CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

The essential part of a research study is the review of the related literature. The survey of the related literature is a crucial aspect of the study and so the attempt and time spent in such a survey is invariably a wise investment. The investigator is sure that his problem does not exist in a vacuum. The significant research findings of the well-known authors and research writers in the concerned discipline and also the previous related research outcomes provide the correct evidence that the investigator is familiar with what has been already known and what is still unknown.

The effective research activity is always based upon the past knowledge. A careful study of the previous research works and findings enables to avoid duplication and paves the way for the researcher to have the relevant suggestions and thoughts for a healthy investigation. According to John Best (1977) the review is “A brief summary of previous research and the writings of recognised experts provide evidence that the teacher is familiar with what is already known and what is still unknown and untested”.

2.2. IMPORTANCE AND PURPOSE OF THE REVIEW

C.V. Good (1966) views the purpose of the review of related literature as given below:

1. To suggest methods of research appropriate to the problem.
2. To provide ideas, theories, explanations or hypothesis valuable in formulating the problem.
3. To locate comparative data useful in the interpretation of the results.
4. To contribute to the general scholarship of the investigation.
5. To know about the recommendation of previous researchers listed in their studies for further research.

According to Turney and Robb (1971) “The identification of the problem, development of research design and determination of the size and scope of the problem, all depend to a great extent on the care and intensity with which a researcher has examined the literature related to the intended research”.

The researcher keeping all the salient features of the review in mind has clearly listed out only the relevant and competent studies in this chapter. The investigator has made a thorough survey of the various sources related to the study in the various reputed institutions such as RIESI (Regional Institute of English South India) Bangalore, CIEFL (Central Institute of English and Foreign Languages) Hyderabad and IGNOU (Indira Gandhi National Open University) New Delhi. Relevant sources for the present study also have been collected from the noted journals like TESOL, ELTJ and Guidelines etc.

2.3. STUDIES ON SALIENT FEATURES, ELEMENTS, PRINCIPLES AND COMPONENTS OF LISTENING SKILLS

Chastain, K. (1976) studied the acquisition of second language skills in the classroom. In this study the author discussed the following features, which enable the students to acquire the language skills such as listening and speaking in the second language learning process:

1. The nature and causes for the inadequate attention given to listening.
2. Teachers’ awareness about the importance of listening comprehension in relation to other language skills.
3. Necessity for sequencing the speech elements or chunks to develop the listening skill.
4. Presence of teaching learning materials to develop listening skill in the second language class.
5. The goals and the problems of listening comprehension in the classroom.
6. The various components of listening comprehension such as discrimination, perception of message and auditory memory.

Celce – Murcia et al., (1979) attempted to study the effectiveness of live language in the process of teaching listening comprehension. The study was conducted with the aid of live listening materials from literature. The results of the study showed that available materials and practical applications using realistic language influenced the subjects to get better academic achievement.

Sara. W. Lundsteen (1979) studied listening and revealed previous knowledge, listening material, physiological activity, attention and consciousness are the major components of listening. The study revealed that listening involves much more than mere auditory discrimination. Beyond activity of hearing, listening comprehension involves such matters as attention span, memory storage, vocabulary, the organization and retrieval of facts too.

Colin Mortimer (1980) studied the ways of developing listening comprehension skill among the students at intermediate and advanced level. In this study the author suggested the following important elements to be concentrated on in order to develop the listening comprehension skill among the students in the classroom:
1. Different novel teaching learning materials for listening practice at the advanced level.
2. Graded activities for the intermediate and advanced level of students.
3. Monologues for listening comprehension. (The monologues stimulate many of the characteristics of natural spoken language.)
4. Assistance to the students to learn to listen intelligently.
5. Assistance to the students to learn to listen effectively by picking up clues to situation, context and personality in the way a native speaker would do.

William Little wood, (1981) studied the various aspects and also the different ways of improving the listening skill and examined how does listening activity enable the students to develop other language skills in the classroom. The results of the study indicated the following features to be considered in the classroom to enhance the pupils language acquisition:

1. Different activities that involve learners with a specific purpose.
2. Discussion on how listening activity provides the input for developing the other language activity such as writing or discussion.
3. Stress on the various factors like Linguistic factors, Performance factors, Situational factors and also the text that help to develop listening and speaking skills.
4. Reading and listening materials that help to improve ones listening strategy to his own needs.

Gillian Brown and George Yule (1983) examined the nature of spoken language and a number of important research findings on teaching and assessing the effective spoken communication. The main purpose of this study
was to enable the students to develop their language acquisition, by imparting knowledge about the research findings on teaching spoken communication, the principles, techniques for teaching listening comprehension and nature of the spoken language.

**Tony Lynch (1983)** studied the nature of delivering and understanding the lectures and talks in English. This study also concentrated on the following principles involved in understanding lectures and talks in order to help the subjects to develop their language skills:

1. Understanding the type of English spoken at lectures, seminars and conferences.
2. Graded course for developing listening efficiency.
3. Structuring the lectures and talks.
4. Significance of the relevant varieties of topics of general interest.
5. Talks delivered from notes.
6. Discussion on a range of British and North American accents.
7. Extensive note taking practice.
8. Speaker introducing the topics, making logical connections and stressing the ideas etc.

**John Battaglia and Vickie Christie (1985)** studied the various principles involved in the teaching and learning process of listening comprehension skill. In this study the authors stressed certain principles to be followed in order to help the students in developing the listening skill in the classroom, as given below:

1. Listening practice should be given through conversation or dialogue in the natural English.
2. Attempts should be made to satisfy the communicative demands of everyday English conversation.

3. Dialogues should be realistic and in the natural setup.

4. Structures and expressions should be suitable to the everyday conversation.

5. Important language functions, grammatical concepts and common expressions should be practiced.

George Blake Armstrong (1986) studied the effect of background television on cognitive performance. The results of the study indicated that children would perform more poorly if they habitually watched entertainment television while doing homework, reading lessons or involving themselves in similar intellectual activities.

Maureen Weissenrider (1987) conducted a study to suggest a pedagogical direction to facilitate the comprehension of Spanish-language newscasts for L2 learners. The findings or results of the study revealed that listening skill were best facilitated if comprehension strategies and how they interacted with the target register were adequately understood. The essentials to understanding of this interaction were the following issues:

1. a discussion of the role that listening comprehension played in language skill formation especially the need to teach comprehension of the news.

