CHAPTER – I

Introduction to English Language and Listening Skills

1.1. INTRODUCTION TO ENGLISH LANGUAGE

English started breathing in India ever since the British stepped into Mother India. Even after the independence the breathing continued and still it continues and will continue. In fact literacy in English has been steadily growing; it was to support their business British introduced English in India. Now we find the very same English being utilized for our business transactions both at the national and international levels. At the time of independence India faced two problems. One was the unity and the other being development. There was no second opinion that ‘education’ could solve all the problems. But the problem arose in choosing the language. The UNESCO report on this read as

“When we take into consideration all the administrative and financial implications of this fact, that is the multiplicity of languages, we can easily realize that the problem of a compulsory education in India is perhaps more difficult and more complex than in almost any other region of the world” (Bremer, et al., 1996)

While on one side people were thinking of English, there were arguments by a group of people to bring in Hindi. It would not be successful as Hindi was with limitations. It would not be so easy to produce in Tamilnadu, Kerala, Andhra and certain other states. It was not behaviour. Leaders and learned scholars were contemplating on English as remedial measure. Pandit Jawaharlal Nehru who was a supporter of said once:
“We are driven to English because we know it a good deal, we have people who can teach it and because it is the most important language in the world today (C.S. Agarwal, 1979) The whole success of our development scheme depends upon training man power. It is patent to me that this man power for industrial, scientific and agricultural purposes cannot be trained in any of the Indian languages in the foreseeable future. It is absolutely clear to me and it is not an arguable matter that the scientific and technological training has to be given in English. It is an absolute necessity.”

English has been playing an important role in our Educational system, as well as in our national life. English was supreme in the Pre-independent India. “It was the official language of the administration, medium of instruction and subject of study in the Indian schools and at the university level. The knowledge of English was considered necessary for activity, thought and Employment. Speaking English became a fashion of the day. (W.L. CHAFE, 1985)

Just after the independence, English people left India and English got a serious challenge from some of our people. They advocated that English should quit India with the English. According to Gandhi English made the Indian students imitation and so it should be uprooted. But C. Rajagopalachari’s opinion was “we are in our anger and the hatred against the British people. We should not throw away English with the English people.” (Madhukar, 2001) Hence English was declared to be the associate official Language for an indefinite period. Today again English is the progress curve in our country. Following are some facts that still keep English in India.
1.1. a ENGLISH AS AN OFFICIAL LANGUAGE OF ADMINISTRATION

English has been the official language of the country for more than 200 years. It has been declared as the associate official language of the union for an indefinite period by an Act of Parliament in 1963. (Alderson et.al, 1987) As such it dominates the administrative business at the centre as well as in the states. All the administrative work is done in English throughout the country.

1.1. b. BEING A LANGUAGE OF THE COURT

English still continues to be the language of the courts. So far there is no other suitable language for legal business not only at the Supreme Court but also at the High courts and District courts. Cases are presented and judgments are given in English in all these courts.

1.1. c. BEING A LINK LANGUAGE

English is a language which links people from different states together. Leaders from different states meet formally over a common platform by using English. They can convey to one another their heartfelt desires through this language. Use of English in our country is a unifying factor.

1.1.d. BEING A LANGUAGE OF TRADE AND COMMERCE

English dominates the fields of trade and industry in the country, because most of the work, in these fields, is carried out in English. Maintenance of accounts, audit and correspondence are done in English.
1.1.e BEING A LANGUAGE OF INTERNATIONAL IMPORTANCE

As English is spoken and understood all over the globe it has got international importance. It is the first language in the U.K., the U.S.A., Canada and Australia and the second language in India, Africa, Russia, France, Pakistan etc. Its popularity on the basis of its ability determines its strength. Through English we can establish political, cultural, intellectual and economic relations with the rest of the world.

1.1.f. BEING A WINDOW ON THE MODERN WORLD

Pandit Nehru has rightly said, “English is our major window on the modern world.” English is a window through which we can see the scientific, technological, agricultural and commercial developments taking place in the world. English is the only language through which we have distilled the essence of modern knowledge in all fields of human activity.

1.1.g. IN SOCIAL LIFE

Majority of the educated people use this Language for correspondence. It is the means of social and intellectual communication in the educated sections of the society. In our daily conversation itself, we use a large number of English words.

