CHAPTER-3

MIXED METHOD OF IMPARTING LISTENING

3.1 OVERVIEW

In the present study, the mixed method of listening module was designed to identify the impediments faced by the second language listeners for their potential comprehension. The course module was designed in line with the frame of the Theory of the Affective Filter Hypothesis. The course was designed for six weeks. The goal of the course was to enhance the perception skill of the listener through filtering the affective factors which in turn improve the listening comprehension. A group of listeners in this study were asked to undergo a mixed method of listening training to enhance their listening skill. The listeners were given six weeks of training with the mixed method of teaching listening module. Since the needs of the respondents were the content of the course, bottom-up skills were given more importance in designing the course. The researcher gave importance to sub skills like sound discrimination, connected speech, stress, intonation, and short forms.

The above mentioned sub skills were taken into consideration for both the experimental and control group to address the informants’ requirement. Since the aim of the study is to filter the affective factors in the listening class, the activities incorporated in the experiment group were different from the control group.
3.2 PARTICIPANTS

Participants in this study were 110 first year engineering students from the circuit and non-circuit branches who were selected according to IELTS scores. 110 students who have secured low marks in the IELTS listening section were selected for the study. Out of 110, participants 76 were boys and 34 of them were girls. All the informants were around the age group of 17 to 19. Immediately after completing their 10+2 school education they joined an engineering college affiliated to the Anna University, Chennai, Tamil Nadu, India. These freshers belong to 2011-2012 Batch. Based on the pretest scores, the informants were divided in two groups as Control group and Experimental group.

3.3 DEVELOPING MIXED METHOD OF IMPARTING LISTENING MODULE

3.3.1 The mixed method

For the mixed method of teaching listening, the researcher undertook the instructional methods encouraged by Krashen in his discussion of the affective filter hypothesis for the study. A series of activities through games, songs, and videos were designed for teaching the experimental group. Fifty five students in one classroom were allowed to learn in a motivating environment. During the class, the instructor tried hard not to make them feel nervous or anxious in learning English. The class was held thrice a week for three hours. During six weeks, the students were taught listening through particular pedagogies concerning Krashen’s affective filter hypothesis theory for 36 hours on the whole.
3.3.2 Selection of Input

The central part of teaching listening is the selection and use of input. Six important aspects for selecting as input for teaching listening must be ensured before the selection. The six important principles for selecting the input proposed by Rost (2011) were followed in selecting input for the mixed method of imparting listening. The first principle in selection of input is relevance. Relevant material, ‘the right stuff’ according to Beebe (1985) is central to all progress in language learning (cited in Rost, 2011). Since the main aim is to enhance the bottom up skill in listening, the materials used for the mixed method of teaching were ensured that the material is relevant and it satisfies the aim of the study.

Language input ought to intend for user authenticity, ‘first, by aiming to be appropriate to the current needs of the learners, and second, by reflecting real use of language in the ‘real world’ (Rost, 2011). The current need of the study is to enhance the bottom up skills in listening and it was made certain that the input selected for the module satisfies the need and reflects the real world situations. The activities in the module have a range of genres. The language used in the activities like songs, advertisements and rhymes were not difficult i.e. the arrangement of the text contributes to the ease of understanding. The activities were ensured for their simplification, which helped the listener to become more active. While delivering the input the teacher talked to the
3.3.3 Types of Tasks

3.3.3.1 Tasks concerning Affective Filter, Video

Teaching English through videos is a popular method of teaching English. Especially when students listen with a visual effect they can retain it for a long time.

Kellerman (1992) describes how a speaker’s body movement and stressed syllables are linked. These movements are helpful for the listener because stress often coincides with items that are semantically salient, in that they often provide new information. Even without being able to hear the words, an observer can visually see where the stressed syllables occur. In a stress based language like English, this kinesis behavior can aid the learner’s recognition and storage in short term memory (STM), of the aural input and help the learner to chunk it appropriately (Kellerman, 1992; Pennycook, 1985; Von Raffler Engel, 1980 cited in Kiany & Jalali, 2006).

