CHAPTER V

COMPENDIUM

5.1. INTRODUCTION

A detailed analysis of the research data was carried out in Chapter IV. In this chapter, the investigator presents a summary of the findings of the study. The findings are discussed in the light of the previous researches conducted in relation to the present study. The investigator has also presented a few recommendations on the basis of findings along with list of areas for the future investigation.

5.2. FINDINGS

The findings of the analyses of data obtained through the study are summarised as follows:

I (a) Analysing the Pre-test and Post test scores of Teacher Trainees on acquiring listening skills in terms of gender.

1. The listening skill acquired by the teacher trainees varied with respect to gender.

2. Female teacher trainees are comparatively high enough in acquiring the sub skills of listening (i.e.) in sound discrimination in isolation, sound discrimination in connected speech, discriminating stress pattern, identifying stress pattern, recognizing the use of stress and understanding the intonation pattern and interpreting meaning skills, when compared to male teacher trainees, with respect to the post test.

This shows that the male teacher trainees are lacking in acquiring the subskills of listening to that of female teacher trainees after the listening skills training period.
(b) Analysing the Pre-test and Post test scores of teacher trainees on acquiring listening skills in terms of medium of instruction.

3. The results of analysis of covariance indicated that as far as medium of instruction is concerned, no difference was identified in acquiring listening skills as a whole.

4. As in the case of individual subskills in listening skills, there was a variation in terms of medium of instruction. In all the cases of subskills the teacher trainees who learnt up to higher secondary through English medium showed more variation in their listening skills when compared to those who came from Tamil medium in their higher secondary, with respect to the post test.

(c) Analysing the Pre-test and Post test scores of teacher trainees on acquiring listening skills in terms of nature of institution.

5. With reference to the analysis of covariance, the nature of institution did not affect the acquiring listening skills as a whole.

6. When the individual listening subskill was taken into consideration, it was found that the teacher trainees of private institutions acquired more listening subskill in the area of sound discrimination in connected speech and understanding the intonation pattern and interpreting meaning skill whereas in other listening subskills the acquisition of listening subskills did not vary due to the nature of institution, with respect to the post test.

(d) Analysing the Pre-test and Post test scores of teacher trainees on acquiring listening skills in terms of categories of intake.

7. With regard to the acquiring of listening subskills by teacher trainees, it varied with regard to the categories of intake.
8. The students of regular batch varied from special batch teacher trainees in certain listening subskills like discriminating stress pattern, identifying stress pattern, recognizing the use of stress and understanding the stress. In the remaining two subskills there were no much variation between regular and special batch teacher trainees, with respect to the post test.

(e) Analysing the Pre-test and Post test scores of teacher trainees on acquiring listening skills in terms of criteria of intake.

9. There was no variation in the acquisition of listening skill as a whole when the criteria of intake of teacher trainees was considered.

10. In the case of the acquiring subskills such as discriminating stress pattern, identifying stress pattern, recognizing the use of stress and understanding the intonation pattern and interpreting meaning skills, the teacher trainees who obtained more than 950 marks in the higher secondary examinations performed better when compared to the teacher trainees who secured below 950 marks. But there was no variation in the remaining subskills, with respect to the post test.

(f) Analysing the Pre-test and Post test scores of teacher trainees on acquiring listening skills in terms of year of study.

11. The acquisition of listening subskills by the teacher trainees in terms of year of study, revealed a variation between them.

12. In the specific subskills such as sound discrimination in isolation, sound discrimination in connected speech, understanding the intonation pattern and interpreting meaning skills, the teacher trainees studying in second year performed better than the first year students. There was no much variation identified between them in the remaining subskills acquisition, with respect to the post test.
II. The Teacher Attitude Scale for Listening Skill (TASL) shows that the teachers have the following attitudes towards listening skill and listening materials:

1. Listening is an important basic skill to learn a language and it functions as a base for all other language skills.

2. In learning a language the communicative skills are developed through perfect listening activities.

3. Listening involves attention to individual sounds, stress and intonation in a language to get the correct meaning.

4. Positive attitude towards the listening material is very much needed for effective listening.

5. Listening involves a lot of efforts on the listener in decoding the message.

6. Language is acquired through listening material.

7. Listening practice with learning material is important in language learning.

8. Listening materials act as a ‘guide’ to acquire a language.

9. Listening practice with ‘Role model’ material is essential.

10. Interesting, attractive and useful listening materials motivate the listener to listen carefully.

11. Well defined quality materials make listening process easier.

12. Audio materials are important for listening as they could act as a perfect ‘Role model’ for listening practice.

13. A lot of listening practice paves the way for us to discriminate the sounds of a language easily.

14. Listening proficiency is achieved through motivating the listener with attractive materials.
15. Listening is an active process and it needs a great deal of effort and concentration on the learning materials.

