Chapter III

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INTRODUCTION

Review of literature is one of the important activities of a researcher in any scientific investigation. Study of related literature includes locating, reading and evaluating the reports of the researches, as well as the reports of casual observations and opinions of the prominent people that are related to the investigator's research project. Related literature includes theoretical and discussions, description and evaluation of current practices and empirical researches. Review of related research is indispensable to get a clear-cut perspective of the problem.

Scanning of relevant researches guides the researcher in the right direction, highlighting the pitfalls of the previous studies and showing him the landmarks achieved. Through this activity, the researcher can probe into the neglected areas, which need more attention. In other sense, it makes the researcher learn about the research possibilities that have been overlooked and take steps to fill the gaps in the area through a more planned and scientific investigation.

In this chapter, an attempt is made to present a review of studies related to learning of English as a second language, listening skills and, audio methods in teaching of English. After a thorough analysis of the related studies a discussion is made and the conclusion is arrived at the end of the Chapter.

STUDIES ON LISTENING SKILLS

Buffs and Prikets (1969) compared the effectiveness of tape slide material in audio tutorial laboratories and conventional teaching as done in traditional laboratories based on students' achievement in accounting principles. The tape slide material group received traditional instruction and audio-tutorial laboratory materials consisting of tape slide materials and assignment exercises. The control group received traditional instruction as given in the laboratories without the use of tape slide materials. The experimental group achieved better than the control group in accounting achievement test.
Penfield and Marascuilo (1972) conducted an experimental study on learning to listen. Eleven basic skills involved in effective listening and reading were isolated for study. These skills were believed to underlie an effective understanding of oral and written communications. It was hypothesized that training could improve the learning of these basic listening skills. After controlling for socio-economic status and sex differences, pupils in grades 2 and 5 were randomly assigned to training and a non-training condition. The training consisted of a number of sessions whereby the student listened to pre-recorded tapes composed around the 11 basic listening skills. Following training, all students were administered a 33-item test consisting of questions measuring comprehension of the basic skills. Using analysis of variance techniques, the effectiveness of training in listening was analyzed. Whereas the training was found to be highly effective at grade 2, it was only moderately effective at grade 5.

Sethi (1976) conducted a programme in English spelling in relation to visual and auditory presentation with objective to find out the relative merits of visual and auditory models of presentation for learning programmed materials. The auditory mode was found superior to visual mode.

Short and Sarah (1977) compared variable time compressed speech and normal rate speech based on time spent and performance of school children. The findings indicated that variable speed audiotapes could be very effective in increasing reading speed. The students reading rate gradually increased with increase in their listening rate. The ear it seems helped to train the eye.

Olsen and Linda (1979) attempted to study the effects of rate controlled tape-recorder of the listening comprehension of school children. The results showed that learning time could be cut and comprehension increased through the use of compressed and variable speed audiotapes. One reason that comprehension increased with accelerated listening rate was found to be that the listener was forced to increase his or her concentration on the material and another was that he or she was freed from the distractions that often accompanied normal speech such as pauses throat clearing and other extraneous sounds.

Harri-Augstein and Thomas (1979) attempted a conversational approach to teaching and learning. Learning is viewed as a skill, which implies that individuals can
learn how to learn. Awareness-raising techniques enable the development of new levels of competence. Significant improvements in reading, listening, thinking and feeling creatively, and in manual skills, have been achieved.

*O' Brien and Sullivan (1982)* made an attempt to investigate the role of the visual dimension for the teaching of foreign language and its need in the language laboratory for the learning of dialogues, vocabulary, grammar and pronunciation. Two 20 minutes video lessons were taught to 2 groups of native speakers of Spanish. The control group received simultaneous auditory, and orthographic presentation of the lessons. The experimental group received the simultaneous auditory, orthographic and pictorial presentation of the video lessons. Results showed that the experimental group scored experimentally better in the posttest.

*Grass and Michael (1983)* examined difficulties in second language learners experience in comprehended informal speech. Informal speech was hypothesized to be more difficult to comprehend than formal speech. His subjects' 79 Korean students completed two attitude questionnaires, one assessed integrative orientation and listening comprehension tests which measured their proficiency in informal and formal spoken English. It was found that informal style was more difficult to understand than formal style. Syntactic, phonological and lexical features of informal style hindered second language learner comprehension.

*Abdulaziz (1984)* investigated the factors affecting teachers' utilization of language laboratories in secondary schools in Saudi Arabia. The findings revealed that 95% of the sample agreed that the main purpose of the lab was to aid teaching and an almost equal percentage felt that a language laboratory should be an essential part of the school system. Almost all the subjects agreed that, if they could design their own teaching methods the language lab would be more useful.

*Gill (1984)* investigated into the impact of “Teach English- Learn English” (TELE) radio programmes on teachers as well as pupils English in the state of Gujarat. The 4 language areas devised by the author to measure the proficiency of the listeners in English were pronunciation, vocabulary, grammar and listening comprehension. The findings showed that the impact of the TELE series on the teachers own English was positive and was even greater in the case of the pupils. The TELE series helped the teachers and the learners of English in the rural schools. This supported the contention
that radio could fruit fully be used to strengthen the teaching of English in rural areas where facilities were comparatively inadequate.

Gilsan, Eileen (1984) studied the effect of word order on listening comprehension and pattern retention of second language learner the findings indicate that word order significantly affected the degree of comprehension of the second language learners. Word order and sentence position were found to significantly affect surface retention of the learners. It was an indirect evidence to support TG theory indicating that the learner might have utilized an oral processing strategy of converting pattern to the basic word order.

Evelyne (1985) conducted a study to investigate transfer effects of listening practice to reading among 5.9 recently arrived refugees from south east Asia and Central America. It was hypothesized that after 12 weeks of listening practice, the experimental group would achieve significantly higher means in listening and reading than the control group instructed in grammar. The result of the study confirmed experimental treatment effectiveness and indicated a positive trend of learning transfer from listening to reading.

Howe and Daniel (1985) attempted in his study to develop a new instructional technology for initial phase of foreign language and second language instruction. The basic tenet, central to this study, was that in any foreign language or second language-learning situation, listening comprehension skill should be developed ahead of speaking skill.

