CHAPTER I
SETTING OF THE RESEARCH PROBLEM
PREAMBLE

1.1. MEANING OF EDUCATION

"Give me a dozen healthy infants, well informed and my own special world to bring them of in, and I’ll guarantee to take any one at random and train him to become any type of specialist. I might select-doctor, lawyer, artist, merchant, chief and even, yes, even beggar man and thief regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestry", remarks J.B. Watson, the behaviourist.

The word education is derived from the Latin word ‘Educare’ that means to train, to put in, to instruct. It also means to draw out to lead forth.

The term education has as many definitions in as many ways we look at it. Definitions of education are commonly descriptive or normative. Descriptive definitions deal with the process of education and normative definitions deal with aims.

John Dewey observes education is “A process of living through a continuous reconstruction of experiences”. It should aim at transforming the conservative mind to the more progressive one and thus help in reconstructing the present and future in the light of the fast experiences.

Education may be looked at from two points of view - from that of society and from that of the individual. Society seeks to perpetuate itself by handing on its cultural acquisitions to each succeeding generation and as result we have the ‘Social transmission’. As an individual process, education
seeks to bring about growth and development within the individual. These two aspects of education namely the social aspect and individual aspect are complementary. The term education then refers to:

   a) a continuous process that brings about changes.
   b) a process of growth and development.
   c) a process that helps the individual to use the knowledge acquired in achieving his aims.
   d) a process that helps the individual to organise his acquired habits of action according to his physical and social environment.
   e) a process that transforms the behaviour of the person from instinctive behaviour to human behaviour.

In short education means ‘a natural progressive and systematic development of all the powers’.

Educational adjustment is conditioned by the demands of the society in which the learner lives and to which he/she should be attuned. The most remarkable feature of the modern society is its technological attainment. This advancement has its inevitable bearing on the social, cultural and fiscal aspects of life. In accordance with this rapid change, the Indian Education Commission (1964-66) observes that education must serve as a “Powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals”.

Modernization has affected very much the system of education. There has been great explosion of knowledge recently and one of the most important tasks of education is to keep pace with this progress.
There is also the population explosion along with the knowledge explosion. At present about half of the world’s population is totally illiterate and India is no exception to this pattern. In order to face and eradicate this problem a logical solution would be an increase in the number of teachers. Technology can help us to solve the problems, which obviously emanate from knowledge explosion, population explosion and illiteracy. The aims of education technology may be looked into the following:

1. To improve the quality of education which is already available.
2. To make education more widely available.

Besides being qualitative and quantitative in its outlook and approaches, Educational Technology tends to broaden the process of education. In the words of Sir John Adams, education is a bipolar process, the two poles being the teacher and the taught. Technology of education goes beyond this and views the concept of education to be three fold, the third aspect being the use of technological instruments. Thus teaching is more than mere communication of knowledge and it is rather the process of guiding the development of students with the help of instruments. The modern teacher is no longer an active player but a facilitator transmitting knowledge and fostering skills and attitudes.

Educational philosophy and educational psychology are sciences and teaching is an art. As William James observed, “Sciences never generate arts directly out of themselves; an intermediatary inventive mind must make the application by the use of its originality”.

Therefore the future of education depends on the quality of the intermediary inventive minds of teacher and their ability to invent and innovate. It is in this context the role of educational technology assumes great importance.
1.2. CONCEPT OF EDUCATIONAL TECHNOLOGY (ET)

Eric Ashby (1967) identified four revolutions in education: the formation of schools as centers for educating young children and youth, the adoption of the written word as a tool of education, the invention of the printing press and the development in electronics. Educational Technology implies an approach that makes use of the pertinent scientific and technological methods and concepts developed in Philosophy, Psychology, Sociology, Linguistics, Communications, Management studies and related fields. Educational Technology as a concept does not necessarily imply the use of machines and hardware as mandatory but in involves such media, equipment and resources wherever needed for effectiveness and efficiency. So in short educational technology includes “the development, application and evaluation of systems, techniques and aids in the field of learning”.