2. a description of the relevant linguistic properties of the broadcast register in Spanish.

3. a discussion of the listening task in general and how it was pertinent to the news in particular.
Stephen Keeler (1988) studied the ways and means of improving the listening skill among the students. In the study the author had given the following useful suggestions to develop the listening skill among the students in the classroom:

1. A collection of supplementary listening practice material is needed to improve listening comprehension.
2. Real life situations and students environments play a major role to develop listening comprehension skill.
3. Interesting and enthusiastic listening materials such as announcements, instructions, messages, descriptions and radio lessons are essential to improve listening skill.
4. Task based activities are necessary in the classroom to develop a variety of listening skill.

Jane Revell and Barry Breary (1988) studied the principles in the production of materials to develop the listening skill of the advanced level students. This study also examined the various factors involved in enhancing and developing the language acquisition of the pupils. The results of the study revealed that the materials for teaching listening skill should have the following principles:

1. Materials should provoke creative responses.
2. Materials should be interesting and based on activities.
3. Materials should help to develop fluency, speed and accuracy.
4. Materials should be task based.
5. Materials should focus on problem solving and meaningful interaction.
6. Materials should be humanistic and realistic.
7. Materials should be learner - centered.
Anne Anderson and Tony Lynch (1988) studied the current theories of listening comprehension. This study was conducted to know the relevancy of the theories of listening to the learners and their practical application in the classroom situation. In order to enhance the students' achievement in the language learning process. The study was conducted under three main sections such as:

1. Explanation - concentrates on what is involved in real life listening.
2. Demonstration - exposes the existing materials and the alternative approaches in material development.
3. Exploration - encourages teachers to investigate interaction between materials and learners and the relationship between theory and practice of listening.

Roman Luis Echevarria (1988) investigated the importance of listening comprehension in second language acquisition. This study elicited the opinions of teachers and students about their own training and its effectiveness and also the recent innovative methods that place emphasis on the teaching of communicative competence. The study presented evidences offered by scholars that substantiated the advisability of emphasizing aural training before demanding oral production. The author agreed with this view that it is very important in the development of listening skills in a foreign language.

Mary Underwood (1989) attempted a study on how to improve the listening comprehension skill among the students in the second language classroom. The study was conducted with the following aims:
1. To teach students to listen effectively.
2. To enable the students to select the information they need from what they hear.
3. To make the students role as listener.

The results of the study stressed the following major features to enable the pupils to master the language skills in the classroom:

1. Exposure to the real English language atmosphere.
2. Role model to the students to experience the language of the native speaker.
3. Ample opportunities for the students to do listening practice.

Wu Zhiqian (1989) studied the possible aural activities in the listening class. The results of the study revealed that in addition to the various linguistic prerequisites for listening comprehension, the need for understanding the cultural and social setting of some sort, and a message must be interpreted in the light of the social and cultural environment. In the actual classroom practice more than one of the language activities such as dictation, 'half and half' activity, sketch drawing, studying the uncompleted chart, making the comparison and flow diagram could be used to enhance the pupils’ achievement in learning the language skills.

Ronald Steven Rich (1990) studied the usefulness of asking respondents about individual radio listening experiences as opposed to general listening habits. The study also tested the ability of situational versus cross - situational and environmental variables to predict the thoughts, questions and uses young adults had for radio listening experiences and examined the differences in the use of music and non-music program content. A sample of 146 college students yielded 212 listening episodes for analysis. Personal thoughts / questions for out numbered those about the world in
general but did not significantly outnumber those about the radio programming. A qualitative analysis showed that all types of thoughts / questions occurred while listening to music - oriented radio stations and respondents had varied uses for the same content. More than half the listening experiences were discussed with others and slightly more than 40% of the episodes were reported to have some type of lasting effect. Many of the reported discussions and lasting effects involved programming comments and decisions about future listening.

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

Pahuja (1995) studied the role of listening and speaking in teaching of English for the Indian students. This study concentrated on the various reasons and remedial steps for poor listening and also on the effective listening practice. Results of the study revealed that Indian students generally suffer from the following weaknesses in listening:

1. Inadequate range of words and phrases.
2. Inability to maintain attention.
3. Inability to understand correct pronunciation than the personal or regional pronunciation.
4. Inability to understand fast speech.
The following remedial steps were also suggested in this study to improve the listening skill of the students:

1. Students should enrich knowledge and vocabulary.
2. Dictation helps in sharpening attention.
3. Listening to broadcasts or recordings or films helps the listener.
4. Students should know correct pronunciation of each word.

**Gardener (1997)** studied the implementation of 3-D audio system using the pair of conventional loudspeakers in developing the listening skills. The new idea is to use the tracked position of the listener's head to optimize the acoustical presentation and thus produce a much more realistic illusion over a larger listening area than existing loudspeaker 3-D audio systems. The general approach to a 3-D audio system is to reconstruct the acoustic pressures at the listeners' ears that would result from the natural listening situation to be simulated. The objective performance of these systems has been evaluated using simulations and acoustical measurements made at the ears of human subjects. Many sound localization experiments were also conducted. The results show that the head-tracking both significantly improves localization when the listener is displaced from the ideal listening location and also enables dynamic localization cues.

**Christine Goh (1999)** made an attempt to study the factors which influence learner listening comprehension and examine the extent of awareness of these factors among a group of Chinese ESL learners. In the study data were collected through small group interviews and learner diaries. Twenty factors were identified and they were categorised under five characteristics such as text, listener, speaker, task and environment. Many of
the factors identified were related to text and listener characteristics. To find out whether the degree of awareness about factors influencing comprehension was in anyway linked to listening ability, two groups of learners were compared. A majority of the high-ability group listeners reported twelve factors whereas the low-ability group reported only four. The high ability listeners were aware of the effects of text characteristics and they saw listening as an interactive process. The low-ability listeners view of listening comprehension, on the other hand, appeared to be predominantly text-oriented.

