CHAPTER – II
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Listening skills, Computer As Multimedia and Review of Related Literature

This second chapter is divided into three major divisions, Section - A, B and C. Section – A gives additional vivid details on listening skills, its importance, its types, deterrents to the listening process, developing active listening skills. It deals with definition and functions that are explained with suitable examples. Section – B gives elucidation of details of the term Computer, its usefulness as a teaching – aid, its introduction to classroom summary on Teaching – aid and its varieties and functions and the computers used in this research i.e. Computer and its functions. Section – C contains a review of related literature, and it gives a detailed account of similar researches conducted in the same field at International and National Levels.

SECTION – A

2.1 Listening Skills

Listening is a vital yet underestimated part of the communication process. Listening skills (or sometimes the lack of such skills) greatly
influence many parts of our life such as the quality of our friendships, the cohesion of our family relationships, the effectiveness of our studying and later on, our working life (Halliday, M.A. and Hasan, R. 1996). Even at the level of simple information, many people do not listen well. Studies show that 75% of oral communication is ignored or misunderstood (Seedhouse, 2001). Even rarer is the ability to listen for the deepest meaning in what people say.

2.2 What is listening?

We hear sounds around us, but often we hear them without really listening to them. So listening is different from hearing:

1. Hearing refers to the physical fact of receiving sounds; it is a passive act which happens even when we are asleep.

2. Listening on the other hand, is an active process which includes conscious effort. To listen we must not only hear, but also pay attention, understand and assimilate what we hear (Freedle and Kostin, 1989). Listening involves interaction. Have we sometimes felt that someone was hearing what we said without really listening?

Learning to listen is only achieved by a sustained and conscious effort. The more we try to listen, the more we will understand. The keys to listening are as follows,
1. Silence - to allow the other person to speak and be heard.
2. Concentration - to bring our entire mind to hear and understand what the other person is really saying. Our conscious effort to listen will bring positive results and a sense of achievement (Saleh Mary, 1994).

2.3 Types of Listening

Listening can be classified into five types, depending on the message of the sender and the intent of the receiver. The five types (Lesikar, 2005) are as follows,

1. Informative Listening
2. Relationship Listening
3. Appreciate Listening
4. Critical Listening
5. Discriminative Listening.

2.3a. Informative Listening

The listener is primarily concerned with understanding the message in this type of listening. In order to be more successful, listeners should hone their vocabulary, concentration and memorization skills.
2.3b Relationship Listening

This type of listening refers to the improvement of relationship among people. It is the kind of listening where the listener allows the speaker to ‘ventilate mind’ (Richard, J. Rogers, T.) to talk out a problem or situation. In this type of listening, it is important to pay attention to the speaker, and to be supportive: to keep the message in confidence, and to not be judgmental. It is also important to glean whether the speaker wants the listeners to suggest a solution, or simply to listen. Sometimes the most important factor in listening is develop or sustain a relationship (Bostrom, R. N., 1997). Relationship listening is also important in areas such as negotiation and sales, where it is helpful if the other person likes us and trusts us.

2.3.c Appreciate Listening

This type of listening refers to the listening for the enjoyment of it. Generally people spend more time on listening cassettes, CDs, presentations and concerts as well as listening to the media broadcast because we get information from this. We enjoy music. Many of us also enjoy a good comedy act. In appreciative listening, we seek certain information which will appreciate, for example that which helps meet our needs and goals. We use appreciative listening when
we are listening to good music, poetry or maybe even the stirring words of a great leader (Raynolds Rush, 1995).

2.3.d Critical Listening

In this type, one listens to form an opinion or make a decision. In forming an opinion or making a decision based on a message, we pay attention to three things: the speaker’s credibility, the logic of the argument, and the psychological appeal of the message (Bremer, et al., 1996). If one of these areas is lacking, one may make the judgement based on that void.

When people listen critically, their goal, in addition to understanding and remembering, is to evaluate (assess, interpret) what they hear. Attentive listening emphasizes nonverbal skills along with some verbal skills (Price, M.L, 2010) whereas critical listening emphasizes critical thinking skills.