1.3. MEANING OF LANGUAGE

The word language has a meaning. The well known dictionary (OXFORD English dictionary) defines the language as, ‘the whole body of words and of methods of combination of words used by a nation, people or race; a tongue; which implies that a language can exist in spoken as well as written forms.’

Language is not a natural phenomenon. It is only the creation of man’s social needs. So, society always depends on language as it depend air, water and the earth around it for its own existence. Language is a vehicle and a versatile code that is used by man to communicate the feelings, desires, thoughts and experiences to other persons.
Language and human culture are closely related. When man's attention is turning towards studying his culture, it is natural that he should attempt to examine in detail the means of communication. Language is constantly evolving as the society and is subject to growth and change as a living organism. According to the linguistic philosopher, Sapir, "Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. Their symbols are in the first instance auditory and they are produced by the so called organs of speech."

1.4. VARIOUS SYSTEMS IN LANGUAGE

A system is a group of related parts working together. In this respect language is various systems within it and they are systems by themselves. Language is highly organized system in which each unit plays an important part, which is related to other parts. English language has three systems. They are:

1. The system of sounds, (PHONOLOGY)
2. The system of word order (SYNTAX) and
3. The system of meaning (SEMANTICS)

1.4.1. THE SYSTEM OF SOUNDS (PHONOLOGY)

The study of phonology is concerned with how a language organizes the sound units or phonemes into a system, which permits an infinite variety of utterances to be made. This system is called the phonological system or the sound system of the language.

1.4.2. THE SYSTEM OF WORD ORDER (SYNTAX)

The syntax is an important part of the system or language. In this system the placement of the words on the word order give different meanings.
1.4.3. THE SYSTEM OF MEANING (SEMANTICS)

Language is used for different functions on the basis of the situations. The situations play a major role in making the meanings. So, language has the dual nature.

1.5. TEACHING LANGUAGE SKILLS

The purpose of teaching and learning a language is to enable the students to communicate in that language. It is essential therefore that every second of every language class is directed to equip students with the language skills they really need.

The four main skills are speaking, listening, reading and writing. According to John Haycraft learning the language skills is “To be able to use the language to convey thoughts, intentions, wishes, informations etc., a person needs a mastery of various elements”. By mastery of elements what is meant is the mastery of ‘sounds’, which are arranged in ‘words’ (the vocabulary or lexis), which are related to each other in utterances by ‘structure’ (the grammar of a language).

In addition to the mastery of sounds, words and structures the mastery of skills is also required. The four skills mentioned above can be classified as ‘receptive’ and ‘productive’ skills. Listening and reading fall under the category of receptive skills. That is while listening we understand the spoken language and we understand the written language while reading. Speaking and writing are productive skills. While learning these productive skills we aim at the ‘selection’ of the relevant language for the situation concerned. Also with in the main skills there are a number of secondary skills, which often overlap and reinforce one another. Some secondary skills which determine the way students need to form or react to language when speaking,
understanding, reading or writing are: a) making statements b) describing c) narrating d) asking and answering questions e) giving and understanding messages f) agreeing and disagreeing g) persuading h) refusing i) asking the way j) introducing k) inviting l) thanking m) congratulating n) expressing surprise o) reassuring p) encouraging q) apologizing r) complaining and s) criticizing. These secondary skills may be termed as the skills, which will perform the communicative function of the language.

1.6. HISTORY OF TEACHING ENGLISH IN INDIA

The history of teaching English in India may be looked into the following:

1.6.1. THE EARLIEST PERIOD (1765-1813)

The British came to India as businessmen and traders and later became the rulers. In America they had lost a few colonies. So they were reluctant to start schools in India. But they were ready to open the institutions of classical learning like Calcutta Madarassa schools (1781) and Benaras Hindu University and Sanskrit college (1791).

1.6.2. THE CHARTER PERIOD (1813-1834)

The charter of the East India Company was renewed in 1813 with an education class appended to it. Oriental education was opposed by a section of Indians themselves and leaders like Rajaram Mohanroy demanded English education.