2.4. STUDIES ON THE ROLE OF AUDIO/ VIDEO/ ET EQUIPMENTS IN PROMOTING LISTENING SKILLS

Lindo Oslen (1979) studied the effect of rate-controlled tape-recorder on listening comprehension of school children. The results showed that learning time could be cut (as much as 50 percent and an average of 32 percent) and comprehension could be increased (as much as 9.3 percent and an average of 4.2 percent) through the use of compressed and variable-speed audio tapes.

Mueller (1980) experimented with the visual contextual cues and studied their effects on listening comprehension of second language learners. The results of the study revealed that visual contextual cues used as script activators significantly enhanced the beginner's comprehension of second language text.

Paula Sullivan O' Brien (1982) investigated the role of visual dimension in teaching the foreign languages and it's need in the language laboratory for the learning of dialogues, vocabulary, grammar and pronunciation. In this study two 20-minute video lessons were taught to two
groups of native speakers of Spanish who had enrolled themselves then in the beginners English language class. The control group received the auditory and orthographic presentation of the lessons. The experimental group received the auditory, orthographic and pictorial presentation of the video lessons. The results showed that the experimental group scored significantly better in the post-test than the control group.

Gill (1984) studied the impact of 'Teach - English - Learn - English' (TELE) radio programmes on teachers as well as pupils in English in the state of Gujarat. The author in this study used the four areas like, pronunciation, vocabulary, grammar and listening comprehension to test the proficiency of learners in English. The results of this study revealed that the impact of the TELE series on the teachers own English was positive and was even greater in the case of pupils. The TELE series helped the teachers and learners of English in the rural schools and supported the contention that to strengthen the teaching of English and listening ability radio could be fruitfully used in the rural areas.

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

Sushma (1992) investigated the comprehension skills of the primary students learning English as a second language. The results of the study indicated that the subjects committed errors at the phonological level and they showed the tendency for wrong analogy over generalisation.

Venkateswaran (1995) studied the detailed account of the fast and current trends in teaching of English as a second language. The study further
examined the various principles, theories and features of teaching language skills such as Listening and Speaking. The study also concentrated on the following:

1. Reasons for teaching language skills.
2. Ways and means of teaching listening skill.
3. Types of listening activities.

in order to develop the subjects academic achievement in English language.

Reddy and Ramar (1995) studied the effectiveness of multimedia based modular approach with reference to low achievers at school level. The results of the study showed that instruction through audio and videocassettes was more effective than the traditional method and it helped the low achievers.

Rogerson Pamela and Gilbert Judy. B (1997) studied the learners listening skills. The study recommended pronunciation and listening practice are the essential aspects for the development of listening skills. And moreover the study stressed ‘exposure’ to authentic from individual words and sounds enhance the learners listening skills.

Sharon Myers (2000) made an attempt to study the Empathic listening. The study explores empathic listening from the vantage point of 5 female clients engaged in consecutive therapeutic relationships with two different therapists, a male and a female. The previous experiences of being "misunderstood" or "not heard" stood in their relationships with the two therapists. Participants experienced being heard when therapists created a safe space for self exploration, were actively and genuinely engaged in the therapeutic dialogue and did not flinch when painful material was brought to the therapeutic process. The results of the study showed that empathic listening emerges as a relational, interactional variable unique to each therapeutic encounter examined and not reducible to a technique or skill.
Mercedes Valle (2002) made a study on communicative language testing integrating a listening comprehension section as communicate features in a computer-based Spanish test. The study was motivated by an observed incongruity between the methodology embodying second language teaching – the communicative approach – and the pedagogical orientation of the majority of Spanish placement tests – the form-focused methods that characterize traditional teaching. The major goal of the study was to determine whether adding a listening comprehension measure of vocabulary, grammar, and reading comprehension has an effect on its accuracy to assess proficiency. The research instrument was a computer-based, multiple-choice, self-scoring test specified in this study. The test was administered to a total of 233 students in elementary and intermediate Spanish language classes at two universities. The analysis of the data confirmed that there is a significant effect associated with the measures reflected in the items on a test. The listening section was found to accurately discriminate skill. The study also demonstrated that it is possible to develop a test that: (1) has the adequate delivery by computer, (2) has features that are in accordance with the communicative approach in second language instruction and (3) is a valid measure of Spanish ability.

Jasmin Bergeron (2004) studied the antecedents and consequences of salesperson listening effectiveness in buyer seller relationships. The goals of the study were fourfold: (a) to define what it means to “listen” in the selling context, (b) to test the multidimensional structure of the listening construct, (c) to examine several key antecedents and (d) major consequences of salesperson listening effectiveness. In this study to collect relevant data, numerous strategies were employed, such as survey pre-notification, response incentives, sponsorship and follow-ups. Nearly 1200 respondents representing more than 10 financial institutions completed the questionnaires. A battery of
statistical tests indicated that listening in personal selling encompasses three dimensions: physical sensing, mental processing and responding. Out of 12 variables hypothesized to influence effective listening the following seven factors were identified as significant precursors: customer orientation, motivation, to listen, customer knowledge, empathy, memory past listening training and internal buyer – seller similarity. The empirical results also indicated that listening effectiveness is positively associated with service quality, trust, satisfaction, word-of-mouth propensity, purchase intentions and sales performance. Several interesting conclusions were distilled from the findings and numerous theoretical and practical recommendations were suggested in the study.

Sara Kennedy and Pavel Trofimovich (2008) investigated how listener experience and semantic context influence measures of intelligibility, comprehensibility, and accentedness of non-native (L2) speech. Participants were 24 native English-speaking listeners, half experienced and half inexperienced with L2 speech, who transcribed and rated 90 English utterances spoken by six English and six Mandarin speakers. Listeners with more experience understood more speech from the L1 and L2 speakers than listeners with less experience but did not rate it differently in comprehensibility and accentedness. All listeners understood and rated the utterances from L2 speakers based on the semantic context available. The findings of the study have implications for evaluating learner pronunciation and for training learners in successful L2 communication strategies.

Suzanne Graham et al. (2008) examined the development of strategy use over 6 months in two lower-intermediate learners of L2 French in secondary schools in England. These learners were selected from a larger sample on the basis of their scores on a recall protocol completed after
listening to short passages at two time points: one was consistently a high scorer; the other one, a low scorer. Qualitative data on these two learners' strategic behaviour were gathered at the two time points from verbal reports made by learners while they were completing a multiple-choice listening task. The results showed a high degree of stability of strategy use over the time period, with pre-existing differences between the persisting high and low scorers.