Kinsey and Cooke (1985) studied the effects of an assisted reading programme on listening comprehension. The theoretical frame work underlying assisted reading was that reading process could be facilitated if children had quantities of readily accessible meaningful reading material and that exposure to an abundance of oral language would enhance listening comprehension. The treatment consisted of an assisted reading programme in the form of simultaneous reading of and listening to tape books over a six-month period. The results indicated that reading achievement and listening comprehension improved significantly for all language dominant sub groups.

Rubin and Rafoth (1986) attempted to assess oral language criteria for selecting listen able materials. Materials for Instruction and assessment of listening skills ought to exhibit appropriate levels of listen ability. One factor contributing to listen ability is the degree to which passages contain features of oral (as opposed to written) language. Oral
language represents one end of a spectrum which ranges from planned autonomous (written) to spontaneous (oral) language; it is features of oral language are: 1) syntax that is characteristic of oral composition and suited for aural processing, 2) elements of text structure which ease the burdens of oral production and aural reception, and 3) expressions which tend to evoke a sense of immediate, face-to-face interaction. Since oral reading predominates in early reading instruction, it is suggested that these criteria may also be used in selecting listenable materials.

Javetz and Esther (1987) studied the effects of using guided and unguided listening practices on listening comprehension of novice second language learners. Two instructional videotapes were conceptualized and produced according to available theory and research from the fields such as instructional design, foreign language education and discourse processing incorporating the variables known to affect listening comprehension. Videotape was used in two implementations, learner- controlled and computer- controlled. The resulting 4 implementations were combined into 3 sequences. One superior treatment was found, which included 2 listening experiences with a computer- controlled video. This superior treatment, guided listening, was another confirmation of the notion that guidance was a necessary component in the instructional – learning process.

Weissenrieder and Maureen (1987) conducted a study to suggest a pedagogical direction to facilitate comprehension of Spanish – language news cards for L2 learners. The findings reveal that listening skills were best facilitated if comprehension strategies and how they interacted with the target register were adequately understood. Essentials to the understanding of this interaction was the following issue- a discussion of the role that listening comprehension played in language skill formation.

Busch and Harmon (1987) studied the inter relationships among selected variables viz vocabulary, listening comprehension, oral production and pronunciation in 52 children, three through 5 years old, learning a second language. A multiple classification analysis of variants procedure revealed that highly motivated subjects performed better on vocabulary and oral production, but not on listening comprehension.

Rost and Allen (1987) explored second language listening interaction with pre-recorded lecture texts. A series of tasks which varied in degree of ‘fixed’ difficulty was designed, multiple-choice probe tasks, cloze completion tasks and written summary. The
quantitative analysis indicated that text variables of elaborative episode insertion did have a significant task performance. Qualitative analysis of summary protocols clarified many of the theoretical concerning interactions of text knowledge with prior conceptual knowledge and linguistic competence.

**Echevarria and Liu (1988)** studied the importance of listening comprehension in the process of second language acquisition. He considered the teaching methods used in the past that might offer reasons for preferring aural training ahead of oral production or vice versa. He elicited opinions of teachers and students about their own training and its effectiveness and reviewed reason innovative methods that placed emphasis on the teaching of communicative competence. The study presented evidence offered by many scholars that substantiated the advisability of emphasizing aural training before demanding oral production. The author agreed with this view and considered it very important in the development of lasting skills in a foreign language.

**Esarey and Gary. (1988)** studied factors affecting the listening comprehension and attitudes of native speakers to the speech of foreign learners of English. The results showed that the number and type of errors had no effect on listening comprehension scores.

**Parreren (1989)** studied about reading skills. In this study it is argued that reading skills in the teaching of a foreign language are much neglected in the first phase of secondary education. In order to show (1) why reading is of great importance for language acquisition in general and (2) how to utilize reading in the initial stages of language learning, the following questions are dealt with: (1) What is the status of reading in the different approaches to foreign language learning? (2) Why not focus on listening in terms of the receptive skills? (3) Which different types of texts (books) can be used? (4) How should these texts be used in order to maximize the contribution to language acquisition?

**Boatman and Frances (1990)** made an attempt to study acquisition patterns of grammatical, lexical and phonological systems in second language. It was observed that while second language learners master L2 grammatical and lexical systems, native – like control of new phonological systems was rare. This was partially attributed to learners’ failure to master the phonetic features, which used to contrast L2 phonemes. It was also
found out that learners auditory phoneme identifications and representations did positively correlate with their performance on the grammar test.

**Leitner and Karan (1991)** made a comparison of the effects of reading comprehension of educational video, direct experience and print media. The findings of the study showed that the educational video was more effective when compared to traditional lessons in print media for all ability levels. It also demonstrated that educational video could be used as a substitute for direct hands on experiences.

**Purushothaman, Shanmugasundaram and Stella (1992)** attempted to study the effectiveness of video assisted instruction in improving the skill of pronunciation in English of school children. The subjects were in three random groups treated with video assisted instruction, audio assisted instruction and traditional instruction respectively. The finding revealed that audio assisted instruction was superior to traditional instruction and video assisted instruction was still better than audio assisted instruction.

**Sudarsan (1992)** studied the media effectiveness in teaching-learning situations at the secondary level. The findings of the study revealed that the listening power of the students in audio group got increased along with their promotion from one standard to next higher standard. The general performance scores in multimedia showed that the scores were higher that the performance in other media viz audio, visual and T.V.

**Kasinathan (1992)** carried out an investigation on effectiveness of audio-cassette developed by CIEFL in teaching word accent and rhythm in English for Higher Secondary Students. The study proved that CIEFL audio-cassette was more effective than traditional lecture method in teaching stress and rhythm to High Secondary students.