1.1.h. BEING A LIBRARY LANGUAGE

English is the key to the storehouse of Knowledge. As in the words of Lynch, “To keep oneself abreast of the latest developments in the field of Science and Technology our students will have to acquire a reasonable amount of proficiency in English” (Anderson, 1988). Most of the journals, newspapers, periodicals etc, are published in English.
1.1. i Being In Education

From the educational point of view English played a prominent role in the past. Even now advanced studies are not possible without the skills of English, Indian languages have not been developed enough to meet the demands of the difficult subjects. If we decide to give up English we would cut ourselves off from the living stream of ever growing knowledge. (Brown and Yule, 1983)

1.1. j Knowledge of English – A Successful passport for Employment

The knowledge of English provides a privileged position to a person. The prospects of employment for a person knowing English are abundant anywhere, whether in India or abroad. Knowledge of English is an asset to any person. Thus English has become the cynosure of the majority.

1.2. AIMS OF TEACHING ENGLISH AS SECOND LANGUAGE

1.2.a Cultural Aim

A culture and the language used by it are inseparable. A language cannot help reflecting the ways of behaviour and thoughts of the people who speak it as their mother tongue. English language introduces us to the civilization of other foreign countries, especially the western culture. As in the words of Brown (1998)” It is through this language that we have shared the wisdom of the west and west has shared with us our intellectual and spiritual heritage.” It is again through English that our national consciousness was aroused by the writings of many. Modern Indian literature has been greatly influenced by the English literature. It is only through English that Tagore, Gandhi, and Nehru have communicated our aspirations to the world outside.
Some believe that the cultural aim of teaching a foreign language is as important as its communicative function. The fundamental objectives in learning English are interrelated – the ability to communicate and fostering an insigne into the cultural patterns and social values of the country. (Courtesy). “Culture is the sum total of human experience” (Stephen Covey, 1989). Cultural values can be seen in our traditions, customs, dogmas, and ideologies in our day-to-day life.

1.2.b. LITERARY AIMS INTELLECTUAL VALUES

As in the words of Cohen A.D. (1997) Every day we meet with changes and we have to keep pace with it. Modern literature accepts this as a value. Student going through such literature learns the goodness in this value. Take for example the following values

1.2.c VALUE OF HUMAN COMFORT

Human beings are physical and comfort oriented. This can be seen through modern gadgets, (tools) Literature often helps our pupils to take up the value of human comfort.

1.2. d VALUE OF PRECISION IN DOING THINGS

Handling of modern equipments requires precision and exactness. An exposure to such appliances and tools greatly helps us to develop its value of precision.

Scientific Values

The value makes us to know and understand the scientific terms and to think in such terms.
Aesthetic Value (Appreciation)

When we read articles on art and architecture we enjoy beautiful illustrations. Through this our pupils can easily feel the beauty of ancient and modern arts and architecture.

Values Regarding Democratic Living

Children in countries like the O.K. enjoy greater freedom in the class. When our students read an article about such classrooms they may get a better picture of freedom and responsibility of a student in the classroom.

Values of Creativity

By learning English literature our children may have a proper understanding of creativity. They may learn the art of diverse-thinking.

Values of Glorifying Human Personality

When we meet people of different culture or language we can be aware of the diverse nature of living. We are different in our habit, food, language, etc. This concept can be well understood only when children are exposed to literature bases on the stories of patriots of different nations.

1.3. UTILITARIAN AIMS

Languages are used for communication. The skill gained to use the language, is used for utilitarian purposes. English language has tremendous potential in the international level. Cruttenden. A (1999) says, “A skilled user can make use of this potential profitably. Take the case of student who wishes to pursue higher studies abroad. He, with the help of the language, can gather the details of various courses and schools, colleges and universities”. With the help of the language the
knowledge of the culture and the living conditions of the face he will be living can be gained. Moreover as the communicative medium in English in the international level, the student can easily follow the teaching. The books available and references are all in English language, and with the help of English language he can gain enough information that would support him to attain his goal. English language provides much potential for a job hunter. Through Internet anyone can collect information regarding career opportunities, provided he has the skill in English language to operate the Internet. Even the preparation of curriculum vitae demands a good command over English language.