Like attentive listening, critical listening is also related to asking questions. Listening attentively enables us to ask good questions of clarification; listening critically provides the basis for good probing questions. Listed here are four critical thinking skills and two critical listening skills. Remember that practice is the key to successfully incorporating these skills into our communication repertoire.
2.3.e. Discriminative Listening

In this type, one doesn’t mean excluding speakers based on any trait. It means the ability to identify and filter verbal and non-verbal cues and to get to the bottom line of the message. As in the words of Dr. Kline, “This type of listening is the foundation to all other types of listening because one can use it to infer both the speaker’s message and their intentions. (Dr. Kline, 2007). Discriminative listening is the most basic type of listening, whereby the difference between different sounds is identified. If listeners cannot hear differences, then they cannot make sense of the meaning that is expressed by such differences.

We learn to discriminate between sounds within our mother tongue earlier and later are unable to discriminate between the phonemes of other languages (Peirce, 1995). This is one reason why a person from one country finds it difficult to speak another language perfectly, as they are unable to distinguish the subtle sounds that are required in that language (Oller, J.W. 1979).

Likewise, a person who cannot hear the subtleties of emotional variation in another person's voice will be less likely to be able to discern the emotions the other person is experiencing (Cohen, A.D. 1997) Listening is a visual as well as
auditory act, as we communicate much through body language. Thus there is also need to discriminate between muscle and skeletal movements that signify different meanings.

2.4 Why Listening Skills Are Important

A person having good listening skills will be able to avoid misunderstandings. They can also do things right the first time when they listen to the person effectively. Problems are solved quicker by being an ‘Active Listener’ (Onwuegbuzie, 1999). Listening actively will show that we sincerely care. Listening helps people to develop knowledge. Nowadays, human community is exposed to the modern communicative gadgets like, Radio, Telephone, Television, Computer and Internet which connects us to the outer world.

One can understand the immediate environment and the world in general. The more knowledge we gain in “helps us to excel in our life style” (Ohto, 2001). Our marks, grades, ranks and subject interest are the results of our listening (Madhukar, 2001). Many professionals such as Telephone operators, nurses, doctors, auto mechanics, Teachers and Lawyers require good listening skills to get jobs and to lead a successful career.
Though listening skills are very important for students and communicators, there are some deterrents in the process of listening which disturbs a lot and cause confusion between speaker and listener and results also in miscommunication (Henning, et al. 1987). It is important that everybody should know the possible deterrents so that they could be avoided during the communication process.

2.5 Deterrents in Listening

When we hear, we only perceive sounds, but when we listen, this hearing is accompanied by a deliberate and purposeful act of the mind (Nystrom, 1983). To listen means to get meaning from what is heard. One may hear the words that another person utters, without really understanding them. The possible listening deterrents are listed below.

2.5.a Physiological Barriers

Sometimes poor listening can be traced to hearing deficiencies. However, once these deficiencies are detected, they can usually be treated.

2.5.b Speaking-Thinking rate

According to an estimate, we speak at an average of 125 to 150 words a minute. Our mind, however, can process nearly 500 words per minute. This gives listeners a good deal of spare time, which is often
used for mental excursions ranging from daydreaming to thinking about the speaker’s hairstyle. Spending this time for analyzing the message would make for better listening.

2.6. Environmental Barriers

Physical distractions

Anything that blocks or distorts the message that a speaker is trying to send across to the listener is a barrier to the communication process. These barriers can be sounds of traffic, machinery, a dance band, etc. Anything that turns the attention of the listener is a distraction (Weir, C. 1993). It may be environmental, a radio, or television playing or even the temperature of the room. Distracting sounds, poor acoustics, and uncomfortable seating arrangements can all hamper effective listening. But then it is not impossible to counter these distractions through concentration. When all our attention is focused on what is being said, the other noises take backseat in our consciousness (Asha Kaul, 2002).

2.6.a Message overload

When we are forced to listen to a quick succession of messages, then after a certain point our receptivity dulls and we find it impossible to listen attentively. Coping with a deluge of information is like juggling one can keep only a few things going at a time.
2.6.b Attitudinal Barriers

Prejudices

Sometimes our prejudices and deep-seated beliefs make it impossible for us to be receptive to the speaker. For instance, when we have likes and dislikes, we are not likely to give our views a fair hearing, because of our preconceived attitudes (Ellis, R.C., 2002). To break down this barrier, we must achieve some control over our instinctive responses and learn to postpone judgment until we have listened to exactly what is being said. People who refuse to expose themselves to ideas that are different from their own are basically close-minded. An open-minded person does more listening than speaking. This person may hold an opinion, but will listen to another’s opinion. A good listener should be open-minded.

