

The Effect of Conventional Lab Using Audi Aids on Improving Students' Listening Comprehension

Kamil Adam Ahmed¹ ، Abdelmuhmoud Idriss² ، Nada Said Ahmed Aljak³
Sudan University of Science and Technology - College Of Graduate Studies

ABSTRACT:

This paper is investigating the effect of lab using audio aid in improving students' listening comprehension, which is done in Ahfad University for women. The researcher noticed a real problem in students' listening comprehension, therefore the objective of the study to provide a practical and experimental study of listening skill problem and to show the effect of audio labs effect on learning listening skill.

The research method of the study was quasi- experimental using no probability convenience sample. The researcher chose two groups: an experimental group and control group. They both utilized from the same environment except the lab which is exclusively aided for the experimental group. The two groups from Ahfad University for women who were studying English as UPP. The experiment took 60 credit hours. The Pre-test reliability scored 0.918 and the post test was 0.95 and the result proves the hypothesis of the study lab using audio aid which showed positive effect on improving students' listening comprehension.

Key words : *Listening comprehension ، UPP ، Audio aid lab*

المستخلص:

تهدف الورقة العلمية لدراسة اثر معمل اللغة الانجليزية السمعي في تطوير مهارة الاستماع لدى طلاب جامعة الاحفاد حيث لاحظ الباحث ان هنالك مشكلة حقيقية لدى الطلاب تتمثل في ضعف مهارة الاستماع . وعليه تلخصت اهداف الورقة في الدراسة العملية والتجريبية لظاهرة وللكشف عن فعالية معمل اللغة وقد اتبع الباحث المنهج شبه التجريبي باستخدام عينة غير احتمالية والتي تسمى بالعينة الموائمة. تم اختيار مجموعتين: المجموعة الضابطة و المجموعة التجريبية. حيث خضعت المجموعتين لنفس الظروف مع تميز المجموعة (أ) عن (ب) في استخدام الوسائط السمعية طيلة التجربة التي بلغت 60 ساعة معتمدة و خضعت المجموعتان لاختبار في بداية التجربة وفي نهايتها وتم رصد الدرجات للوقوف علي درجة الثبات في الاختبار قبل التجربة .91 وبعدها 0.94 مستوى المعنوية والتي بلغت 0.01 والتي بينت مدى الاستفادة من التجربة حيث اظهرت المجموعة التجريبية تطورا كبيرا في المستوى عكس المجموعة الضابطة وعليه اثبتت صحة الفرضية ان معمل اللغة السمعي له اثر ايجابي على مهارة الاستماع .

الكلمات الافتتاحية: *الاستماع الاستيعابي ، البرنامج التحضيري الجامعي ، المعمل السمعي*

INTRODUCTION :

So far listening comprehension has been classified as passive and receptive skill, the skill that can be developed spontaneously without even instructor's help .listening is omitted practically and theoretically, as a result students suffer

from poor listening performance. students do not comprehend the speech, when they listen to a speaker in specific the natives .So listening skill considered students' problematic area Morley.J (2001:P69) draws researchers' attention

to omission of listening theoretically and practically, he “says” “much work remains to be done in both theory and practice”.

The difference between learning listening skill and acquisition learning listening skill is that in acquisition there is no actual teaching, the child does mistakes, while he or she imitates what his mother does. Their ears grow to listen as well as their body, as long they do not suffer from physical or mental disability. They know very little about grammar, but they are of a good listener. The positive output is expected in acquisition process, but it is not expected in learning, learner might master or fail what he or she learns. Terry Phillips & Anna Phillips (2011:109) state that “all children are born with a language acquisition device that works up about age of five or six above that the language acquisition is switched off and we must learn a second language rather than acquiring it”. Allan Chartie (2013:212) states “there is still much debates as to which theory is the correct one .the first Theory states that all language must be learnt by the child .the second view states that the abstracts of the sound cannot be learned, but human possess the innate language faculty or an access to what has been called universal grammar”.

In my concern many people who intend to learn language skills in specific listening, when they are above the mentioned age fail, because they acquires the skills and language features of their mother tongue first, as a result languages interference being made in pronunciation or structure.

Many people think that among the language skills, the first and the most important one is listening .Wolvin.

(2012:P1) states “The vital role of listening in communication begins with the recognition that listening is the first language skill to be acquired. The fetus listens as it develops in the mother's womb; henceforth, this listening development plays a central role in one's language acquisition”.