2.5. STUDIES ON METHODOLOGY, STRATEGY AND ACTIVITIES IN DEVELOPING LISTENING SKILLS

Leo Jones (1984) made an attempt to study the different speaking and listening activities to improve the listening comprehension skill among the upper intermediate students. The results of the study showed that activities based on the following features would enable the pupils positively in enhancing their language acquisition:

1. Relevant and essential activities to improve listening skill.
2. A unique collection of absorbing and enjoyable activities designed to improve listening skills.
3. Using activities not for language practice but genuine language communication.
4. Activities that the students solve problems, exchange information, describe their experiences, and participate in role-plays and discussion etc.

Kinsey, C.C. (1985) studied the effects of an assisted reading programme on listening comprehension. The theoretical frame work underlying the assisted reading was that reading process could be facilitated if children had readily accessible reading materials and that exposure to an
abundance of oral language would enhance listening comprehension. In this study the treatment consisted of an assisted reading programme in the form of simultaneous reading of and listening to the taped materials or text over six months period. The results indicated that reading achievement and listening comprehension improved significantly for all the language dominant subgroups. The bilingual group did not record any significant gain in listening comprehension.

Rost, M.A. (1987) explored the second language listening interaction with pre-recorded lecture texts. For the study a series of tasks, which varied in degree of 'fixed' difficulty, was designed. The tasks were in the form of multiple choice probe task, cloze completion tasks and written summary. The subjects' performances on the tasks were analyzed by a combination of quantitative and qualitative methods. The results of the study indicated that prior presentation of the background information did affect the subsequent task performances. The qualitative analysis clarified many of the theoretical concerning interactions of text knowledge with prior conceptual knowledge and linguistic competence.

Esther Javetz (1987) attempted to study the effects of using guided and unguided listening practices on listening comprehension of novice second language learners. In the study two instructional videotapes were conceptualized and produced on the basis of the available theory and research. The result was one superior treatment was found which included two listening experiences with a computer - controlled video. This superior treatment, guided listening was another confirmation of the notion that guidance was a necessary component in the instruction or learning process.

Lewis, B.E. (1988) studied the effects of movement - based instruction on the achievement of first - and third - graders in selected music listening
skills. In this study 61 normal first-graders and 52 normal third-graders receive a total of 12 instructional periods focusing on the concept areas of dynamics, tempo, melodic direction, meter and rhythm. The treatment received by the experimental group included the addition of psychomotor activities. The dependent variables were operationalized through five achievement subtests of aural perception - Dynamics, Tempo, Melodic direction, Meter and Rhythm. The data were analyzed through analysis of variance and analysis of covariance. The results indicated that movement-based instruction significantly affected achievement on the Dynamics test for the first-graders and Dynamics, Melodic Direction and the Music Listening Composite measurers for the third-graders.

Mary Underwood (1989) attempted a study on the various strategies and methodology of teaching listening in the classroom to enable the pupils to get better achievement in the process of learning the language skills. The results of the study revealed the following features:

1. Process of the listening.
2. Problems faced by the non-native speakers.
3. Listening situations and purposes.
4. Listening task for the pre, during and post listening stages.
5. Listening task from published sources.
6. Guidelines to the teachers for the selection of materials appropriate to the needs of the students.

Linda Conrad (1989) experimented with time-compressed speech on native and English as a foreign language listening comprehension. The findings of the study revealed that overall recall of the time-compressed sentences decreased with decreased proficiency in English. Whereas the native listeners demonstrated a strategy of concentrating on key content words in the stimulus, both listener groups tended to recall more words they had heard in the initial or final sentence position.
Boatman, D.F., (1990) made an attempt to study the acquisition patterns of grammatical, lexical and phonological systems in second language. It was observed that while second language learners master L2 grammatical and lexical systems, native like control of new phonological systems was rare. It was also found that learner’s auditory phoneme identifications and representations did positively correlated with their performance on the grammar test.

Sinha Tresnadewi (1994) attempted to study developing listening skills in the EFL classroom. In this study the author discussed the difficulties that learners of a new language usually encounter and how the language teachers could help the learners to develop listening skill. The results of the study revealed that by establishing the listening centers, giving opportunities for the pupils to use tapes as self access study material selecting the topics of their own interest and also providing meaningful tasks and encouraging the use of English with in the classrooms through well organized listening activities, the teacher could enable the subjects to have more effective language acquisition.

Ilangovan (1997) attempted to study the effectiveness of Audio and Video intervention in enhancing listening comprehension in English at Higher secondary school stage. This study was conducted,

1. To establish the relative effectiveness among the different instructional strategies in developing listening comprehension in English at Higher secondary school stage.

2. To develop syllabus based AV materials in developing listening comprehension.
3. To find out the significant difference with recorded to academic achievement in developing listening comprehension in English before and after the experimentation.

The results of the study showed that the instructional strategies are effective in modifying the skill of listening comprehension in English and the strategies are helpful in developing all the micro skills with regard to listening comprehension among the students. All the instructional strategies are effective in developing listening to contextual speech via picture cues and local listening comprehension.

Carrier, K.A., (1999) studied the learner interlocutor relationship as a factor in second language sociolinguistic perspective. The study focused on the status relationship and how they affect listening comprehension. Two research questions were posed: 1) How does the status interlocutor (NNS) and the native interlocutor (NS) affect the listening counterlocutor? and 2) How does the status relationship between the nonnative interlocutor affect the amount of negotiation for meaning by the nonnative interviewed an equal status and a higher status, gathering information. Analysis of the interview transcripts showed no statistically significant difference between the two different status level interviews. It was identified however that relationship might have affected the listening comprehension of the NNS / NS pairs, the style of the higher status NS and the situational status. The conclusion reached in this study was that status is relationship that exists in conversational interactions and that a number affects listening comprehension. More research on interactive L2 listening relationships involved in the social factors of L2 listening and to contribute a theory of second language listening.
Huei-Chun Teng (2000) investigated the English-as-a-Second-Language (ESL) listening needs of college students in Taiwan, examining the ESL conversational and academic listening abilities required by college students and differences in listening needs between effective and ineffective ESL listeners which involved 296 college students. The researcher used the questionnaire based on the taxonomy of listening skills. The study indicated that college students had more needs for conversational listening than for academic listening.

