CHAPTER X

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CHAPTER X

OBSERVATIONS, CONCLUSIONS AND SUGGESTIONS

10.01 INTRODUCTION:

In the introduction part of the thesis, the importance of listening comprehension has been discussed with a view to showing that L.C. is a very important factor in the classroom study. It is also a very important factor in communication. Most of the knowledge we give or receive is achieved by communication. For communication listening comprehension is a widely used means.

It is essential to know the listening comprehension ability of the pupils. In our schools, most widely used teaching method is the lecture method. No doubt, it is not a good method of teaching but due to its use in the practical life, educationist should not mind it and make this method more effective. In order to study the effectiveness of this method one should know the listening comprehension ability of the pupils. For this reason investigator is interested in the measurement of the listening comprehension of the pupils of grade V, VI and VII of his own city. A standardized, reliable and valid tool is required and hence the study is concentrated on the construction and standardization of listening comprehension test in Gujarati for the pupils of grade V, VI, and VII. This study has given a very useful, varied and reliable tool in the hand of primary school teachers in Ahmedabad. With the help of this tool other related studies have also been done and have proved the importance of this tool.

Listening comprehension may prove to be an eye-opener for primary educational administrators and teachers. The listening comprehension test is well standardised and could be used with precision.
During the scientific process of standardization, the following observations are made:

Out of many different behavioural components for listening comprehension in Gujarati the present test attempts to measure only five important and useful behavioural components.

1. ability to grasp the significant details
2. ability to find out central idea and caption
3. ability to give the sequence of events
4. ability to give the meaning of the words in context
5. ability to find out the relationship and draw generalization.

These five components are tested through five sub-tests in the battery of tests. The selection of the test items which is considered to be the crux of the process of standardization, was made carefully by applying statistical methods. This was done with a view to obtaining the internal consistency of the test. To add to the utility value, the test has been standardized by strictly following the principles of the test construction and standardization. The reliability of the test has been established by various methods with an objective to overcome the limitations of any one method. Methods are given in the chapter on reliability.

The validity has also been established by following general principles of test validation. The concurrent and construct validity have been computed. The processes and values are given in the chapter on Validity.

NORMS:

The separate norms for boys and girls of each std. V, VI and
VII are given. The separate percentile ranks and standard score norms for each standard for boys and girls are also given. This has increased the utility of the test.

10.02 [A] INTELLIGENCE AND LISTENING COMPREHENSION

The various conclusions that are drawn as a result of this research are given below:

Listening and intelligence have so much in common that one would expect high co-rrelation between listening comprehension ability and intelligence. As it is reported by researches the correlation of listening tests with verbal group test of intelligence is high. The same fact has been revealed by the study of co-relating the scores of present listening comprehension test and I.Q. as found out by group test of intelligence. The co-relation is 0.813 which is definitely high.

[B] SEX DIFFERENCES:

There is no significant difference between the mean performance of the boys and that of the girls from municipal primary schools, though the mean score of the girls is higher than that of the boys. Similarly, the difference between the mean performance of the boys and the girls from privately managed primary schools is also not significant. The total mean score of the girls from privately managed primary schools is less by 1.01 than the total mean score of the boys. This difference on testing did not prove to be significant. Hence it could be concluded without any hesitation that there are no sex differences with regard to listening comprehension in Gujarati.

[C] PRIMARY SCHOOLS MANAGED BY MUNICIPAL CORPORATION AND PRIVATE MANAGEMENT:
There is a marked difference between the mean scores of pupils from primary schools managed by the Municipal Corporation and private managements. The mean score of pupils from primary schools managed by the private agencies is higher by 6.13 points than the mean score of pupils from primary schools managed by Municipal Corporation. These mean difference are significant at 0.01 level. This again on testing was very highly significant at 0.01 level. This proves the fact that there are differences with regard to listening comprehension among pupils from primary municipal schools and primary schools managed by private agencies. Therefore, the investigator has also given separate norms for pupils from municipal primary schools and pupils from privately managed primary schools. It is concluded that the pupils in primary schools managed by private agencies are better in L.C. than the pupils in primary schools managed by the Municipal Corporation.