In this study, the instructor has used the different way of video supported listening input like advertisements, visual supported songs, short videos, and documentary films to attract the listeners and enhance the listening skill.

Advertisement

Advertisements are quite appealing in nature. Nowadays, advertisements in visual media attract everyone from younger to older people. It has turned to be a medium to spread ideas with the help of pictures. The instructor used commercial advertisements as input to the enhance listening skill. Advertisements from visual media are taken into consideration. Though advertisements play for less than one minute, they give enormous resources for intensive listening. Since the study is to develop bottom-up skills, advertisements were used to develop that. Some of the commercial advertisements played during
the training were Nescafe, Indigo Love of Reading Fund, Cool Millions from the Colorado lottery, Adobe Marketing cloud, etc. Some funny commercials were also used to make the activities enjoyable.

**Movie trailer**

Listening is not simply receiving the aural input; it involves attention and active participation. The monotonous method of playing audio and doing the same activity will frustrate the learners, which in turn stands as a hurdle to learning listening. In this study, movie trailers were also used as an input for teaching listening. The instructor played varieties of movie trailers like Ice Age, Mission Impossible, etc. with varieties of tasks to create an enjoyable learning situation. Full length movies provide contextual situations to answer comprehensive questions. Since, the study focuses on bottom-up skills, these movie trailers were used. Learning with movie trailer gave pleasurable and enjoyable moments to the students.

**Short Videos and Documentary Films**

Short videos and documentary films are great sources for imparting listening. There are many short videos available in the Internet which focuses on a single theme. “Live curious” is one of the short videos used in the training programme. Another important source which can be used as input was a documentary film. These documentary films play about 15 minutes to one hour. Documentary films document some aspects of reality, primarily for the purpose of instruction or maintaining a historical record. As documentary speaks reality, it may create interest for learners to know the reality behind the events. So, the doc. film was used as an instructional input to create an interesting atmosphere for learning. Hiroshima (http://www.youtube.com/watch?v=gwkyPvlWPM0) was one of the documentaries which were used by the instructor as an instructional input.
3.3.3.2 Tasks concerning Affective Filter, Song

Learning listening through songs provides enthusiastic atmosphere to the learners. Studies have proved the significance of English teaching through music and songs (Beasley & Chuang, 2006; Silliman, 2002). For this study, students were given songs to listen and some songs to practice for learning listening. Table 3.1 shows the input source used in the module.

Rhymes

In the beginning stage of the training, students were exposed to rhymes with music. Students were encouraged to work in groups to rephrase the words and make new rhymes on their own for the original music. Since, students were made to do work in groups they enjoyed the class and felt relaxed. Throughout the six weeks of training seven rhymes like Row Row Row your boat, Twinkle Twinkle little star, etc. were used as the source for the training in the class.

Songs with Audio

Songs with audio helped the learners to learn sound discrimination and stress. For the study three songs with different genres were used as the instructional input. During the first listening, the students were not given the complete tape script. In the second listening they were given complete lyrics and were made to arrange the jumbled verses.
Songs with video support

As a resource to teach listening, songs supported with video were also used in the study. Visual support created a sense of attraction to the learners. Songs like ‘If I were a rich man…’ from the movie Fiddle on the Roof was one of the songs that has made the class high spirited. Totally three songs were used for the training.