1.4 LINGUISTIC AIM

Teaching of English is aimed at imparting the linguistic principles, of the language, to the leaner. This helps the leaner to get the complete utility of the skills of the language. Edgar Dale in his words, “Language is a system of sounds, words, and structures. That means language is phonological, grammatical and lexical.” To every user of the language, ensemble knowledge of the language is necessary for effective communication. However, “learning all the above aspects of the language together is not possible. Hence those are graded in the order of difficulty for various classes” (Davis, K. 1972)

As language is vocal first, the teaching is begins with oral practice. Thus both the skills of the language, listening and speaking are taught in the initial stage of learning. When these skills are mastered by the learner he is led to the next skills. i.e., reading and writing. Ellis R.C. (1985) says, “Writing is the last skill taught, as it requires much more effort than the other skills”.
Any habit is formed by practice. Similarly language is also formed as a habit by constant practice. This habit enables the user to use the language skilfully without any difficulty. As in the of words of Grice H.P. (1995), “Language is very closely related to culture. Hence the learner of a new language must be open to appreciate the culture of the people. Whose language is learned?”. Owing to the fast development of the various aspects of life, language is in a state of flux. Hence, descriptive grammar has an important role in describing the changes and current usage of the language.

1.5. LINGUISTICS AND PSYCHOLOGY TO THE TEACHING OF LISTENING SKILLS IN ENGLISH

Human body is a system, which functions through different organs – heart, lungs, brain – etc. Like that language is a system, which functions through sounds, words, and Structures. No one can utter anything without these three things. “Language is a system of arbitrary vocal symbols by means of which a social group Co-operates.” (Grosjean, F 1980). We use English language, with sound and words and the accepted sentence structure. If we use only one element the sound of word or structure we cannot communicate. So there should be the combination of all the three in this system one element depends on the other.

1.5.a LANGUAGE IS A COMPLEX SYSTEM OF SYSTEMS

Language is a system of sound (Phonology) grammar (Syntax) and vocabulary (lexis). As in the words of Halliday and Hasan, 1996), “These systems are known as phonological, syntactical and the lexical systems of language. We cannot teach all at once. So, that there should be selection and
gradation such as vowels and consonants in phonology. Prefix and suffix in lexical and voice and tense in syntactical items.”

1.5.b. LANGUAGE IS VOCAL

Language is primarily speech. Many languages in the world are only in the tongue without any whiter symbols. Training to speak in teaching is very much necessary. Hatch. E (1998) says, Teaching of a language should start orally before reading and writing, sufficient oral work should be given in the early age itself, so that there will be the better attainment of the language in future.

1.5.c. LANGUAGE IS A SYSTEM OF SYMBOLS AND SOUNDS

Words represent things and not the things represent words. The speaker and the listener the writer and the reader must know the symbols. Any language learning for its complete development needs the four skills namely Listening, Reading and Writing. Of these four skills ‘Listening’ matters a lot. As in the words of Henning (ct.al.1993) “Today the term ‘Communication’ not only has become a fashionable one but has contributed tremendously for the success of an individual. Without which we cannot function effectively”. A housewife or a businessman, office secretary, an employer or an employee, an information seeker or a bargain seeker, a colleague or a student, a friend or a relative every one in this universe has to go behind communication to be in front of their activities.

As for as India is concerned English has been dominating the entire scene for several years. In this sense Spoken English and Written English play a vital role in the development of an individual. Henry D.A.(1965),”The greater our skills in speaking and writing the greater our chances of success in many aspects
of our life. In fact the term ‘Convincing’ works a lot to be successful”. Whether it is writing or speaking when communicated effectively and methodically convincing is done and so sits success in our stride. In order to convince and receive appreciation one has to be skilled in listening.

1.6. TEACHING LSRW SKILLS - OBJECTIVES

Aims are of unique importance in every walk of life. An aim is a foreseen goal that gives direction to all activity. Without fixing up aims the work that we undertake will be dull. Aims make the process purposeful and provide satisfaction. The teacher has to familiarize his pupils with familiar English. The aim should be linguistic and practical nor literary and aesthetic. The aim should be Language acquiring and not literary appreciation. According to palmer “to aim at literature is to miss the way to language, to aim at languages is to pave the way to literature. (Hunnicutt, S, 1985) An aim is reached by moving along with several smaller steps taken towards our goals. Each such step is called an objective. The four specific aims of teaching English in India are,

1. To enable the pupil to understand English when spoken (Listening)
2. To enable the pupil to speak correct English (Speaking)
3. To enable the pupil to read English (Reading)
4. To enable the pupil to write correct English (Writing)