1.6.3. THE PERIOD OF MACAULAY’S MINUTES (1834-1853)

The Macaulay’s Minutes recommended English as the language “best worth knowing and most useful to our native subjects”. It insisted western learning for the Indians through English as the medium of instruction. So gradually schools and colleges offering English education were started.
1.6.4. THE PERIOD OF WOOD'S DESPATCH (1854-1881)

The Wood's Despatch suggested, "our object is to extend European knowledge among all the classes of the people..." Wood's recommendations aimed at English as the medium of instructions for the higher branches of study. It created a gulf between the language policies in the primary and secondary education. As a result many number of English medium schools and colleges were opened and the Indian languages began to be neglected.

1.6.5. THE PERIOD OF COMMISSIONS (1882-1934)

The Education Commissions of 1882, 1902 and 1919 made an attempt to adjust the claims of English and the Indian languages by assigning to them different spheres of activity in education.

1.6.6. THE PERIOD OF POST INDEPENDENCE (1947 ONWARDS)

After the independence of India there was two important problems confronted the free India. The problem of unity and the problem of development. These two problems were thought to be resolved by means of education. The official language commission in India (1956) said 'The language problem in the sphere of public administration, the problem with reference to court of law, the studies in the education system, the linguistic media of competitive examination, all are issues in different ways. The diversity of Indian languages posed the problem of finding a common medium of communication between different language communities.

Prime Minister Pt.Nehru stressed the need for English and observed, "we are driven to English principally 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... It is patent to me that the manpower for industrial,
scientific and agricultural purposes cannot be trained in any one of the Indian languages in the foreseeable future. It is absolutely clear to me and it is not in arguable matter, that the scientifically technological training has to be given in English. It is an absolute necessity.”

When the debate was going on the medium of instruction, there were several arguments in the favour of mother tongue and English. Pt.Nehru again declared “Regional languages should serve as a medium of instruction for purpose of primary and secondary education. But to adopt them for university education would cause a lot of confusion. It would not then be possible to have any meeting of minds.” Political leaders, Philosophers and thinkers have expressed their desire for the retention of English in the curriculum. Nehru wanted English because he recognized that a technological society would need both a common medium of communication and immediate access to the international literature of science. English must be the language both of technology and of central administration for some time.

1.7. THE PRESENT POSITION OF ENGLISH IN INDIA

After many decades of our freedom English has to be continued for its utilitarian value, for its function as the language in our schools along with the regional languages. None of the Indian languages is fully developed to take the place of English immediately. Scientific, legal and commercial terms cannot be expressed with ease, correctness and brevity in any of the Indian languages. To meet this challenge, governments have taken steps for the preparation of glossaries for each subject. Experts have been asked to find out and coin equivalent terms in their mother tongues. Governments have formed high-level committees to explore the quickest methods of making the regional languages a powerful and effective medium of instructions. Encyclopedias
and new dictionaries are prepared at huge costs with great care and pains. There is an all out effort to make the regional languages a powerful and efficient tool. But still English is continued in our schools for the following sound reasons:

1.8. ROLE OF ENGLISH IN INDIA

1. India is a developing country which has to depend on English for its advancement in industry, technology, science, medicine, politics, defence strategy and so on.

2. English is an international language. It is understood in most of the countries of the world. English is necessary for trade and cultural contacts with other countries.

3. It is one of the chief languages in the United Nations Organization. We have our day-to-day link with that organization and its various activities in the maintenance of peace in the world.

4. Knowledge of English is even now considered as a passport for employment in banks and commercial establishments.

5. English is still the medium of instruction in certain schools and colleges.

6. English is a library language. All the best and latest books in any field modern knowledge are available in English.

7. Knowledge of English is still considered a social asset and a mark of a gentleman.

8. It is an inter-state language. In other words it is the best means of communication in India, for trade, tourism, and pilgrimage etc.,
1.9. THE AIMS AND OBJECTIVES OF TEACHING ENGLISH IN OUR CURRICULUM

According to Prof. Gokak the reasons are:

1. English will continue to be language of all-important trade and industry in India for many years come. It seems very difficult to have a substitute for English in the modern world.