Ian Mackay (2000) studied the techniques and activities to improve effective listening. The study explored recognizing the inhibitors to listening, improving physical attention, analysing and evaluating the said message and interpreting the tone of voice and non-verbal signals have significant roles in improving listening skills.

Ann Frigard (2002) investigated whether participation in a computer lab would improve high school student’s performance on Spanish vocabulary, grammar and listening comprehension. Analysis of student data throughout five units indicated that the computer lab was a beneficial tool, benefiting some students more than others. Their study stated that students preferred to learn vocabulary and grammar in the classroom, while they learned listening skills better in the computer lab.

Joong-Won Kim (2003) studied the second language English listening comprehension using different presentations of pictures and video cues. The effects of different presentations using pictures and video cues for improving listening comprehension of English news programmes were tested. Four experiments were reported, studying listening comprehension of English as second language with 687 Korean secondary students. Comparisons on
listening comprehension showed better performance with visual cues than without visual cues. Listening comprehension with video cues was more successful than that with pictures. The visual cues with headlines presented using priming might enable learners to activate prior knowledge or schemata to improve listening comprehension.

Myung - Hee Hwang (2003) studied the problems in listening comprehension and the strategy use by secondary learners of English. The study investigates the listening behaviour of Korean learners of English with regard to their listening problems and strategy use. Twenty learners at two levels of listening proficiency participated in the study. They verbalised while listening to four spoken texts of two levels of difficulty and focus was given on the listening problems they encountered. Three null hypotheses were formulated based on three research questions and were analysed both quantitatively and qualitatively. The main findings are as follows: First, Korean Learners of English experienced predominant problems at the perceptual stage. This was especially noted in the less proficient ones and with more difficult texts. The more proficient learners, because of their greater linguistic proficiency, were able to progress to a higher level of processing, regardless of the difficulty of the text. The less proficient learners could advance to a higher level of processing when listening to easier texts. Second, the more proficient learners accessed a wider variety of strategies in their repertoires with more success across the two types of texts. The less proficient learners' strategy was limited but they could access their strategic resources with more success when listening to earlier texts. A unique finding of this study is that learners' listening difficulties could be caused by their use of strategy.
Sally Owca (2003) implemented and evaluated a program for improving listening skills in order to improve academic achievement. The researcher observed the problem of poor listening skills among the sixth- and eighth-grade students and followed solution strategies were given for ten weeks. The results seems to indicate that the students receive directions more effectively, causing a reduction in the number of times those directions need to be repeated by teachers.

Anna Ching-Shyang Chang and John Read (2003) investigated the effects of four types of listening support: previewing the test questions, repetition of the input, providing background knowledge about the topic, and vocabulary instruction. The research involved a classroom-based experiment with 160 students enrolled in a required English listening course at a college in Taiwan. The results showed that the most effective type of support overall was providing information about the topic, followed by repetition of the input. The learners' level of listening proficiency had a significant interaction effect, particularly in the case of question preview. Vocabulary instruction was the least useful form of support, regardless of proficiency level.

Kenneth Romeo (2008) studied the comprehension of relative clauses in audio prompts using online listening exercises implemented in a classroom. In the study reaction time to short and long sentences containing subject and object relative clauses was assessed in subjects attending an intensive ESL course for graduate students. The results indicate the possibility that learners shift resources when processing more syntactically complex audio prompts, such as those with object relatives. This shift from a discrete measure such as accuracy to a continuous variable like reaction time accommodates theoretical frameworks which do not rely on categorical paradigms of learning.
2.6. MISCELLANEOUS STUDIES ON LISTENING

Gras S. M. (1983) examined the learners' experience in comprehending informal speech in second language learning. In the study informal speech was hypothesized to be more difficult to comprehend than formal speech. The subjects, 79, Korean students completed two attitude Questionnaires, one assessed integrative orientation and listening comprehension tests which measured their proficiency in informal and formal spoken English. The major finding of the study was that proficiency increased with an increase in passive exposure to English through the use of T.V and Radio etc.,

Eileen Glisan (1984) attempted to study the effectiveness of word order on listening comprehension and the pattern retention of second language learner. The findings of the study revealed that word order significantly affected the degree of listening comprehension of the second language (L2) learners. Word order and sentence position were found to be significantly affect surface retention of the learners.

Penny ur (1984) studied the teaching of listening comprehension in the classroom. In the study the author stressed listening to develop real-life spoken English. The results of this study revealed that recordings of the natural, spontaneous speech and selected and edited listening materials easily accessible to the students would help the subjects to develop their listening skill.

Wad (1984) studied the scope of the communication media in education and role of Radio and Television in language learning. The study was attempted at the High school level in the state of Maharashtra. The findings of the study showed that school broadcast were useful in developing the span of attention of the pupils. The need of communication media in teaching -
learning process was felt by the teachers and parents. The communication media like tape recorder, T.V, and radio remained a complementary aid of the classroom teachers and they were very much keen on using these media especially in teaching the language skills.

Bakken, J. L. (1985) attempted to study the effects of simultaneous reading and listening upon reading comprehension of reading passages of differing difficulty levels with the first year German students in a university programme. The main purpose of the study was to ascertain whether a reading - while - listening approach might be a better strategy for improving reading comprehension than reading alone approach. The results of the study revealed that significant differences existed between the treatment groups.

Evelyne Barker (1985) conducted a study to investigate the transfer effects of listening practice to reading among the 59 refugees recently arrived from South East Asia and Central America. It was hypothesized that after 12 weeks of listening practice, the experimental group would achieve significantly higher means in listening and reading than the control group instructed in grammar. The results of this study confirmed the experimental treatment effectiveness and indicated a positive trend of learning transfer from listening to reading.

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

Alcala, M.E. (1985) examined the values of compressed speech and two presentation modes - narrative and pictures, on the comprehension of
discourse. The result suggested an interaction between the use of pictures and words – per – minute etc., the pictures that accompanied the discourse were helpful for listening comprehension when a very high words – per – minute rate was used.