**Singh and Ummed (1993)** studied different media of instruction viz traditional mode, programmed learning material in linear book format, programmed learning material in tape-slide format and programmed learning material in audio-tape format in terms of their relative efficacy. The results of the study demonstrated that programmed learning material in tape-slide format as a method of instruction could be better than the other media and the programmed learning materials in other formats could be at least as effective as traditional teaching by class room teacher. The study concluded that productivity of the classroom and participation in teaching on the part of students could be optionally increased with the help of tape-slide programme.
Balasubramanian and Yoganandam (1994) studied the effectiveness of pre-recorded audiocassette as a supplementary device in teaching English pronunciation to schoolchildren. The findings revealed that while trained teacher was effective in improving the pronunciation of English vowels, diphthongs and consonants among subjects, pre-recorded audiocassette as a supplementary device was effective in improving the pronunciation in respect of consonants only. Pre-recorded audiocassette as a supplementary device was as good as specially trained teachers in improving the pronunciation of English sounds among school children.

Usha (1994) investigated the factors, which affect listening comprehension of the second language learners in India. Her subjects were L2 learners of English. The study categorized the linguistic factors influencing the listening comprehension of L2 learners in India into 4 levels viz Phonological, lexical, syntactic and semantic. Speech rate and schemata were other factors that influenced listening comprehension. The findings revealed that effective listening was imperative if any utterance was to be understood correctly. A failure to perceive any one of the features – phonological, lexical, syntactic and semantic impeded comprehension. Listeners needed training to recognize links between utterances.

Dowhower (1994) studied on effectiveness of repeated reading. Repeated reading of a text facilitates literacy for both regular and disabled readers. Findings are summarized from five different lines of research that support the effectiveness of repeated reading: (a) reading fluency and comprehension; (b) text-processing strategies of good and poor readers; (c) repetitive listening, often called read-aloud; (d) study skills; and (e) rereading during the writing process. It is argued that because of the strong evidence of the effectiveness of repeated reading, this procedure should not be an adjunct to classroom instruction - its many variations should be woven into the very fabric of daily literacy instruction. Specific suggestions for teacher implementation are given, particularly, although not exclusively, applications geared to children with reading problems.

Patricia and Bygrave (1994) investigated the development of listening skills in students in special educational settings. Children in special education settings often lack appropriate listening skills. Two programs identified with developing listening skills, a music program and a storytelling program, were implemented by teachers with students
in special education settings over a 30 week intervention period. A battery of tests measuring different aspects of listening such as receptive vocabulary, phonological processing, and listening comprehension, was administered to the students prior to the intervention period, at the end of the intervention period and again several weeks later. The results from the tests indicated that participation by the students in these programs had a positive effect on the development of their listening skills. The effects of the music and story-telling programs were not apparent until the post post-pretest period suggesting that a longer time-period is required for a statistically significant music effect or story effect on the listening skills of students in special education settings to show.

Fletcher and Clayton (1994) studied the measuring of listening comprehension in adolescents with intellectual disability. Assessment of listening skills in students with intellectual disability is important in evaluating their educational progress and ability to profit from specific forms of instruction. The current study investigated three methods of eliciting understanding of a folk tale by adolescents with intellectual disability, namely free recall, verbally prompted recall and visually prompted recall. All measures correlated significantly with short-term memory measures. This suggests that the difficulty for subjects may have been with encoding the story efficiently, rendering ineffective experimental manipulations, designed to facilitate retrieval.

Mathew (1994) attempted to examine advances in computer based technologies that can be used for teaching limited English proficient (LEP) minority students. The most promising technologies are described, such as CD-ROM, authoring programs, interactive video disc, digital audio, local area network computer links and telecommunications. These technologies can be used for instructional testing and assessment, to teach culture, to help students learn academic content and develop critical learning skills and to expend students speaking, listening, reading and writing skills.

Reddy and Ramar (1995) attempted to measure the effectiveness of multimedia based modular approach with special reference to low achievers at school level. The results showed that the media method, through audio and videocassette, was more effective than the traditional method and it enabled the low achievers to cope up with normal students to a great extent.

Kitao (1995) conducted a study on individualizing English instruction using computers. The result indicated that the students in the computer assisted instruction
classes learn better than the students studying in the traditional classes and they get more feedback. It was also found that how much the English has been improved and the computers are useful in fulfilling the need for individualizing instruction at different levels.

Antonisamy (1996) in his study “Effect of Auto Instructional Programme on Developing Writing Skill in English at 1 B.E. Level” has marked the main objectives to design and implement a programme at 1 B.E level. To make the students self learners and to find out the effect of Auto materials Instructional package through descriptive, differential and relational analysis. This package helped the learners to learn themselves.

Sasikala (1997) in her study “Oral English Acquisition: Effect of Communicative Tasks and Cognitive Strategies” aims at introducing a task based course material for oral English acquisition and to identify the variety of cognitive strategies used by higher secondary students while acquiring oral English. The findings reveal that the communicative tasks facilitate oral English acquisition.

Ilangoavan (1997) studied on the effectiveness of Audio – Video intervention in developing listening comprehension in English at higher secondary stage. The results are that among the three different instructional strategies viz conventional teaching, media-based non-interactive group, instruction and AV presentation as support system, AV presentation as support system was found to be better in developing micro-skills in listening comprehension.

Adam and Wild (1997) made an attempt by applying CD-ROM interactive story books to learn to read. Change in students attitude towards reading on exposure to CD-ROM story book was assesses using questionnaires in an experimental pre-test – post-test design. Results indicated a significant difference between reluctant and willing readers in the treatment group.

Coakley and Gwynn (1998) addresses the need for and the importance of teachers as listening role models, explanations of the listening process and listening competency, and recommended practices of competent listeners (in general) and teachers (in particular) The paper’s focus is on a checklist of Practices of the Model Listening Teacher as a planner (24 items), as a presenter (28 items), and as a listener (52 items) Appendices include suggestions and activities for teacher development of listening competency.
Imhof and Margarete (1998) investigated by means of a questionnaire the knowledge about listening strategies among university students. Results show that the scope of listening skills is rather limited even among experienced listeners and that there is considerable room for modifying listening behavior. Consequences for conceptualizing listening expertise are discussed and areas for further research, both empirical and theoretical, are addressed.

Stientjes and Marcia (1998) compared video and audio stimuli for listening assessment, as well as multiple choice and constructed response modes. The study confirmed that constructed response is more difficult than multiple choice. We also found, however, that video stimuli make constructed responses harder and multiple choice responses easier than when the same responses are tied to audio only stimuli.