2. Knowledge of English is imperative to access modern, scientific and technological language.

3. It is the vehicle for interchanging the literature and cultural values among different nations in the world.

4. There is a need to interpret India's thoughts and culture abroad. For this purpose there is a great need for English in the educational system of our country.

The following are, in addition to this, the general aims of teaching English in our school curriculum:

1. To understand English when spoken or read out.

2. To speak fluently and correctly to express one's thoughts in simple grammatical English.

3. To read with reasonable speed and understand matter read to develop a taste for reading.

4. To write simple and grammatically correct English on subjects of general English coming within the experiences of the pupils and within their vocabulary.
1.10. OBJECTIVES OF TEACHING ENGLISH IN THE PRIMARY AND THE SECONDARY LEVEL

1.10.1. THE PRIMARY LEVEL

The main emphasis will be on listening comprehension and oral communication. This could be specified in terms of skills as follows:

1. Physically responding to commands and requests.
2. Understanding simple statements and utterances in English.
3. Understanding questions asked short passages within the student’s experience.
4. Asking simple questions.
5. Answering simple questions related to pupil’s environment and experience.
6. Speaking two or three connected statements about people, objects, actions, and pictures etc.,
7. Making polite requests and expressing thanks.
8. Reading with fluency and understanding simple passages.
9. Expressing in writing with accuracy.

1.10.2. THE SECONDARY LEVEL

The main emphasis will be on the use of language item for listening comprehension and also for oral and written expressions. This could be specified in terms of skills as follows:

1. Understanding statements, questions and sentences spoken in relation to the student’s environment and experience.
2. Asking meaningful questions and answering them.
3. Arranging and organizing the ideas in a coherent manner.
4. Reading silently and understanding the main ideas.
5. Reading a passage by using dictionary.
6. Making statements and asking questions and answering them in relation to the student's environment and experience.
7. Writing simple letters and dialogues.
8. Manipulation of the language items in the syllabus and the Reader so as to use variety in expression.

1.11. THE NATIONAL EDUCATIONAL POLICY (NEP, 1986) AND TEACHER EDUCATION

The National Educational Policy (NEP 1986) and Programme of Action (PoA) have given importance to the Universalisation of Elementary Education. As a result of these, Elementary Teacher Education has gained momentum. The Tamilnadu government has started District Institute of Education in every district. These institutions are going to be the predominant agency offering pre-service teacher training at the Elementary and Middle stage in Tamilnadu. They will also cater to the needs of in-service of already trained teachers, who are in active teaching services. These will stimulate confidence and develop competence in the future teachers.

The government has also decided to prescribe a revised common syllabus for the District Institute of Education and Training (DIET) and Teacher Training Institutes (TTI), which are offering the Diploma in Teacher Education (DTE) course in the state. The Government wants the following from the Teacher trainees:

1. To be an effective instrument of social change.
2. To minimize the gap between the Teacher Education curriculum and the school curriculum.
3. To act as agent for social obligation.
4. To understand that the education given in schools should have relevance to the practical as well as social life and to the needs and aspirations for the people.
5. To be a catalyst in the process of developing a citizen who is productive and who believes in social justice and national integration.
6. To be such a citizen yourself, through appropriate learning experience.

The Government has therefore given to the Teacher Education a syllabus in Teaching of English to be in accord with its wishes.

1.12. REVISED SYLLABUS FOR TEACHING OF ENGLISH FOR DIPLOMA COURSE IN TEACHER EDUCATION

AIMS:

1. To develop the communicative competence in English. ie.,
   a) To listen to varieties and understand English.
   b) To make the trainee teachers speak intelligibly.
   c) To make trainees achieve better standards in pronunciation/accent.
   d) To read fast and comprehend better any written piece.
   e) To write effectively and correctly and to produce teaching and testing materials whenever and wherever necessary.

2. To develop study skills. ie., note-making, note-taking and reference skills etc.,

3. To study and analyse any Reader (English) and to prepare lesson notes.

4. To acquire best class room techniques through observations and practice to teach English better.
In general to make the trainees to acquire the basic skills of English language and also competent enough to use the language effectively in the classroom.

