Chapter Three

Research Methodology

3.0. PRELIMINARIES:

As mentioned before that the purpose of this study is to teach English listening skill effectively for the Yemeni learners of English in the college of Education Saber, University of Aden. Accordingly, the students' needs in learning English listening skills represent the main topic of this work which means that the whole research is based on what the candidates need, their preference and interests. Therefore, this chapter will investigate the methodology that has been used in the field work of this study. It presents the target population, the subjects, and the data collecting techniques. Two main experiments were play a very important role in the empirical study as follows.

3.1. EXPERIMENT 1

3.1.1. The Target Population of the Study:

The target population of this study includes the first year students of English Department at the College of Education of
Aden University and the teachers of English in the same department.

3.1.2. The Subjects of the Study:

The subjects of this study are selected according to the purpose of the study, and in consultation with different expert teachers of English at the English Department. The sample of this study is conducted with a group from the first year students of English department at the College of Education, Aden University. So the most important point here is that, this group of first year students who are interested in learning English listening need new methods, techniques and enough practice of learning English listening skills.

Therefore, the sample was as follows:

1. 30 Students from the first year of English Department were considered as the experimental group.

2. 30 Students from the first year of English Department were asked to do pre-test and post-test as control group.

3. 20 Expert English teachers have participated in evaluating the student's needs by answering the questionnaire and their views were regarded respectively.
3.1.3. Data Collecting Technique:

For the achievement of the hypothesis of the study and its objectives two instruments were used as follows:

1. Questionnaires for 40 students and 20 teachers.

2. A teaching course in listening skills, i.e. Teaching course for the experimental group.

The Questionnaires:

Questionnaires are the suitable instrument in order to fulfil the purpose of the study, because of the following reasons.

1. By questionnaire the researcher can cover a large number of subjects.

2. It is an important instrument in order to enable the researcher to recognize the needs of the students of listening skills.

3. It gives a chance to the students to explain their opinions and feelings about listening freely.

4. The questionnaire is used to find out the data that cannot be obtained by another instrument.

Thus, the questionnaires:
“ask yourself whether the questionnaire is likely to be a better way of collecting information than interviews or observation, for example. If it is, then you will need to ensure you produce a well – designed questionnaire that will be acceptable to your subjects and which will give you no problems at the analysis and interpretation stage” (Bell, 1987, P.58 as quoted in the thesis of NAGAH – P.32)

Two questionnaires were prepared by the researcher—one for the students and the other for the teachers; the two questionnaires were designed in the same type and number of the questions. Questionnaire One was constructed for the teachers’ of English in the College of Education Saber and the teachers of English in the Centre of languages at Aden University. A committee of expert professors and doctors read the first draft in order to check the construction and the arrangement of the questions and make it apt. They made their valuable suggestions and adjustments or comments and they were incorporated into the instrument and knowledge in this study. The members of the committee in India and Yemen were as follows:
The questionnaire is divided into four sections

1. The questionnaire introduction

2. The profile of respondents

3. The priority of skills and the techniques of teaching listening.

4. The linguistic items, the methods, the strategies and the activities of the questionnaire

3.1.4. Validity of the Questionnaire:

Before the questionnaires were presented to the respondents they passed through many steps, for assessment. The first draft was given to expert professors and doctors in order to check the suitability of the language of the questionnaire, structure and items with the students' level and they made their valuable comments and suggestions that were
regarded by the researcher. The second draft was given to them again to check if there were any other suggestions but it was better than the first draft. Only a few adjustments were made. The committee consists of five members, three from India and two from Yemen. They checked whether the questionnaire was understood and whether the items, arrangements and construction fit the Yemeni contexts and the students' level. So all these suggestions and comments that were made by the committee helped the researcher to meet validity, clarity and relevance of the questionnaire to the aims of the research. After the modification, revision and rewriting of the questionnaire types were made according to the comments and suggestions of the committee. The researcher practised the questionnaire on samples consisting of five students in order to check the Comprehension of the respondents for the items of the questionnaire. They were asked to make a cross mark for any item that was not understood or was found difficult for them. Then the researcher regarded their opinions and changed the context of the same questions that were marked in order to make it comprehensible and easy for them.
3.1.5. Reliability:

Reliability is an important criterion of a good test. It is important for correct and exact measuring of the students’ performance of a test. Thus the researcher used test reliability measuring in order to achieve accurate results. So the questionnaire was piloted to five students as a first test, then the same adjustments were taken into consideration, after that the researcher practised the second test for the same candidates, and the answers for the first test were compared to the answers of the second one, so finally the researcher could reach the correct degree between the answers of the respondents in the test and re-test.

3.1.6. The Administering of the Questionnaires:

The questionnaires were started with a letter to the English Department explaining the researcher's target and the study purpose, also the students were assured that their answers will be confidential and only for the research purposes (see details in appendices).

