

CHAPTER 5

CONCLUSION AND RECOMMENDATION

This study was the quantitative research titled “Effectiveness of Computer-assisted Language Learning for Enhancing English Listening and Speaking Skills of Mathayom Suksa 4 Students at Samakkhiwitthayakhom School, Chiang Rai”. The purposes were to investigate the effectiveness of CALL in enhancing the English listening and speaking skills of the students and to find out motivation of the students through CALL. The target group was a class of twenty Mathayom Suksa 4 students at Samakkhiwitthayakhom School, Chiang Rai Province. There were 15 class periods. Each class lasted 60 minutes. The class met two times a week. The instruction instruments were the CALL material and the lesson plans based on CALL. The data was collected using the pre-test and post-test to study the effectiveness of CALL in enhancing the English listening and speaking skills of the students. Also, the questionnaire was used to study the motivation of the students using CALL. Finally, the t-test value was used to analyze the effectiveness of CALL in enhancing the English listening and speaking skills of the students and the mean with the standard deviation was used to find out the motivation of the students.

Discussion

The discussion focuses mainly on the three following topics: (1) the enhancement of English listening and speaking skills of the students through CALL, (2) how CALL enhances their English listening and speaking skills and (3) how CALL motivates the students to develop their English listening and speaking skills.

According to the t-test which was used to test the effectiveness of CALL in enhancing English listening and speaking skills of the students, it was found that the students' English listening and speaking skills were enhanced through CALL. The hypothesis was tested at the $p < 0.05$ level of significance and the result of the t-test was at 0.0098. There is a significant difference of the mean (μ) with the standard deviation (σ) of the pre-test and post-test of the students' scores. The mean score of the speaking and listening skills pre-test is 27.73 and that of post-test is 47.60. The standard deviation of the pre-test is 6.04 and that of the post-test is 5.41. That indicates a great effectiveness of CALL in enhancing English listening and speaking skills of the students.

The great effectiveness of CALL in enhancing the English listening and speaking skills of the students suggests the strength of CALL in the development of English listening and speaking skills. To begin with, the students had opportunities to practice and develop their listening and speaking skills through the speaking dialogues which allowed them to improve their communication skills through CALL. Most students liked listening to the native speaker mode and had a wide range of options for practicing speaking along with or repeating after the native speaker mode. Some students said CALL helped them recognize correct pronunciation and intonation. They added that this was the first time that they were able to listen to the listening text or dialogue as many times as needed until they could fully understand. They repeated after the native speaker mode so as to pronounce and speak with confidence. After completing the CALL sessions, the researcher asked the students what they liked the most in studying through CALL. Most students' answer was the bilingual dictionary and translation mode because the CALL dictionary helped them find out the meaning of the unknown vocabulary immediately which made the lines of the conversation comprehensible to them. In some cases where they did not really understand the whole sentences or dialogues, they used translation mode to translate

into Thai. This shows comprehensible input plays an important part in language learning (Krashen 45) as it can motivate learners to learn and attain achievement.

2. With the effectiveness of CALL as mentioned above, the discussion on how CALL enhances English listening and speaking skills of the students is as follows. First, CALL is the use of computers in the language learning process which supports students' ability to develop themselves naturally to their highest potential. In this research, the target group was low achieved students who hardly understood English and had difficulty using English for communication. Fortunately, they could enhance their English listening and speaking abilities though CALL as the students were the controller of their own learning process. They could spend more time on the content that was hard for them to understand or some vocabulary they were either not sure or know how to pronounce correctly by listening again and again or repeating after the native speaker mode several times. On the other hand, they could skip some content that they had already understood due to their learning proficiency or move to other learning sections. Each student did not have to ask their teacher or classmates to spend time waiting for him/her and neither did he/she waste his/her time waiting for other students.

CALL technology can help improve the language learners' understanding of the target language being taught (qtd. in National research council 64). In the class, the students explored and responded with English listening and speaking through CALL by themselves while the teacher was their facilitator and encourager. Nevertheless, she designed learning activities, monitored and evaluated their performance in every period. In this study it is acknowledged that different students had different speeds for developing their listening and speaking skills. Some students spent a short period of time to understand the listening text or listening conversation and were able to express their own ideas toward what they listened to. However, there were some students who simply listened to the recordings without understanding the message at all. These students could not express their ideas in English in order to share or communicate with others because they could not follow the content within a regular academic session. They had a very limited English vocabulary and did not know how to combine words in order to communicate. Even worse, they were shy to pronounce the words that they knew since they were not sure how to pronounce them