Judy and Montgomery (1998) suggested that all literacy forms—reading, writing, speaking, listening, and thinking—emerge concurrently in children, serving to reinforce each other throughout the school years. When all of the forms are recognized and supported, growth in one form, such as student writing, facilitates progress in another, namely, oral language. This article suggests coordinated assessment and intervention strategies that speech language pathologists, special educators, and general educators, in co-teaching or inclusive settings, can use to assist at-risk students to achieve both oral and written linguistic competence.

Adams, et al., (1999) studied two theoretical dimensions: (a) to explore which working memory model are associated with children's spoken language comprehension, and (b) to compare the extent to which measures of the components of this fractionated model and an index of a unitary model (listening span) are able to predict individual differences in spoken language comprehension. Correlation analyses revealed that within a group of 66 4- and 5-year-old children both listening span and phonological memory, but not visuospatial memory, were associated with vocabulary knowledge and spoken language comprehension.

Klassen and Milton (1999) conducted a research project at the City University of Hong Kong which evaluated the effectiveness of a multimedia-based English language learning programme. A major component of the project was the development and production of an interactive multimedia CD-ROM, Business English, which constituted the basis for the enhanced English language proficiency programme. Results of the study
indicate that students who completed the syllabus in a multimedia-enhanced mode demonstrated significant improvement in listening skills when compared with students who completed the same syllabus in the traditional classroom mode. The results also demonstrate positive attitudinal changes for the multimedia-enhanced mode of learning.

Burt et al., (1999) reported developmental data for the phonological awareness and processing skills of 57 normally developing Tyneside preschool children, aged between 46 and 58 months. The children were assessed on eight tasks: consistency of word production, phonological variability according to speech production task, non-word imitation, syllable segmentation, rhyme awareness, alliteration awareness, phoneme isolation and phoneme segmentation. The results indicated that girls and boys performed similarly; socio-economic status significantly affected performance on six of the tasks; and age was significantly correlated with performance on tasks targeting alliteration, non-word imitation, phonological variability, and phoneme isolation and segmentation. The older children were more phonologically aware than the younger children.

Trahan, et al., (2000) conducted a study to determine the level of satisfaction of elderly nursing home residents with the listening behaviors of nursing home assistants and to examine the residents' perceptions regarding the various listening behaviors of the assistants. Results: residents' satisfaction with the listening behaviors of the assistants increased significantly following the listening training program, and significant moderate correlations were found between resident satisfaction and 9 of the 11 listening behaviors.

Janusik, et al., (2000) analyzed the content of the most widely used basic communication course textbooks and reveals the strengths and weaknesses of current listening instruction. Numerous studies have indicated that listening is instrumental for academic and professional success. Most students only receive listening instruction in the basic communication course.

Bentley and Sheila (2000) This study examines how listening has been impacted by the use of technology, the changes in business structures and processes, the global nature of the economy, the work place environment, and the nature of current business communication. Factors such as multi-tasking, asynchronous communication,
and cultural differences in technology and listening style preferences are also explored. The need for new listening skills and changes in listening training are addressed.

Smith (2000) studied, as part of a broader investigation, the attitudes of students, lecturers and employers to a range of different teaching methods. The two main aims of the study were to identify ways of increasing the learning potential of students and which teaching methods employers perceive as most beneficial to students. An attitude questionnaire and a learning style inventory were administered to students, lecturers and employers from three different academic disciplines. It was found that learning style is related to occupation. Participants, as a whole, prefer group projects the most and lectures the least. Good reading and listening skills were evaluated as much more important than other life skills.

Alexander (2000) surveyed the shift from orality to manuscript and print and ultimately to electronic technologies, drawing on the work of Walter J. Ong in particular, and explores the accompanying changes in the balance between talking, listening, reading and writing. It argues that the Cinderella profile component of English-listening-deserves more attention than it is currently receiving. In the wake of the digital revolution, consideration is given to the possibilities for, and hindrances to, listening in the English classroom.

Solayan (2000) studies on the effectiveness of comics in learning communicative English at the higher secondary level. The results of the study have established that comic strips are more effective than traditional method in making the plus one students learn communicative skills in English.

Adlemann (2001) studied, eight students in teacher education on videotape for 12 hours of group talks and construction of meaning during half a year with a tutor and an observer. Various kinds of reported speech is used as an indication of different listening repertory, and the patterns display what contextual resources the students are using during the interaction. Results from the students intertextual behavior indicate that some of the students have a broad and some a narrow listening repertory when it comes to explicit reported speech.

Savage (2001) explored components of reading accuracy and comprehension in 14 teenagers. The study contrasted the explanatory power of decoding and listening
comprehension sub skills and 'verbal cognitive ability' Research also investigated teenagers' literacy self-percepts. Listening comprehension was the best predictor of reading comprehension, although reading accuracy was an additional predictor. Decoding skills best predicted reading accuracy. Reading self-percepts correlated with decoding but not comprehension skills. Possible uses of 'the simple view of reading' for conceptualizations of literacy problems, interventions and effective professional roles are considered.

Tschirner (2001) looked at the potential of using DVD - digital versatile disc - for language learning. Seven hypotheses are presented on how oral proficiency may be developed within multimedia classroom environments. Consequently, foreign language classrooms need to be equipped with multimedia computers and projectors so that digital video may be used for presentation and practice as well as the acquisition of listening and speaking proficiency. Through digital video - and through other features of digital media such as easy communication around the world - teaching and learning conditions in FL classrooms may become similar to conditions that apply when living in the target culture. It is important that teachers have access to these new media so that they can integrate them in classroom activities. In this study the focus is primarily on the acquisition of listening and speaking proficiency because these skills often play only a minor role in FL classrooms despite the fact that they often figure prominently in curricular guidelines and statements of objectives. In conclusion, it will be argued that FL learning is as much a social process as it is a psychological one. Learners need to be part of a community of speakers and they have to be able to plunge into and participate in the world of native speakers. The digital classroom meets these requirements in a learner friendly way and it marks an important step towards making language acquisition possible in the classroom.