2.7. Preoccupation & Over Emphasizing

Sometimes we are preoccupied with other concerns. As students, all of us must have had days when we registered nothing of what was said in class, because our thoughts were on some other plans. Over emphasizing makes a listener influenced by their feelings about the speaker’s reputation and they don’t listen to what is said(Alderson, et.al, 1987). Some people listen only to that which is very easy for them to understand.
2.7.a. Casual Attitude

As hearing is relatively easy, we assume that we can do it without much concentration and effort. This attitude is often a major barrier to listening.

2.7. b. Egocentrism

Many people are poor listeners, because they are overly concerned with themselves. Three personal concerns dominate their listening behavior. These can be summed up in three sentences:

1. I must defend my position.
2. I already know what we have to say.
3. How am I coming through?

These concerns set up effective barriers that destroy the critical link between speaker and listener.

2.8. Poor Listening Habits

Listening, like much of human behavior, tends to follow consistent patterns. Most of us develop certain bad listening habits that eventually create a pattern. Four of the most common bad habits are (Scott. et.al. 1996) as follows,

8.a. Faking Attention: Many of us do fake attention so as to appear discourteous

8.b. Listening only for facts: In looking only for the facts, we often
forget to locate the main idea.

8.c. Avoiding difficult and uninteresting material: Sometimes we switch off our attention when what is being said is difficult, unfamiliar, or simply uninteresting. If we do this often, this turning off becomes a consistent pattern.

8.d. Focusing on delivery: Sometimes we are so concerned with the manner which Someone says something that we pay scant attention to what he or she is actually saying.

2.9. False listening

False listening occurs where a person is pretending to listen but is not hearing anything that is being said. They may nod, smile and grunt in all the right places, but do not actually take in anything that is said.

This is a skill that may be finely honed by people who do a lot of inconsequential listening, such as politicians and royalty. Their goal with their audience is to make a good impression in very short space of time before they move on, never to talk to that person again (Hymes, P.H. 2002). It is also sometimes practiced by couples, particularly where one side does most of the talking. However, the need for relationship here can lead to this being spotted and end with consequent conflict.
2.9. a. Initial listening

Sometimes when we listen we hear the first few words and then we begin to think about what we want to say in return. We then look for a point at which we can interrupt. We are also not listening then as we are spending more time rehearsing what we are going to say about their initial point.

2.9.b. Selective listening

Selective listening involves listening for particular things and ignoring others. We thus hear what we want to hear and pay little attention to 'extraneous' detail.

2.9.c Partial listening

Partial listening is what most of us do most of the time. We listen to the other person with the best of intent and then become distracted, either by stray thoughts or by something that the other person has said. We consequently dip inside our own heads for a short while as we figure out what they really mean or formulate a question for them, before coming back into the room and starting to listen again. This can be problematic when the other person has moved on and we are unable to pick up the threads of what is being said. We thus easily can fall into false listening, at least for a short while. This can be embarrassing, of course, if they suddenly ask our opinion. A tip
here: own up, admitting that we had lost the thread of the conversation and asking them to repeat what was said.

Listening takes time or, more accurately, we have to take time to listen. A life filled with back-to-back commitments offers little leeway for listening. Similarly, a mind constantly buzzing with plans, dreams, schemes and anxieties is difficult to hear. Good listening requires the temporary suspension of all unrelated thoughts - a blank canvas. In order to become an effective listener, we have to learn to manage what goes on in our own mind.

Technology, for all its glorious gifts, has erected new barriers to listening. Face-to-face meetings and telephone conversations (priceless listening opportunities) are being replaced by email and the sterile anonymity of electronic meeting rooms. Other barriers to listening include:

1. Worry, fear, anger, grief, and depression
2. Individual bias and prejudice
3. Semantics and language differences
4. Noise and verbal clutter
2.10. How to develop Listening Skills

As in the words of Stephen Covey, “Listening is the most important skill in life” (15, 1989). Listening is a process involving the reception and interpretation of messages spoken by others. A common misconception about listening is that it is easy. In fact, the opposite is true. Studies have shown that good listeners show increase in their physical activity when they are listening actively. Since the effectiveness of communication depends so heavily on good listening, it is important to develop our listening skills.

