



ISSN 2455-7544
www.daathvoyagejournal.com

Daath Voyage : An International Journal of Interdisciplinary Studies in English

A UGC Refereed Open Access Journal
Vol. 4 No.1, March, 2019

Editor : Saikat Banerjee

Editor: Dr. Saikat Banerjee
Faculty of Humanities and Social Sciences
St. Theresa International College, Thailand.



Daath Voyage

: An International Journal of Interdisciplinary Studies in English
A UGC Refereed e- Journal no 45349
Theme: English Language Teaching

ISSN 2455-7544

Vol.4, No.1, March, 2019

www.daathvoyagejournal.com

A Comparative study on the Impact of Comprehensive Listening at School level in Virudhunagar Region

Dr. K. Ravi

Assistant Professor of English
Annai Fathima College of Arts and Science
Thirumangalam, Madurai Dist.
Email: k.raviengli@gmail.com

Abstract: Language is essentially a skill. It is not a content subject like Science, Social Science, Commerce, etc. which aims at imparting information and fill the human mind with knowledge. It is vast and varied. To master language one must essentially possess a strong listening skill. The aim of this paper discusses some of the issues involved in validating a listening comprehension test that is developed as part of language proficiency measure. It discusses on how by practical terms teaching listening comprehension can be successful and entertaining. Finally, this paper offers suggestions for classroom activities that would enable the students to identify the meaning, implication and the intentions of what they hear, in their life, at work, home and play for a more rewarding life.

Keywords: Listening, teaching, language proficiency measure.

Introduction:

Listening is a process that enables the brain to construct meaning from the sounds heard. It is, however, an internal process, which cannot be observed directly. It is a passive skill in which the listener simply receives a spoken message. Today listening comprehension has received a considerable attention in the fields of applied linguistics and social language pedagogy. Listening comprehension is described by Marly as 'an act of information in two-way processing in which the listening is made in two-way communication or one-way communication or self-dialogue communication'.

According to Richards, three related levels of discourse process appear to be involved in listening comprehension are Propositional, Identification and Interpretation of illocutionary forces, and activation of real world knowledge. Listening comprehension is a hard task but it is cultivable skill. It demands a great deal of mental analysis on the part of the listener. Listening comprehension is



Daath Voyage

: An International Journal of Interdisciplinary Studies in English
A UGC Refereed e- Journal no 45349
Theme: English Language Teaching

ISSN 2455-7544

Vol.4, No.1, March, 2019

www.daathvoyagejournal.com

very important skill for a number of reasons. First, being able to recall and understand information is an important pre reading skill. In order to be a strong reader later on, a child must be able to recall information when it is presented orally. Second, children who have strong listening comprehension skills also tend to be good listeners overall. Adults often spend too much of their time talking and not enough time listening. Listening is a skill that a child will use throughout his/her entire life. Developing strong listening comprehension skills will help each child to become a better listener for life. Finally, strong listening comprehension skills also promote thinking and problem-solving skills. When listening to a story, the children begin to develop their own thoughts and ideas about the situations presented in the story. Intensive listening for meaning is a fairly obvious language lab activity. The point of this section is to stress that there are many different ways of testing comprehension apart from the straight question. In addition to comprehension, the teacher can also work on listening exercises which makes the pupils to notice the various feature of languages. These may be pronunciation features or points of grammar or vocabulary. There are three general points to be made about linguist exercises. First, care should be taken to ensure that the pupils understand what they are listening to, before they go on to more detailed work. Secondly, the points chosen for special practice should be well prepared and followed up in class room. Otherwise, they merely hang in the air and the pupil may be unable to relate to what he is doing in the lab to anything else. Thirdly, linguistic exercises should be related to each other rather than unconnected bits and pieces. Probably the course book syllabus will provide the framework for the teaching points, but sometimes if there is no such textbook, special care has to be taken to give the lab work an overall plan and structure.