1.6. LISTENING

In the teaching/learning of a language the first important thing is listening. To understand spoken English is more difficult than to understand written English because of the peculiarities in pronunciation, unfamiliar intonation and the rate at which the words are spoken. As in the words of HymesD.H.(2002) “Listening is
the basic of learning the language in full. Here the aim is that the pupils should be able to understand ordinary, daily spoken English”. If we wish to train our pupils to understand English they must be given practice in listening. They should be given ear – training exercises and made accustomed to the words spoken. The computer, the radio, the tape recorder, and the record player may be used for this purpose. Gradually, the students will be able recognize the sounds correctly. Without proper practice is listening the whole foundation of language learning will be week and defective.

1.6.B SPEAKING

Speaking English is much easier than writing. The aim is to acquire ability to speak English accurately. This skill develops automatically for the native speaker, as he hears the words of the language spoken frequently. As imitation is inherent the child learns the language by imitating to others. However, the foreign speaker develops the speech skill by much conscious effort. As in the words of Kline(2007). One has to give ear to plenty of spoken language and thus like the native speaker should imitate the words he heard. This is harder when compared to the native speaker’s learning, as the foreign speaker has to overcome the influences of this mother tongue and also he has to be present himself consciously to the occasion when the language is used.

1.6.C READING

Reading ability is the easiest to develop, once the interpretation of symbols and acquisition of modest vocabulary is made possible. It has unlimited scope for development. Kolandaivel(1961) says, “Its cultural value is the highest for it gives
access to all types of literature. Early reading may be loud reading. This will prepare ground for silent treading in English in higher classes and adult life”. Vocabulary of the student’s should be increased with the passage of time to enable them to read better English with comprehension.

1.6.D WRITING

Writing is the most difficult but also the most useful aspect of English learning. Writing is a complex process in which physical skill, knowledge, memory, understanding, grammar or logic, play their part simultaneously. It requires a greater activity of the mind and the body than any other skill. One of the aims of teaching English should be to enable the school leavers to write in English simple letters, applications, description, and accounts of events.

To develop these four skills, the pupil has to develop four sets of habits. These skills are related and complementary to one another. The teaching of English should be so planned as to integrate these skills in the right order and in the right proportion. Thomson and Wyatt make suggestions for co-ordination of the several types of work as follows.

- Practice in listening should precede and provide matter for practice in speaking
- Speaking should precede and provide matter for reading.
- Reading should precede and provide matter for writing.
- Writing should precede and provide matter for educating rules and setting exercises in grammar
These four language skills are broadly classified into two categories. They are,

1. Receptive Skills

2. Productive Skills

Receptive skills refer to listening and reading. Exposing the students to the language can develop listening. Listening to the native speakers, radio and TV broadcasts and audiocassettes can facilitate this. Presenting a good model of English pronunciation can develop Reading. Much practice in silent reading must be given to students.

Productive skills refer to speaking and writing. Thompson and Wyatt say, “The power of expression in a language is a matter of skill rather than of knowledge. It is a power that grows by exercise not by knowing merely meanings or rules.” Adequate practice in conversation, dialogue, dramatization and role-play should be given to the learner. Each skill has its own importance. No skill can be ignored nor can a skill be given greater importance at the expense of the other. As Dr. R. L. Ahuja says, “Efficiency in one skill does not tend to another…. “Therefore, each of the four language skills must be given due importance in language teaching.( Liebermann, 1993).

1.7. LISTENING PROCESS

Communication is a two-way process in which there is an exchange and progression of ideas, towards a mutually accepted direction or goal(Asha
Kaul, 2002). For this process to materialize, it is essential that the basic elements of communication be acknowledged.

The communication process diagram is given below,

These elements are,
1. Sender / Encoder / Speaker
2. Receiver / Decoder / Listener
3. Message
4. Medium
5. Feedback

The sender, according to his ideas, behaviour pattern and intention, selects an oral, verbal or non-verbal. As soon as the message reaches the receiver, he decodes it and gives an internal response to the perceived message. It is noteworthy that the response is not in relation to the actual content but rather to the “perceived content” of the original message (Pickett and Pollack, 1963). The manner in which the sender and receiver perceive the same word could give rise to difference in encoding and decoding. In the second phase, the receiver
formulates his message, encodes it transmits it to the original sender – now – turned receiver. This stage is referred to as providing feedback and is most crucial.

