



FACULTY OF ENGLISH LANGUAGE

MASTER THESIS

**STUDENTS' OPINIONS CONCERNING THE PERFORMANCE IN
LISTENING IN THE ELT CLASSROOMS USING AUDIO
MATERIALS AT "FATMIR BERISHA" SCHOOL IN PRIZREN
(KOSOVO).**

Mentor:

Dr.Sc. Qatip ARIFI

Student:

Driton SUSURI

Prishtina, 2016

TABLE OF CONTENTS

LIST OF GRAPHS.....	2
LIST OF TABLES	4
ABSTRACT	5
CHAPTER I-INTRODUCTION	
1.1 Background and context	6
1.2 Formulation of the problem	8
1.3 Purpose and objectives of the research	8
1.4 Research questions	8
1.5 Methodology.....	9
CHAPTER II-THEORETICAL BACKGROUND	
2.1 Listening skills.....	10
2.1.1 Definition of listening	10
2.1.2 Listening stages	10
2.1.3 Difficulties in Listening	11
2.1.3.1 Student's Motivation and Interest.....	11
2.1.3.2 Classroom facilities or Equipment	11
2.2 ELT Listening Activities	12
2.2.1 Dialogue\Conversation	12
2.2.2. Listening a song as a audio material	12
CHAPTER III- METHODOLOGY	
3.1 Participants in the study\Sample	14
3.2 Methodology\ The procedure followed in the study.....	15
3.3 Research Instrument.....	16
CHAPTER IV-RESULTS	
4.1 Section A: The Students' Background Information	18
4.2 Section B: The Students' Opinions Concerning of their performance in Listening using audio materials in classrooms	24

CHAPTER V-DISCUSSIONS	36
CHAPTER VI-CONCLUSIONS AND RECOMMENDATIONS	
6.1 Limitations of the study	39
6.2 Conclusions	39
6.3 Recommendations	40
6.4 Suggestion for further research	40
BIBLIOGRAPHY	42
APPENDICES	43
APPENDIX A: QUESTIONNAIRE FOR STUDENTS	43
APPENDIX B: TOTAL RESULTS OF QUESTIONNAIRE	45
APPENDIX C: SIMPLE AVERAGE OF SIXTH FACTORS AND 38 SUB-FACTORS	49

ABSTRACT

Audio materials play an important role in the development of students when learning a second language; therefore, this study is focused on the use of audio materials for the purpose of teaching in order to develop the listening skills of students. This ability is considered as the most important held in English language learning, and audio materials are considered as one of the best techniques for exercise and improving the ability of listening, especially with students. This paper describes the theoretical and practical framework about the importance of listening skills for students and discussion on the effect of audio materials that aids to improve vocabulary, pronunciation, and even grammar, thus a high performance of listening skills.

The study was limited to class 8th and 9th grade school. This study was carried out at one of the schools of Kosovo, in "Fatmir Berisha" school in Prizren. The participants of the study were 60 students including 21 males and 39 females.

According to the results of the questionnaire in this study, it can be concluded that the majority of students in this school seems to be motivated towards learning English through audio materials. Students were motivated and it was obvious they were involved in the actions of the lessons. The results of this study may also be useful for those who are interested in this field.

Keywords:

Listening skills, audio materials, English learning and teaching

CONCLUSIONS

5.1 Limitation of Study

This study has several limitations that could contribute to the fairly few significant results to support my research questions. The first, limitation to the study is the sample size. The biggest limitation to this study is the sample size. The size of the sample may not reflect the entire population of students but is limited to a small number. The survey is limited to 60 students. The sample size of 60 students is not ideal. If possible, the sample size should be much greater, including some schools in different areas of the country. Due to the small size, generalization of this study will not be applicable to other students and schools.

A second limitation to the study was the lack of necessary time to conclude the research. More time would allow the topics to be explored more extensively, as well as allow the use of more research instruments.

Another limitation is the reliability of the responses. First, there is no way to know whether participants have read each statement carefully and have given an honest answer. Secondly, there is a possibility to be answered individually randomly through elections, so can result in a false representation of their opinions.

5.2 Conclusion

To carry out with this study, the six factors, *students' knowledge, students' motivation, students' learning strategies, the teachers' teaching methods, classroom environment, and classroom facilities*, play the most vital role in revealing the students' opinions concerning the listening performance in the English using the audio materials.

This study found that the class was more attentive and the students were more interested in following the lesson carefully. This might also be because the atmosphere was more relaxed and therefore more conducive to learning. The students were more encouraged and motivated to learn from audio materials than to follow activities in a textbook. Also, teachers were well-trained in the use of audio materials and how best to exploit its inherent advantages in

a learning environment. Furthermore, the selection of the audio content was appropriate to the level of students' English proficiency.

According to the results, the researcher also concludes that the majority of students in "Fatmir Berisha" school in Prizren (Kosovo) seem to be motivated towards learning English in ELT classroom through audio materials. The topics of the content matched to the students' interests and their background knowledge in order to motivate them to learn. Students were motivated and it was obvious they were involved in the actions of the lessons. Also, it was clearly noticeable through the analysis of the questionnaire that the students, during the use of audio materials, have showed a vehement desire to learn with listening materials all the times to increase their learning abilities and simultaneously gaining time and effort.

1.3 Recommendations

- 1. Ministry of Education, school administrators and teachers need to improve and adapt constantly audio materials for high performance of students in ELT classes.*
- 2. Audio material can be enriched with visual material as an effective teaching method.*
- 3. The teachers should implement various teaching methods to enhance students' knowledge in listening skills.*
- 4. Teachers should speak more in English during the explanation of teaching materials in order to increase the student's grammatical and lexical skills, etc.*
- 5. Teachers should devote more time to the development of listening activities in the classroom and they should not exploit the preparation of the tests, etc. as a good solution since the time is limited.*
- 6. The teachers should use more integrated listening activities with other skills so that the students' listening performance may develop.*

5.4 Suggestions for Further Research

Future studies may consider the following directions:

- 1. The present study needs to be carried out with large sample because the sample size was too small to generalize an overall conclusion applying to all ELT learners.*

2. *The present study needs to be studied in different English learning contexts in Kosovo.*
3. *Further research needs to be conducted with more comprehensive samples including the primary, secondary levels, etc. In order to get a complete picture of the listening performance using the audio materials in ELT classrooms*