Listening began to assume an important role in language teaching during the nineteenth century. It was considered as passive skill, which only provided the foundation for speaking. It had not received any systematic attention as a separate and important component language teaching syllabuses. Listening was the first step in language teaching strategy. It was simply viewed as a problem of aural recognition of linguistic structures. The need for the systematic development of listening comprehension is not only as a foundation of speaking, but also as a skill in-its-own. For the development of listening comprehension and instructional procedure, Marly identifies three



Daath Voyage

: An International Journal of Interdisciplinary Studies in English
A UGC Refereed e- Journal no 45349
Theme: English Language Teaching

ISSN 2455-7544
Vol.4, No.1, March, 2019

www.daathvoyagejournal.com

perspectives. There are: First, Listening to repeat focuses on imitating and memorizing dialogue or grammar and pronunciations drills.(The audio-lingual and situational language teaching models).second, Listening to understand aims helping learners listening develop listening as skill in-its-own right to understand the meaning of spoken language quickly and accurately, comfortably and confidently in a variety of settings. Finally, Listening as the primary focus in the comprehension approach to second language learning which emphasis early attention to listening comprehension and delaying instruction or exercises in speaking ,reading and writing. Listening comprehension plays a central and possibly predominant role in the whole process of language learning.

Review of Literature:

This paper aims at providing the related research works attempted in this field of study. They are presented to see the views of several researchers, in order to get a complete picture of Teaching and listening Comprehension. Ann Anderson and Tony Lynch (1988), describe that an overall perspective on listening as a communicative activity and as a language learning activity. It provides the means for teachers to take the initiative themselves in pedagogic planning. It discusses the finding of reach into what language comprehension involves, how it relates to the other skills of communication and to what extent it seems possible to develop comprehension skills both in the mother tongue and in a foreign language. Winneburg, C. Adde (1990), examines the effects of enthusiastic teaching on the listening comprehension skills of children. A test was administered in the effect of teacher enthusiasm on children's listening comprehension. An extensive review of the related literature provided information on the definition of enthusiasm, listening comprehension, the importance of literature and reading allowed in improving listening comprehension and development of listening skill. Verdugo and Dolores-Ramirez,(2007),examine on the effects that digital stories may have on the understanding of spoken English by a group of students. Tests were conducted and results raise interesting issues related to the use of technology in the context of foreign language learning. It includes the digital material that explores their linguistic areas. It further substantiates the link between information and communication technology rich environment and improving language learning.



Daath Voyage

: An International Journal of Interdisciplinary Studies in English
A UGC Refereed e- Journal no 45349
Theme: English Language Teaching

ISSN 2455-7544
Vol.4, No.1, March, 2019

www.daathvoyagejournal.com

Methodology:

A good listener is not only popular everywhere, but after a while he finds himself high in rank than those who fails or cannot listen. Listening well is an acquired skill. The present study has implemented both the methods of research, namely the direct method and indirect method. For the identification of testing listening capacity of the school students and the researcher has followed the direct method. For finding out the errors done by the college students, the researcher has followed indirect method. The researcher has made the research on “A Comparative study on the Impact of Comprehensive Listening at school level in Virudhunagar Region”. He has chosen two school students for his research through Nissim Ezekiel’s poem “ Good Bye Party for Miss Pushpha” and A Short story (A Magical Feather). The names of school are Nasia Matriculation school, Kariyapatti and Government Higher secondary school, Sathirettiypatti.

The researcher engaged himself in the classes for one hour in each school students. During the first thirty minutes the researcher explained and read aloud the modules to students. Questionnaire was distributed to each student for them to answer and in another thirty minutes the students answered the questions. Most of the students came with their answers. Students from both the school participated actively and helped the researcher to perform his research in his actively. The main aim of Teaching English in school is to enable the learners to use it when they need. The Questionnaire highlights the learner’s desire to word their mind in English but their lack of English knowledge and usage prevented them from it. They found it very difficult to grasp the idea presented to them and reply what they actually wanted to say. So it was compelling for the researcher to undertake his research whole heartedly and with great devotion.

Objective:

1. To test the listening capacity of the students
2. To identify or recall the words they heard while reading
3. To identify the understanding ability of the students.

Module and Analysis:

The poem was read to students and explanation also given. The modules adapted and helped