In brief Wolvin aims to show the importance of listening is not just to comprehend speech, but it actually leads to other skills acquisition especially in communication as it said good listeners are good speakers.

Types of listening

Listening can be classified into five categories: discriminative, comprehensive, therapeutic, critical and apperceive listening. It is a taxonomy starting with the lowest level to the highest.

The first type is discriminative listening. it is the lowest level types of listening. It doesn't need deep or critical effort, it is just for distinguishing sounds like to say when a mother recognizes her baby's cry among other children' cries to deal effectively with. This type deals with the receptive stage of listening: the process that requires interpretation of the message.Wolvin (2012:p7) says “discriminative listening involves distinguishing the auditory and visual stimulus. Discriminative listening requires concentration on, and sincerity to, the various stimuli to differentiate among them accurately” .

The second type of listening is comprehensive listening that is higher than the previous one in the hierarchy. Wolvin (2012:p8) says “it extends from discrimination of the stimulus to understanding of the message” for instance listening to lectures or report. It needs well developed vocabulary by

listener, good memory, concentration and attention. Listeners may be asked to answer or to summarize. Speaker signposts might help and draw listener's attention such as first, second, third ... ect. Mulanax & Powers (2001:p70) says "to assign the meaning intended by the speaker instead of assigning his or her own meaning"

The third type of listening is therapeutic listening that needs the above types discriminative and comprehension, but it is the deepest among them, it is usually used by psychological therapist with specific types of response to encourage listeners to go on speaking that called supportive communication climate.

Wolvin (2012:8) says "therapeutic listening requires that the listeners serve as "surrounding board" to provide a speaker with the opportunity to talk through a problem".

The forth type of listening is critical unlike the three above. It is the highest among the mentioned types above: discriminative, comprehensive and therapeutic. It is used to judge some things: accepting or refusing like a student's justification for not being present in the lecture or a judge accepts or refuses a complaint or appeal. Wolvin (2012:8) says about this type "it requires that the listener evaluate and judge what is being said"

The last type of listening is appreciative listening, it needs discriminative and comprehensive listening to appreciate what is being listened for instance, listening to music or a story, it sometimes called listening to enjoy. Wolvin (2012:p9) says "a appreciative listening is listening to enjoy or to gain sensory impression from material"

Listening comprehension means listening to understand. It is established

by constitutes listening behaviors". Ralf Nicolas (1948:p154:163) says " In order to understand the speech listeners have to engage in sequences of behaviors that generally accepted to characterized as it is. Wolvin (2012:p1) demonstrates that sequences of listening behaviors or decoding process: receiving, attending, perceiving, interpreting and responding these behaviors.

4.2 Types of listening comprehension

Penny Ur (1984:p 51,67,127,148) explains and defines the types of listening comprehension as following: Penny Ur (1984:p 51,67,127,148) explains and defines the types of listening comprehension as following:

1\listening and making no response classroom: There are certainly many real-life situations, where we do not respond; in the class room such exercises have at least one big advantage: if we do not keep stopping to hear and give feedback on our students' response then we have correspondingly more time for actual listening itself and can get through a great deal more materials.

2\ listening and making short response: Listening materials consist typically of long sequences of colloquial speech (monologue or dialogue) broken up into short bits many of which require immediate brief responses by the learners. Thus students are responding to each item of information as it comes up not, on the whole, to the gist of entire passage at once.

3\ listening and making long response: The learners listen to long units .He or she write or speak to response; He or she tries not only to understand what he hear ,but also to reproduce, answer, expand or summarize it as required.

4\ listening as basis for study or discussion: The learners are expected not

only to understand the heard material, but also to compare or collate the different parts or aspects. They analyze, interpret, evaluate it. This types of activity are carried out typically through discussion and may be summarized in essay forms.

4.3 Types of language laboratory

The language laboratory assists educators in delivering foreign language instruction, and has been through many developmental stages over the years.

[Dr. David Wilson](#) and Dr. V. Thayalan (2007) states four types of language labs as following:

Conventional Laboratory: This is the primitive form of the language laboratory. The conventional lab has a tape recorder and a few audiocassettes of the target language to teach the learners. The teacher plays the tape and the learners listen to it. As it is used in a normal classroom setup, this type of lab is widely spread although it has lots of drawbacks such as the difficulty to identify the speaker voices and characters without looking at them and listening to speakers with out

Lingua Phone Laboratory: This is again a conventional type of lab, with a little modernization. Learners are given a headset to listen to the audiocassettes being played. Here distractions are minimized and a certain amount of clarity in listening is possible.

