

## CHAPTER FIVE

### CONCLUSIONS AND SUGGESTIONS

The concluding chapter, first of all, provides the major findings drawn from the previous data analyses as an interpretation of the research questions listed in the first chapter. The second part presents the pedagogical implications. The third section lists the limitations in this study and some suggestions for further research.

#### Findings

The major findings are summarized as follows.

First, the most difficult listening test style for junior high school students was selecting an optimal choice after listening to a dialogue or a passage. This could be that junior high school students had little time to decode the content when they were allowed to listen to the same content on the tape only one time.

Secondly, junior high school students improved their listening ability in understanding a dialogue or a passage by listening to the same content several times and through the teacher's explanation of the content. Both the experiment and control classes made progress at a significance level. Although the subjects in the control class were not asked to take notes while listening, they still made significant progress. In terms of different proficiency groups, only the high proficiency group in the experiment class did not make significant progress. Moreover, before the experiment, the students chose "the teacher's explanation" as the best way to improve their

listening comprehension. After the experiment, they also indicated “ the teacher’s explanation” as the most useful way to increase their listening comprehension.

Obviously, the teacher’s explanation of the content after a listening test plays an important role in improving students’ listening comprehension.

Thirdly, junior high school students who were asked to take notes did not perform better than those who were not. The statistical analyses from Tables 4-4 to 4-6 reveal that the comparisons between the two high proficiency groups and two low proficiency groups did not make a significant difference after the experiment. With regard to the results of the feedback questionnaire, the subjects in the experiment class indicated that one of the first three improved aspects was “to acquire a habit of writing down key words.” There are some reasons for this. First, although the researcher provided the subjects with listening to the same content several times, the subjects who were asked to take notes still found little time to organize the content and utilize the information to answer the questions. Secondly, not every learning strategy fits every learner. Thirdly, the subjects in the experiment class did not have as much time to decode messages as the control class did. The subjects in the experiment class had to concentrate on taking notes for the first two times and answer the questions for the last two times. Nevertheless, the subjects in the control class could overcome the problems of rapid speed, different accents, and short memory span through listening to the same content four times. Fourth, as note-taking is defined as writing down key words in abbreviated verbal, graphic, or numerical forms, the students should have developed their personal styles of taking notes quickly before the experiment. However, the subjects in this study did not develop their personal styles beforehand

and thus spent a lot of time in writing down the words.

Fourth, note-taking benefited low proficiency students but not high proficiency ones. However, note-taking helped high and low proficiency subjects listen without distraction. The high proficiency subjects in the experiment class made little progress. On the contrary, the low proficiency subjects made significant progress. The comparison between two high proficiency groups in Table 4-4 shows that the high proficiency group in the experiment class made little progress while the high proficiency group in the control class made significant progress. This implies that note-taking did not help high proficiency subjects. Furthermore, note-taking hindered high achievers from listening well. Nevertheless, compared with the subjects in the control class, note-taking helped high proficiency subjects in the experiment class listen without distraction, and helped them remember the content easily (seen in Tables 4-9 and 10).

Fifth, as for the results of the feedback questionnaire, the teacher's explanation plays a very important role in improving learners' listening comprehension and the different accents do not give the learner's another burden when learners are familiar with the teacher's and the speaker's accents. The subjects pointed out that the most useful way in each listening activity was the teacher's explanation of the listening content after the test. In addition, the least useful way in each listening activity was to know the different accents.

Last, note-taking helped the learners listen without distraction, acquire a habit of writing down key words and remember the content easily. Nevertheless, without the aid of note-taking, learners still could improve in catching the main idea,

comprehending the content and being able to follow the speed of the speaker. Thus, the teacher's explanation of the listening content and the number of times that listeners are allowed to listen to the same content on the tape really influence the progress the students make.

### **Pedagogical Implications**

This study questioned if note-taking would assist junior high school students in improving their listening comprehension of a dialogue or a passage. From the earlier statistical analyses and the results of the feedback questionnaire, the researcher drew some pedagogical implications.

First of all, when conducting a tape listening test, EFL teachers should provide learners with sufficient practice by letting them listen to the same content several times. By listening to the same content repeatedly, learners could grasp the main point, organize the information and answer correctly. However, in order to avoid tape hypnosis, teachers should not let their students take a listening test for over thirty minutes.

Secondly, after each listening test, teachers had better spend time explaining the content for students. This way, students can listen to the messages again and know what they missed.

Thirdly, before asking learners to take notes, teachers should instruct learners how to develop their personal styles in note-taking. Hence, a teacher who tries to implement this learning strategy has to train his/her students on note-taking skills.

Fourth, note-taking is good for low proficiency learners, not for high proficiency ones. In addition to improving low proficiency learners' listening

comprehension, note-taking could also help low proficiency learners listen without being distracted, and catch the main idea. Nevertheless, high proficiency learners who take notes do not perform better than those who do not, although note-taking helps high proficiency learners remember the content easily. Thus, a teacher could adopt note-taking to teach low proficiency learners. After they become high proficiency learners, the teacher should offer them enough practice by letting them repeatedly listen to the same content without taking notes.

Fifth, learners still could not build up a habit of predicting the coming message even when the teacher reminds them every time before a listening test. The experiment and control classes indicated that they made little improvement in building up a habit of predicting the coming message. Although some scholars claimed that predicting could improve learners' listening comprehension, students still found it difficult to predict the coming message in such a short time.

### **Limitations and Suggestions**

Despite the fact that this study is conducted through in-depth analyses, there are still some limitations and suggestions.

First of all, the number of the present study is relatively small (70 subjects), and the period of experiment is short.

Furthermore, while taking notes, learners are allowed to take notes using informal styles such as abbreviations and pictures. However, it takes time for the teacher to train learners how to form their personal graphics and originality. So, to examine if note-taking works, a researcher should remind the students to take notes in

personal styles or teach them how to take notes on their own.

In addition, learners do not know how to predict what to listen when they are not familiar with the listening content even though some scholars such as Sebranek and Meyer (1985) agreed that predicting the coming message would help learners shorten decoding time. Also, it is not enough for the teacher to tell learners to predict the coming message because learners still do not know how to do so in such a short time. Therefore, how to help learners predict the coming message while listening would be another research question for those who are interested and beyond the scope of this topic.