Chapter VI

An Overview of the Study
1.1 INTRODUCTION

Education is as old as mankind. Education is acquisition of knowledge, experience, development of skills, habits, and attitudes. The Educational process transmits cultural heritage, value systems, knowledge and skills from one generation to another through different institutions. Education aims to produce physically strong, socially efficient, spiritually enlightened, emotionally stable, culturally sound, mentally alert and morally upright individuals. One of the important activities of Educational process is teaching which includes training, instruction and development of cognitive process and abilities.

The term ‘Educational Technology’ as widely understood refers to the development, application and evaluation of systems techniques and aids in the fields of learning. It includes such aspects as objectives, media and resources, management of these resources, and evaluation of results. From text-based, locally networked or stand-alone computer-assisted applications, we have come to the era of rapid communication through Internet, huge memory storage capacity and retrieval, multimedia based instruction, miniaturization and speed of delivery. This in turn makes the whole teaching-learning process more efficient, easier to deliver and administer, and increases motivation for learner and teacher.

One of the most fascinating aspects of human development is the acquisition of language. Language is the basis of communication with others. Chomsky, N. (1959) view holds that an innate Biological Mechanism is responsible for language Acquisition. Language development in young children is essential for educational and cultural development. The language ability acquired leads to basic communication ability. Communication is the primary function of languages. It is the process of exchange of ideas and information between participants.

Listening is an integral part of effective communication. New, non-native learners of languages can learn only when they hear proper words, sounds and structures.
The absence of prolonged contact with the native speakers of English and with little or no exposure to it as spoken by them, has ruled out the possibility of Indians learning pronunciation with the help of a direct source of reference.

In such a situation, the role of teaching proper English Listening skills assumes vital importance. To teach and evaluate the Listening process, the investigator devised an audio-format of seven common different listening situations for high school students.

These were taught and evaluated by the three different instructional strategies viz TMT (Traditional method of teaching), AMT (Audio method of teaching), TAMT (Traditional supported by audio method of teaching).

**STATEMENT OF THE PROBLEM**

In India, where English is taught as a second language, much emphasis is on writing skills and learning of grammar. The speaking, reading and listening skills are neglected. The most neglected, in this researcher’s experience, is the listening skill. Since English is not spoken in Indian homes as a means of communication, children are not exposed to listening to the proper English sounds from a young age. The present education system provides no training in listening skills. There is essentially a need to expose children to proper listening skills in second language teaching from a very young age. Keeping in mind this problem of the lack of appropriate listening skills taught in schools, the researcher took up the present study, *"Effectiveness of Audio-Assisted Instructional Strategies in Teaching Listening Skills in English at High School Level"*. 

**OBJECTIVES OF THE STUDY**

The objectives of the study are as follows:-

1. To establish the relative effectiveness among the different instructional strategies viz TMT (Traditional method of teaching), AMT (Audio method of teaching), TAMT (Traditional supported by audio method of teaching) in developing listening comprehension in English at standard VIII students.

2. To find out whether there is significant difference among the different instructional strategies viz TMT, AMT and TAMT in terms of the relative effectiveness in
modifying the micro skills which are required for listening comprehension in English among the VIII standard students.

3. To develop an audio material for testing and assessing the performance of the VIII standard students in listening comprehension in English before and after experimentation.

4. To develop an audio material in developing listening comprehension in English among standard VIII students.

5. To evaluate the developed audio material from technical and pedagogical points of view by experts, educationists and practicing teachers of English.

6. To find out whether there is any significant difference among different instructional strategies viz TMT, AMT, and TAMT in their effectiveness in terms of their retention of micro skills required for listening comprehension in English as revealed by the learners, performance in the retention test.

7. To find out whether there is significant difference with regard to students academic achievements in English before and after experimentation owing to the intervention of audio presentation in developing listening comprehension skills of the high school students.

HYPOTHESES OF THE STUDY

The hypotheses of the study are as follows:-

1. There is significant difference between the means of pre and posttest scores of the groups of different instructional strategies viz TMT, AMT and TAMT on the skills of listening comprehension in English of standard VIII students.

2. There is significant difference among different instructional strategies viz TMT, AMT, and TAMT on the post test scores of the sound Discriminative skill of listening comprehension in English of standard VIII students.