[D] SOCIODEMOMIC STATUS AND LISTENING COMPREHENSION:

In order to study the relationship between L.C. and SES, a self made test (See Appendix No. 3) for SES was administered to the pupils of the sampling schools. 150 pupils from higher SES and 150 pupils from lower strata were selected at random. Their L.C. scores were also noted. The mean difference of the mean scores of both groups was tested and it was found significant at both the levels, correlation between the scores of both group was computed and it was found to be 0.38. This indicates that SES does affect the performance on listening comprehension positively.

[E] LISTENING COMPREHENSION AND THE SIZE OF THE FAMILY:

From the sampling schools, 100 pupils were selected
from big families and 100 pupils were selected from small families. Their L.C. scores were tested. The mean difference was found not significant at both the levels of confidence so it was concluded that the size of family does not affect the L.C. scores. (ability)

10.03 OBSERVATION:

While administering the test it was found that the majority of the pupils was eager to listen to the next story or the paragraph. This led one to say that the listening material was interesting. This view received support from the informal talk with the pupils after the administration of the test. The pupils, the teachers and the principals were eager to know the result. The teachers as well as the head masters expressed the view that it was a new type of test and it was interesting. Some expressed it as TOEFL like test. In certain schools even the head masters remained present throughout the administration of the test and at the end they also gave their opinion of the content of the listening material. The content, though short, was quite interesting.

Besides this, certain other observations were made during the experimental stage of this study. Except the first story, the other stories were interesting and the pupils liked them much. The suggestions from the teachers for improving the listening of the textbook content was very effective for improving listening; the pupils listened to what was being read by the teachers from the textbook and more pupils could take part in the discussion of the lesson. The pupils also liked this approach. The students were eager to take the listening material and the exercises based upon it. Thus, the listening improvement programme could be considered as effective.

10.04 USES OF THE TEST:

The test can be used by researchers for studying the factors
affecting listening comprehension of the primary school pupils. Besides this, it could also be used for locating the good, average and poor listeners in the classes. Thus it has a diagnostic value too. The test helps the teachers and the head masters to compare the listening ability of their pupils with that of the norms and with other classes of some other schools. The test can also be used to evaluate the training programme in listening organised by the schools. It could also be used to compare the effectiveness of different listening comprehension programmes prepared by different institutions.

10.05 SUGGESTIONS FOR FURTHER RESEARCH:

The investigator, during the process of research, and while reviewing certain studies, is able to suggest a few areas which could be taken up for further research.

The review of the past work done in the field of L, C. showed that considerable work has been done in foreign countries, while practically nothing has been done in this field in our country except a few attempts made here and there to study vocabulary, listening readiness, linguistic ability and constructing and standardizing listening comprehension tests in small scales. The number of such studies is less than the number of studies carried out in other countries. Comparison of the work done in this field in our country with that in foreign countries shows that there is enough scope for research work in this field in our country. The field is unexploited. If listening is an acute problem in foreign countries, it must be so with our country too. Listening is necessary for success in schools, in colleges and in almost all the walks of life. Now it is high time for teachers and research workers in the field of education to switch over gradually to research work in the field of listening.

The present test is constructed and standardized for the primary schools of Ahmedabad city; therefore, it could be used to
establish the norms of different parts of Gujarat. The norms can be compared. Investigation into the L.C. of culturally deprived pupils could also be taken up. By using the same test, norms for primary schools in different parts of Gujarat could also be established.

Correlation study of the rate of presentation of the listening material and comprehension could also be undertaken.

Over and above these studies, the following investigations and experiments, if carried out, will be of immense importance to teachers, educationists and parents at large.

[1] Investigation into the physical and psychological factors promoting L.C.

[2] Investigation into the relationship of need achievement and L.C.


[5] Investigation into factors promoting listening comprehension.


Thus, the field is vast and there is enough scope of research, many important segments are still awaiting for exploration, which, if taken up would enrich our knowledge of the listening process and the way as to how listening skills could be taught. It is hoped the present study will be of some use in the academic field of teaching listening and particularly for planning listening improvement programme.