The following are the Ten Commandments (Davis, 1972) to develop good listening skills.

1. Stop talking when somebody is giving their presentation and lecture.
2. Create a comfortable climate for the speaker. Create a permissive, supportive climate in which the speaker will feel free to express themselves.
3. Establish the desire and interest to listen.
4. Remove possible distractions around. External preoccupation is less likely if nothing external is present to preoccupy.
5. Be empathetic, try to experience to some degree the feelings of the speaker.
6. Be patient. Give the speaker time to finish; don’t interrupt.

7. Hold down temper. Don’t let your emotions obstruct your thoughts.

8. Make arguments in an easy way to ensure compatibility between self and speaker.

9. Ask questions to clear doubts, not to check the knowledge of the speaker.

10. Give constructive feedback which will help us keep some important points in our mind.

**SECTION – B  COMPUTER AND ITS APPROACHES**

Our senses are the gateway to acquire knowledge. The natural way of learning by children is principally through the employment of senses. As in the words of Sampath “Experience and research have shown that the following figures are generally valid” (Sampath, 1990). Students learn

- 1% through Taste
- 1.5% through Touch
- 3.5% through Smell
- 11% through Hearing
- 83% through Sight
Students remember

20% of what they hear

30% of what they see

50% of what they see and hear

80% of what they say

90% of what they say and do

Learning by direct, concrete sensory experience would be the most ideal method to help the learner acquire complete knowledge. The learning stimuli that impinge upon our perception are mainly audio-visual. As the Chinese saying goes “A thousand hearing are not so effective as one seeing” (D.A Henry.)

Attention is greater if the stimuli sensations are clear, vivid and strong. The more vivid the perception, the more often the experience is repeated and the more deep seated is the modification, more permanent and more efficient in retention, recall and remembering. Recently many innovations aiming at evolving more effective teaching has emerged. Since this study is related to the use of computer assisted teaching listening skills, it is more appropriate to explain the fundamentals of computer and Educational technology.
2.11. EDUCATIONAL TECHNOLOGY

The term ‘Educational Technology’ refers to a group of gadgets equipments such as using films, slides, television, Computer and using other materials. Also there is an another opinion that it is a programmed learning or some variation based on the behaviourists conditional model. The National Council of Educational Technology which was established in 1967 in the UK at its second meeting in October 1967, came out with a working definition of educational technology as “the development, application and evaluation of systems, techniques and aids to improve the process of human learning” (1973).

When the emphasis is on the technology in education, it reflects the totality of the gadgets and mechanical aids or devices used in education. Thus, the term educational technology got limited to the use of hardware, but this should not be identified with technology of education which is a science of improving the teaching as well as learning process. At the same time, how these computer helps teacher in the classroom as a teaching–aid is another important aspect because in a class room “there are auditory learners, Visual learners and kinaesthetic learners” (Monippally, 2001).
2.12 COMPUTER AS TEACHING – AID

The history of communication is contemporaneous with the history of man. Primitive man certainly learnt to convey his thoughts by signs, gestures, facial expressions and crude imitations long before he developed a vocabulary with which to express them orally. For centuries, visual aids were used even in more formalized education. Real objects and specimens had always been used to illustrate and inform. Many great thinkers, educators and leaders like Erasmus, Pestolozzi, Rousseau, Treebell, William Penn and Horace Mahn have recommended the use of these aids.

Professional parlance words such as visual aids, sensory aids, audio–visual instruction and multi-sensory aids were freely used. There is no solid argument among the educators today concerning the precise definition for the term teaching – aids. A teaching – aid can be defined as a device for illustrating language, both written and spoken forms. The organs of seeing and hearing are most important in this respect. They are complementary materials, which assist the teacher in the communication process.

Teaching – aids provide the realistic experience for the learner. Teaching aids capture their attention and promotes progress in every
educational area. These teaching aids help the student to have easier and better grasp of the subject–matter presented by the teacher. According to Theodore Struck “Multimedia Teaching aids are designed not to replace or revolutionize but to supplement and modernize other methods of instruction” (1955). They provide sensory foundations and with such assistance instruction is made more effective. The teaching aids cater to the individual differences and helps students learn in their own way. As in the words of Kolandaivel “Film stripes, demonstration, specimens, models, pictures and computer are the excellent tools of multimedia. They make learning more realistic” (1966).

