by activities and exercises such as gap filling, missing letters, choosing the right word, underlining the right sound, answering direct questions and other exercises. So the researcher taught and practiced more exercises and activities in the model course that was taught to the experimental group.
6.2. CONCLUSIONS OF THE STUDY:

From the descriptive analysis of the data, several conclusions can be obtained, and the following are the important ones:

1. The researcher found out that, the students’ in the experimental group did not perceive the pronunciation of some sounds at the end of the words such as /s/, /z/, /iz/ and /t/, /d/, /id/. Therefore, they need more practice in spoken English in this respect.

2. It was noticeable that the major problem of the Yemeni learners is the intonation and the stress patterns because they have poor background of the language and need more training and drilling.

3. One of the most acute and important difficulties was that the learners had problems about, the stressed and unstressed syllables. So the researcher trained them with some exercises that belong to this aspect.

4. Contractions such as /He’s/ /They’ve/ /I’d/ were lacking and they confused the students in Listening comprehension.
Therefore, the researcher regarded this point and practiced more exercises and activities in the model course that was taught to the experimental group.

5. Political and business texts, especially in the shape of interview of the native speakers, caused incomprehensible listening for the beginner students. The reasons are the speed of the speech, the technical use of the language by the native speakers, and the unfamiliar vocabularies and sentences of the text.

6. One fact should be taken into consideration. The discrimination of the following English sounds /p/ and /b/, /f/ and /v/ are not included in Arabic language. Therefore, the Yemeni learners of English found difficulty in perceiving the initial differences in the pronunciation of the above mentioned phonemes.

7- During the teaching period of the model course, the researcher discovered that, a large number of the students in the class-room may lack the listening comprehension, because it can not give all students a chance to practise well and participate in the listening lesson activities and
exercises. Therefore, the researcher avoided over crowding the class and fixed 30 students in each group.

8- The researcher noticed that for effective and comprehensible listening lessons all the students should participate in the activities in the class. They should play role in choosing the course units, the materials and in the syllabus designing because it reflects their needs and interests in listening skills.

9- The most important elements in learning listening skills are the language laboratory and enough time for practising which can improve the students abilities in listening. So the absence of the above mentioned elements in the College of Education Saber, caused weakness in the students’ levels and listening comprehension.

10- Eventually, the results of the post-test of the experimental group and the control group are addressed and they proved the two hypotheses of the research that say, (1)The students have to participate in choosing the course units, the materials and in the syllabus designing according to their needs.(2) Filling the gap between the previous teaching
listening methods and the recent teaching listening technology and techniques. The next hypothesis is rejected out of the three hypotheses, (3) Using developed materials will help the students to improve their abilities in listening. By this way, it can prove the effectiveness of the model course and the development of the students’ abilities for learning and comprehending foreign language by listening skills.

**RECOMMENDATIONS OF THE STUDY:**

We can recommend the following on the basis of the study:

1- The results of the pre-test of the experimental group and the control group proved the weakness of the students in listening skills because of the carelessness about listening skills in the syllabus and the nature of the programme and methods used in teaching listening. Therefore, this study recommends improving the methods, strategies and techniques that were recently published and spread for teaching this important skill.

2- This study advises teachers of Listening to give students a chance for participating in and practising the different kinds of activities and skills in the classroom such as short
conversations, short discussions and debates, language games….etc.

3- This study recommends that, the teacher should regard the students' needs, interests, desires and choices. So this can help for better learning and better achieving the course objectives

4- This research advises the listening teachers to treat this skill in the mood of listening for teaching, not listening for testing. In other words how to make it interesting subject is better than teaching it for the test purpose.

5- This study recommends the listening teachers to avoid traditional methods, strategies and techniques of teaching listening skills, and try to insert the new techniques and technologies of teaching this skill, that means, to avoid repetition and bring the modern ways in teaching the listening units.

6--This study recommends that for effective listening the teachers should keep in mind, the students’ attention and concentration, how to make them listen with a purpose for their listening, how to make them able to comprehend the listening
topic and how to make them imagine the speakers’ attitudes and the listening situations and to predict what follows.