1.13. A CRITICAL VIEW ON LISTENING SKILL

1.13.1. IMPORTANCE OF LISTENING

In the process of learning a language, children have to listen to the language and acquire the various sounds of that language and they have to workout the meaning of the language in a clear and meaningful context. This is the natural process even for the learning of one’s mother tongue.

Children therefore must be exposed to the new language (L2) as often as possible and given an opportunity to use L2 in the meaningful context. The children must be motivated to use the language so that they develop fluency in the language.

Listening is a very important receptive skill. It involves active cognitive processing and it also involves the construction of a message from the phonic material.

1.13.2. LISTENING AND COMMUNICATION

Listening... is not merely learning;
It is a state of receptivity that permits understanding of what is heard and grands the listener full partnership in the communication process.

- Harold Janis
In communication activity the listening skill plays a vital role. Communication is a two way process involving a speaker and a listener. In the process of communication the speaker and a listener can either be an ‘initiator’ or a ‘responder’. The listening skill must be taught carefully in such a way to the students so as to enable them to hear what one says and also to respond to it accordingly in a successful manner.

The listening skill or the speech comprehension is a very important active, knowledge guided process. In this process the comprehension of speech is decoding the utterances. There are three stages in the reception of a message,

1) Listeners must be recognized in phonic substance, the sound patterns in bounded segments related to phrase structure (Sensing or Segmenting).
2) To extract a message, listener must begin interrelating the segments.
3) The listener must recapitulate the material from his memory and build up an auditory memory of it (Rehearsing and Recording).

Listening is a creative process. We receive the linguistic and the extra linguistic input when we listen and there by we get a message from the stream of sounds and also from the situation in the process of communication. The effective listening depends on the more we can gather the incoming information into meaningful ‘chunks’ (groups), the more we can retain. It involves the attentive listening.

We should train the students to perceive the syntactic groupings or words. And also we should encourage the students to repeat what they hear in meaningful chunks. It is also important to make the students to have longer and longer segments or chunks in their memory to improve listening and comprehension.
1.13.3. LISTENING AND HEARING

The term 'listening' is used to refer to the ability to understand how a particular word relates to what has been said and its functions in the communication. And the term 'hearing' is used to refer to the listener ability to recognize language elements in the stream of sounds and through the knowledge of phonological and grammatical system of the language to relate these elements in clauses and sentences and also to understand the meaning of the sentences. In the process of learning a foreign language hearing is at the recognition level and listening will be at the selection level of the language activities.

1.13.4. SUB-SKILLS OF LISTENING

The following are the sub-skills of listening identified by John Munby;

i) Discriminating sounds in isolated word forms.

ii) Discriminating sounds in connected speech.

iii) Discriminating stress patterns with in words.

iv) Recognizing variation in stress in connected speech.

v) Recognizing the use of stress in connected speech.

vi) Understanding intonation pattern and interpreting meanings through variation of tone.

1.13.5. TEACHING OF LISTENING

In teaching listening skill in a class room the teacher must have the following factors:
i) Teacher should expose the students to a 'good' model so that the students will produce and generate the language correctly.

ii) Teacher must bear in mind listening is as important as speaking.

iii) Teacher must make listening activities interesting and informative.

iv) Teacher should remember that listening activities must cater directly to the communicative needs of the learners.

v) Teacher must remember that oral ability involves both listening and speaking.

1.13.6. TYPES OF LISTENING ACTIVITIES

The following are the different types of listening activities:

i) Drills and exercises (Language games).

ii) Informal talks.

iii) Narration.

iv) Story Telling.

v) Action Songs.

vi) Rhymes.

vii) Instructions.

viii) Role-play.

ix) Communication games.

x) Speculative activities.

xi) Dialogues.

Mary Underwood in "Teaching Listening" lists out the following situations and purposes:

i) Listening to live conversation.

ii) Listening to announcements.
iii) Listening to the news.
iv) Listening to weather forecast.
v) Watching the news and weather forecast.
vi) Listening to the Radio for entertainment.
vii) Watching the TV for entertainment.
viii) Watching a live performance of the play.
ix) Watching a film or cinema.
x) Listening to records.
xi) Following lessons.
xii) Attending a lecture.
xiii) Listening on the telephone.
xiv) Following the instruction.
xv) Listening to a public address.