Research has proved the superiority of teaching–aids over other classroom techniques. Good instruction becomes more effective when the school has such facilities as good laboratory, library, clubs, teaching – aids and computers, etc. As in the words of Edger Dale, a renowned educational scientist, “Good teaching aids represent a new and an attractive way of encouraging, depth, variety and permanent learning” (1955).
There are many multimedia teaching aids to teach a foreign language. They can be classified as follows,

1. Auditory Medium

2. Visual Medium

3. Audio-Visual Medium

**Auditory Medium**

These are the aids that can be heard. They include the radio, gramophone records and the tape recorder.

**Visual Medium**

These are the aids that can be seen. They include black board; pictures; charts; maps; flannel boards; film stripes; slide; epidiascope and objects.
Audio – Visual Medium

These are the aids that can be both heard and seen. They include Television, Motion Pictures and Computer.

2.13. Multimedia Teaching Aids – A Summary

2.13.a PICTURE

They are free, inexpensive, easily procured and stored. They can be used for the study of very large or small objects that are unavailable in the class room. Commonly used types of still pictures are the so called ‘flat picture or unprojected pictures, photographs, paintings, stereographs, projected pictures opaque and transparent sheets. If properly used, however a good set of pictures can still be one of the most effective audio-visual aids. A school can have pictures that capture slices of reality and tells a story in a language of their own. Photographs and clippings may be stored in a letter file; related photographs may be kept in a folder having topic heading.

These aids are better adopted for individual study than for class use. As in the words of Ruswell, “ Usually what the pupil has already seen in the pictures represents experience that will help him to interpret more readily and easily what the teacher points out or emphasizes”(1963,23). The main advantage of the stereo– graphs is
that it presents a more realistic view than is presented in any other type of pictorial representations.

The realism is due to that the fact that view is seen in three dimensions where as the photograph has no depth. The chief limitation of the stereograph is that it is designed for individual instruction only. However this may not be a handicap but an asset because individualized instruction is an ideal of modern education.

2.13.b CHART

Charts are standard equipments in most of the class rooms: “Chart is a visual symbol for summarizing or performing other helpful … sciences in exploring subject matter” (Edger Dale, 325). The charts may be left up as needed but slides cannot be projected indefinitely. Charts have important uses in supplementary demonstration, discussions and they may be also very much useful in ‘review and recapitulation’.

2.13.c. MODEL

Models tend to be superior to many diagrams and pictures because they introduce a third dimension. Models fall into different classification. Scale models are designed to duplicate the appearance of a real object as closely as possible but are usually larger or smaller. Diagrammatic models emphasize selected features
and suppress others for the sake of clarity. Display models show structural characteristics. Walfer says, “Models can be defined as recognizable three dimensional representations of real things” (1965). The value of the model lies in its presentation of the parts in their proper spatial relationships. The degree to which a model resembles the real object is important. Plastic has similar use as clay. Plaster of paris is a versatile material and it is very useful for modelling.

2.13. d. RADIO

Radio is an instructional aid which was effectively used by the westerners before three decades. Even today the programme for children is now a regular feature of All India Radio (AIR). Frequently, AIR presents programmes on scientific topics which are of immense value to the children as well as teachers. The teacher can very easily select the topics which he thinks are of great educational value and suit the curriculum of the learner. As in the words of George Watson, “Radio is an addition to education… Radio is not something to be placed on top of education, rather radio is education” (Sharma. R.C, 1980). R.G.Reynolds writes that radio is the most significant medium for education in its modest sense that it has been introduced since the beginning of the century.
The teacher should select the programme carefully and should motivate the children to make use of the broadcast. “The teacher should not consider radio as a substitute for teaching but as a supplement. The lesson and programme should be correlated and integrated with the classroom work” (Kolandaivel. K.).

2.13.e. FILM STRIPES & SLIDES

The advantage of ‘film stripes & slides’ is their versatility. The teacher can alter the time allotted to any scene or series of scenes. In addition, the teacher can turn back readily to any scene for consideration. In the slides, he may present the picture in any order and delete those that are inappropriate. They are inexpensive and operation is simple. They are arranged sequentially first and are supplemented by captions that serve the scene function as a sound film. The same suggestions aid in the preparation, showing and follow up as in a motion picture.