3. There is significant difference among different instructional strategies viz TMT, AMT and TAMT on the post test scores of the Aesthetic skill of listening comprehension in English of standard VIII students.
4. There is significant difference among different instructional strategies viz TMT, AMT and TAMT on the post test scores of the Efferent skill of listening comprehension in English of standard VIII students.

5. There is significant difference among different instructional strategies viz TMT, AMT and TAMT on the post test scores of the Critical skill of listening comprehension in English of standard VIII students.

6. There is significant difference among different instructional strategies viz TMT, AMT and TAMT on the post test scores of the Therapeutic skill of listening comprehension in English of standard VIII students.

7. There is significant difference among different instructional strategies viz TMT, AMT and TAMT on the post test scores of the Social skill of listening comprehension in English of standard VIII students.

8. There is significant difference among different instructional strategies viz TMT, AMT and TAMT on the post test scores of the Descriptive skill of listening comprehension in English of standard VIII students.

9. There is significant difference among different instructional strategies viz TMT, AMT and TAMT in their effectiveness in terms of retention of the Sound Discriminative skill of listening comprehension in English of standard VIII students.

10. There is significant difference among different instructional strategies viz TMT, AMT and TAMT in their effectiveness in terms of retention of the Aesthetic skill of listening comprehension in English of standard VIII students.

11. There is significant difference among different instructional strategies viz TMT, AMT and TAMT in their effectiveness in terms of retention of the Efferent skill of listening comprehension in English of standard VIII students.

12. There is significant difference among different instructional strategies viz TMT, AMT and TAMT in their effectiveness in terms of retention of the Critical skill of listening comprehension in English of standard VIII students.
13. There is significant difference among different instructional strategies viz TMT, AMT and TAMT in their effectiveness in terms of retention of the Therapeutic skill of listening comprehension in English of standard VIII students.

14. There is significant difference among different instructional strategies viz TMT, AMT and TAMT in their effectiveness in terms of retention of the Social skill of listening comprehension in English of standard VIII students.

15. There is significant difference among different instructional strategies viz TMT, AMT and TAMT in their effectiveness in terms of retention of the Descriptive skill of listening comprehension in English of standard VIII students.

SCOPE OF THE STUDY

Research on Audio Assisted Instruction would help the Educational planners to prepare suitable software for effective teaching of listening skills in English for vernacular medium students. The present study tries to establish effectiveness of audio aids in learning listening skills in English for High School students. It suggests some remedial measures to make improvements in the Listening skills of English for vernacular medium students. The software prepared for the present study can be exploited to be of use for all students of Tamil Nadu. In areas of difficulty, such packages can be of immense practical use for practicing teachers in realizing the instructional objectives in the teaching of English. In total, this study paves the way for introduction of listening skills in schools.

NEED FOR THE STUDY

In this era of rapid communication, the indispensability of English communication skill with proper phonology and intonation, has increased many fold. Employers have noted a specific lack of English communication skills during recruitment. Teaching old syllabi, out of context with modern needs, leads to difficulty in functional English. The cognitive process is hampered by the languages factor leading to lack of motivation and confidence. It is the absence of school level language planning that flattened out their career curve.
This research explores the possibility of having Audio assisted instructional strategies in realizing the instructional objectives in the areas of listening in English. Many studies show that motivation to learn the target languages is increased by technological hardware and software.

Under these circumstances, the present study assumes importance in exploring the unexplored potentialities of Audio packages as a tool in solving the problem faced by English teachers and students.

DEVELOPMENT OF AUDIO ASSISTED LISTENING SKILLS PACKAGES

For the purpose of audio assisted teaching of listening skills, the researcher divided listening skills into seven basic categories. They are described as follows:-

1. Discriminative Listening Skill

   It helps the students to hear and discriminate between the various sounds for effective pronunciation. This skill consists of listening different vowel sounds, consonant sounds, diphthongs, word stress, sentence stress and Intonation played through audio to help learners differentiate various sounds.

   It tests the discriminative ability to distinguish sounds

2. Aesthetic Listening Skill

   Learners listen aesthetically to a teacher when they listen for enjoyment. It is the type of listening children do as they listen to stories, poems, songs and actors in a play.