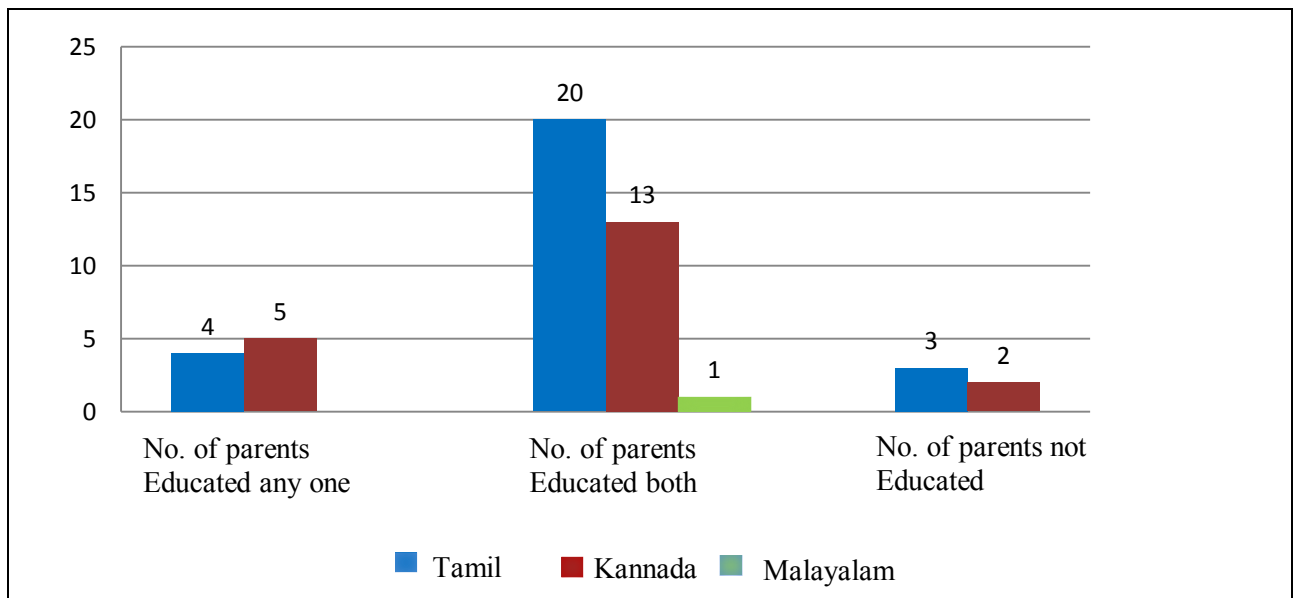
students to improve their listening skill. The classroom situation was totally different. Students felt like playing a game and so they participated actively. Many students came out with their answers. The instructor helped students to develop the ability to listen. This classroom activity made students to acquire listening skill. The test was conducted for fifty marks in Nazia Matriculation School. The researcher had chosen 48 students.