Shelagh Rixon (1986) made a critical study on developing the listening skills and the pedagogy of listening and its implications for the classroom. In this study the author had viewed that the pedagogy of teaching and learning the listening skill must be based on the following essential features:

1. Developing confidence in teaching of listening on the part of the teacher.
2. Giving practical hints on planning and running a listening lesson.
3. Suggesting the ways to choose, adopt and design the listening materials.
4. Dealing with the distinction between the artificiality of listening activities in the classroom and real life situation.
5. Discussing two categories of listening namely intensive listening and extensive listening.
6. Concentrating the successful components of listening and relationship between comprehension and production.
7. Suggesting practical and helpful ideas for all aspects of teaching listening.
8. Giving the most inspiring introduction to self-access listening.

Mambungiwa Sangwa and Kisangani (1987) made a study on improving the listening comprehension skill at the secondary school level. The results of this study revealed that the methodology for teaching listening comprehension skill in the second language classroom should have the following necessary elements to motivate the subjects’ language learning process:
1. Hints for teaching listening comprehension skill.
2. Teacher's role in explaining new vocabulary items and structures.
3. Description of the various important steps to be followed in teaching listening comprehension like,
   • Reviewing the dialogue.
   • Reading the dialogue to the class by the teacher.
   • Making the students to read the passage as the teacher did.
   • Checking the student's comprehension and attention.
   • Asking questions to the students.
   • Final reading aloud by the teacher.

**Rosenbusch, M.H., (1987)** examined the interrelationships among the variables such as vocabulary, listening comprehension, oral production and a pronunciation, in 52 children. The children were three to five year old, learning a second language. In this study a multiple classification analysis of variance procedure was followed and the results revealed that highly motivated subjects performed better on vocabulary and oral production but not on listening comprehension.

**Khaniyile (1988)** studied the effects of T.V. as a adult education medium in the moderation of Zulu culture. The author concluded that adult education was necessary to modernise the Zulu community and T.V. as a medium would be most helpful in this direction. The results of the study revealed the fact that group listening and viewing was an effective learning process.

**Fletcher and Pumfrey (1988)** studied the differences in text comprehension amongst 7-8 years old children. The aim of this research was to compare the effectiveness of the three receptive language modes of oral
reading, silent reading and listening for comprehension of short pieces of text. Thirty six children were used in the study, aged between 7-8 years old. Three parallel passages at two levels of the Neale Analysis of Reading Ability (NARA) were used as texts. A Complex Analysis of Variance design was used having the variables such as Reading Attainment of children, Sex, order of presentation of text, Mode of presentation of text and Form of text. The results demonstrated significant differences between the mode groups, with the silent reading group performing more poorly than either the oral reading or listening groups. The subjects were free to establish meaning whilst listening and this assisted comprehension.

**Bruce Morrison (1989)** studied the authentic listening comprehension. This study was conducted particularly to have the perfect and correct listening comprehension. The results of this study revealed that the methodology of teaching listening comprehension should have comprised of the following:

1. Realistic listening materials like news broadcasts are useful to all students.
2. Model of listening comprehension is found to be useful for the learners.

**Michael Rost (1990)** conducted a study to know the role of listening in language learning. In this study the author had discussed some important elements that would enable the students to develop their language skills. The results of the study revealed the following features:

1. Key theoretical and practical discussions on the role of listening.
2. Cognitive, social and educational perspectives in defining listening ability.
3. Listening in learning other language skills.
4. Detailed investigation of listening in social and educational contexts.
5. Listening and curriculum design.
6. Role of listening in verbal interaction and language learning.

Adrian Doff and Carolyn Becket (1991) conducted a study on the various principles needed for developing the students' listening comprehension skills in the second language classroom. The results of the study showed that teaching of listening skill should be based on the following features so as to enable the students to get progress in learning the language skills:

1. Development of student's ability to understand real-life spoken English.
2. Selected and edited recording of natural and spontaneous speech.
3. Varieties of voices and speaking styles for the learners.
4. Interesting pre-listening activities and vocabulary to prepare students for listening.
5. Extension activities for creative speaking and writing.
6. Detailed map or guidelines to enable the teachers.
7. Complete transcripts and brief teaching notes suitable for self-access.

Pushpalatha (1991) studied the learning process of English as second language at the higher secondary school level. The results of the study showed that the phonological errors affected the comprehension skill of the students. The errors in vowels included change of vowels, substitution of vowels, omission and replacement. In the same way in the case of consonants, the errors were due to the replacement, substitution, addition and consonant cluster.
Futransky, J.S., (1992) studied the relations among verbal working memory, listening comprehension and reading skills. The primary purpose of the study was to study the role of verbal working memory in listening comprehension for fifth-grade students. Additional research investigated the association between working memory and the two components decoding and comprehension. A third goal of the study was to investigate the power of listening comprehension, decoding ability, memory skills and I Q to predict reading comprehension. Data from 136 fifth-grade students with average to above average cognitive ability was assessed in the study. Each student was asked to complete three verbal working memory tasks. Two listening comprehension measures were used to test the hypothesis. The results of the two listening comprehension measures proposed that memory demands comprehension accuracy.

Mangrum, C.W. (1993) investigated the relationship between listening skills instruction and academic performance among university students. The purpose was to determine if teaching university students' comprehensive listening skills improves their academic performance. It was assumed that listening can be effectively taught. The goal of the study was to compare 75 students who were enrolled in a listening course to a similar group 75 students not enrolled in a listening course. The students were compared on the basis of grade point improvement, the semester after the experimental group had completed the listening course. The t' test was chosen because it can be used for testing the significance of the difference between the means of two independent samples. The grade point averages of the two groups were collected and the means and standard deviations of the two groups were determined. The data showed little difference between the mean scores of the two groups or between the standard deviations of the two groups. The
observed ‘t’ value did not support the hypothesis; therefore there was insufficient evidence to reject the null and the conclusion was that listening skill instruction has no impact on university students’ academic performance.

**Usha (1994)** investigated the factors, which affect the listening comprehension of second language learners in India. The results of the study revealed that effective listening was imperative if any utterance was to be understood correctly. The failure to perceive any one of the features – phonological, lexical, syntactic or semantic – impeded comprehensions. The subjects needed training to recognize the links between the utterances.