Unless and until there is feedback – be it in the verbal or the non verbal form- we cannot say that effective communication has taken place(Ochs,E. 1989). If the feedback is in tune with the original intent of the sender, communication proceeds without a snag. However, “there could be moments when the receiver does not agree with the message of the sender. This does not mean that there is breakdown of communication. We can state that effective communication is stalled for the time being. It could resume after subsequent discussions”(Monippally,2001)

At the same time, there are wide number of sources of noise or interference that can enter into the communication process and disturb the discussion between the encoder and decoder(Brown,G. 1998). This is technically called ‘Barrier’ in Communication process. This due to the following factors,

1. Poor listening
2. lack of Sensitivity to receiver
3. lack Basic communication skills
4. Insufficient knowledge of the subject matter
5. Information overload
6. Emotional interference
7. Physical distractions
8. Conflicting message
9. Channel barriers
10. Long communication chain
11. lack of interest
12. No provision of feed back
13. Inadequate feed back. (Hatch, E. 1998)

So an effective speaker should have confidence, courage and clarity to make effective communication. Today many students suffer due to lack of good communicative skills. As in the words of Edwin E. Philli (1965), “Though they learn for more than a decade they fail to communicate with others when required. This is due to poor listening skill. It is the very basic of language skills which are known as LSRW”.

1.8. LISTENING SKILLS
Listening is one of the most important skills. How well we listen has a major impact on our job effectiveness, and on the quality of our relationships with others. We listen,

1. To obtain information.
2. To understand.
3. For enjoyment.
4. To learn

We would think we’d be good at listening. In fact we’re not. Depending on the study being quoted, we remember a dismal 25-50% of what we hear. That means that when we talk to others, colleagues, customers or spouse for 10 minutes, they only really hear 2½-5 minutes of the conversation (Ronald B. Adler, 1999). Corporate industries consider this skill as an important soft skill because when their delegates sit for a discussion means first they have to listen to the view
points of other group then react in the communication process. Most of the communication skills or soft skills trainers allocate a separate domain for the listening skills because the origin of communication starts from listening activity (Chafe, W.L. 1985).

The importance of listening in communication is enormous. People often focus on their speaking ability believing that good speaking equals good communication. Sampath says, “The ability to speak well is a necessary component to successful communication. The ability to listen is equally as important”. The importance of listening in communication is often well illustrated when we analyze our listening skills with those closest to us. In particular I am referring to our spouse, partner, children or friends. Pay attention to the everyday conversations we have with these people with whom we think we communicate well.

The importance of listening in communication is something worthwhile to consider. Good listeners are often some of the best speakers because they have taken the time to find out what people are truly interested in. If you understand what is important to people than you understand how to reach them. Clearly, listening is a skill that we can all benefit from improving (Hunnicutt, S, 1985). By becoming a better listener, we will improve our communicative skills as well as our ability to influence, persuade negotiate. What’s more, we’ll avoid conflict and misunderstandings – all necessary for successful performance.
One primary reason why listening is so important is the amount of time people spend doing just that – listening. Listening is the most frequent, perhaps the most important type of on-the-job communication. (Tannen, D. 2002). Top executives spend even more time listening than other employees.

Listening can improve work quality and boost productivity. Poor listening leads to innumerable mistakes because of which letters have to be retyped, meetings rescheduled. All this affects productivity and profits. Apart from the obvious benefits, good listening helps employees to update and revise their collection of facts, skills and attitudes. Good listening also helps them to improve the speaking (Rost, M. 2003). Despite all these benefits, as pointed out earlier, good listening skills are quite rare in the business world today (Liebermann, 1963). A number of studies have revealed why people listen poorly, despite the advantages of doing just the opposite.