   This item tests the interest with which students listen to stories, poems, songs, situations in real life and tick answers as they listen. These are enjoyable listening activities.

3. Efferent Listening Skill

   It is practical listening to understand a message. This type of listening is used to identify the important piece of information and remember them. It is required in many instructional activities.

   It tests the ability to hear and follow instructions such as announcement reaching a place and drawing. It involves listening comprehending and execution of audio instructions.
4. Critical Listening Skill

Learners need to develop critical listening skills because they are exposed to many types of persuasions and propaganda. It is essential that they listen critically and learn to judge. This item tests the ability to listen and critically evaluate propaganda, sales promotions, and advertisements and come to valid conclusions.

5. Therapeutic Listening Skill

Therapeutic means sympathetic listeners. Specific situations where such listening skills are useful are, for example, those relating to theft, loss, deaths, accidents, failure, and illness and so on.

This item tests the ability to listen sympathetically and comprehend the seriousness of the situation that has been described to him.

6. Social Listening Skill

A learner has to interact with his community namely in school, post office, banks, shops, hospitals, work place, where he has to socialize and communicate. The audio method gives him necessary means to reply correctly in various such situations.

These items test the comprehension of the students in various common social situations such as accepting invitations, taking messages, taking orders, and expressing regret.

8. Descriptive Listening Skill

Things, persons, places, and activities can be described and listening skills are enhanced by interesting listening exercises.

This item test the ability to answer questions about places, persons, things and events described to them.

The Researcher incorporated the seven above-mentioned listening skills into a C.D. format for teaching and testing students.

METHODOLOGY OF THE STUDY

In order to test the hypotheses, ‘Pre-test, Post-test. Non-equivalent Groups Design’ was found to be the most relevant and appropriate method in the study.
The students of VIII Standard in P.N. Pudur government school were selected for the experiment. Three groups were formed. One of the groups was identified as control and other two groups were treated as experimental groups.

TMT (Traditional Method of Teaching) was adopted for the control group, AMT (Audio Method of teaching) and TAMT (Traditional supported by Audio Method of Teaching) were introduced as experimental factors to the other two groups respectively.

Audio package for seven different listening skills in English had already been developed and evaluated.

The same content was taught to all the three groups through respective instructional strategy. Pre and Post-test in the same content areas were administered to all the groups. The three groups were given the tests making use of the specially developed audio, materials. Retention tests in the same content areas were also administered to all the three groups a month after the completion of the experiment.

The responses made by the subject of the control and the experimental groups in the pre, post and retention tests were scored and tabulated. The mean and SD of the scores of the students in the pre, post and retention tests were computed for all the three groups. The spelt-out hypotheses were tested using appropriate statistical techniques.

TOOLS USED IN THE STUDY
The tools used in the study are as follows:-
1. Audio Compact Disc (C. D.) developed by the investigator for teaching the seven listening skills.
2. Audio cassette developed by the investigator for testing seven listening skills of the three experimental groups.
3. Answer sheets with multiple-choice questions for testing the seven listening skills of the groups.

STATISTICAL TECHNIQUES USED IN THE STUDY
Statistical techniques used in the study are as follows:-
1. ‘t’ – Tests
2. Analysis of Variance
3. Analysis of Co-Variance
FINDINGS AND CONCLUSIONS

The findings and conclusions of the study are as follows:-

1. The three instructional strategies viz TMT, AMT, & TAMT are effective in developing all the seven listening skills with regard to listening comprehension in English of VIII standard students.

2. The three instructional strategies viz TMT, AMT, & TAMT differ among themselves in modifying the Sound Discriminating skill of listening comprehension of VIII standard students in English. Among these 3 instructional strategies TAMT is the most effective instructional strategy.

3. The three instructional strategies viz TMT, AMT, & TAMT differ among themselves in modifying the Aesthetic skill of listening comprehension of VIII standard students in English. It is also found that there is no significant difference between the mean values of TMT and AMT as compared to the TAMT group, showing that TAMT is the most effective instructional strategy.

4. The three instructional strategies viz TMT, AMT, & TAMT differ among themselves in modifying the Efferent skill of listening comprehension of VIII standard students in English. It is also found that there is no significant difference between the mean values of TMT and AMT as compared to the TAMT group, showing that TAMT is the most effective instructional strategy.