**Tony Lynch (1996)** attempted to study the process of communication in the classroom. In this study the various techniques of teaching listening were discussed. The results of this study revealed, to enhance the students’ progress in listening skill, teachers should consider the following features:

1. Different ways helping the learners towards interaction, and negotiation.
2. Listening practice based on recorded messages.
3. Listening task for enhancing listening skill.
4. Grading the listening activities.

**Layne (1996)** studied the vocabulary acquisition by fourth-grade students from listening to teachers’ oral reading of novels. This study mainly investigated whether the students could acquire vocabulary incidentally while listening to their teachers’ oral reading. The subjects were 135 students who were heterogeneously mixed according to their achievement. The design of the study involved three experimental groups and one control group. Statistical analysis revealed significant differences between the groups on the delayed post-test. Post hoc comparisons of multiple groups were conducted.
using the Tukey / Kramer Method. Results indicated that the levels of treatment resulted in vocabulary scores is significantly greater than scores from the control group and showed the greatest increase in vocabulary growth.

**Balasubramanian (1997)** attempted to study the classroom climate in relation to the pupils’ achievement in English at higher secondary stage. The results of this study revealed that the professional experience, qualifications of the teachers, their gender, school management and the location of the school had no significant influence on most of the pupils’ communication pattern. It was found that the indirect influence patterns of teacher’s classroom behavior influenced the students’ better academic achievement in English.

**Clark, K.A. et al. (1999)** reported the implementation of strategies to improve listening skills among the primary students. The listening abilities among the students were documented through the use of journals, surveys, checklists and anecdotal records. The solution strategies they followed in the field of listening skills include imagery, predicting and paraphrasing. Their post intervention data indicated an increase in student listening skills when directly related to the research activities.

**Margarete Imbof (2000)** tested the efficiency of meta-cognitive strategies in authentic listening situations to ensure the ecological validity of the results. Forty two education students were informed about listening strategies and asked to apply them in two authentic listening situations. The study suggested that the perceived qualities of auditory information processing can be enriched by strategic mental activities which are tied in to the listening process.
Metinee Thanajaro (2000) made a study on using authentic materials to develop listening comprehension in English as a second language classroom. The fundamental purpose of this study was to examine the influences of aural authentic materials on listening ability in students of English as a second language. The secondary purposes of the study were to identify the learning strategies used by ESL students experiencing authentic listening texts and to determine the influence of authentic materials on ESL students attitude towards learning English. ESL students attending the High Intermediate Academic Listening and Vocabulary Development class at a language training center participated in this study. The sources of data for this study included interviews, questionnaires and class observation. The study revealed that the use of authentic materials in this ESL classroom helped increase students’ comfort level and their self-confidence to listen to the target language. The analysis of the class observation and the interview with students revealed that the use of aural authentic materials in ESL classroom had a positive effect on ESL students’ motivation to learn the language.

Balasubramanian et al. (2001) investigated the effectiveness of instructional strategies in developing the micro-skills of listening comprehension in English for the higher secondary students. The type of research adopted was quasi-experimental research with a total sample of 105 students, in which 35 were control group and the remaining was experimental group. The identity of the control and experimental groups was established by finding out the significance of difference between the means of these groups pertaining to their scholastic achievement in English as measured by the State Level SSLC Exam and the scores of the students on listening comprehension in English as measured by the pre-tests. They concluded that the different instructional strategies viz., Conventional Teaching Method (CTM), Media-
based Non-interactive Group Instruction (MNGI) and AV Presentation as Support System (SS) are effective in developing all the micro-skills with regard to listening comprehension among the higher secondary students.

**Laurie Kern et al. (2002)** described a sequence of steps that led to the increase of reading and listening comprehension among the kindergarten and first grade students. From the pre-test the weakness of the students in the areas of reading and listening comprehension were identified and solution strategies were followed. The post intervention data indicated an increase in overall reading and listening comprehension proficiency in the targeted kindergarten and first grade classes.

**Tony Lynch (2004)** attempted to study listening for students at intermediate level and college and university levels. The study focused on listening to lectures and note-taking and revealed the need for six macro strategies such as predicting, monitoring, responding, clarifying, inferencing and evaluating to develop listening skill. It also emphasized natural speech, speed and accent play a major role to listening.

**Diakidoy, I. A. et al. (2004)** examined the hypotheses (a) relationship between listening and reading comprehension becomes stronger after decoding mastery; (b) difference between listening and reading decreases with increasing grade level; and (c) similar patterns of relationship and difference are obtained with narrative and expository texts. The sample included 612 students in Grades 2, 4, 6, and 8. Students read and listened to two narratives and two expository texts and completed corresponding comprehension tests that were in the form of sentence verification tasks. The findings confirmed the first two hypotheses but not the third one. In the case of expository text, the relationship between listening and reading comprehension was weaker.
than the corresponding one with narrative text, and performance levels were comparable across all elementary grades. Moreover, reading comprehension levels were higher than listening comprehension levels in Grade 8, regardless of text type.

**Ayano Sueyoshi and Hardison, D.M. (2005)** studied the contribution of gestures and facial cues to second-language learners' listening comprehension of a videotaped lecture by a native speaker of English. A total of 42 low-intermediate and advanced learners of English as a second language were randomly assigned to 3 stimulus conditions: AV-gesture-face audiovisual including gestures and face, AV-face no gestures, and Audio-only. Results of a multiple-choice comprehension task revealed significantly better scores with visual cues for both proficiency levels. For the higher level, the AV-face condition produced the highest scores; for the lower level, AV-gesture-face showed the best results. Questionnaire responses revealed positive attitudes toward visual cues, demonstrating their effectiveness as components of face-to-face interactions.

**Ellis J. K. (2005)** made an attempt to study into the listening practices of United States Coast Guard Enlisted officer’s in charges. The premise of this study was that leadership requires competent listening behaviors. The study investigated the reported listening practices of OIC compared to their subordinates’ perception and sought to answer the question, “Are the listening practices of OIC different based on age, time, length of time on active duty, education, formal leadership / management training?” The study identified the independent variables of age, length of time as on OIC, time on active duty and education as statistically significant for the listening practices of response and memory respectively.
Tuncer, T.A. and Banu Altunay (2006) investigated the effectiveness of summarization-based cumulative retelling strategy on the listening comprehension of four visually impaired college students. An adapted multiple-investigation design across subjects was used. Findings suggest that the instructional procedures led to increased listening comprehension among participants, and that these gains were maintained at follow-up 30 days later.