1.9. SYLLABUS AND LISTENING SKILLS

Though listening is fundamental and essential skill, it is almost neglected skill in the classroom and English syllabus as well (Lynch, T.C., 1998). English language skills have become the order of the day. Every student coming out of college is expected to do execute communicative skills in English in a fair way but the reality is not. The main problem for this is the syllabus. There is ample of space for reading in school and college syllabus. We evaluate students based on their answer written in the answer sheets. Oral evaluation conducted very rarely which attributes speaking skills but listening skill is completely forgotten. So lack of practice over decades spoils students career because corporate selection tools
involve 55 to 70% listening skills (Baird, 2001) There are many stages in the recruitment process such as Telephonic interview, profile interview, voice neutralization test, group discussion, presentation, stress interview, H.R. interview and board interview. In all the stages, Listening is the important component. As referred in the report of ASSOITES (Association of IT Enabled Services), 85 per cent graduates are not employable and more and more number of graduates are produced every year without employability skills” (ASSOITES Journal, 2006) so the employable factors are not so bright on our candidates. There should be some scientific method to identify our students’ problems with listening skills (Grice, H.P. 1995) and those barriers should be eradicated thoroughly otherwise there will a big mass of grandaunts without job because of lacking this skill set.

1.10. NEED FOR THE STUDY

We have to design a new method, which promises to change the process of teaching and learning of language skills. Every teacher is aware that ‘Change’ is the only word, which is permanent in the avenue of language teaching. As in the words of Sarvappalli Radhakrishnan,

A good teacher must know how to arouse the interest of the pupil in the field of study for which he is responsible, he must himself be a master in the field and be in touch with the latest developments in his subject, he must be a fellow traveller in the exciting pursuit of knowledge. (Education that India Needs, 12).

In the educational applications of computer assisted classroom, one can see the emergence of technology, which is more powerful than any teaching aids we have
been accustomed to use hitherto. For the first time, we have the teaching materials which can adapt in real time to the needs of the individual student (Shiffrin and Schneider, 1979). This is tremendously exciting prospect whatever the criticisms that are leveled against the present day students in relation to their academic standards, surely none would deny that they are considerably better informed than the generations that preceded them largely as a direct consequence of exposure to computers from an early age. An effective use of computer will be extremely necessary for the classroom teacher who has to do away with the age-old tendency of lethargy, conservatism and aversion of using hardware for teaching.

1.11 SCOPE OF THE STUDY

India is a fast growing country and concentrates in over all development. India’s Knowledge capital is globally known and appreciated. Education policy makers initiated all sort of researches to bring change in class room atmosphere. Pioneer institutions like IIT, IIM have started SMART classroom as modernised method of teaching. Due to the recent influence of Liberalization, Privatization and Globalization, accreditation takes place in all the education institutions to assure quality teaching. This research involved in using computer to teach listening skills. So the finding of this research will give a clear picture to the educational practitioners to design curriculum for skills development. If the teacher recognizes that computer is there to help them to improve the teaching –learning process, their acceptance of these teaching devices will be assured. The present study by the investigator is a sincere attempt in this regard.
One can see that the production and availability of hardware or machines is much ahead of the software. Computer is available but the teaching materials for which these machines have to be used are scarce. Neither can one produce one’s own software in areas such as computer-aided instruction in the teaching English language skills. The software programmes developed by the researchers in computer will serve as instructional aid at the college level. This will also enable the English language teachers to know how an instructional programme could be best designed with multimedia through multiple media. The proposed research is on listening skills of students studying at school level in English medium Schools and Vernacular medium schools. It becomes important when we think of the variability in listening skills among the learners in different schools.

1.12. STATEMENT OF THE PROBLEM

Working with computer is a process of endless experimentation, where one is discovering new tricks and possibilities all the time. The more one works with computer, the more one realizes how enormous the potentials are in terms of content, technique and flexibility. Investment in computer in schools has to be backed up by investment in software and investment in staff, if they are to become effective aids in the classroom. Hence the problem under the present study i.e. “COMPUTER AIDED TEACHING AND TESTING IN DEVELOPING LISTENING SKILLS OF STUDENTS AT SCHOOL LEVEL – AN EXPERIMENTAL STUDY” is to develop a lesson package to teach and test as well. In addition, the efficacies of the use of computer in teaching listening skills are also tested.
1.13. OBJECTIVES OF THE STUDY

The title of the research study is “COMPUTER AIDED TEACHING AND TESTING IN DEVELOPING LISTENING SKILLS OF STUDENTS AT SCHOOL LEVEL – AN EXPERIMENTAL STUDY” and its objectives are as follows,

1. To examine the conditions of listening skills in a conventional class.
2. To identify the Listening barriers in a conventional class.
3. To conduct Pilot study to design a tool to test Listening skills.
4. To develop a computer based audio lesson using multimedia kit.
5. To make an evaluation after computer based comprehension test.
6. To find out the effectiveness of computer in mastering listening skills in English.
7. To make suggestions as related to the major findings in the research.