A few slides make possible comparisons that would otherwise be difficult. A slide may provide an answer to unexpected questions. Film stripes compared with the slides are relatively inflexible. The pictures are arranged in a fixed sequence and supplemented by captions. Film stripes and slides may be stored up to form a well-stocked library.
2.13.f MOTION PICTURES

No other scientific invention can claim to have rendered more service for education than the cinematograph. Educational films can be divided into classroom films, industrial films, school made films, documentary films and newsreels. More important than the film itself is the method of showing it. Necessary equipments should be made available well in advance. The time, date and day should be notified. New films should be previewed before they are presented to the class. A thorough background should be given to the pupils. After the show there should be discussions, comments and questions. If the situation demands and time permits, the film may be shown again.

2.13. g TELEVISION

The importance of television in the communication of information, ideas, skills and attitudes has been affirmed by sophisticated observers as well as by researcher: Gerald Beadle, the Director of BBC (British Broadcasting Corporation) in 1960 made a comment at a meeting in New York, “Next to the home and school I believe television to have a more profound influence on the human race than any other medium of communication. It deserves to be taken very seriously indeed” (Edwin Emeny Philli, 1965).
Television has proved to be the single most pervasive social phenomenon of the 20th century. Television or doordarshan means ‘seeing at a distance’. If the distance is not very long, broadcasts are carried from the starting point to the receiving point by cable (or sometimes microwaves). This type of television is known as ‘Closed Circuit Television’.

In 1990s, the effectiveness of television was analyzed by the education commission of NCERT (National Council of Educational Research & Training) and emphasized its need in the curriculum. Television combines the best elements of the radio and potentialities of the films. The UGC (University Grants Commission) programme ‘Countrywide Classroom’ is the closest approach in India towards tapping the educational potential of television technology. Telecasted twice a day (The second transmission being a repeat) the lessons spanning a wide range of themes and covering several disciplines have evoked a lot of interest in the last ten years. The programme telecast has been produced in different Audio Visual Research Centers (AVRC) and Educational Media Research Centres (EMRC) spread all over the country. Some of the programmes have been produced abroad. Even today UGC presents many lectures given by the subject
experts through DDI (DoorDarshan – India) and many lectures for the students of IGNOU (Indira Gandhi National Open University) are being given through television.

Keeping in view, the scarcity of qualified personnel and lack of well equipped laboratory, the television is being made use of in teaching the classroom syllabus. Within the duration of 40 minutes first 5 minutes are reserved for testing the previous knowledge of the pupils. In the next 20 minutes, television lesson is given and the remaining 15 minutes are left for follow up work after the lesson.

2.13.h. ADVANTAGES OF TELEVISION IN TEACHING

Television has both physiological and psychological advantage of being ‘alive’. It is better than classroom teaching and the pupils are active as in the class room. Adjustment to individual differences among pupils is limited. Subject matter gets into the mind of the pupils through vision and hearing which helps in acquiring permanent learning. A serious setback of this programme is, the divorce of the timings of school with the broadcasting timings of television stations.

2.13. i COMPUTER

A computer is a power-driven machine equipped with key–boards, electronic circuits, storage compartments and recording
devices for the high speed performance. The National Policy of Education has emphasized the use of computer and new technology in English language teaching.

As mentioned in the National Policy on Education report, “Some specific programmes are to be taken up for implementation as mentioned in the programme of action” (1986, 166).

The report says that,

1. Research in the methodology of effective teaching and learning of languages with particular emphasis on the use of multimedia like computers and other communication media.

2. Infrastructure facilities of language and other training institutes for training of teachers and experimentation in Computer assisted instruction and the use of new communication technology.

3. Development of textual materials for ensuring attainment of specified language abilities

The Central Institute of Indian Languages (CIIL), Kendriya Hindi Sansthan and Dakshin Bharat Hindi Prachar Sabha have been provided with BBC micro computers for undertaking experimentation in computer assisted language instruction and learning. English and Foreign Languages University, Hyderabad (EFLU) formerly known
as CIEFL) has set up an educational media research centre for English Language Teaching

SECTION – C REVIEW OF RELATED LITERATURE

2.14. USE OF COMPUTER IN EDUCATION

In this chapter, the investigator deals with the ‘Review of Related Literature’ which means reviewing the earlier researches as it is related to the present study. The purpose of this chapter is to record briefly a few research studies carried out in India as well as in other countries and present some concepts on the use of computer in developing communication skills. It means reviewing the earlier research as it is related to the present investigation. The role of reference material in any research is the most significant for the researcher and without which the thesis would not be completed or a successful one. The research studies would throw light on various aspects of the present study. Besides, it would aid the methodology of the present investigation and help the investigator to get insights. It is the task of the investigator to find out the available material in this study.