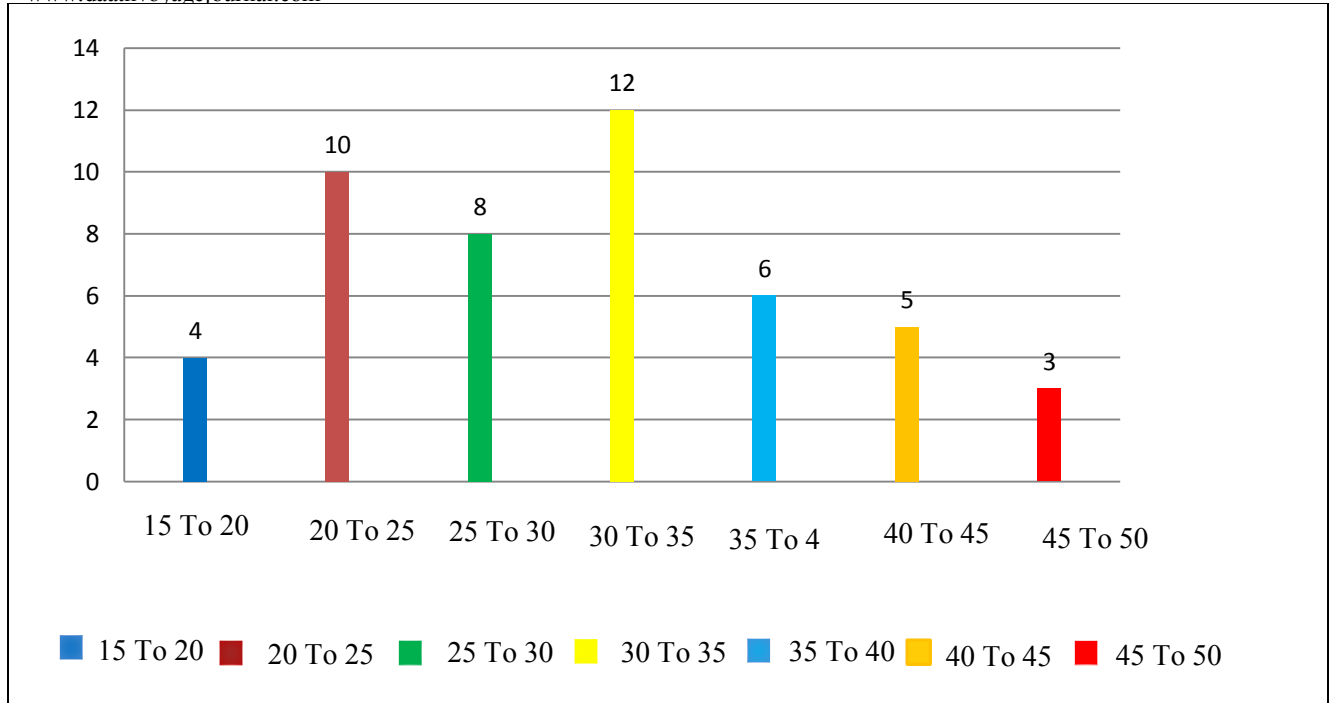
No. of Tamil students-27/48

No. of Kannada students-20/48

Other language students-1/48

The researcher collected the education details of the parents, from students through the questioner. The education details of the parents are shown in the graph.





The marks obtained by the students of Nazia Matriculation school in shown in the (graph).the blue color represents the number of students who have scored marks between fifteen to twenty, the red color-between twenty to twenty five, green color- between twenty five to thirty, brown color between thirty to thirty five, light blue color-between thirty five to forty, yellow forty to forty five and sky blue color- between forty five to fifty.

The same module was presented in Government Higher secondary school also and the questioner was given to them for answering .The researcher selected only 36 students.

No: of Tamil students-33

No: other language students-3

The same procedure was followed in Government Higher secondary school. The researcher collected the education details of the parents, from the students through the questioner. The education details of the parents are shown in the graph.