5. The three instructional strategies viz TMT, AMT, & TAMT differ among themselves in modifying the Critical skill of listening comprehension of VIII standard students in English. It is also found that there is no significant difference between the mean values of TMT and AMT as compared to the TAMT group, showing that TAMT is the most effective instructional strategy.

6. The three instructional strategies viz TMT, AMT, & TAMT differ among themselves in modifying the Therapeutic skill of listening comprehension of VIII standard students in English. It is also found that there is no significant difference between the mean values of TMT and AMT as compared to the TAMT group, showing that TAMT is the most effective instructional strategy.
7. The three instructional strategies viz TMT, AMT, & TAMT differ among themselves in modifying the Social skill of listening comprehension of VIII standard students in English. Here there is no significant difference between TMT and TAMT, showing that students had previous knowledge of day-to-day experiences in Social listening interaction.

8. The three instructional strategies viz TMT, AMT, & TAMT differ among themselves in modifying the Descriptive skill of listening comprehension of VIII standard students in English. It is also found that there is no significant difference between the mean values of TMT and AMT as compared to the TAMT group, showing that TAMT is the most effective instructional strategy.

9. The three instructional strategies viz TMT, AMT and TAMT differ among themselves in their effectiveness in enhancing the retention of Sound discriminative skill of listening comprehension of VIII standard students in English. Among these three instructional strategies TAMT is the most effective instructional strategy.

10. The three instructional strategies viz TMT, AMT and TAMT differ among themselves in their effectiveness in enhancing the retention of Aesthetic skill of listening comprehension of VIII standard students in English. It is also found that there is no significant difference between the mean values of TMT and AMT as compared to TAMT group, showing that TAMT is the most effective instructional strategy.

11. The three instructional strategies viz TMT, AMT and TAMT differ among themselves in their effectiveness in enhancing the retention of Efferent skill of listening comprehension of VIII standard students in English. It is also found that there is no significant difference between the mean values of TMT and AMT as compared to TAMT group, showing that TAMT is the most effective instructional strategy.

12. The three instructional strategies viz TMT, AMT and TAMT differ among themselves in their effectiveness in enhancing the retention of Critical skill of listening comprehension of VIII standard students in English. It is also found that there is no significant difference between the mean values of TMT and AMT as compared to TAMT, showing that TAMT is the most effective instructional strategy.
13. The three instructional strategies viz TMT, AMT and TAMT differ among themselves in their effectiveness in enhancing the retention of Therapeutic skill of listening comprehension of VIII standard students in English. It is also found that there is no significant difference between the mean values of TMT and AMT as compared to TAMT, showing that TAMT is the most effective instructional strategy.

14. The three instructional strategies viz TMT, AMT and TAMT differ among themselves in their effectiveness in enhancing the retention of Therapeutic skill of listening comprehension of VIII standard students in English. Here there is no significant difference between TMT and TAMT, showing that students had previous knowledge of day-to-day experiences in Social listening interactions.

15. The three instructional strategies viz TMT, AMT and TAMT differ among themselves in their effectiveness in enhancing the retention of Descriptive skill of listening comprehension of VIII standard students in English. It is also found that there is no significant difference between the mean values of TMT and AMT as compared to TAMT, showing that TAMT is the most effective instructional strategy.

**IMPLICATIONS OF THE STUDY**

The implications of the study are as follows:-

1. The results prove that the C. D. prepared by the investigator is a suitable substitute for teaching and learning listening skills in English at schools.

2. Students are motivated to learn listening skill in English from the Audio C.D. prepared by the investigator.

3. The C.D learning package reduces the work of the teacher, since, it can be reproduced several times.

4. Expertise of resource persons can be used to develop such Audio modules for all classes.

5. This package could be used as a self-learning module by individuals.

6. This package enables evaluation of listening skills in English.

7. This package is more effective than the traditional lecture method in improving listening skills in English.
DELIMITATIONS OF THE STUDY

The delimitations of the study are as follows:-

1. This study was confined to standard VIII students.
2. Gender-wise comparison was not done in this study.
3. Of the four language skills, only listening skill was taught and tested.
4. This study was confined to four Tamil Nadu Govt. High schools having Tamil as medium of instruction.
   1. Govt. High School, Thondamuthur, C.B.E.
   2. Govt. High School, Kalveerapalayam, C.B.E.
   3. Govt. High School, Seeranaickenpalayam, C.B.E.
   4. Govt. High School, P. N. Pudur, C.B.E.
5. Demographic, economic and parental education background were not considered.