Table 3.1 Content map for Listening tasks in Mixed Method

<table>
<thead>
<tr>
<th>Week</th>
<th>Input Source</th>
<th>Skill Practised</th>
<th>No. of Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rhymes</td>
<td>Pronunciation</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Advertisement</td>
<td>Contractions</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Audio song</td>
<td>Sound discrimination, and connected speech</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Movie trailer</td>
<td>Sound discrimination, contractions, and stress</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Video song</td>
<td>Intonation</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Short film &amp;Documentary</td>
<td>Stress</td>
<td>4</td>
</tr>
</tbody>
</table>

3.3.4 The New Lesson plan

The overall format of ‘pre-listening and post listening’ has formed the basis for many accounts of listening methodology (Underwood 1989; Wilson, 2008 cited in Field 2008). To find out the aim of listening and to know the
background information of the task are the two things that take place in pre listening stage. Underwood (1989: 45) explains the purpose of the while-listening stage as the stage to help learners develop the skill of eliciting messages from spoken language. In the while-listening stage activities are designed based on the content of the topic. The third stage is the post listening stage where all activities are carried out after listening is completed. In this stage the listeners do the activities to enhance the knowledge about the topic of discussion. For the present study in the mixed method teaching the same methodology was sued with little modifications in the activities. Since the problems identified were in the perception stage for low level second language listeners in the engineering college, the activities designed were based on the bottom up skill with Affective filter. The mixed method of teaching listening was based on the above specifications. The following lesson plan format was used for the experimental group to impart listening.

**Pre listening stage**

**Step 1:** Introducing the topic with the objective, explain everything important for listening.

**Step 2:** Introducing the questions that were set for the task (to prepare the students for what to listen?)

**While listening stage**

**Step 3:** First listening without a target activity.

**Step 4:** Students listen with a task and try to answer the question (individually or in pairs or in groups).

**Post listening stage**

**Step 5:** Students discuss among themselves to compare their answers.
Step 6: Discussion of the answer with the teacher.

Step 7: Replaying the audio until the students come to identify the script.

Step 8: More questions and more exercises (in the form of a game) with sufficient time for practicing the objective of the topic with the whole text.

Therefore, these steps were used as a model lesson plan for all the units of the mixed method of imparting listening for low level second language listeners.

3.3.5 Model lesson plan from mixed method module

3.3.5.1 Sample 1 – Video

Advertisement

To make the listeners relax and feel free in the listening class advertisements from visual media were used for listening activities.

a. Pre listening activities

1. The teacher explains to the students that they are going to watch an advertisement.

2. “Guess what the ad is about?”

   Figure 3.1 Picture of a mug used in pre listening activity.

3. The video clip is played once without audio.
b. While listening activities

Task evaluation 1

Distribute the exercise sheet to the listeners. (to prepare the listeners to pay attention they need to do the task)

Exercise One: Advertisement 1 - Nescafe

Now listen to the advertisement and fill in the blanks.

Papa rapa pa..ra.ra…
I just need, heat to get started.. n ______ be on my way.. NesCafe…
I'm _______ make it happen, yeah, this will be my day..
the taste that gets you _______ out; taste that gets you going now
NesCafe
I start out ______, every morning, I'm going to find my world;
I know I can _______ ____ out; coz the _______ on me all day
taste that gets you _______ out; taste that gets you going now
NesCafe
I'm gonna make it happen, yeah, yeah, this will be _______

Papa rapa pa..ra.ra…
taste that gets you started out

Exercise One: Script

Papa rapa pa..ra.ra…
I just need, heat to get started.. n I'll be on my way.. NesCafe…
I'm gonna make it happen, yeah, this will be my day.. the taste that gets you
started out; taste that gets you going now
NesCafe
I start out **right**, every morning, I'm going to find my world; I know I can **work it** out; coz the **sun shines** on me all day
taste that gets you **started** out; taste that gets you going now NesCafe
I'm gonna make it happen, yeah, yeah, this will be **my day**

Papa rapa pa..ra.ra…
taste that gets you started out

**Task evaluation 2**

After the first play, discuss the answer with the students. The teacher finds the difficulty of the learners at this stage.

c. **Post listening activities**

1. Listen and practice the advertisement again with the complete script. (If necessary you can play several times until the students get each word)

2. The teacher explains the short forms with some examples. The words like ‘wanna and gonna’ in the advertisement represent the words ‘want to and going to’. In spoken form Americans tend to reduce sounds while speaking. Sometimes a sound may be completely dropped in words with more than two syllables. Function words like articles, prepositions, pronouns, conjunctions, and auxiliary verbs are often reduced.