The rapid technical changes have brought about an increase in educational problems, and both laymen and educators have felt in
recent years that it is only through that one can have better educational methods and make sweeping curriculum changes to meet the educational change of a highly technical and rapid changing society.

Agarwal, one of the well known educationalists said once,

Educational research brings vividness, completeness and comprehensiveness to complex problems in education. It makes our generation more weight, fruitful and effective… research increases our insight of a particular situation and makes us more enlightened…. Research enables us to study, the uniqueness of the child and adopt appropriate curriculum methods of teaching and disciplinary techniques (1979, 15).

Research on the different aspects of teaching English occupies a prominent place in Indian life. A considerable amount of research work like “influence of mother tongue in learning the second language place of errors in the process of language learning and the causes of the errors” (Gowrishankar, 2005). The language institutions at Hyderabad, Mysore and Bangalore have been doing useful work in the field of teaching and learning process.

2.15 RESEARCHES CONDUCTED IN FOREIGN COUNTRIES

Scientific researches on the mistakes committed by pupils in the use of prepositions are few and far between. Most of the diagnostic
studies in learning English are general in nature and they make only scanty and passing references regarding prepositional usages. An attempt in this section is made to review the studies available to the investigator, made by foreign authors. The investigator had surveyed a few research studies conducted in foreign countries at post graduation as well as doctoral levels. The investigator had utilised the web–surfing facility for this purpose, there is a website called – http/ www/research abstract/English/links through which one can have an idea about the researches done in foreign countries.

Karry Tenese (Summary of Investigation relating to Grammar Language and Composition, 1976, University of Cairo) analyzed the types of errors committed in listening found by investigators who had conducted studies among university students in Kansas City, Bonham, Texas, Columbia, Missouri, Detroit, Hibbing, Minnesota, New Jersy and Pittsburg. He shows that 0 to 1 % of the errors are due to confusion of prepositions and conjunctions.

Boseret Miethy (Diagnostic and Remedial Teaching, 1993, Oklahoma State University) analysed 1112 themes written by 147 pupils of grade IX and found that of the grammatical errors committed by the pupils 15.4% involved listening skills
Mc’Reet E. George (A Critical Study of the Listening Errors of Junior High Schools Pupils, 1962, University of Berkeley) asked 29000 pupils of Junior High Schools in Los Angeles to listen to an audio text played in a digital tape recorder and conducted a comprehension test. On an analysis of 750 of these papers, she found three types of common errors with regard to listening skills,

1. Confusion on homophones
2. Lacking comprehension skills.
3. Poor understanding of parts of speech.

Mathew Flikcie (Thai Difficulties in Learning English sounds, 1984, University of Thai) conducted a diagnostic test with three parts which was administered to 159 students: 40 Thai; 48 Japanese; 28 Spanish and 43 others. The skill tested was listening competency. The analysis showed that there was significant difference in the group of total scores; all four groups had difficulty with listening and reproducing the English sounds. There were no items that were specifically ‘Thai’ problems, rather their problems with listening were shared by all groups. A contrastive analysis via a translation task provided information on how English and Thai prepositions differ. The results showed that while English and Thai phonetic systems
contrast in many ways and predictions can be based on these contrasts, error analysis was just as effective in showing problems for Thai students have with English prepositions.

Philip Elevart investigated the adjective errors in listening component of Chinese school students (A Study of Adjective errors in the listening of Chinese school Students in Hong Kong, 2003, University of Colorado@ Boulder). The investigation focused on the errors in adjectives committed by the Chinese school students of Taiwan. A sample of 100 English sentences with 157 listening comprehension test papers written by the English major students at Tamkang University in Taiwan was analyzed.

In the 100 sentences all occurrences of the adjectives were identified and classified. Then the 157 papers were scanned. Both absolute and relative frequencies of the error were calculated and compared. In comparing some aspects of adjective functions between Chinese and English, it was found that since Chinese students learn not Chinese grammar but English grammar in high school, the adjectives errors made by the Chinese school students were due
largely to the ‘under teaching’ rather than mother tongue interference.