There is also a modernized lingua phone laboratory available today, which uses an electronic device that has two functions. It works as a cassette player with all the features of a normal cassette player on the left side, and as a repeater on the right side that helps one to record one's voice and play it back for comparison.

Computer Assisted Language Laboratory (CALL) CALL uses the computer to teach language. The language course materials are already fed into the computer and are displayed according to the features available in the system. Nowadays, there are also laboratories with computers with a connection to the Internet. These are called **Web Assisted Language Laboratories (WALL)**. The development of CALL has been gradual, and this development has been categorized into three distinct phases: Behavioristic CALL, Communicative CALL and Integrative CALL (Barson & Debski, 1996). Though the development of CALL has been gradual, its acceptance has come slowly.

Purpose of listening

The purpose of listening and how people respond to divided by Yule and Brown (1983a:p57) into transactional and interactional, they meant by transactional for the purpose of social communication like listening to group of people discussing the hotness of weather and taking parts. but listening to do something in specific is interactional e.g. someone asking to do a favor. Tricia Hedge (2000:P236) criticizes dividing the purpose of listening into two categories he said "the conversation might change from one category to another for instance conversation between a customer and shopkeeper who are acquaintance".

So Tricia Hedge (2000:P236) adds another category he calls it participatory listening likes listening to conference which it depends on listening precise purpose to general content out of curiosity or for enjoyment.

In my concern there is another category should be added for the categories

above, that is non interactional or non participatory listening when there is no feedback or response, here the listeners don't take part in conversation just retaining the message for example listening to T. V. or lectures.

Listening distracters

Good listener enjoys by good concentration and not being distracted. He or she has a strong resistance against distracters that might impede his or her listening strategy, further more he does not pay attention to what being distracted and impedes listening process which includes: receiving, attending, perceiving, interpreting and responding. Marlyinsater white (2007) stated "listening is concentrating on what you hear and is one of the primary means of receiving information" in another place he states the distracters "common distraction to a listener fail into the categories educational, emotional and environmental".

Educational distracters like the weak syllabus, listening scripts, illogical grading of the book in addition to the method that the teacher follows to teach the listening lesson.

Distraction from emotional factors, when listeners affected by their attitudes towards the subject of study e.g. hating listening scripts, because listener finds it too difficult or too easy. Andrew D. Wolnin (2012:P6) claimed that "A positive attitude, along with listening knowledge, is a critical ingredient of effective listening". Positive attitude gives the learners the willingness to listen and pay more attention, here the teacher's role is needed, he is a source of advice and facilitator.

Educational environment distraction can be divided into external distraction and external. External distraction like what

you might see while listening e.g. someone strange or something like pictures on a wall or animal moving or creeping. Sound distraction occurs from the sound of people or things, like the sound of animals, baby crying or people speaking. In my concern it comes first because listening depend mainly on noise when a noise mixes with the others noises certainly distraction occurs. Modern labs nowadays reducing the distraction using head sets. Nice smell from restaurant around, unpleasant smell coming from toilet or dust bin, bad temperature and humidity all are distracters.

Internal distraction that inside a listener like tiredness, unhealthy body and mind. It's difficult to concentrate while you are suffering from tiredness or illness.

Hence the role of the teacher is to remove or minimize the distraction as possible as he can, letting learners to benefit of the tape scripts.

The hypothesis

The effect of lab using audio aid lab in improving student' listening comprehension

Objectives of the study:

- 1/ To provide a practical and experimental study of the problem of learning listening skill.
- 2/ To show the powerful of labs effect on learning listening skill.

Subject

The first group of the subject selected from Ahfad University for women in Khartoum state undergraduates, who were studying university preparatory program, which known technically as UPP to test the first hypothesis of the research that "conventional lab using audio aids has positive effect on listening comprehension". And the second hypothesis "teaching aspects of

connected speech enhances learners' listening comprehension". They have been chosen for many reasons:

1\ first year students in the university divided into small groups to study the preparatory program, they are 30 students who were the exactly number of students the researcher needed to do the experiment of the lab.

2\ The research and the chosen students are familiar to each other, because he works there as a teacher.

3\ newly students are more interested in University programs than the seniors ones, so the experiment expected to be held smoothly.

4\ The syllabus of Garenet - building skill and developing skill - is well designed and the tape performer are expert.

The sample is non probability convenience sample, which means all conditions around are suitable, available and touchable to run the experiment.