RECOMMENDATIONS

From the conclusions of the study, the following recommendations are offered:

1. Traditional Method supported by the Audio Method helps the teacher to better facilitate the Learning Process in the Classroom. The micro skills needed for listening comprehension are progressively developed by this method. This method gives the student an opportunity to listen to the correct pronunciation of near-native speakers. This can be used in second language classrooms for developing the Fine Listening Skills involved in Language. This method supplements the teacher's effort in second language teaching.

   It is recommended that English Language Teachers might make use of Traditional Teaching cum Audio Method to teach Listening Skills in classroom.

2. By the teaching of Sound Discriminative Listening Skill, the students hear and discriminate between the various sounds, like vowel sounds, Consonant Sounds and Diphthongs. Word Stress, Sentence Stress, and Intonation are practiced.

   By the teaching of Aesthetic Listening Skill, the students are taught to enjoy listening to prose, poetry and storytelling. They learn proper choice of words in their appropriate settings.
By the teaching of Efferent Listening Skills, the students process and understand messages of instruction. The five common organization patterns are used by the students to understand and remember the speaker's message.

By the teaching of Critical Listening Skills, the students learn to critically judge advertising claims.

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

By the teaching of Social Listening Skills, 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 above Seven Listening Skills could be usefully incorporated into the teaching of English as Second Language at high school level.

3. As TAMT is found to be very effective in teaching English as a second language, it is recommended that syllabus-based as well as syllabus-free Audio Instructional Package in ELT may be developed. These packages would be useful to the classroom teachers of English in exposing his or her students to the native and near-native utterances and speeches in English in various modes of discourse.

4. Teachers should be aware of the different aspects of the learning difficulties. It is they, more than any one, who help to overcome the learning difficulties in students. For this purpose, teachers must be given pre-service and in-service programmes on the aspects of learning difficulties and in correcting such difficulties in students. The District Institute of Educational Training must conduct in-service and pre-service training programmes to make the teachers aware of these difficulties. Departments of Education in Universities and Colleges of Education should also plan pre and in-service training programmes. In the pre-service programmes, the curriculum of the teacher training certificate and B.Ed course must be revised incorporating learning difficulties as a part of these courses. Also in the in-service programmes, teachers
should be given orientation/refresher training that can be extended for 10 days to a fortnight. In addition to this, English language training (ELT) centers at District Level should join with Central Institute of English and Foreign Language (CIEFL), Hyderabad, to produce Audio Cassettes on learning difficulties and these cassettes are to be kept under the custody of District Literacy Mission and Libraries in the district which lend the cassettes to schools.

5. Compared to reading and writing skills, listening and speaking skills have not been given their due importance in most of the second language teaching/learning programmes. In conjunction with standard audio instructional packages, language acquisition can be made easier and more interesting. It is recommended that the curriculum planners, ELT experts and text-book writers may consider this important aspect and include listening as an inevitable component of language syllabi and text books right from earlier stages of instruction. The evaluation experts should also consider the case of including aural-oral testing in the scheme of examinations. It is recommended that in addition to paper and pencil tests, aural and oral examination may be administered at all levels of instruction.

SUGGESTIONS FOR FURTHER RESEARCH

1. The instructional material can be prepared from primary level to Higher Secondary level, and their effectiveness for various levels can be tested.

2. A comparative study can be undertaken for Rural and Urban schools.

3. The same study can be done on a comparative basis for a period of three years or so considering all background details of the student.

4. Extent to which mastery learning can be attained shall be studied.

5. Studies may also be taken to find out the influence of such factors as motivation, curiosity, anxiety, fatigue and intelligence on the effects of Audio Intervention in language acquisition.

6. Studies may also be conducted to ascertain whether the use of Audio Packages would help the language teacher in developing the other basic skills of language acquisition viz, speaking, reading and writing.