

## CHAPTER 5

### SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

This chapter provides a summary of the study, pedagogical implications for classroom practice and recommendations for further research.

#### 5.1 Summary of the Study

This study was conducted aiming at investigating four research questions (1) whether the use of the pre-listening question technique and the post-listening question technique affected listening comprehension among all subjects, (2) among the good listeners, and among the poor listeners, (3) whether the use of the pre-listening question technique and the post-listening question technique had a different influence on subjects' listening ability in responding to local and global questions, and (4) what subjects' attitudes towards the pre-listening question and the post-listening question techniques were.

Through administering a set of research instruments, five main findings were reached.

1. After all of the subjects in Group A and B were treated through two different testing techniques, the pre-listening question technique and the post-listening question technique, it was found that neither technique had a different effect on their listening comprehension in all texts and in each text separately. There were no statistical differences at the 0.05 level.

2. To investigate the listening comprehension levels among the good listeners, and among the poor listeners, it was found that both the pre-listening question technique and the post-listening question technique did not have significant effects on their comprehension in all texts and in each text at the 0.05 level.

3. The use of the pre-listening question technique and the post-listening question technique affected subjects' listening ability differently when the subjects

responded to local questions and global questions. That is, the subjects in Group A who were given the pre-listening question technique, performed significantly better in responding to local questions than those in Group B who were given the post-listening question technique. The subjects in Group B, on the other hand, gained significantly higher scores on global questions than those in Group A. It can be assumed that the use of the pre-listening question technique enhanced the subjects' ability to respond to local questions. At the same time, the use of the post-listening question technique seemed to be effective in helping subjects answer global questions.

4. In investigating their attitudes, the subjects in Group A were satisfied with the use of the pre-listening question technique and generally had positive attitudes towards this technique. The pre-listening question technique was felt to greatly enhance subjects' listening comprehension, activate subjects' prior knowledge, and help subjects to use a selective strategy. They agreed that using the pre-listening question technique enabled them to understand the listening text better, to finish doing the tests quickly, to activate their prior knowledge about the story, to actively search for answers while listening, to guess what the story is before listening, to get useful ideas from the questions, to choose to listen to only the most important information for doing the test, to know what they have to concentrate on, to feel interested in listening to the listening text, to learn something from vocabulary presented in questions, and to have time to prepare before listening.

However, the subjects in Group B showed neutral attitudes towards the use of the post-listening question technique. Most subjects agreed that, by using the post-listening question technique, they were likely to concentrate on the whole text, to pay attention to the listening text, to make predictions about the test questions and answers, to feel interested in listening to the listening text, and to understand the overall meaning of the story. Some subjects were unsure whether the post-listening question technique helped them to finish the tests quickly, to catch important details, to write a lot of detailed information, to get all the points, and to do the listening test. Accordingly, the subjects regarded using the pre-listening question technique in positive attitudes whereas the post-listening question technique was seen as neutral attitudes.

## 5.2 Pedagogical Implications

The findings from this research study offer some implications that may be helpful for EFL/ESL teachers in their listening classes.

1. Since it was found that using the pre-listening question technique and the post-listening question technique has an equivalent effect on subjects' listening comprehension, it is advisable that English teachers alternatively use both methods because of their similar effectiveness. Hence, when teaching listening skill, ESL/EFL teachers may use either approach in listening class. However, the results of this study prove that the pre-listening question technique is the more suitable method in helping subjects to answer local questions and the post-listening question technique is better in helping subjects to answer global questions. This may be explained by considering the way in which each technique is used in relation to the teaching of listening skills. In using the pre-listening question technique, subjects are guided to listen out for particular information and use a selective strategy. That is, they select to listen only for the answers of the given questions. In contrast, when subjects are exposed to the post-listening question technique they are stimulated to concentrate their listening on the whole text, leading to better global comprehension. Through their different advantages, the pre-listening question technique enhances subjects' ability to answer local questions and the post-listening question technique enhances subjects' ability to answer global questions. Thus, English teachers should realize the effects of each technique on subjects' responses to local questions and global questions. Teachers should be encouraged to analyze types of questions before conducting a listening activity in order to place different types of questions appropriately for students.