7- This study advises the students to improve their listening abilities by using the different types of the recent aids such as television, radio, internet, computer C.D, video cassettes or at least charts, drawings and tape recorders.

8-This research recommends that teachers should use different types of the developed materials in the classroom and to refresh their methods and techniques according to the students’ needs and interest and according to the new techniques in teaching this skill.

9- This study recommends that the University should build modern classes that have to contain modern equipments, comfortable seats, and recent technology which can help in learning listening effectively.

10- This research advises the teacher to attend conferences, workshops, seminars that will help them to develop and improve their performance and solve their problems in teaching listening.
11- The study recommends that listening skills must be learnt not only in the university classes but also by self learning.

12- The research advises that during the listening lesson some conditions must be taken into consideration by the teacher such as the quietness inside and outside the class, the level of the sound, the neatness of the recordings, the speed of the speech and the level of the topic, also the passages, the vocabularies and the sentences should be familiar to them.

13- The present study arrives at some rules that should be regarded in learning and understanding the listening lesson of a foreign language such as loud reading of the listening topic by the teacher or recordings, the excitement and the attractiveness of the teacher’s speech and style, the perfect pronunciation of the language which decreases the mistakes by the students, using some factors by the teacher for simplifying the difficulties like movements, signals, gestures, translation where necessary.

14- The present study advises that the teacher should assess the listening course by objective tests depending on the following measurements, First the structure of the test have to
suit the students’ level. Second, it should cover 70% of the syllabus. Third it must be easy and comprehensible for the students. Finally it should consist of different types of skills and activities.

15-The research recommends that the English Department should establish a library at the department containing the new textbooks and cassettes in listening in order to encourage the students for self-study.

16- The present research recommends that the teaching methods have their own effect on learning and developing the listening skills, therefore, the teacher has to choose and prepare the best and the suitable teaching listening methods which can achieve the course objectives.

6.4. SUGGESTIONS FOR FURTHER STUDY:

Listening skill is one of the important skills in learning English as a foreign language and the Yemeni learners are facing many problems in learning this skill which are connected with the teaching methods and techniques, the syllabus designing and the use of the old technologies in teaching
listening. So the present study suggests the following solutions for these problems as follows:

1. Designing a program for teaching and developing listening skills in private or general courses for the university stage learners.

2. Selecting the best methods and techniques for teaching this skill, which may have effect on the student’s ability for obtaining more knowledge in listening and other skills.

3. Preparing a listening syllabus that is suitable for the students’ level and needs and which may enable them to do enough practice and role participating.

4. Constructing objective tests to measure listening skill at the university stage and realize the students’ performance in these tests.

5. Continuing study and research for the recent techniques and technologies of teaching listening skills.

6. Providing the colleges with language laboratories and training the students to listen to the correct pronunciations in the laboratories.
7. Avoiding the students crowded classes and dividing them into small groups in order to enable them to practise-well and for effective participation in the lessons.

8. Supporting the teachers with the modern plans, techniques, guidebooks and textbooks of teaching listening skills in order to fill the gap between the previous listening teaching methods and the recent listening teaching technologies and techniques. By this way this point is fulfilled and it corresponds to the third hypothesis of the present study.

9. Guiding the students continuously for practising listening outside the classroom by listening to radio, television and other media.

10. Encouraging the students for communicative courses inside and outside the classroom in order to give them a chance to speak and listen effectively.

11. Definitely, there are many topics and problems in the field of English language teaching still to be studied and researched. Further more, the present study can serve as a platform for the other closely related studies as
teaching English pronunciation, teaching English reading skills and teaching English listening in the secondary school that need to be investigated thoroughly.

6.5. Concluding word:

Chapter six is considered as the most important one. It can be described as the main core issue of the present research. In this chapter the researcher has talked about the pedagogical implications and some problems were observed during the teaching period of the model course, which needs solutions. Eventually it concluded by the conclusion of the study, the recommendations and the suggestions for further studies.