correctly and they did not want to lose face in front of their peers. After the students used CALL for promoting their English listening and speaking skills, they recognized the conversation patterns which encouraged them to speak and try to communicate in the first stage. Moreover, in each period, the teacher asked them to work in pairs to memorize every dialogue from the CALL and try to communicate within the framework of each dialogue. In other words, the teacher checked the students' responsibility on each dialogue by having them speak their lines with their partner from memory, without reading. The teacher told the students that she did not want them to copy every word of the dialogue correctly; but they needed to understand the situation of the dialogue and the lines they memorized and spoke. The teacher kept reminding over and over that she would prefer it if they could adapt and/or apply their own lines based on the given dialogue rather than their flawless memorization. As a result, asking the students to memorize each form of conversation in each dialogue was very effective as it made them recognize the appropriate words and lines used in responding in the dialogue situation. Not only did it help them recognize the linguistic competence (Spolsky 51), it also encouraged them to speak publicly in English which is the most important first stage to get over their fear and shyness which is the great barrier that blocks most foreign language learners from communication. Once the students were familiar with speaking in English, from memory or from their own creation, the process of communication developed into achievement in different levels due to individual learning motivation (Gardner 10).

CALL provides variety of learning environments to accommodate different learning styles for the students to learn English. Some students controlled their practice by taking their time for doing the exercises or tests as they could understand the content easily by using the CALL bilingual speaking dictionary. Some chose to focus on listening in order to either develop their listening comprehension ability or get familiar with native speakers' accent, pronunciation and intonation. They could hear authentic speech, sound effects, music and repeat after the native speaker mode as many times as they liked without worrying that they would disturb others or be made fun of for their poor performance. In other words, students are motivated to learn by themselves and gain courage in their communicative ability in comfortable language learning settings where they have autonomy to learn and develop

themselves. However, the researcher observed that in the earlier stage of the study there were some students who did not stay on task. The researcher had to find out the problem and found that some very poor students needed help from the teacher despite the efficiency of the computer technology and some lazy students omitted the practice part of listening and speaking and chose to work only on the test part. They pretended that they were on task but actually they played computer games or accessed the Internet. It is necessary that the teacher walk around the class to make sure that they are on task.

Also, CALL offers printed transcripts to help students learn by themselves. It helps them know their mistakes and find out how to rectify them. For example, while the students practiced speaking by listening to the native speaker mode and reading the printed transcript, they could correct their own pronunciation and sentence structure for better, more fluent and accurate speech as they discovered how to pronounce the words and how to form sentences correctly. In this stage, they compared the transcript with their existing knowledge and saw how to produce their language correctly next time. In addition, CALL provides immediate feedback; so after the students did the exercise, they could check the result within only a few seconds. Again, through immediate feedback, the students could learn by themselves effectively as feedback is an important part of learning and development; CALL makes the students recognize their mistakes and simultaneously learn how to correct them. According to Swain's comprehensible-output hypothesis (qtd.in Hinkel 471), when learners realize their linguistic problems consciously, they observe the actual linguistic knowledge and their existing knowledge and they make their output more comprehensible.

The students practiced speaking and listening from the simple and short to more difficult and longer text. The student could learn step by step along the development continuum. This helped them to listen and speak English effectively. CALL activities are in agreement with Krashen (47) who viewed the acquisition system for second language learning should be based on natural order.

After, the students practiced speaking the dialogues with CALL and their friends; they produced video clips by having conversations with other students in their group. Then, they posted them on the class's weblog. All of them made several

records before posting them on the weblog. Since they wanted to present their conversations competently, they were willing to listen and speak in English and enthusiastic to rehearse their English speaking. This is in agreement with Canale and Swain (qtd. in Spolsky 52) who pointed out the importance of linguistic and communicative competence that the students needed to know the roles of language and the purpose of the speaker.

3. With the enhancement of listening and speaking skills of the students through CALL, the discussion on how CALL motivates the students to develop their English listening and speaking skills is as follows. From the result of the questionnaire, the total mean is 3.87 which can be interpreted that the overall level of motivation of the students is “*very good*” according to the table of motivation interpretation shown on page 43. Therefore, the students had very good motivation through CALL in enhancing their English listening and speaking skills.

To discuss the result of the questionnaire in detail, the students thought that *they wish they could get a higher score in English (4.65); they were delighted when their pair could memorize and recite the dialogue(3.85); they were delighted when their group video clip got higher scores than others faster than others (3.85); they were delighted when their group video clip got higher scores than others (3.65); they liked the teacher to pay a compliment when I paid attention to CALL lesson (3.25).* These motivation items are in correspondence with Gardner’ view that instrumental motivation emphasizes a more practical aim to achieve a particular goal of learners driven by an external drive for a reward. It is gaining higher scores and winning other groups and getting a verbal reward that are their driving force pushing them towards their goal. This reflects that CALL is responsible for instrumental motivation of the students. From my observation, CALL increases instrumental motivation because the teacher usually made the compliment when the students paid attention to the CALL lessons or did the good role play video clips on the weblog. These encourage the students to have an inspiration for working hard or practicing more on listening and speaking skills since they wanted to be proud of themselves and kept up their high self-esteem.