However, since one listening test generally consists of both local and global question types, English teachers should analyze which types of questions, local or global are mostly employed in a listening test so that they can place the listening questions in an appropriate position. In so doing, students may increase their listening ability and better respond to questions.

2. As found in this study, subjects have positive attitude towards the pre-listening question technique. This might contribute to the effectiveness of pre-listening tasks by the way that they help reduce students' anxiety and encourage them

to become more confident that they can listen effectively (Underwood, 1989). Conversely, however, placing questions before listening might hinder global comprehension. As a consequence, English teachers might consider using other pre-listening activities to help students. Koichi (2003) has suggested that there are four categories of pre-listening activities which can help students. The first are those in which teachers determine how much background knowledge about the topic students have by asking questions. The second are those in which teachers either give students an opportunity to discuss the topic (as a class, in groups or in pairs) in order to activate the students' existing schemata, or they give students short readings or present visual aids which are related to the situation, characters, and events of the topic. In this stage, some vocabulary may be presented. These activities result in the stimulation of students' interest and in making them aware of the reason for listening. The third category is where a teacher asks the students to guess or predict the actual content of the listening materials before listening to them. The fourth is where students have an opportunity to adjust the difference between their first thoughts about the content of the topic and the actual content of the listening material by discussing with the teacher before listening.

3. It is important to mention that the English teachers contribute a crucial role in helping students to develop their confidence. To increase students' confidence in listening, teachers should make students aware of the importance of not trying to completely understand the listening passage; they should encourage them to make good use of partial comprehension (Morley, 1990). In other words, teachers should encourage students to predict meaning based on their partial comprehension. It is essential that students be made believed or accept that a listening task can often be completed even when they miss some of the words and thus begin to appreciate that comprehension can occur with a less than complete understanding of all that is said.

4. The findings of this study suggest that the teachers should recognize the goals of testing students' listening comprehension whether the listening tests want to test local or global comprehension and make the students aware of the questions they will answer. Listening to the text to get a general idea involves different processes and strategies from listening to the text for specific information. Therefore, have students know that they are required to listen for gist or specific details before listening.

### 5.3 Recommendations for Further Study

Based on the results of this study, some recommendations for further study are made.

1. The fact that the findings of this study were based on the data collected using 58 third year English major students means that the findings may not be readily generalized. Hence, it would be useful to study the effects of the pre-listening question technique and the post-listening question technique on learners with different levels of education or fields of study or with larger subjects to find out whether each technique has different effects.

2. It would be interesting to investigate the effects of the pre-listening question technique and the post-listening question technique with other text types since the texts used in this study were limited to three types: an interview, a hotel reservation and two narratives. The results may be similar or different and they would help increase our understanding of the effect of text type on listening comprehension.

3. Since the level of familiarity with the text contents in this study was not examined and whether or not the subject matters were familiar to the subjects, it would be beneficial to check their text familiarity and use texts containing content familiar to the students in order to find out whether the pre-listening question technique and the post-listening question technique differently affect students' listening comprehension.

4. It is claimed by Buck (1990) that each test type is a crucial variable affecting students' ability in doing listening tests. Further research might be conducted to assess students' listening comprehension with other test types such as multiple choice questions, to find out to what extent such types questions used in the pre-listening question technique and the post-listening question technique affect students' listening comprehension since this study only used the test item type of short-answer questions in investigating the effects of the pre-listening question technique and the post-listening question technique.

5. Further studies may elicit students' attitudes towards each technique by using interview method so that the researcher could investigate directly through the students' minds how they think about the pre-listening question technique and the post-listening question technique.