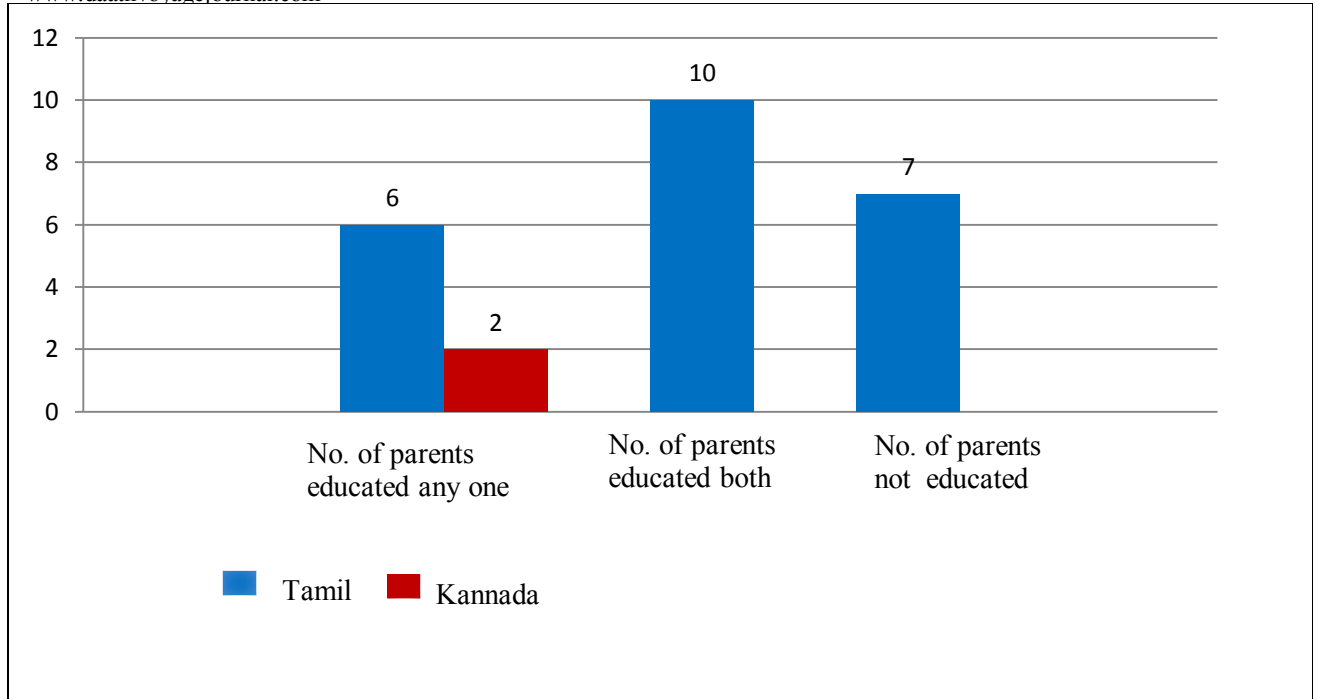


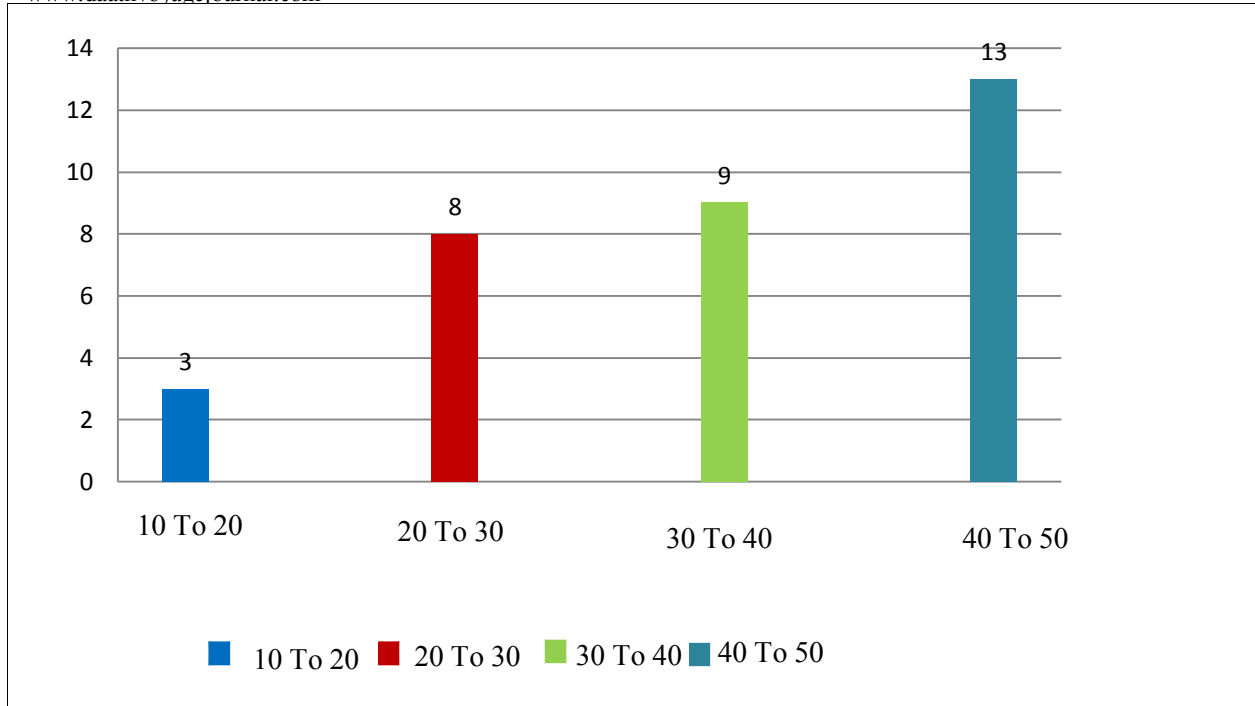
Daath Voyage

: An International Journal of Interdisciplinary Studies in English
A UGC Refereed e- Journal no 45349
Theme: English Language Teaching

ISSN 2455-7544
Vol.4, No.1, March, 2019

www.daathvoyagejournal.com





The marks obtained by the students of Government Higher secondary school in shown in the (graph). the blue color represents the number of students who have scored marks between ten to twenty, the red color-between twenty to thirty, green color- between thirty to forty and sky blue color- between forty to fifty.

Students Errors in answering the questions:

The researcher had found errors done by students of both the students, and has been shown below.



| Common Errors of both schools | Nazia Matriculation school | Government Higher secondary school |
|--|---|--|
| <p>They were</p> <p>. Spelling mistakes</p> <p>.Mistakes in tense formation</p> <p>.Poor in using Punctuation</p> <p>.The usage of articles before vowels/consonants</p> <p>.In complete sentences</p> <p>.Poor sentence formation</p> | <p>They lacked in</p> <p>.Word order</p> <p>.Proper use of preposition</p> <p>Confusion differentiating gender</p> <p>Incomplete words</p> <p>Answering in one word</p> | <p>They lacked in</p> <p>.Sentence formation</p> <p>.The knowledge of using proper Punctuations</p> <p>.Organizing their time to answer the questions.</p> <p>Used unrelated words in middle of the sentence</p> <p>Knowing the meaning of the words</p> <p>The mistake of using capital letters in middle sentence.</p> |