1.14. HYPOTHESES OF THE STUDY

The title of the research is “COMPUTER AIDED TEACHING AND TESTING IN DEVELOPING LISTENING SKILLS OF STUDENTS AT SCHOOL LEVEL – AN EXPERIMENTAL STUDY”. In order to achieve the objectives of the study, the following hypotheses are made. The hypotheses are as follows:

1. There is no significant difference between the learning of listening skills with other language skills.
2. There is no significant effectiveness between of conventional instruction method and Computer based Comprehension to teach listening skills.
3. There is no significant difference between the achievements of the groups in terms of the variations in the exposure to the computer.

4. There is no significant difference between the achievement of the groups in using computer assisted instruction in learning listening skills in English in terms of variables like rural and urban.

5. There is no significant difference between the achievement of the groups in using computer assisted instruction in learning listening skills in English in terms of variables like Tamil medium and English medium.

6. There is no significant difference between the achievement of the groups in using computer assisted instruction in learning listening skills in English in terms of variables like boys and girls.

1.15. OPERATIONAL DEFINITIONS OF TERMS

The following statements are the definitions for the words mentioned in the title of the research i.e., “COMPUTER AIDED TEACHING AND TESTING IN DEVELOPING LISTENING SKILLS OF STUDENTS AT SCHOOL LEVEL – AN EXPERIMENTAL STUDY”

COMPUTER AIDED TEACHING AND TESTING

Researcher means the term ‘Computer’. It includes a combination of software text, audio output, desktop text output, and interactivity content forms. Computer is used to process data and retrieval, is used to display or access by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Computer also describes electronic media devices used to store and information and content. Multimedia is distinguished from mixed media in fine art; by including audio, for example, it
has a broader scope. The term "rich media" is synonymous for interactive multimedia. Hypermedia can be considered one particular multimedia application. In this research, the research creates an audio file as content for listening skills. This audio can be played only in computer and taken in a specified audio output. The term involved in this research engulfs the gadgets such as an audio CD, computer and speakers.

DEVELOPING LISTENING SKILLS

The researcher means this word ‘developing’ as development of certain skills through systematic practice. It gives meaning as developing at surface level and expands its meaning as practicing a particular content step by step and mastering the skills. This word also certifies the consistency of progress in leaning language skills. The researcher use this term ‘Listening’ Skills” to mean one of the language skills involved in the communication perspectives. Hence the researcher wants to create a computer supported audio lesson package to teach and test Listening skills of the students.

STUDENTS AT SCHOOL LEVEL

This research is conducted among the Higher Secondary level students and students studying plus two were taken for the study. All the plus two students have to study two English papers in their course.

AN EXPERIMENTAL STUDY

The aim of this research is to enhance listening skill through computer aided instruction and study the relative effectiveness of Computer Aided Instruction on the conventional method of teaching listening skills. This research involves both
Control group and experimental group. Both the Control group and Experimental group has made up with the sample belong to the same age group, learning phase and skills. A conventional lesson designed, conducted for both the groups and an achievement test was conducted. The scores were analysed against the variables. A computer aided listening lesson designed and conducted exclusively for the experimental group. The same lesson was presented to Control group through conventional instruction. After these instructions, an achievement test was conducted and scores were analysed. The obtained results were processed in statistical analysis and detailed interpretation is given for variables.

1.16 RESEARCH POPULATION & SAMPLE

The details of the institutions chosen to conduct the research are given below. This we can call it as ‘Population’.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Name</th>
<th>Classification &amp; Type</th>
<th>Students at +2 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>2.</td>
<td>Kellet Hr. Sec. School, Triplicane, Chennai – 600 005.</td>
<td>Govt. Aided, City School Co-Education</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>Grand Total</td>
<td></td>
<td>225</td>
</tr>
</tbody>
</table>

Table 1.1. Details of Population for this study

1.17. RESEARCH SAMPLE

<table>
<thead>
<tr>
<th>S. No</th>
<th>Name</th>
<th>Classification &amp; Type</th>
<th>Students at +2 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Boys</td>
</tr>
</tbody>
</table>
Table 1.2. Details of sample for this study

<table>
<thead>
<tr>
<th>S. No</th>
<th>Name of the Institution</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>1</td>
<td>Lady Wellington. Govt. Girls Hr. Sec. School, Triplicane, Chennai – 5.</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Kellet Hr. Sec. School, Triplicane, Chennai – 600 005.</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

The above said 120 students are put into the variables like Gender (50% boys & 50% girls); Medium of instruction (50% students of Tamil Medium & 50% students of English Medium), Locality (City Students, Suburban and Village) and Mother Tongue. Though it is mentioned in the title that the study is at higher secondary level the researcher has planned to conduct the research only on the plus two students of the above said schools.