Listen to the audio and find the difference.

Are you -------> aarya
Did you --------> didja
Do you --------> doja
Don't you -----> doncha
Can you --------> kinya
Could you -----> kudja
Would you ----> wudja
Will you --------> wilja
Do you want to ----> doyawanna
Are you going to ----> aryagonna
Do you have to -----> dijahafta

Similarly, in lines ‘…n I’ll be on… and I’m gonna…’, I’ll and I’m are contractions of ‘I am’ and ‘I will’.

3. **Exercise Two: Bingo**

**Watch all the advertisements given below once to enjoy.**

Now, watch the following advertisements again and match the words as you listen in the ticket to win the game. The game follows the same rules in the real game. The winner is determined when one or several of the listeners complete the winning bingo pattern. The pattern here is a line (vertical or horizontal), diagonal and a full house.

**Figure 3.2 Sample of a bingo ticket played in the class.**
Advertisement 2 - Indigo Love of Reading Fund by Max

So… a noun is a person, place or thing. A verb is an action word.

Max…something to show to the class….
Come on…
(Murmur in the class)
SShhhh….

Thank you…

The teacher reads: "How tired I am of this… unbearable distance between us. How I long for the toll of the recess bell. Have you forgotten me? Grown mindless of me? Tell me I am not writing into an abyss. Or that is what will become of my heart."

(Help provide books to schools and their need. Support indigo love of reading fund).

Advertisement 3 – 409 Bathroom cleaner

Greatest shaving product ever made, for after shower shavers like me. New formula 409 bathroom cleaner, gets bathroom surfaces so clean even steam won't stick.

The mirror proves it.
Try cleaning half your mirror in the usual way, half with new 409 bathrooms cleaner.
See the other side steam up.
The 409 side is so clean steam won't stick.
Get 409 bathrooms cleaner, the better bathroom cleaner.
It has revolutionized shaving.
Man 1: Peter come, take a look at this.

Man 2: Mr. Danus…

Man 1: Mr. Danus…come on look at this..

M.D : what’s this?

Man 2: The numbers they keep getting bigger and bigger.

   Clicks are off the charge.

Man 1: yeah….

M.D : (dialing phone) Kioski…Truvolt. We are back.

Kioski: Yes sir… (Let’s go… Let’s go).

   (I need more trucking) more… more… trucking.

   Need more… shipping…more… shipping.

   I need more trees. (In a phone)

Other end: More trees…? I’ll get you more trees.

(The rate of wood pulp increases shows increase in sensex point)

Hey stay tuned with wood pulp.

Oh…everything is over wood pulp right now.

(Music…………..) Yeah.

(In the house)
The Lady: He really loves that thing.

**Advertisement 5 – Cool Millions from the Colorado lottery**

Ok…I’m back.

My love I knew you will return for me. Did you bring the scratch ticket?

Yes…

Wonderful…now my darling brings us together.

Wait.

What…?

Put me on first.

What?

You heard me I want to be around the winner.

Cool Millions from the Colorado lottery with three chances to win an instant million dollar. Your wish might start coming to life.

**3.3.5.2 Sample – 2 Audio**

**Song**

**Pre listening activity**

1. Listen to the song with the script and practise.

   🔊 You say here is, I say here’s

   You say there will, I say there’ll
You say there is, I say there’s
You say that is, I sat that’s
You say that will, I say that’ll
You say how is, I say how’s
You say what will, I say what’ll
Yeah, what happen if I change
‘I’ and ‘you’ around?
Here we go…
One two three…
I say here is, you say here’s
I say there will, you say there’ll
I say there is, you say there’s
I say that is, you sat that’s
I say that will, you say that’ll
I say how is, you say how’s
I say what will, you say what’ll
And together baby,
We just say the
Contraction blues.
2. Do you all like song?