Also, Gardner views another type of motivation relating to the purpose of achieving a certain goal of the learners driven by internal drive. In this research, it

was found that the students had integrative motivation on a good level as evidence in the students' responses that *they wanted to be able to listen and speak English more than simply wanting to get higher scores (4.50); they would like to communicate with foreigners (4.35); they were really willing to study through CALL (4.20); they were willing to listen many times until they understood the dialogue/message (3.95); and they enjoyed practicing repeating after CALL (3.55)*. In addition, from asking the students about their opinions on CALL experience, sometimes during the class, some students said they wished they preferred to develop English listening and speaking skills so that they could communicate with foreigners in real life situations. They also said CALL activities offered opportunities for them to practice from many dialogues in different situations. CALL provided the speaking native speaker model that offered them to imitate pronunciation, intonation, useful language pattern and vocabulary for each situation. Moreover, they felt free to repeat after the CALL dialogue and had fun with imitating the native speaker sound. The students also told the researcher that sometimes the pronunciation and intonation of the native speaker made them laugh. Furthermore, some students told the researcher that they had never experienced CALL before and they were very excited to learn to listen and speak through CALL. All these statements reflect how CALL played an important role in increasing integrative motivation leading the students to develop their own listening and speaking skills.

In addition, it is observed that the students responded in supporting the use of CALL as follows: *I was really willing to study through CALL (4.20 or 84%). I was willing to listening many times until I understood the dialogue or message (3.95 or 79 %). I thought CALL visual and audio activities were interesting (3.80 or 76%). I was delighted when my group video clips got higher scores than others' (3.65 or 73%). I enjoyed practicing and repeating after CALL activities (3.55 or 71 %). I liked the teacher to make compliment when I paid attention to CALL lessons (3.25 or 65%).* The high percentages of the responses reflect the direct influences of CALL on their learning motivation which enhances the listening and speaking skills of the students effectively. However, the indirect influences of CALL on the students' motivation are reflected in the following responses: *I wanted to be able to listen and speak English more than got more scores (4.50 or 90%). I would like to communicate with*

foreigners (4.35 or 87%). *I was interested in English native speakers' culture* (3.35 or 67%). These are intrinsic motivations driven after the students participated in CALL learning activities which assured them that they were able to listen and speak English and could further develop their English listening and speaking skills by themselves. Additionally, some students told the researcher that they intended to develop their listening and speaking skills because CALL provided them with basic language patterns and useful vocabulary in dialogues in different situations which helped them scaffold the content for communication by themselves. Some students also said apart from their listening and speaking English skills, the video and sound clips in different conversation situations made them want to learn more about English culture.

Therefore, it can be concluded that CALL motivates the students to develop their English listening and speaking skills by themselves as CALL provides various useful learning activities which allow the students to learn by themselves effectively and happily.

In conclusion, an application of the CALL in English instruction is an effective means of enhancing the students' listening and speaking skills as CALL makes use of modern technology which allows the students to have effective listening and speaking activities. In listening practice, they can focus on listening comprehension, understanding dialogues in different situations, learning language patterns and vocabulary together with correct pronunciation and intonation. In speaking practice, they can practice pronunciation and intonation, repeat words, phrases and sentences after listening to dialogues, use language patterns and vocabulary in different situations, communicate in pairs without reading scripts and produce their own dialogues in certain situations. All these CALL learning activities bring about pleasure and confidence in English learning which, in turn, intrinsically and extrinsically motivate the students to develop their English listening and speaking skills by themselves.

Recommendation

Even though the English Discoveries program had many advantages toward this research in terms of content, authentic sound and video clips most of the students complained about the inconvenience of using the English Discoveries program, which

is used in this research because when they wanted to move on to other dialogue or listening text by clicking the 'quit' button on the current page, they could not go back to the page before, instead they had to start back on the main page again. With this problem, it is suggested that more well-organized software be designed so that it is a more convenient and efficient self-learning instrument for language learners.

As the researcher has found that asking the students to memorize each dialogue is very effective for it makes them recognize and/or remember the appropriate words and lines used in many different conversation situations, it is recommended that English teachers closely monitor the students who are learning the language through CALL. In other words, the CALL teachers need to check the students' responsibility on each dialogue by having them speak their lines with their partners from their memory without reading. However, the teachers should also encourage the students to speak communicatively rather than copying every word accurately to make them have confidence in speaking the language. It will increase their motivation more in speaking and they will want progress more after they have found that they can speak and communicate. Once they can start speaking, they will be able to develop their speaking skill by themselves.

Last but not least, it is suggested that more research on the role of CALL teachers as a monitor and also effective learning behaviors of language learners through CALL should be conducted for the ultimate potential of CALL and for the highest achievement of language learners in the age of technology.