1.19. LIMITATIONS OF THE STUDY

The research study is entitled as “COMPUTER AIDED TEACHING AND TESTING IN DEVELOPING LISTENING SKILLS OF STUDENTS AT SCHOOL LEVEL – AN EXPERIMENTAL STUDY” has following limitations. In the beginning of the research, the researcher planned to conduct on massive samples. Due to the constraints of the availability of the computerized language laboratory, time slice and co-operation of the institutions to conduct the
study, forced the researcher to limit the study to a manageable sample i.e. 120.
Due to the above said factors the researcher decided to conduct the research only
in the following schools. In these schools, there is an ultra modern English
Language Laboratory with contemporary software are in use.

1.20. METHOD AND PROCEDURE OF THE RESEARCH

The present research is planned in the following stages,

1. A detailed conventional instruction given on nuances of Listening skills.
2. A Pilot test is conducted to test the level of listening of the sample.
3. Control and Research group and Classroom listening level identified as well.
4. A conventional class practice was given for the both Control and Research Group and after this an achievement test conducted. Test scores were analysed against variables.
5. Self constructed Listening skills Lessons designed using multimedia kit. The same lessons were also prepared in conventional mode for control group. Test was conducted for both the groups. Computer Aided instruction lesson and test for Experimental group and conventional lesson and test for Control group.
6. Test scores analysed for the both tests.
7. Based on the obtained results, a comparative study done on Control group and Experimental Group.
8. Analysis and interpretation of the data
9. Presenting the data in a graphical representation.
10. Documenting the whole procedure with suggestions, recommendation for education implication.

1.21. DISTINCTIVE FEATURES OF THIS STUDY

The investigator wanted to analyse the various strategies of teaching English language skills in India, particularly in Tamilnadu. As a teacher of English language, she wanted to implement **Computer assisted based instruction** to develop the most fundamental skill i.e. Listening. Why because listening skills evaluation can’t be executed just like other skills. Since many researches proved the worthiness of computer as an effective tool, the investigator wants to create an optimal lesson to teach and test listening skills in English. So this study involves using computer to demonstrate audio lesson and test listening skills in English language which is the need of the hour.

1.22 ORGANISATION OF CHAPTERS

The present study, “**COMPUTER AIDED TEACHING AND TESTING IN DEVELOPING LISTENING SKILLS OF STUDENTS AT SCHOOL LEVEL – AN EXPERIMENTAL STUDY**” is divided into five chapters.

The first chapter deals with the various features of importance of communication, communication process, listening skills, conditions of current English classroom, remedial measures, syllabus and listening skills, technology in improving listening skills in English. need for study, scope for the study, statement of problem, operational definition of terms, objectives of the study, Hypothesis of the study, limitations of the study, method and procedure of the research, distinctive feature of the study and organization of chapters.
The second chapter is divided into three major divisions, Section – A, Section – B and Section – 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, functions explained with suitable examples. Section – B gives elucidation of details of the term computer, its usefulness as teaching – aid, its introduction to classrooms summary on Teaching – aid and its varieties and functions and the computer 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.

The third chapter deals with the choice of method, plan and procedure, various methods involved in the collection of data, Pilot Study, Development of tool, Opinion of the Jury, selection of samples for the construction of tool, details of the sample, administering the test, creating computer based lessons for listening skills. This include lesson followed by a test to answer some questions.

The fourth chapter deals with the interpretation of the data obtained from the listening skills test. The results are supported by tables, charts and other relevant figural form. Necessary graphical representations are also added.

The fifth chapter deals with the summary of findings, result outcome, suggestions, recommendations, scope for further research and investigation in the same area followed by conclusion. This fifth chapter is followed by a select bibliography and appendix, which contain relevant documents involved in this research.