Errors of the students are shown with examples

The researcher found the errors made by the students in both the schools, and the errors are shown



Daath Voyage

: An International Journal of Interdisciplinary Studies in English
A UGC Refereed e- Journal no 45349
Theme: English Language Teaching

ISSN 2455-7544

Vol.4, No.1, March, 2019

www.daathvoyagejournal.com

with the examples.

A. Common Errors of both the schools

The errors done by the students are underlined in sentences

Spelling mistakes

1. Word: borth – “both”

The student’s sentence in answering the questions: There is borth internal and external sweetness is present in missPushpa.

2. Word: foreign – “foreign”
3. Sentence: Miss Pushpa is going to forieng

Mistakes in tense formation

1. Correct sentence: Miss Pushpa is going to foreign.
2. Incorrect sentence : Miss Pushpa going in foreign
3. Correct sentence: Pushpa had come from very high family
4. Incorrect sentence: Pushpa had come from very high family

Poor in using Punctuation

1. Corrcet sentence: her father is an advocate.
2. Incorrect sentence: her father was in advocate
3. Correct sentence:MissPushpa’s character is good
4. Incorrect sentence: Miss Pushpas a character in good

The usage of articles before vowels/consonants

1. Correct sentence: her father is an advocate.
2. Incorrect sentence: her father was in advocate



Daath Voyage

: An International Journal of Interdisciplinary Studies in English

A UGC Refereed e- Journal no 45349

Theme: English Language Teaching

ISSN 2455-7544

Vol.4, No.1, March, 2019

www.daathvoyagejournal.com

Incomplete sentences

1. Correct sentence: The three things that appeared in front of the tiger was food, water and bed.
2. Incomplete sentence: The three things appeared is fo....
3. Correct sentence: She is going to foreign
4. Incomplete sentence: She is going t.....

Poor sentence formation

1. Correct sentence: The moral of the story is “be happy with what you have”.
2. Incorrect sentence: The story of tiger the killer

Poor coherency in sentence order.

1. Correct sentence: Miss Pushpa’s father is an advocate. He was at Bulsar or Surat. Miss Pushpa is going to foreign country. Miss Pushpa is brilliant girl.
2. Sentence order differs: Miss Pushpa father is an advocate. Miss pushpa going to foreign country he was bulsar or sweet. Miss Pushpa is brilliant girl

The uses of prefix and suffix was awful

1. Correct sentence: The speaker was appreciating Miss Pushpa.
Incorrect sentence: The speaker was appreciate Miss Pushpa.
2. Correct sentence: Miss Pushpa is going to foreign.
Incorrect sentence: Miss Pushpa’s is going to foreign.

B. The errors done by the students of “Alpha GK Matriculation School”.

▪ Word order differs

1. Correct sentence: The three things appeared in front of the Tiger was food, water, bed.
2. Incorrect sentence: The three things appearing of front the Tiger was food, water, bed.



Daath Voyage

: An International Journal of Interdisciplinary Studies in English
A UGC Refereed e- Journal no 45349
Theme: English Language Teaching

ISSN 2455-7544
Vol.4, No.1, March, 2019

www.daathvoyagejournal.com

The students doesn't know to use prepositions

1. Correct sentence: Pushpa is going to foreign because of her promotion
Incorrect sentence: Pushpa is go in to but of promotion
2. Correct sentence; It was hungry and thirsty
Incorrect sentence: It was hungry is there thirst

The students doesn't know how to write for male and female (he or she)

1. Correct sentence: Miss Pushpa's father was an advocate and he was at Bulsar or Surat.
Incorrect sentence: Miss Pushpa's father advocate. She was in Bulsar or Surat.
2. Correct sentence: It was very thirsty.
Incorrect sentence: he was very thirsty

Incomplete word

1. Correct sentence: The three things are food, water, and bed
Incorrect sentence: The three thing food , water, meat

1. The errors done by the students of " Government Higher Secondary School".

Lack of knowledge in using proper Punctuations

1. The mistake of using capital letters in middle of the words Correct sentence: The three things are food , water and bed. That appeared in front of the Tiger.
Incorrect sentence: The three things are food, water and bed. That appeared in the Tiger.
2. Correct sentence: The party is for Miss Pushpa for her promotion. And she smiling and smiling.
3. Incorrect sentence: The party is for Pushpa for her promotion. And she was smiling.