Drager and Reichle (2001) investigated younger and older listeners' comprehension of synthesized discourse under focused attention and divided attention conditions. Results demonstrated that synthesized discourse can be adequately comprehended by young and older adults in a focused attention condition. However when attention is divided, listeners were able to comprehend significantly less of the synthesized discourse than the natural discourse. This effect was greater for older adult listeners.

Floyd (2002) examined the issue of whether instruction in listening should include an emphasis on ways in which speakers can help listeners to listen more
effectively, thus playing a role in overall listening improvement. The author concludes that we can best emphasize the importance of listening by teaching people to listen effectively regardless of the speaker.

Pratt (2002) describes a pilot program at the University of Wisconsin-River Falls that trains students to work on dairy farms to teach English as a second language to farm workers, many of whom are immigrants who speak no English. The aim of the program is to teach “survival English”—especially survival on a dairy farm—of which good listening is a critical part.

Thompson et al., (2003) studied, the effectiveness of an intervention that involved both English as a second language strategies and effective reading practices (based on research with monolingual English speakers) for English language (EL) learners at risk for reading problems and learning to read in English is described. 26 second-grade students who were both EL learners and at risk for reading difficulties were identified and provided an intensive reading intervention in English. Scores at 4-week follow-up increased significantly for word attack, passage comprehension, and phoneme segmentation fluency. Long-term follow-up (over 4 months) indicated significant gains for oral reading fluency and significant losses for phoneme segmentation fluency.

McBride-Chang and Treiman (2003) examined the extent to which young Hong Kong Chinese children, taught to read English as a second language via a logographic "look and say" method, used information about letter names and letter sounds to learn English words. The results point to the importance of letter-name and letter-sound knowledge for learning to read English, regardless of native-language background or method of instruction.

Lehto and Anttila (2003) studied aspects of listening comprehension skills in second-, fourth- and sixth-grade students (n=107) were investigated. The design employed the Sentence Verification Technique (SVT) Participants listened to three narrative and three expository passages, which had been recorded onto a CD, together with test sentences. Compared to the narrative passages, the expository material was more difficult to understand. Girls systematically scored higher than boys on all measures of listening comprehension although this sex difference was small and mostly nonsignificant. These results are comparable with previous findings in reading.
comprehension research. Age-related improvement in listening comprehension was observed with the narrative, but not with the expository passages.

McIntosh et al., (2003) describes a pilot project in the English for Academic Purposes (EAP) programme at the University of Alberta where two courses incorporated a voice-based conferencing tool called Wimba. Students took part in organized debates and discussions in class and online to improve their oral skills. An evaluation survey was conducted at the end of the pilot project to test students' reactions and determine the effectiveness of the combination of Wimba and oral learning activities. There is no doubt that more research is needed to investigate the emerging field of voice-based asynchronous technology. The EAP pilot project serves as a case study at the intersection of this new technology and language instruction.

Jongman et al., (2003) suggested that accurate perception of nonsibilant fricatives derives from a combination of acoustic, linguistic, and visual information. Most studies have been unable to identify reliable acoustic cues for the recognition of the English no sibilant fricatives /f, v, theta, delta/ Three conditions were contrasted: Stimuli were presented with (a) both auditory and visual information, (b) auditory information alone, or (c) visual information alone. When errors in terms of voicing were ignored in all 3 conditions, results indicated that perception of these fricatives is as good with visual information alone as with both auditory and visual information combined, and better than for auditory information alone.

Hardison (2003) studied influence of a talker's face (e.g., articulatory gestures) and voice, vocalic context, and word position in the training of Japanese and Korean English as a second language learners to identify American English /I/ and /I/. In the pretest-posttest design, an identification paradigm assessed the effects of 3 weeks of training using multiple natural exemplars on videotape. Word position, adjacent vowel, and training type (auditory-visual [AV] vs. Auditory only; multiple vs. Single talker for Koreans) were independent variables. Findings revealed significant effects of training type (greater improvement with AV), talker, word position, and vowel. Identification accuracy generalized successfully to novel stimuli and a new talker. Transfer to significant production improvement was also noted. These findings are compatible with episodic models for the encoding of speech in memory.

Gilbert (2003) studied how well teachers listen and what their preferences might be, more than 200 educators provided data about listening effectiveness and personality
preferences. The data showed that females listened better than males, veteran educators listened better than student teachers, and people who are more logical and thought-oriented listened more effectively overall.

Chiang et al., (2003) investigated the effect of chanting activities on the English listening comprehension of ESL students in Taipei. Two experiments were conducted with different age population. Experiment one included a population of first grade children. Experiment two was conducted using college freshmen. The results showed that 1. Chanting activity increased listening comprehension, 2. Although chanting activities can affect both children and adults positively, the effect on the younger subjects was greater than the older students.

Ann et al., (2003) reported the results of practicing engineers' descriptions of the importance of oral communication. These data suggest that engineering practice takes place in an intensely oral culture and while formal presentations are important to practicing engineers, daily work is characterized more by interpersonal and small group experiences. Communication skills such as translation, clarity, negotiation, and listening are vital. In the last decade engineering education and industry have requested assistance from communication educators.

Juhani et al., (2003) investigated aspects of listening comprehension skills in second-, fourth- and sixth-grade students (n=107) were investigated. The design employed the Sentence Verification Technique (SVT) Participants listened to three narrative and three expository passages, which had been recorded onto a CD, together with test sentences. Compared to the narrative passages, the expository material was more difficult to understand. Girls systematically scored higher than boys on all measures of listening comprehension although this sex difference was small and mostly nonsignificant. These results are comparable with previous findings in reading comprehension research. Age-related improvement in listening comprehension was observed with the narrative, but not with the expository passages.

Imhoff (2004) studied the actual proportion of time spent listening during a typical school day using direct classroom observation in primary education. Results show that students are supposed to listen to various sources in about two thirds of the
instructional time with the teacher being the most frequent source of information. Results are discussed with respect to the importance of listening skills for learning.

**Purdy (2004)** surveyed the characteristics of effective and ineffective (good and poor) listeners anew—this time coming up with 12 significant characteristics for each. There were significant differences in the new characteristics as compared to the original list of characteristics. This study also found factors accounting for the characteristics of good and poor listeners. A second phase of the study presented different subjects with the 28-30 most frequent characteristics of good and poor listeners to further refine the list of good and poor characteristics.