Vandana Sharma (2006) studied the art of communication in English among the engineering students of the University of Jammu and observed the fact that the inadequate devotion of time to work and play is the root cause of the students' lagging behind in the art of communication. And moreover the study focused on the following suggestions to improve communication skill among the engineering students:

1. Listening and Speaking in English encompasses both formal and informal communication. Listening to English channels is of great help in learning the language.

2. Reading books, magazines and newspapers daily not only broadens one's horizons but also is an indispensable mode to improve one's communication skill and personality.

3. Listening to a public speech or reading a particular piece of writing and then reproducing it orally is the best way to overcome the phobia of speaking in public.

Butler, Y.G., (2007) studied the effects of Korean elementary school teachers' accents on their students' listening comprehension. It also examined students' attitudes toward teachers with American-accented English and Korean-accented English. A matched-guised technique was used. The study
randomly assigned 312 Grade 6 Korean students to listen to one of these two recorded oral texts and their comprehension was examined. The students listened to both accented-English tapes and their attitudes towards the two speakers were examined. The results of the study showed no differences in student performance in terms of comprehension.

Anna Ching-Shyang Chang (2007) investigated the effects of vocabulary preparation prior to a listening comprehension test on L2 learners' vocabulary performance, listening comprehension, confidence levels and strategy use. The participants were given three different lengths of preparation time to study new vocabulary that would be heard in a listening text. The instruments involved a vocabulary test, a listening comprehension test, and a questionnaire to elicit their confidence levels and strategy use. A semi-structured interview was conducted immediately after the test. The results show that though a consistent pattern was found for the tests of vocabulary and listening comprehension significant differences between groups were detected only in the vocabulary test but not in the listening comprehension test. In relation to the level of confidence and strategy use, the group with 30-min preparation showed the highest levels of confidence and more strategy use, followed by the group given 1-week preparation. It is concluded that allowing students to study vocabulary before a test could improve their vocabulary knowledge and confidence but not their listening comprehension.

Jo Gilmore and Maggie Vance (2007) explored whether teachers can identify the listening and speech discrimination difficulties, using a questionnaire that rates children's listening, speech discrimination and comprehension abilities. The questionnaire was given to 52 pupils, aged four to five years, who had failed at least one of two formal assessments of
comprehension and speech discrimination. Results showed significant correlation between teacher ratings of verbal comprehension and attentive listening and test scores for verbal comprehension. There was no significant correlation between ratings and test scores for speech discrimination skills. The questionnaire's internal consistency was found to be reliable overall, but validity in measuring speech discrimination was poor.

Him Cheung (2007) studied the role of phonological awareness in mediating between reading and listening to speech. The investigator argued that phonological awareness, reading, and spoken language are intercorrelated because phonological awareness mediates between the processing of written and spoken language. He demonstrated: (1) a correlation between processing speech for meaning (i.e., listening comprehension) and reading comprehension, but not reading aloud; (2) a correlation between processing speech for phonological information (i.e., auditory phonological priming and phoneme discrimination) and reading aloud, but not reading comprehension; and (3) that phonological awareness mediated (2) but not (1). The implication is that phonological awareness binds reading and listening to speech only at the level of deriving a phonological code.

Anna Ching-Shyang Chang and John Read (2007) investigated the effectiveness of providing different types of listening support for learners in a foreign language environment with a low level of English proficiency. The research was conducted with 140 students taking an English listening course at a college in Taiwan. The participants took sections of a listening test under four different conditions. Two of the conditions provided support in the form of either a set of pictures or a written background text. The third condition was a repetition of the test input, whereas the fourth one was simply no type of support. After the test, the participants completed a short questionnaire and
some of them were also interviewed. The results revealed that repeating the input was the most effective treatment, followed by having visual and textual support and the provision of appropriate support may motivate foreign language learners to improve their listening proficiency by making adequate comprehension more attainable for them.

Richard, S.L. et al., (2008) examined early first-language (L1) predictors of later second-language (L2) reading (word decoding, comprehension) and spelling skills by conducting a series of multiple regressions. Measures of L1 word decoding, spelling, reading comprehension, phonological awareness, receptive vocabulary, and listening comprehension administered in the 1st through 5th grades were used as predictors of L2 reading (word decoding, comprehension) and spelling skills in high school. The best predictor of L2 decoding skill was a measure of L1 decoding, and the best predictors of L2 spelling were L1 spelling and L1 phonological awareness. The best predictor of L2 reading comprehension was a measure of L1 reading comprehension. When L2 word decoding skill replaced L1 word decoding as a predictor variable for L2 reading comprehension, results showed that L2 word decoding was an important predictor of L2 reading comprehension. The findings suggest that even several years after students learn to read and spell their L1, word decoding, spelling, and reading comprehension skills transfer from L1 to L2.

Holger Mitterer., et al (2008) investigated how listeners compensate for reduced /t/ in Dutch. "Listeners recover /t/s that speakers lenite: evidence from /t/-lenition in Dutch." "Journal of Phonetics," 34, 73-103] showed that listeners are biased to perceive a /t/ more easily after /s/ than after /n/, compensating for the tendency of speakers to reduce word-final /t/ after /s/ in spontaneous conversations. We tested the robustness of this phonological context effect in perception with three very different experimental tasks: an
Craig Chambers and Valerie San Juan, (2008) made an attempt to study the Perception and Presupposition in Real-Time Language Comprehension. The study explored whether action-relevant properties are readily available to comprehension systems as a result of the embodied nature of linguistic and conceptual representations. In this study three experiments were used. Experiment 1 demonstrated that predictions for previously displaced objects are generated ruling out the possibility that anticipatory effects draw directly on static affordances in perceptual symbols. Experiment 2 used a referential communication task to evaluate how communicative relevance constrains the use of perceptually derived information. It showed that listeners anticipate previously displaced objects only when their displacement was known to the speaker. Experiment 3 showed that the outcome of the original act of displacement further modulates referential predictions. The results show that the use of perceptually grounded information in language interpretation is subject to communicative constraints, even when language denotes physical actions performed on concrete objects.

Having presented the relevant and competent studies related to the topic of the study, the investigator presents the methodology of the study in Chapter III.