Daath Voyage

: An International Journal of Interdisciplinary Studies in English
A UGC Refereed e- Journal no 45349
Theme: English Language Teaching

ISSN 2455-7544

Vol.4, No.1, March, 2019

www.daathvoyagejournal.com

Organizing their time to answer the questions

Repetition of the questions

Question: What is the moral of the story?

Answer: What the moral of the story.

Non – related words

- i. The tiger was much good and hungry.
- ii. The speaker was poet appr Miss Pushpa

The student doesn't know the meaning of the words.

They don't know the meaning of the word (ate)

They thought that it was a (thing).

Sentence: The three things are food, ate, water.

Using capital letter in the middle of the words.

- i. He was an advocate
- ii. She was goinG to foreign.

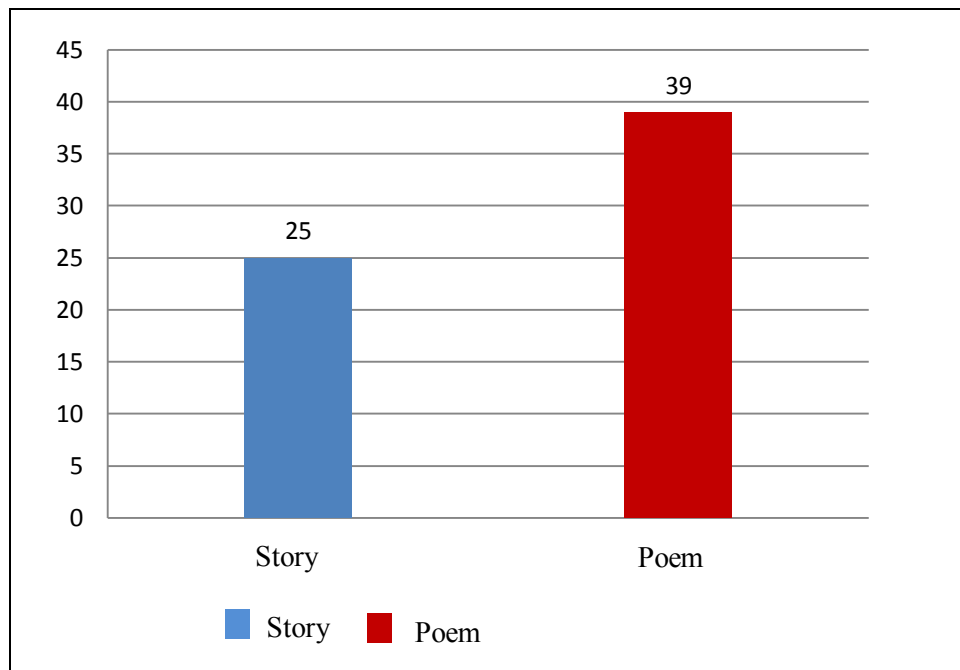
The main focus of these modules was to test the listening capacity of the students. The modules which were prepared received a good response from the students. It made the students to answer the questions, it made the students to think and recall the story and poem that they heard. That made it possible to test the listening capacity of the students

Results and Interpretation:

The researcher concludes this paper by testing the listening capacity of the students. Listening is the absorption of the meaning of words and sentences by the brain. Listening leads to the understanding of facts and ideas. But listening takes attention or sticking to the task at hand in spite of distractions. A person who incorporated listening with concentrations is actively listening. Listening is an active process by which we receive, construct meaning form, and respond to speak and non-verbal messages. It refers to the process of having and understanding a message .It can be music, speech, discussion or any kind of verbal communication.



The researcher's modules helped the students to increase their listening capacity. The students participated in all the activities. The students of both the department tried to answer all the questions given to them. It made them to think and remember the things that they heard. It was useful for them to improve their memory power. The marks obtained by the students of both colleges show great difference. In Government Higher secondary school's students, most of the question did not touch and answered part of the question paper. They had a lack of English Knowledge among the students. They are not able to understand the meaning of the words. The Listening level of Government Higher secondary school students are very poor than Nazia Matriculation school students. The researcher has chosen the two models for his research work. The modules are the poem and the story. The Graph represents the listening capacity of the students.