**Lerkkanen et al., (2004)** studied the developmental antecedents of reading performance and its subcomponents from the beginning of the first year to the end of the second year of primary school. The results showed that the reading-related variables predicting reading performance varied according to the phase of reading development. Moreover, partially different antecedents predicted word reading and reading comprehension. Word reading was associated with letter knowledge and listening comprehension, whereas initial word reading skill and listening comprehension were highly associated with the development of reading comprehension.

**Lin et al., (2004)** examined the differential effects of learning English at three age-starting points and two learning durations. This study hopes to determine how childhood experience of English learning (which is not mandatory in public elementary schools) has affected the auditory competence of university students in distinguishing English minimal pairs. Results showed that age effects were salient only under condition of noise background. Without the interference of background noise, most subjects performed well enough to obliterate any potential differences.

**Guerrero (2004)** examined the primary assumption underlying the recent passage of propositions aimed at meeting the need of English language learners (ELLs). The assumption is that English language learners normally need only one year of intensive structured English immersion to learn English well enough to be academically successful in an all-English instructional environment. This assumption is examined by engaging in an analysis of the learners' characteristics, the nature of academic language, and the conditions under which the learners are expected to acquire academic English. No theoretical or empirical evidence was found to support the central assumption.
underlying such propositions. It seems that the only support for the propositions stems from an uninformed voting public and the propositions' authors.

Spencer and Hanley (2004) compared the early reading development of five-year-old children who were learning to read either English (an opaque orthography) or Welsh (a shallow orthography). The children were being educated in Welsh and English-speaking primary schools in Wales during their first year of formal reading instruction. Teaching methods in both schools emphasized phonics. The results suggest that a transparent orthography facilitates reading acquisition and phoneme awareness skills from the earliest stages of reading development onward.

Levey (2004) examined whether listeners bilingual in Spanish and English would have difficulty in the discrimination of English vowel contrasts. An additional goal was to estimate the correlation between their discrimination and production of these vowels. The discrimination and production of English vowels in real and novel words by adult participants bilingual in Spanish and English were examined and their discrimination was compared with that of 40 native monolingual English-speaking participants. Bilingual participants' productions of vowels were judged by two independent listeners to estimate the correlation between discrimination and production. Discrimination accuracy was significantly greater for native English-speaking participants than for bilingual participants for vowel contrasts and novel words. Significant errors also appeared in the bilingual participants' productions of certain vowels. Earlier age of acquisition, absence of communication problems, and greater percentage of time devoted to communication contributed to greater accuracy in discrimination and production.

Wayland and Guion (2004) investigated the ability of native English (NE) and native Chinese (NC) speakers to identify and discriminate the mid- versus the low-tone contrast in Thai was investigated before and after auditory training. A significant improvement in identification from the pretest to the posttest was observed in the NC group under both ISI conditions, but not in the NE group. These results suggest that prior experience with the tone system in one tone language may be transferable to the perception of tone in another language.

Lee and Todd (2004) proposed that the crucial determinant of rhythmic organization is the variability in the auditory prominence of phonetic events. In order to test this auditory prominence hypothesis, an auditory model is run on two multi-language
data-sets, the first consisting of matched pairs of English and French sentences, and the second consisting of French, Italian, English and Dutch sentences. The model is based on a theory of the auditory primal sketch, and generates a primitive representation of an acoustic signal (the rhythmogram) which yields a crude segmentation of the speech signal and assigns prominence values to the obtained sequence of events. Its performance is compared with that of several recently proposed phonetic measures of vocalic and consonantal variability.

Roberts and Neal (2004) studied thirty-three preschool children who were learning English as a second language participated in 16 weeks of either comprehension-oriented or letter/rhyme-focused small group instruction. Pretests and posttests of book vocabulary, story comprehension, print concepts, letter naming, writing, rhyming, and English oral proficiency were given. Children who participated in comprehension instruction outperformed letter/rhyme children on vocabulary and print concepts. Letter/rhyme instruction children outperformed comprehension children on letter naming and letter writing. English oral proficiency was more strongly correlated with the linguistic comprehension domain of early literacy than with the decoding-related domain. There was clear evidence that children at the very initial stages of English acquisition could learn both linguistic comprehension and decoding-related components of early literacy from explicit small group instruction.

Chen et al., (2004) investigated the learning effectiveness of a Web-based course called Academic English (EAP) for Japanese learners of English. The main focus of the study was to examine the form, function, and impact of interaction in the course Therefore, it was concluded that this Web-based course was well designed to maximize the students' language learning experience as well as to improve their language abilities in English.

Ruthven et al., (2004) investigated professional thinking about pedagogical aspects of technology use in mainstream classroom practice. It focuses on the systems of ideas which frame teacher accounts of the successful use of computer-based tools and resources in the core subjects of English, Mathematics and Science at secondary-school level. These accounts were elicited through group interviews with the relevant subject departments in six secondary schools in England. The analysis identifies seven broad themes in which teachers point to the contribution of technology use in: effecting
working processes and improving production; supporting processes of checking, trailing and refinement; enhancing the variety and appeal of classroom activity; fostering pupil independence and peer support; overcoming pupil difficulties and building assurance; broadening reference and increasing currency of activity; and focusing on overarching issues and accentuating important features.

Anderson (2004) suggested that children who are learning a L2 utilize their knowledge of the L1 to aid them in acquiring the phonological system of the L2. At the same time, they appear to maintain, at least as measured via perceptual analysis of their speech, distinct phonological systems. Phonological development in first and second languages (L1 and L2 respectively) has not been extensively studied in young children who are acquiring a second language via immersion. This lack of information is unfortunate, as the number of children who are acquiring a second language in this context is growing and such children make up a part of the clinical caseload of many speech-language pathologists. To address the need for information regarding phonological development of children acquiring a second language in immersion, the present investigation sought to provide longitudinal data on the development of both L1 and L2 phonologies.