When the students attended the class for answering the questionnaire, the researcher gave an introduction of the
procedure and what they were expected to do, also the questions were explained one by one in order to understand and respond correctly. At the same time the teachers were given a chance to answer the questionnaire at home because they have not enough time in the class for responding (and collecting it in the next few days) effectively. Therefore, the collecting questionnaires were totaled as follows:

1. Teachers 20
2. Students 40

3.1.7. Data Analysis:

When the respondents completed their answers to the questionnaire the researcher collected them, and made a comparison between the perception of needs by the teachers and by the students. Then the data was analyzed by using numbers and percentage made in order to rank the items of the questionnaire according to the needs of the respondents. Therefore, these items were ranked gradually from the highest degree to the lowest one and they will be indicated in the next chapter, also the researcher has taken into consideration the designing of the course and test.
3.1.8. Statistical Procedure:

By using SPSS program the collected data of the questionnaires was changed into coding sheets of numbers and figures. So the interpretation and analysis of the statistical results were done according to the sections of questionnaires and the numbers of questions. Then the syllabus for teaching English listening skills was prepared according to the students’ answers, needs and interests.

EXPERIMENT 2

3.2.1. The pre-test and post-test designing and administering

According to the elements of the model course, the researcher has prepared two tests (the pre-test and post-test). So after dividing the students into two groups- the experimental group consisting of 30 students and control group consisting of 30 students, the pre-test was focused on the two groups, in order to compare the marks of the two groups and to find out if there are any differences in the students’ levels. Of course the experimental group was given a pre-test, then a model course was taught and finalized by a post-test, but the control group
was given a pre-test and post-test only. Therefore, the performance of two groups in the two tests was contrasted to discover the students' development that occurred after the teaching period.

3.2.2. The Test Validity:

For checking the context, the design and the fitness of the test, experts and colleagues were requested to validate the test. So the researcher has shown the test to experts and colleagues in order to adjust it and their valuable comments and opinions were regarded and the test was restructured again.

3.2.3. Draft of Test:

After regarding the valuable comments and the opinions that were contributed by others, the researcher made the necessary changes and prepared the final draft of the test, which consisted of 70 items, that were distributed in 5 sections and each section contains a number of questions.

3.2.4. The pre-test and post-test administering:

When the researcher finalized and validated the test, the pre-test was administered first on the experimental group, then
on the control group, after that there was teaching the model course to the experimental group which is based on the students needs in order to measure the effectiveness of the materials of the model course. Finally the researcher administered the post-test on the two groups.

3.2.5. The Syllabus Designing:

After analyzing the results of the questionnaires that showed the students' needs in listening skill, and in addition to long reading of the listening textbooks, the syllabus was designed according to their needs and it was graded gradually according to the most important terms that were needed. Therefore, the researcher prepared these units of the syllabus that fit in their needs, which were also graded gradually according to the most important terms. Therefore, the researcher prepared these units of the syllabus that fit their needs and their answers to the questionnaire. That means each unit of the syllabus belonged to each item of the questionnaire required by the respondents. In addition, all the model course units were taught to the experimental group with pre-test and post-test in order to evaluate the improvements
that were expected to occur after the teaching period of the model course. So all the units of the syllabus will be discussed in detail in the next chapters of this thesis.

3.2.6. The Model Course Designing:

The headings of the model course in listening for the Yemeni students at the College of Education were designed according to the objectives and skills specified in the syllabus. This course concentrated on the important factors reflecting the students' needs in listening and that will develop their listening skill comprehension. In other words, the factors of this course will help them to solve their problems in listening, making their difficulties easier, will increase their motivation and interests in English listening by achieving the goals of the course. Most of the references and books that were used in this course were chosen from British English in listening skills; also some of them were prepared by the researcher.

3.2.7. The Model Course Experimentation:

The researcher divides the sample of the students into two groups; each group consists of 30 students. The first one is called the experimental group and it was given a pre-test, and
then was taught the model course, followed by the post-test. The second one is called the control group, which was given the pre-test and post-test only. The aim of the researcher was to make measure and judge the performances of the two groups and to see if the model course was effective and has developed the level of the experimental group in English listening or not. Therefore, the teaching period of the English model course was spent in one semester, more than two months and four hours a week.

3.2.8. The Model Course Assessment:

In the last class of the teaching period and after the post-test was given, an open and frank discussion took place with some students in the classroom about the benefits they obtained from the course. So some students gave their opinions frankly about the course contents, the teaching techniques and the skills, the strategies and the activities that were used in the course.

3.2.9. Test Marking:

As mentioned above the two versions of the test consisted of 70 items distributed in five sections and the
researcher marked them out of hundred, therefore after analyzing the results of the two tests, those figures were translated into the recommendations and the conclusions of this study. THUS, by this process the researcher is able to draw attention to some valuable suggestions that may guide and be of some help for further studies in future in the same field.

3.3. CONCLUSION:

In the present chapter we have introduced the methodology that has been used in the fieldwork of this research. Meanwhile it covered the target population, the subjects, and the data collecting techniques, which included two experiments. Therefore, the next chapter will focus on the quantitative analysis of needs that were represent in the most essential and essential items of the questionnaire in detail.