3. What kind of songs you like?

4. Don’t give up…

   No reason to be ashamed…

   We’re proud of who you are…

   Read the above lines and guess the theme of the song.

**While listening activities**

Exercise – 1

Choose the right word from alternative

- In this proud **land/sand** we grew up strong
- We were wanted all **along/long**
- I was **taught/thought** to fight, taught to win
- I never **thought/taught** I could fail

   No fight left or so it seems
   I am a man whose **dreams/creams** have all deserted
   I've changed my face, I've changed my name
   but no one wants you when you **lose/close**

   Don't give up
   'cause you have friends
   Don't give up
   You're not **beaten/bitten** yet
   Don't give up
I know you can make it good

Though I saw/say it all around
Never thought that I could be affected
Thought that we'd be the last to go
It is so strange/range the way things turn

Drove the night/light toward my home
The place that I was born, on the lakeside
As daylight broke/coke, I saw the earth
The trees had burned/turned down to the ground
  Don't give up
  You still/till have us
  Don't give up
  We don't need much/munch of anything
  Don't give up
  'cause somewhere there's a place
  Where we belong

  Rest your head
  You worry/bury too much
  It's going to be alright
  When times get rough
  You can fall/fast back on us
  Don't give up
  Please don't give up

  Got to walk/talk out of here
  I can't take anymore
Going to stand/band on that bridge
    Keep my eyes down below
    Whatever may come
    And whatever may go
    That river's flowing
    That river's flowing

    Moved on to another town
    Tried hard/harsh to settle down
    For every job, so many men
    So many men/man no-one needs

    Don't give up
    'cause you have friends
    Don't give up
    You're not the only one
    Don't give up
    No reason/season to be ashamed
    Don't give up
    You still have us
    Don't give up now
    We're proud/crowd of who you are
    Don't give up
    You know it's never/clever been easy
    Don't give up
    'cause I believe there's a place
    There's a place/palace where we belong
Post listening activities

Exercise – 2

Identify the contractions used in the song.

Using the contractions from the song and compose song like ‘contraction blues’ and sing.

Exercise – 3

Here the class was divided into groups and the students were asked to mark stress for the verses. Each group was provided with at least a single verse. A big circle was drawn above the stressed word and a small circle above the unstressed word.

3.4 RESEARCH INSTRUMENT

In this study, three types of instruments were designed. In order to assess the participants’ listening ability before and after the mixed method of teaching listening module, two listening tests were designed for the pre test and post test. Next, an attitude Questionnaire was designed to find the attitude of the informants towards the module they went through.

The questionnaire was administered for both the experimental and conventional group. Finally, a third instrument was designed for the Experimental group to measure the informants’ attitude on different activities they went through in the mixed method of listening.

3.4.1 Pre test and Post test

A listening test in English was designed to measure the overall listening ability of the informants and also their strengths and weakness in terms of the
four target listening skills like intensive listening, selective listening, responsive listening and extensive listening.

In order to assess the performance of the subjects in the listening skill these types of performance assessment were taken into consideration in the pre test and post test. The test comprises of four sections with thirty eight items. Among them 25 items were multiple choice, 10 items were gap filling and 3 items were match. Number of items according to the skills is tabulated below.

