

## C H A P T E R IX

SUMMARY, RESULTS, POSSIBLE USES  
AND SUGGESTIONS

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This study was undertaken to standardize the listening comprehension test and to investigate the factorial structure of listening comprehension. Since 1939, interest in the assessment and training in listening have been found to be increasing. Yet little has been known about the nature of the skill or skills involved in listening comprehension.

The frame work of research problem was designed so as to find out main types of mental activities involved in listening comprehension; hypothesis concerning factors likely to be involved in listening comprehension were examined. Following factors were thought to be relevant for the investigation: Vocabulary, Attention, Memory (both meaningful as well as rote one), Auditory Resistance and Reasoning (inductive as well as deductive). The tests were constructed bearing in mind the above mentioned factors

and also on listening under different situations (LDS). Pre-pilot and piloting (on tape) was done. Piloting was done after incorporating the changes suggested after careful analysis by VIIIth standard teachers and experts. The sample for pilot was 466 students. The data collected after piloting was statistically analysed for item-analysis. The final test battery of 34 subtests, was prepared after dropping two statistically unsound tests, and incorporating necessary changes as a result of piloting. The test was then divided into two parts so as to create two forms A and B. Two forms were recorded on tape (as in piloting) and were administered with strict adherence to standardization procedures. It was approximately administered to 2000 students for each form in Gujarat. After discarding incomplete booklets total sample of 1905 for form A and 1943 for form B was subjected to statistical analysis for its reliability, validity and calculation of norms.

### Results

1. The correlation between two forms is of 0.80 and found to be significant.

2. The correlation between this test scores and scores on Desai-Bhatt Group Test of Intelligence is 0.63. The correlation between the scores on this test and scores ~~on Desai-Bhatt Group Test of Intelligence~~ on Desai-Bhatt Group Test of

Intelligence presented on tape is of 0.71. Both are found to be significant.

3. The correlation between this test scores and scores on annual examination of seventh standard of Gujarati for forms A and B are of 0.40 and 0.35 respectively. They are found to be significant.

4. The correlation between this test scores and the scores on reading comprehension test (Maniar, 90) is found to be of 0.69.

5. It seems that the socio-economic status of the child influences the performance on the listening comprehension test in favour of children with higher status. The mean difference was found to be significant at .05 level.

6. It appears that interest plays an important role in comprehension. The mean differences found for the sexes are significant at .05 level.

7. No significant difference was found between performance of sexes on the present test.

8. Significant difference was found between the performances of rural and urban students.

9. The average mean performance of the students for the form A is 82.124 and 81.86 for form B.

10. The highest mean performance of the student at the age 14 is slightly more than half of the possible scores for both the forms.

11. There is a separate listening factor.

12. Vocabulary, Memory, Auditory Resistance<sup>Attention</sup> and Reasoning<sup>be</sup> are found to be components of listening comprehension.

#### Possible Uses of the Test

Listening comprehension ability is basic to communication. Moreover, language ability is pivotal in study in every walk of life. So this test can be used as:

1. selection for admission to the high school at Grade VIII.
2. a tool for finding poor listeners (and then organizing the training for the improvement of listening skills of them).
3. a diagnostic tool for listening comprehension.

#### Suggestions

In fact, in the field of listening comprehension only a beginning is made. So investigations on any aspects of listening like - importance of listening and the necessity of it in different vocations, abilities and

disabilities in listening of students at all levels, the relation between intelligence and listening comprehension, age and listening comprehension, nature of listening, the psychology of listeners, factors for good listening comprehension, presentation of material at different rate and different modes of presentation and listening comprehension can be investigated.

Following are the suggestions which are direct outcome of the present work:

1. The present test be administered to appropriate samples of higher age groups, so as to decide the extension of this tests over a range of age.
2. The environmental factors such as socio-economic status, family background etc. influencing listening comprehension be further studied.
3. The relationship of listening comprehension and interest of the children is also an area which can be further explored.
4. The material of the present test may be critically studied for the influence of dialects of spoken language.

5. The oral medium of the presentation of the test be explored from the point of view of advantages and disadvantages against the tape-recorded presentation.
6. The test may be tried with non-school going normal children of the same age.
7. The relationship between the listening comprehension and silent reading may be explored.
8. One can measure the listening comprehension related to special programme for improving listening comprehension and study its influence on school achievement.