Instrument

Test is chosen to investigate the first hypothesis "conventional lab using audio aids has positive effect on listening comprehension" ,because it gives a practical result of the testees themselves and it helps to evaluate the learners pre the experiment; to know where the learners are standing on and after the experiment in order to uncover the learners' development. So, researcher prepared two tests pre test and post test for the two groups experimental -group 18-and control group – group 20- in order to test the hypothesis "conventional lab using audio aids has positive effect on students' listening comprehension". Control group is given all circumstances of the experiment, but does not been given whatever is being tested –the conventional lab using audio

aids - in the experiment. In contrast, the experimental group got all circumstance of experiment in addition to conventional lab for the experiment. The two groups are of the same numbers; they are exactly 30 students of newly girls who recently have joined the University. Experimental group described as group "A" whereas control group described "B".

Pretest and post test for the control group and experimental are quoted from other books of the same syllabus-building skill2 and developing skill 1- and head way syllabus to avoid possibility that students might come across the tape script and revise it for exam. The tests contain four questions the first one is a dialogue between two containing of five questions. The second section is bibliography about a psychologist and the third section is a part of university lecture containing five questions and the last section containing five questions too, they are about comparing between two countries. The total numbers of questions are twenty and the test mark is 40 grading from the easiest –the first question- to the toughest -the last question- the system of the test was trying to follow the method of IELTS testing system.

A is test valid "if it measures what it claims to measures" Lokesh Koul (1984:p122) said, for validity of the test six of PhD holders receive the teats and their comments and recommendation is highly considered.

Lokesh koul (1984) defines test validity "a test is valid if it measures what it claims to measure". To ensue validity six PhD holders who specialized in field of English language teaching to investigate the extent of pre test and the post test relevance and their comments

are highly appreciated and taken into consideration.

Dr Taj Alsir Bashoom Sudan university of science and technology.

Dr. Nada AlJack Sudan university of science and technology.

Dr Inas Sudan University of science and technology.

Dr. Rasha Amed Abdalla Khartoum University.

U. Abdel Jabar Moamoud Afad University .The pre test and post test contains 4 questions as following:

Question (1) is a dialogue between an interviewer and someone. It contains 5 items with 5 marks; it was taken from head way syllabus.

Question (2) is about a psychologist Jean piaget and Eric Arickson - his life and work – it contains 5 items with 5 marks taken from building skills.

Question (3) is a part of University lecture taken from developing skills (1) contains 5 items with 5 marks.

Question (4) is about comparing between two countries -borders – population - Area - Average of rain fall and Main industries is taken from building skill 2, it contains 5 items with 5 marks. The total Questions are 20. The questions are grading the easiest first and

then the toughest. The types of the questions are various; there were MCQS of four choices in order to decrease the chance of guessing. WH Questions, completion of gabs.

Test reliable when it produces similar results each time that we use it, when test takers do not acquire or learn new experience. “Reliability should receive approximately the same rank, when the test is administered on the second occasion” Freeman (1965:p66). There are many methods to prove the reliability and of the questionnaire; such as internal consistency method, the alternate test method, empirical method, testing and re-testing method, and the Spilt-half method. The researcher selected the test and re-test method to ensure reliability of his instruments; because there is a good chance in administering the two tests pretest and post test twice, because the researcher works at the same university as a part timer, where the subjects study. The correlation between the pre test and re-retest was calculated as well as post test and re-post test calculated by applying the Pearson's product Correlation using SPSS soft ware to find the relationship or correlation between the two tests:

Correlations

		posttest	reposttest
posttest	Pearson Correlation	1	.848**
	Sig. (2-tailed)		.000
	N	30	30
reposttest	Pearson Correlation	.848**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Table (1) shows post test reliability post test

$$\text{Reliability of post test } r = \frac{2 * 0.848}{1+0.484} = 0.918$$

Correlations

		pretest	repretest
pretest	Pearson Correlation	1	.915**
	Sig. (2-tailed)		.000
	N	30	30
repretest	Pearson Correlation	.915**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Table (2) shows pre-test reliability pre-test

$$\text{Reliability of pre-test } r = \frac{2*0.915}{1+0.915} = 0.95$$

Results:

The collected data, that gained by the test will be displayed, analyzed and discussed by SPSS software to investigate the suggested hypothesis

“Conventional lab using audio aids has positive effect on students’ listening comprehension.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	18.5667	30	7.88247	1.43914
	posttest	21.1167	30	6.91161	1.26188

Experimental group (table 3) shows the mean and standard deviation

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	22.4333	30	6.10784	1.11513
	posttest	22.7000	30	6.00948	1.09718

Control group (table 4) shows the mean and standard deviation

The above tables show the experimental and the control group’s performance of thirty Ahfad students after the prescribed period. They show statistically significant development at the end of the period, when the mean calculated. The experimental group achieves a development of $22.43 - 18.56 = (2.55)$,

which is much higher than the control group’s development of $22.70 - 21.11 = (.257)$. This finding is parallel to the hypothesis, which suggests that the conventional lab using audio aids has positive effect on listening comprehension comparing with traditional way of teaching listening.