16. Only a good listener could become a good speaker.

17. A calm physical setting makes listening easier.

18. Listening to the language elements and essential sounds of a language is important to all to get good comprehension.

19. Listening is an important area to be assessed in learning a language.

20. Listening activities should cater directly to the communicative needs of the learners.

III The Students Attitude Scale for Listening Skill (SASL) reveals that the students have the following attitudes towards listening skill and listening materials:

1. To learn a language listening is important.

2. A lot of practice with learning material is very much needed to develop listening skill.

3. Concentration on the materials is essential for good listening.

4. The communicative skills are developed through listening activities.

5. Positive attitude towards the listening materials is very much needed for effective listening.

6. Relevant and necessary listening materials attract the audience to listen to it.

7. Interesting and useful listening materials motivate us to listen it carefully.

8. To get the correct meaning, attention to individual sounds, stress and intonation in a language is very much needed in listening.

9. Prefect 'Role model' listening materials are needed to develop good listening.

10. Well defined and quality materials make listening process easier.
11. Listening to the materials needs active cognitive processing.
12. Perfect listening is essential for the successful interpretation of a text.
13. Audio materials are important as they could act as a perfect 'Role model' for listening practice.
14. Good listening materials pave the way for good speaking skill.
15. Listening to materials in a calm physical setting makes listening easier.
16. Listening materials guide us a lot to acquire a language.
17. For good comprehension good listening materials are needed.
18. Good listening makes us to interpret the meaning or message correctly.
19. Perfect listening will help us to get the vital meaning of a passage or any listening materials.
20. Listening materials and activities should cater the communicative need of the learners.

5.3. DISCUSSION

The present study mainly focused on the efficacy of learning materials in developing listening skills of students studying in elementary teacher education programmes. The findings derived from the present study were related to the studies conducted on this context in India and abroad. The discussion on relating findings of present research with researches already undertaken in this area was reported in this section.

Review of several studies conducted in the area of essential components of listening suggested that, previous knowledge, listening material, physiological activity, attention and consciousness are essential in acquiring the listening skills (Lundsteen, S.W., 1979).
In the present study, the students belong to English medium in their higher secondary level performed better when compared to those of Tamil medium. Hence this study is in accordance with the study conducted by Lundsteen.

In the study conducted by Keeler (1988), it was also reported that task based activities are necessary in the classroom to develop a variety of listening skill.

In the present study also, the investigator followed task based activities with reference to listening skills.

Sudarsan (1992) conducted a study in which he concluded that, the listening power of the students in the audio group got increased.

A similar kind of listening material was followed in the present study also in which the listening material was provided as a package in the CD-format (Audio only).

A similar study was conducted by Penny ur (1984) in teaching of listening comprehension in the classroom. The study revealed that the recordings of the natural, spontaneous speech and selected and edited listening materials easily accessible to the students would help the subjects to develop their listening skill.

Another study of same kind was performed by Ilangovan (1997), where he studied the effectiveness of audio and video intervention in enhancing listening comprehension in English at higher secondary stage. He concluded that all the instructional strategies are effective in developing the listening skills.
5.4. RECOMMENDATIONS

The findings of the study have many implications in developing the acquisition of the subskills of listening. The following recommendations are emerged out of this finding:

1. Innovation in teaching, promotion of research, participation of teachers in innovative programmes must be made as a part and parcel of any teacher education programme.
2. Besides fulfilling the existing needs of acquiring listening subskills, the stakeholders of any teacher education programmes should go for further development of the acquisition of subskills of listening.
3. Student centered approach and need based approach should be followed in planning for curricular and co-curricular activities of teacher education programme.
4. Inter disciplinary approach must be followed in dealing with any situation in a teacher education programme.
5. Obtaining regular feedback from teachers and students would be more useful to plan for implementing any new innovative idea in teacher education.

5.5. POTENTIAL AREAS OF RESEARCH FOR THE FUTURE

Based on the experience gained through the contact of the present study, the investigator identified some of the potentials areas for conducting further research and they are listed out as below:

1. The present research was confined only to three districts of Tamilnadu, it can be extended to all districts of Tamilnadu and a similar study can be conducted in other parts of the country also.
2. The present research was chosen with elementary teacher training institutions as its target. This can be expanded towards other higher education institutions too.

3. A similar type of study can also be done with other variables such as parents' educational qualification, teachers' qualification and experience etc.,

5.6. EPILOGUE

Several research studies conducted in the field of education reveal that the listening skills has significant implication in education. Though very limited number of studies available / conducted on studying the efficacy of learning materials in developing listening skills of students at elementary teacher education level, an attempt was made in this study to see that to what extent the listening skill could be developed in the area of elementary teacher education. This study enhances the knowledge of the investigator very much and has provided important findings useful to the similar researches to be conducted in the area of higher education. The present research may help in the improvement of listening skills among the students in our country.