Tamachee Chaust attempted an interlanguage analysis of listening (An Analysis of errors in listening English among the Japanese adult learners in an acquisition—poor environment, 1986, Columbia University). This study explored the types of errors committed by the adult Japanese ESL learners made in an acquisition poor environment and the causes.

The study was conducted with 353 subjects selected from the sample of 800 high schools and university students in Japan. They took four kinds of elicitation tests: three judgmental and one productive. The data revealed that the Japanese adult learners committed errors in co—occurrence, word—order, under extension, over extension and substitution. The overall results demonstrated that semantic constraints were more influential than syntactic constraints in the interlanguage development on those tested. These findings showed that attention could be given to the concept of listening and the functional knowledge of active listening habit.
2.16. RESEARCHES CONDUCTED IN INDIA

The researcher has surveyed a few researches conducted at Ph.D and M.Phil level in the University of Madras, Bharathiar University, Bharathidasan University, Annamalai University and Madurai Kamaraj University in Tamilnadu. The researcher has also utilized ‘Web–Surfing’ facility to get the information about the researches done at the national level.

S.Malcolm conducted a study to estimate the listening skills activity. (Testing listening skills of Tamil medium students at the Undergraduate Level, 2002, Manonmaniam Sundaranar University). Apart from suggesting the method of teaching listening skills, the investigator had provided a list of testing modules to test listening skill level. The investigator had collected the data from an organised listening skills test. The analysis of the data showed that the errors committed by the students are due to the mother tongue (L₁) interference. The investigator has given a few guidelines for developing listening skills at the school level.
R. Mukesh Kumar conducted a research on the problems of the school students in Listening activity (The Problems of School Students at High school level in Coimbatore District, University of Madras 1990). The investigator analysed the listening mistakes committed by school students and he collected 100 words for listening acquisition. These are often confusing words had been collected by him from the text book.

C.S.Ganesh attempted a comparative study of listening skills of polytechnic students in Erode district. Medium of instruction was taken as a variable. (A Study of listening skills at polytechnic level students of Erode District). The study is a detailed one and, has a detailed focus on parallel words in English and Tamil. This study also concentrates on the influence of mother tongue in the errors committed in English language listening process.
Mukishwar Kumar (An Empirical Study of Listening skills of students of select Business schools in Hyderabad, 2003, Kakatiya University) analysed the listening competency of the students through tape recorder followed achievement test. The answer scripts of the same 55 students in the test were analysed. The results showed that the influence of mother tongue (Telugu) in listening activity.

Stella Devi Bhaskaran (A Study of Difficulties faced by the Tamil Medium Students in the English Classes, 1993, Madurai Kamaraj University) investigated the difficulties experienced by the Tamil medium students in English classes at the graduation level in listening and found that,

1. Tamil medium students experience difficulties in the usage of consonants
2. Tamil medium students have difficulty in combining vowels and consonants
3. Tamil medium students find it difficult to hear and reproduce even simple English sentences.

Christy Gnanam (A Study of Teaching-aids used in the Teaching of English in Select Schools of Madras Educational District, 1991, Annamalai University) investigated the usage of teaching aids in the teaching of English language skills especially listening and writing.
1. All the schools had basic teaching aids to teach Tamil subject.

2. Curriculum has little weightage for listening skills.

3. No specific gadgets available other than Radio and tape recorder to introduce listening skills nuances.

4. 28% of teachers were not interested in using teaching aids.

5. 15% of teachers were not aware of handling OHP and Epidiascope.

6. In the teaching aided classrooms students were interested as well as attentive and most of them remembered the pictures and sounds made in the instruction.

7. Power supply was a set-back in the government schools to use teaching aids in the classrooms.

Even in pioneered institutions, focus on listening skills is a hot potato because of plan, implementation and evaluation. In this research, the investigator throws lights on various possibilities to test listening skills at various levels so that specific coaching is possible to hone the listening skills.

In this research, the investigator created audio files which can be played in computer enabled audio system. Evaluation takes place
after students are exposed to the audio information. Each lesson comprises a different evaluation sheet such as fill in the blanks, comprehension questions, objective type and analytical questions. The responses from this test will be taken for analysis.