

## CHAPTER FIVE

### Summary, Conclusions, Recommendations, and Suggestions

This chapter summarizes the results of the study and provides the discussion in a form of conclusion. Also it makes some recommendations based on the results obtained. Finally, it offers some suggestions for further studies.

#### 5.1 Summary

This study is set out to investigate the effectiveness of discourse markers in enhancing learners' listening comprehension in EFL classes. Concerning learners' difficulties in understanding lectures, the researcher argued that, the main problem lies within the ignorance of EFL learners to the effective role of DMs in extracting meaningful information from linguistics input. Therefore, this study is conducted to find out whether there is a statistical difference between EFL learners' awareness of discourse markers and enhancing listening comprehension. Almost certainly, this study explores possible reasons for the effectiveness of discourse markers in enhancing EFL learners' listening comprehension. That was through testing learners and surveying teachers' views on the effectiveness of DMs in EFL classes. For testing that, the study attempts answering the following questions:

- a. To what extent can EFL learners enhance their listening comprehension of academic lectures if they are made aware of the effective role of spoken discourse markers?
- b. What categories of discourse markers that mostly enhance EFL learners' listening comprehension of academic lectures in the treatment programme?
- c. Would there be a significant statistical difference between the pre-test and post-test scores suggesting that the treatment programme of discourse markers can benefit EFL learners' listening comprehension of academic lectures?

For the purposes of investigating this study, the above questions have been formulated into hypothetical statements;

Firstly, EFL learners can enhance their listening comprehension in academic lectures if they are made aware of the effective role of discourse markers. This hypothesis was tested by EFL learners and teachers. In the pre-test the experimental and control groups were tested before any awareness-raising of discourse markers. Consequently, they have reflected no significant difference in terms of answering the test questions by means of understanding discourse markers. This result is in agreement with the study of Ameer, (2008) who provided evidence in enhancing listening comprehension of the lectures through understanding the role of DMs.

Secondly, the macro and micro discourse markers categories are the most affecting types that enhance EFL learners' listening comprehension of academic lectures in the treatment programme. The necessity of teaching and exposing DMs upon the experimental group in the treatment Programme has confirmed and proved this hypothesis. In addition, the validation of teachers' views to this hypothesis is considered. Moreover, this hypothesis's results correspond with those of Chaudron and Richards, (1986) who found a consistent result across the groups listening to the lectures that macro-markers, which are the "higher order markers signaling major transitions and emphasis in the lectures" were more helpful to recall than micro-markers. Although, the researcher justified that, the micro discourse markers are the soul of the discourse without these markers there is no cohesion and coherence at all.

Thirdly, there would be a significant statistical difference in the pre-and post-test scores suggesting that the treatment programme of DMs can benefit EFL learners' listening comprehension of academic lectures. This hypothesis is confirmed by the experimental group only and validated by the respondents of the questionnaire. This group initially, lacked both macro and

micro markers categories associated with deriving content information from lectures in the pre-test where the majority of the participants have shown no significant difference. Then, it appeared that, the positive effect of the intervention programme is clearly demonstrated that the experimental group has shown an improvement in the post-test. However, this improvement has revealed that, learners had become aware of the content of the lectures and made successful use of DMs in facilitating and recalling the information.

Discourse markers in EFL classes are considered a rich research area to be investigated. However, what confirmed the hypotheses of this study, the researcher uses two tools for data collection, a test for learners with sample size of (90) participants divided into two groups. And also, the researcher uses a questionnaire for teachers with a sample size of (45) respondents of English teachers at different Sudanese universities.

Based on the above argument, the test and the questionnaire design had been structured to collect data and then analyzed it by using the SPSS techniques. However, the following paragraphs point out a summary of findings provided by the researcher concerning the three hypotheses of this study.

## **5.2 Conclusions**

In the light of the results obtained, this study reached at the following findings;

1. Discourse markers play an effective role in enhancing listening comprehension of academic lectures in EFL classes.
2. EFL learners are not aware of the effective role of discourse markers in enhancing listening comprehension of the lectures.
3. Discourse markers extend the attention span of EFL learners in the lectures and enhance listening comprehension of the discourse.

4. Exposing different categories of discourse markers such as macro and micro types, impose learners' ability to cope with content information of the lectures.
5. The categories of macro discourse markers can guarantee the comprehension of the overall constructions of the lecture.
6. Discourse markers develop learners' insight of the relevant topics to the lectures subject matter.
7. Discourse markers work as interactional features in enhancing EFL learners' listening comprehension.
8. Semantics and pragmatics meanings of discourse markers help learners' comprehension of spoken discourse.
9. There is a significant statistical difference between the two tests (pre-posttests) for the post-test in the experimental group.
10. There is a significant statistical correlation between discourse markers and the enhancement of EFL learners listening comprehension.
11. Teaching discourse markers enhances EFL learners' listening comprehension of academic lectures.
12. When lecturers use discourse markers spontaneously develops EFL learners' listening comprehension of the lectures.

Finally, these findings concerned the importance of discourse markers to EFL learners in enhancing listening comprehension of different linguistics input. These findings of DMs have high levels of academic English proficiency and essential cognitive maturity to cope with the content information from lectures. Therefore, as it shown in the above findings, the three hypotheses of this study are confirmed.

### **5. 3 Recommendations**

Based on the study positive findings the researcher recommends; teachers and learners to the following recommendations:

1. EFL learners should be aware of the significant values of discourse markers as effective discourse genre in academic lecture comprehension.
2. EFL Learners should increase their knowledge of the discourse markers.
3. It is strongly advisable that academic listening comprehension in English should receive a great deal of support.
4. Lecturers should furthermore be made aware of the contribution they could make by simplifying their academic lectures through the use of discourse markers.
5. EFL learners should acknowledge to different functions of discourse markers to help them grasping any spoken discourse.
6. EFL learners should be given a practical attention to the facilitating nature and effect of discourse markers in spoken and written discourse.
7. University teachers should consider the facilitating nature and effect of discourse markers in spoken and written discourse.
8. Lecturers need to master inserting balanced usage of discourse markers that highlight the overall structure of their lectures. They could further enhance listening comprehension of the lectures.
9. Discourse markers should be implemented as a single course in teaching and learning EFL university learners at earlier stages of their learning.
10. Further research is necessary to test the present findings and to enhance learners' abilities to recognize and interpret discourse markers in academic discourse.

#### **5. 4 Suggestions for Further Studies**

In the light and nature of the findings of this study the researcher suggests the following for further studies:

1. Discourse markers as inferential genres in interpreting spoken discourse.
2. Discourse markers in building the local /global cohesion and coherence of the spoken discourse.
3. Avoiding mother tongue interference in ESL/ EFL classes; using DMs.
4. Integration different components of lectures through using discourse markers categories.
5. Investigating the reasons behind EFL students' poor performances in tests and examinations related to the understanding of the lectures' contents.

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