The scores of the students of educated parents and the uneducated parents did not show great differences. The marks of both students were equal. Government Higher secondary school students got less marks than the students of English medium in Nazia Matriculation School, because of their lack of English knowledge. The teachers themselves did not use English language in class, while speaking with the students. The modules were prepared according to the learner's level. Some



Daath Voyage

: An International Journal of Interdisciplinary Studies in English
A UGC Refereed e- Journal no 45349
Theme: English Language Teaching

ISSN 2455-7544

Vol.4, No.1, March, 2019

www.daathvoyagejournal.com

students scored low marks from Nazia Matriculation school and they had a lack of ability in Listen skills. The essential point regarding effective teaching listening is the provision of positive feedback for learners. It ensures that learners experiences success as often as possible. Interaction is an interesting activity in which the students listen to live human being. Where in clarification of doubts, follow-up questions can be asked by the listener that would successfully direct the course of listening. Any kind of language input listening material should be selected carefully for its lexical and syntactic simplicity and for its content familiarity and predictability. The validation of this test method is still in its early stages and more research needs to be undertaken, however, the results to date are encouraging and indicate the suitability of the test for use at college level. It is hoped that this test will have a positive wash back effort on teaching and will encourage the teachers to move from the more approaches of teaching listening to more integrative ones which allowed a greater variety of activity in the language classroom. It should also help students see the merits of good note making.

Conclusion:

The classroom language is usually formal and academic in its nature. Students may perform well in the listening classes but can rarely transfer their skills to the outside world. Effective teaching of listening involves procedures such as provision of adequate support and appropriate tasks, errors analysis and remedial action". Language teaches can make listening effective when they make adequate pre-teaching preparation like the text, identify and adjusting the levels of difficulty of listening tasks. The teachers have to teach listening comprehension, and then it is imperative that they provide more help for their students than merely reading the text aloud and telling them whether their answers to the comprehension questions are "right" or "wrong". They should instead consider the nature of the discourse carefully, and then try to ascertain what difficulties it presents and what sort of information or trainings the learners might need in order to understand similar discourse types in the future. Teachers are expected to make necessary preparation for previewing the material, if necessary, adapting it by using additional and alternative materials, designing suitable tasks and to provide the necessary support during the actual classroom practices. They should also discuss the concept of listening strategies in their classes and help the



Daath Voyage

: An International Journal of Interdisciplinary Studies in English
A UGC Refereed e- Journal no 45349
Theme: English Language Teaching

ISSN 2455-7544

Vol.4, No.1, March, 2019

www.daathvoyagejournal.com

students to have good spoken language. All these might be practical when teachers are well qualified and are engaged in continuous professional development trainings.

Works Cited

- Anderson and Tony Lynch. *Listening*. Oxford University Press, 1988.
- Aliss Hasan. *Learners perception of listening completion problems*. Cambridge University Press, 2001.
- Edigner, Marlow and Dr. Digumart. *Teaching Language Arts Successfully*. Discovery Publishing House, 2003.
- Jani, J. Dharsha. *New Approaches and Methods in English Language Teaching*. Mark Publishers, 2005.
- Jain, Kavitha. *The Teaching of Language*. Summit enterprises, 2004.
- John Flowerdew, Lindsay Miller. *Second language listening*. Cambridge language Education, 2005.
- McDonough, Jo and Christopher. *Materials and Methods in ELT*. Black Well Publishing, 1993.
- Patricia Plunked, L. Phyllis. *Intermediate Listening Comprehension, Understanding and Recall Spoken English*. Oxford University Press, 2005.
- Penny, U.R. *A course in language teaching*. Cambridge University Press, 1999.
- Richards, Jack. C. *Second language listening*. Cambridge University Press. 2005.
- R.William and Luther. *The Relationship Between Culturally Material and Listening Comprehension of Canadian Indian Children*, Discovery Publishing, 1989.
- Sharolyn Parrar Durodola. *Learn Listening*. Anmol Pvt,Ltd. 2007.
- Tomphins, and Kenneth Hoskisson. *Language Arts*. von Hoffmann Press,1987.
- V. Sasikumar and Geetha Rajeevan. *A Course in Listening and Speaking*. Cambridge University Press, 2005.
- Verdugo, Dolores-Ramirez. *Using digital stories to improve listening comprehension*. Oxford University Press, 2007.
- Winneburg, C. Adde. *The Efforts of Enthusiastic Teaching on the Listening comprehension of kinder garden Children*. Mark Publishers, 1990.