Evans (2004) studied face-to-face teaching, versus teleteaching. The educator is able to directly mediate learning and gauge the level of the learners' English proficiency. Teleteaching makes this virtually impossible, as learners are invisible and thus immediate intervention in learning or estimations of proficiency are much more difficult to achieve. TELETUKS Schools - a community project of the University of Pretoria - aims to assist Grade 12 learners prepare for their final examinations via interactive, televised lessons in key subjects. This article seeks to explain why learners refrain from participating during educational transmissions even though technology permits bi-directional audio links. Understanding why viewers are reluctant to interact during transmissions could help educationists exploit the unique instructional potential of television, especially in remote areas of developing countries or where resources are severely limited. The results of a questionnaire survey conducted during a TELETUKS winter school (2002) suggest that limited language skills and the medium of instruction (English) - compounded by the nature and complexities of the medium - are possible reasons why the anticipated learner-presenter interaction remains
exceptionally low. This exploratory study also shows that further research in the form of in-depth participant interviews, direct observation of learner participation and content analysis of televised lessons ought to establish the deeper, underlying reasons for low interactivity.

**Riley et al., (2004)** explored the nature and importance of oral language development in the early years and describes an intervention designed to enhance the spoken language skills of the reception children. The pre-intervention scores of the children at school entry indicated that the language skills of the children were less well developed than those of the general population. The findings suggest that the intervention had a positive effect on the speaking and listening skills of the reception children and that the teachers' involvement in the research contributed to their professional development.

**Veii and Everatt (2005)** assessed the predictions derived from the central processing and script dependent hypotheses were assessed by measuring the reading ability of 116 Grade 2-5 Herero-English bilingual children in Namibia ranging in age from 7 to 12 and investigating possible predictors of word reading among measures of cognitive/linguistic processes. Tasks included measures of word reading, decoding, phonological awareness, verbal and spatial memory, rapid naming, semantic fluency, Sound discrimination, listening comprehension and non-verbal reasoning. The results argue for the importance of phonological processing skills for the development of literacy skills across languages/scripts and show that phonological skills in the L2 can be reliable predictors of literacy in the L1.

**Taguchi (2005)** investigated whether second language (L2) proficiency affects pragmatic comprehension, namely the ability to comprehend implied meaning in spoken dialogues, in terms of accuracy and speed of comprehension. Participants included 46 native English speakers at a U.S. University and 160 Japanese students of English in a college in Japan who were at different L2 proficiency levels. They took a 38-item computerized listening task measuring their ability to comprehend conversational implicatures of different types (i.e., 2 sets of items in different degrees of conventionality). The participants comprehension was analyzed in terms of accuracy (i.e., test scores on a multiple choice measure) and comprehension speed (i.e., average time in seconds taken to answer each item correctly). The results revealed a significant L2 proficiency influence.
on accuracy, but not oil comprehension speed. There was no significant relationship between accuracy and comprehension speed.

**Colin et al., (2005)** assesses how audiovisual speech integration mechanisms are modulated by sensory and cognitive variables. For this purpose, the McGurk effect (McGurk & MacDonald, 1976) was used as an experimental paradigm. This effect occurs when participants are exposed to incongruent auditory and visual speech signals. For example, when an auditory /b/ is dubbed onto a visual /g/, listeners are led to perceive a fused phoneme like /d/. With the reverse presentation, they experience a combination such as /bg/. In two experiments, auditory intensity (40 dB, 50 dB, 60 dB, and 70 dB), face size (large: 19 x 23 cm and small: 1.8 x 2 cm) and instructions ("multiple choice" and "free response") were manipulated. Those results indicate that the processing chain underlying audiovisual speech perception is modulated by the perceptual salience of the visual and auditory inputs as well as by cognitive variables.

**Proctor and Snow (2005)** studied native Spanish speaking children reading in English. A structural equation model of second language (L2; English) reading comprehension was tested on a sample of 135 Spanish-speaking 4th-grade English-language learners (ELLs). The model included 2 levels: decoding and oral language. English decoding measures included alphabetic knowledge and fluency. English oral language measures included vocabulary knowledge and listening comprehension. L2 listening comprehension made an independent, proximal contribution to L2 reading comprehension. Results suggest that given adequate L2 decoding ability, L2 vocabulary knowledge is crucial for improved English reading comprehension outcomes for Spanish-speaking ELLs.

**Major et al., (2005)** investigated whether listeners experience more difficulty with regional, ethnic, and international dialects of English than with Standard American English. The results demonstrated that speaker dialect had a significant effect for both English as a second language (ESL) listeners (n = 158) and native-English-speaking listeners (n = 58). ESL listeners scored lower on listening comprehension tests hearing ethnic and international dialects of English compared to Standard American English; however, there were no significant differences between the scores of those hearing regional dialect and Standard American English.
These results suggest that regional dialects should be considered in listening comprehension tests such as the Test of English as a Foreign Language.

Mangubhai (2005) studied about immersion language teaching. Immersion language teaching has developed techniques that enable teachers to make their subject matter, through a second language, more comprehensible. The teacher will increase the amount of input in the SL provided to their students make their classroom rich with comprehensible input and thus potentially achieve a better language outcome.

Kim (2006) examined views of East Asian international graduate students concerning required academic listening and speaking skill levels in their university courses, their own difficulties in meeting these expectations, and their suggestions as to the ways in which English for Academic Purposes (EAP) teachers might better prepare them through listening and speaking activities. They considered formal oral presentations and listening comprehension the most important skills for academic success in graduate courses, and pronunciation of English and note-taking skills the least important.

Slevc and Miyake (2006) examined the relation between musical ability and second language (L2) proficiency in adult learners. L2 ability was assessed in four domains: receptive phonology, productive phonology, syntax, and lexical knowledge. Also assessed were various other factors that might explain individual differences in L2 ability, including age of L2 immersion, patterns of language use and exposure, and phonological short-term memory. Musical ability predicted L2 phonological ability (both receptive and productive) even when controlling for other factors, but did not explain unique variance in L2 syntax or lexical knowledge. These results suggest that musical skills may facilitate the acquisition of L2 sound structure and add to a growing body of evidence linking language and music.