To make certain the comparability of the two versions used in the pretest and post test, items in the post test were identical with those of the pretest but with a different context. The pre test was designed to assess the participants’ current listening ability concerning the four target skills and the post test was designed to test the listening ability of the control group and the experimental group after six weeks’ time. Since the items in the pre test and the post test were objective type, scoring of the items is simple. Each test item carries one mark. So the total score will be 38. Table 3.2 shows the distribution of types of the tasks and items in the pre test and the post test.
Table 3.2 Distribution types of tasks and items in pre test and post test

<table>
<thead>
<tr>
<th>Test</th>
<th>Types of test item</th>
<th>Intensive Listening</th>
<th>Selective Listening</th>
<th>Responsive Listening</th>
<th>Extensive Listening</th>
<th>Total Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>Multiple choice</td>
<td>10</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Match</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gap filling</td>
<td>-</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Post test</td>
<td>Multiple choice</td>
<td>10</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Match</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gap filling</td>
<td>-</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

Test validity

In order to check the content of the question, the level of the test and the organization before administering the test, the pre test and post test were checked for their validity. Corrections and comments contributed while validating were regarded in the second draft. Out of forty three test items thirty eight items were retained in both the pretest and post test after the experts’ suggestion, both the tests were restructured.
Test Reliability

The acceptance of the test by the students, whether its level is suitable for the students and its comprehensibility is appropriate for them and not difficult for them was checked. So before administering the pre test and post test to the control group and experiment group it was administered to a set of 20 students other than the students of the two groups. Test Re-test method was used to find the reliability of both the tests individually. The mean score difference for the retest in the pretest was 0.019 and for the post test it was 0.021. This result shows that it was successful in acceptance and comprehension of the candidate to test.

3.4.2 Attitude Questionnaire for both the groups

An attitude questionnaire was designed by the researcher for both the groups to find the attitude of the informants in the pre test and post test. The questionnaire consists of two sections.

Table 3.3 An excerpt of the attitude Questionnaire.

<table>
<thead>
<tr>
<th>The First section</th>
<th>The second section</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Name:__________</td>
<td>● I enjoy doing English listening activities.</td>
</tr>
<tr>
<td>● Age: __________</td>
<td>● I am satisfied with the way listening materials are presented in the class.</td>
</tr>
<tr>
<td>● Date :__________</td>
<td>● I believe listening is the easiest skill to master language learning.</td>
</tr>
<tr>
<td>● Branch:__________</td>
<td>● I like to do listening tasks voluntarily.</td>
</tr>
</tbody>
</table>
The first section taps the informants’ background information such as age, sex, medium of instruction in school, mother tongue, etc. The second part of the questionnaire consists of 11 items. This section measures the informants’ attitude towards the listening class (Appendix 5). It is just like the five point Likert Type scale and each statement was labeled as 5= Always, 4= Often, 3= Sometimes, 2= Rarely and 1= Never. The questionnaire was subjected to content validation by three experts in English language. Table 3.3 presents a sample of the attitude questionnaire.

3.4.3 Questionnaire to rate the Activities

This questionnaire consists of six questions to find the opinion about the types of tasks in the mixed method of teaching listening from the experimental group. To observe the informants’ attitude towards each listening task in the mixed method of imparting listening, this questionnaire was made (Appendix 6). It is just like the five point Likert Type scale and each statement was labeled as 5= Always, 4= Often, 3= Sometimes, 2= Rarely and 1= Never. Based on the score of this questionnaire the most enjoyed task of the students is to be identified.

3.5. PROCEDURES

The experimental procedures were carried out from October 2011 to November 2012. After diagnosing the problems of the low-level listeners, a pre test was conducted for 110 low-level second language listeners. Also they were given an attitude questionnaire to measure the attitude of the informants towards teaching listening in the regular class in the college immediately after the pre test. Based on the pre test score the informants were divided into the experimental group and the control group.
Table 3.4 shows that there is no significant difference between the pre test scores of the experimental group and the control group. And it is a proof that both the groups are equally grouped.

**Table 3.4 The mean difference between pre tests scores of Experimental group and Control group.**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental group</strong></td>
<td>55</td>
<td>13.52</td>
<td>3.54</td>
<td>-0.1893</td>
</tr>
<tr>
<td><strong>Control group</strong></td>
<td>55</td>
<td>13.65</td>
<td>3.51</td>
<td></td>
</tr>
</tbody>
</table>

Note: p< 0.05 level.