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-2.55000	4.91190	.89679	-4.38413	-.71587	-2.843	29	.008

Table (5) shows the significance

The above table demonstrates the performance for the experimental group, when the two tests –pre test and post test – are compared. Significant effect is less than .05 that is (.01).The mentioned figure (.01) shows highly significance and students’ performance, when students use lab with audio aids, which has positive impact on students listening performance. This finding is parallel to the hypothesis, which suggests that the conventional lab with using audio aids has positive effect on listening comprehension comparing with traditional way of teaching listening.

The above table demonstrates the performance for the control group. It shows the Significant effect of (.754) which is higher than (.05), that shows no significance and students’ performance and development is very low, when the students taught listening without audio aid in traditional line. This finding is parallel to the hypothesis, which suggests that the conventional lab using audio aids has positive effect on listening comprehension comparing with traditional way in teaching listening.

Discussions

The hypothesis -conventional lab using audio has positive effect on students’ listening comprehension- is proved as experimental group scored much higher achievement and development than control group, because experimental group seized an opportunity to listen

intentionally to native speaker not just to hear. So far, they used to hear some media in English, but they did not intend to listen. Listening is different to hearing. According to Michael. J etal (1989) "Listening is an active process in which individual focus on selected aspect of aural input construct meaning from the passages” so, listening needs process such as receiving, attending, perceiving, interpreting and responding. The mention behaviors, strategies and listeners’ interest are needed comprehend the speech.

The second reason for experimental group development’s performance comparing with control group after the prescribed period of ten weeks experiment that experimental group used to recognize all features of connected speech from native speakers “native speaker module” such as assimilation, elision, weak form and strong, which enhances listening comprehension as it proved in this study. They trained their ears to listen to spoken language from the tape scripts, which is different from reading the scripts or listen from class mate or teacher as control group did.

Another reason of experimental group’s development that should not be missed the syllabus of building skill is well design and grading, it is running from easy to difficult and native speaker performers of the tape scripts are skill full and the scripts were chosen

carefully, more over the way scripts performed is really interesting and professional comparing with class mate or teacher performing in control group, because listening sometimes needs factors beyond the message contents, it needs speaker sympathetic and interaction with the aural text ,which can be clearly performed by native speaker rather than class mate or teacher reading Rubins (1994:P16) "listening includes active listening, which goes beyond comprehension and understanding the message content, to comprehending as act of sympathetic understanding of the speaker".also listening to tape script and understanding sentences gives the listener self confidence.

13\ Findings

- Conventional lab using audio aids has positive effect on students' listening comprehension.
- There are statistical differences between experimental group and control group.

Recommendations

1\ Comprehension of accented speech can be improved both through increasing awareness of issues related to accent, and through listening practice.

2\ Listening to native speaker module, when audio aids used link between listening in class room and real life listening.

3\ Listening to audio aids enables learners to listen to different accents, voices and moods; it's rather difficult to a single teacher to perform dialogue effectively in class room using only his or her voice,

4\ Performers of Standard English in the tape scripts are of a clear and attractive voice, they are carefully selected that

helps learners to focus on the correct sound and words pronunciation.

5\ Understanding speeches raise listeners' confidence and interest. It removes uncertainty and anxiety of listeners, so listener's attitudes, experience, and knowledge affected accordingly.

6\ Using audio aids enables teachers to adjust the sound to make every student heard. He or she can repeat and emphasize on the difficult areas.

Conclusion

This paper is investigating the effect of lab using audio aid in improving students' listening and comprehension. Which is done in Ahfad University for women? The researcher gathered his data by pre test and post test from the subject who are two groups of Ahfad University -experimental and control- after analyzing the result using SPSS software the study showed significant differences between the experimental group and control group which demonstrated clearly conventional lab using audio aids has positive effect on listening comprehension comparing with traditional way in teaching listening.

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