

**DEVELOPING EFL LEARNERS' LISTENING
SKILLS BY RAISING CONSCIOUSNESS OF THE
FEATURES OF AUTHENTIC LISTENING INPUT
AND THE LISTENING PROCESS**

PhD DISSERTATION

POE POE

**DEPARTMENT OF ENGLISH
UNIVERSITY OF YANGON
MYANMAR**

MAY 2007

ABSTRACT

Nowadays, teaching the listening skill has taken an important role in the ELT curricula. However, in most EFL learning situations attention has never been paid to listening and it is the most difficult skill for EFL learners to learn and for EFL teachers to teach. Though a lot of researches and studies have been carried out in the field of developing the listening skills of EFL learners, there is still lack of actual teaching of listening in the classroom. Thus, the listening instruction that helps learners develop their listening skill needs to be explored.

This research is based on two main hypotheses: (1) inability to cope with the natural spoken language is the major difficulty that Myanmar EFL learners encounter in listening and (2) raising consciousness of the features of authentic spoken language and the listening process, and giving learners as much exposure as possible to natural spoken language would develop their listening skill. To prove these hypotheses, an experiment was conducted with two groups of **First Year BA (EPP) Students** - the control and the experimental group. Firstly, a pre-test was given to **both groups** to find out the difficulties that they encountered. It was found that most students were weak in recognizing the speech sounds. Therefore, the treatment lessons of about six weeks, which consisted of six news stories and five conversations, focusing on the features of authentic spoken language and the listening process, were given to the experimental group. After the treatment, the post-test was given to both groups and the results were compared. The results of the experimental group proved that the treatment could solve some of their problems and help improve their listening comprehension. The results also suggest that the continued practice of raising learners' consciousness of the features of authentic listening input and the listening process would have a lot of benefits for EFL learners. It is hoped that the approach used in this research will give EFL teachers a flash of insights into teaching listening skills, particularly into the design of lessons and types of activities. It is also expected that this study may contribute not only to teaching the listening skill in Myanmar but also to teaching English in Myanmar.