Howell et al., (2006) studied the processing or representational level at which accent forms learned early in life can change and with whether alteration to a speaker's auditory environment can elicit an original accent. Listeners rated similarity of accent in a sample of speech recorded under normal listening against a sample read by another speaker in one of the altered listening conditions. When listening condition was altered, the speakers who had lost their original accent were rated as more similar to those who
had retained their accent. It is concluded that accent differences can be elicited by altering listening environment because the speech systems of speakers who have lost their accent are more vulnerable than those of speakers who have not changed their original accent.

Marshall et al., (2007) investigated parents' and SLTs' views about language development, delay and intervention in pre-school children with language delay. A total of 24 unstructured interviews were carried out: 15 with parents whose children had been referred for speech and language therapy and nine with SLTs who worked with pre-school children. There are commonalities and differences between the parents and the SLTs. Both groups believe that language development and delay are influenced by both external and internal factors. Parents give more weight to the role of gender, imitation and personality and value television and videos, whereas the SLTs value the 'right environment' and listening skills and consider that health/disability and socio-economic factors are important.

Wang (2007) attempted to motivate Chinese students in practicing listening skills. The plan consisted of three parts, giving knowledge, improving and modifying ways in listening process. It was found that the students developed a high degree of motivation towards practicing listening.

DISCUSSION

Our Education system has neglected teaching of listening skills at an appropriate age, with very few studies done on teaching on listening skills at primary and middle school levels. There was lack of suitable audio cassettes/CD packages for teaching, apart from the lack of native speakers in English to teach properly accented English, suitable exercises at primary and middle school levels had, therefore, to be developed to fill the above gaps in teaching. Hence, the researcher developed audio cassettes and audio CD to bridge the lacunae in teaching English as second language at high school level.

The major finding of the present study says that among the three types of instructional strategies TMT(Traditional Method of Teaching),AMT(Audio Method of
Teaching and TAMT (Traditional supported by Audio Method of Teaching), the TAMT helps the teacher to better facilitate the learning process in the classroom.

By the teaching of sound Discriminative listening skill, the students hear and discriminate between various sounds.

By the teaching of Aesthetic listening skill, the students are taught to enjoy listening to prose poetry and story telling.

By the teaching of Efferent listening skill, the students process and understand the message of instruction.

By the teaching of Critical listening skill, the students learn to critically judge advertising claims.

By the teaching of Therapeutic listening skill, the students learn to listen to various life situations and learn to offer sympathy, suggestions and help.

By the teaching of Social listening skill, the students learn to socialize and communicate in public places.

By the teaching of Descriptive listening skill, the interest of students to listen with enhanced motivation of the description of a thing, place, person or object of interest are aroused.

The finding of Balasubramanian and Yoganandam (1994), showed pre-recorded audio cassette as supplementary device in improving the pronunciation of English sounds among school children. Kasinathan (1992) and Singh, Ummed (1993), found effectiveness in teaching with audio cassette as compared with traditional lecture method, in teaching stress and rhythm for higher secondary students. Purushothaman, Shanmugasundaram and Stella (1992) found audio assisted instruction better than traditional method. These views guided the researcher to use audio assisted teaching material for her studies.

Abdulaziz (1984) and Ilangovan (1997) showed the effectiveness of audio video intervention in developing listening comprehension in English at higher secondary stage. These studies showed the usefulness of supplementary aids in the teaching of English. Hence it guided the researcher in selecting audio cassette/CD method for her studies.

Reddy and Ramar (1995) showed that the media method, through audio and video cassette, was more effective than the traditional method and it enabled the low achievers to cope with the normal students to a great extent. Antonisamy (1996) in his study on effect of auto instructional programme helped the learners to learn themselves. Klassen and Milton's (1999) study indicated that students who completed the syllabus in a
multimedia enhanced mode demonstrated significant improvement in listening skills when compared with students who completed the same syllabus in the traditional classroom mode. All these studies have confirmed the role of multimedia in teaching and learning of English.

Baker Evelyne (1985) The researcher learnt the importance of listening from this study. It indicated a positive trend of learning transfer from listening to reading. Kenneth Daniel (1985) This study revealed that in any foreign language or second language learning situation, listening comprehension skill should be developed ahead of speaking skill.

Echevarria and Liu (1998) showed the importance of listening comprehension in second language acquisition. Sasikala (1997) revealed that communicative task facilitated oral English acquisition. Margarete (1998) showed that teaching of listening skill is rather limited and that there is considerable room for modifying listening behavior.

Janusik et al., (2000) indicated that listening is instrumental for professional and academic success. Ann et al., (2003) concluded that listening teaching was essential for practicing engineering students to develop communication skills. Imhoff (2004) showed importance for listening skill in the instruction. Kim (2006) examined views of East Asian international graduate students and found listening comprehension the most important skill for academic success.

**LINKING OF LITERATURE WITH THE RESEARCH WORK**

The researcher learnt
1. Increasing trend of using electronic media in second language teaching
2. Favourable reports of teaching languages early in childhood
3. Very few studies done in our country for listening skill
4. Very few studies done on primary and middle school students
5. Lack of suitable audio cassettes/CD packages for listening skills
6. Lack of native speakers in the language to teach properly accented English
7. Exercises like sound discrimination and pronunciation had to be taught to non-native speakers of English, to help them grasp the very basic skills

The researcher had to adapt her work considering all the above factors, and also the co-operation receivable from the tested groups. Hence, the review of literature greatly
contributed to the researchers efforts in the Indian context, so as to fill in the gaps in the studies done so far as listening skills are concerned.

CONCLUSION

The detailed review of literature presented in this chapter clearly indicates that new approaches always facilitate learners in learning English as second language. This review deals with use of audio, audio-visual, effect of reading, effect of age, methods to improve listening comprehension and acquisition of second language in the teaching of English as second language.

By exploring newer methods as used by the above researchers, teachers of English are enabled to create a new environment, such that the students learn differently as compared to traditional teaching-learning methods. Acquisition of a new skill, transfer of knowledge and time saving are the benefits obtained as shown by the above studies.

In the present study an attempt has been made to study the “Effectiveness of Audio-Assisted methods of teaching, listening skills in English at High School level”.

68