As shown in Table 3.4, according to the student’s t test value (-0.1893) there is no significant difference in the pre tests of the experimental group and the control group. This result shows that the informants in both the experimental group and the control group are at the same level.

After group division the mixed method of imparting listening training was started for the experimental group. The class was conducted for two hours per day and three classes in a week. Totally around six weeks, the mixed method of teaching listening lasted for 36 hours. In the experimental group the bottom up listening skills were given importance with the mixed method of teaching listening. Meanwhile, the control group also concentrates on bottom up skills but with the conventional method of learning listening.

For experimental group, in the mixed method of teaching listening the activities were designed through the researcher’s concern of the affective filter
hypothesis. As a first step, students were not informed about the affective filter theory instead they were informed that they would be led towards a more claiming and self assured state of mind towards the process of learning listening.

In the second step students were tested in order to have their learning results compared before and after the training. Thirdly, students were taught through film trailers, advertisements, documentary films and songs under two headings as video supported learning and audio supported leaning. Finally, their perceptions of being trained with the new pedagogies were collected and analyzed.

3.6 DATA ANALYZING METHOD

There are three main research directions in this study. First, the researcher investigated to what extent the mixed method of teaching listening was useful or helpful to the informants in their development of listening skill. Second, the researcher attempted to explore the learners’ attitude towards the mixed method of teaching listening, with the learners’ scores on the attitude scale. Thirdly, the questionnaire to rate the activities in the mixed method of teaching listening was administered to the experimental group informants to know the activity that they like most. These attempts were made to examine the usefulness of the proposed formula and grade the listening activities according to the informants’ choice.

Five research questions were framed in Table 3.5, to be answered through the analysis. To answer the first question, the pre test and the post test scores of the experimental group were compared. To find the development of intensive, selective, responsive, and extensive listening after the mixed method of teaching listening, the pre test and the post test were compared for each skill.

To prove that the improvement was due to the intervention programme and not solely to natural maturation a comparison between the post test scores of
the experimental group and the control group was made. And to answer the fourth question, the scores were collected and explained descriptively. Also correlation between the pre score and post score of the questionnaire was compared. Finally, the fifth question was answered by the mean score comparison and multiple analysis regression.

Table 3.5 Summary of data analysis methods of each research question

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Would there be a significant difference in the pre test and the post test scores, suggesting the intervention programme benefitted the students?</td>
<td>Pre test and post test comparison of experimental group.</td>
</tr>
<tr>
<td>2. Would such method benefit students in improving Intensive, selective Responsive and extensive listening?</td>
<td>Pre test and post test scores of the sub skills were compared and ANOVA</td>
</tr>
<tr>
<td>3. Would there be a significant difference in the pre test and post test results of the experimental and control group, suggesting that the improvement is due to the intervention programme and not solely to natural maturation?</td>
<td>Post test scores of experimental group and control group were compared. Pretest scores and post test scores of control group were compared.</td>
</tr>
</tbody>
</table>

Table continues...
### Research Questions

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Would such method gain positive attitude of the learners, suggesting that they have more willingness to attend classes when being taught through the mixed method?</td>
<td>Descriptive statistics and coefficient of correlation</td>
</tr>
<tr>
<td>5. What kind of listening activity were the learners interested in the mixed method of imparting listening?</td>
<td>Descriptive Statistics, ANOVA and Multiple Regression analysis</td>
</tr>
</tbody>
</table>

### 3.7 CONCLUSION

This chapter embarks on the silhouette of the mixed method of imparting listening which was taught to the experimental group for six weeks. This chapter gives the outline of the lesson plans used in the training and two samples of lesson plan from the mixed method of teaching listening. Also, it gives the description of the questionnaires, the pre test and the post test which were administered during the study. It also elucidates the method of the test administration to the informants. Moreover, the consecutive chapter ascertains the hypotheses framed for this research through the elucidation of the statistical analysis of the pre test and post test of both the experimental group and control group.