1.13.7. PROBLEMS IN LEARNING TO LISTEN TO ENGLISH

The following are the different types of problems in learning to listen to English:

i) Lack of control over the speed of the Speaker’s speech
ii) Not being able to get things repeated.
iii) Listeners limited vocabulary.
iv) Failure to recognize the ‘signals’.
v) Problems of interpretation.
vi) Inability to concentrate.
vii) Established learning habits.

1.13.8. CAUSES FOR BAD LISTENING HABITS

The following are the causes for bad listening habits:
i) Calling the subject uninteresting.
ii) Criticizing the speaker’s delivery.
iii) Getting over stimulated by some points in speech.
iv) Listening only the facts.
v) Trying to outline everything.
vi) Faking attention to the speaker.
vii) Avoiding difficult Materials.
viii) Tolerating or creating destructions.
ix) Wasting the differential between the speed of speech and thought.

1.13.9. QUALITIES OF GOOD LISTENER

A good listener naturally has the following qualities:

i) The listener knows the importance of listening and moreover he is motivated to listen.
ii) A good listener has always the mental and physical alertness.
iii) A good listener usually determines the reason for listening.
iv) A good listener gives always the complete and full hearing to the speaker.
v) The good listener always aims at the meaning rather than the message i.e. he is ‘meaning-centred’ than ‘message-centred’.
vi) A good listener tries to distinguish observation from inferences.
vii) A good listener is restating thoughts to the satisfaction of the speaker and it is the most fantastic quality of good listener.
viii) A good listener is always aware of the various ‘signal words’
ix) A good listener does not fake attention and always tries to create a supportive atmosphere.
x) The topmost quality of a good listener is to respond to the feeling as well as to the content of a message.
1.13.10. FACTORS OF GOOD LISTENING

The following are some of the factors that influence good listening:

i) The adequate and sufficient hearing acuity.
ii) Recognition on the part of the listener of the various problems and obstacles to overcome for good and effective listening.
iii) A thorough knowledge of the specific kind of listening situation.
iv) The relations between listening and vocabulary.
v) The judging capacity of the listener while listening.

1.13.11. ATTRIBUTES OF GOOD LISTENING

A good listening usually has the following attributes:

i) A readiness to listen.
ii) The ability to discriminate among sounds and ideas.
iii) The capacity to give meanings to selected sounds
iv) The ability to relate meanings given to certain sounds to other experiences.
v) The ability to evaluate correctly the medium and also the manner of the sound presentations.
vi) The willingness to disregard prejudice.

1.13.12. TAXONOMY OF LISTENING SKILLS

Taxonomies of micro-skills involved in different types of listening are developed from a variety of sources, including need analysis, discourse analysis and research studies. In his classic article on listening comprehension, J.C. Richards (1983) has suggested that the following are required for conversational listening:
ability to retain chunks of language of different lengths for short periods;
ability to discriminate among the distinctive sounds of the target language;
ability to recognize the stress patterns of words;
ability to recognize the rhythmic structure of English;
ability to recognize the functions of stress and intonation to signal the information structure of utterances;
ability to identify words in stressed and unstressed positives;
ability to recognize reduced forms of words;
ability to distinguish word boundaries;
ability to recognize typical word order patterns in the target language;
ability to recognize vocabulary used in core conversational topics;
ability to detect keywords (i.e., There which identify topics and prepositions);
ability to guess the meanings of words from the contexts in which they occur;
ability to recognize grammatical word classes (parts of speech);
ability to recognize major syntactic patterns and devices;
ability to recognize cohesive devices in spoken discourse;
ability to recognize elliptical forms of grammatical units and sentences;
ability to detect sentence constituents;
ability to distinguish between major and minor constituents;
ability to detect meanings expressed in different grammatical forms/sentence types (i.e., that a particular meaning may be expressed in different ways);
ability to recognize the communicative functions of utterances according to situations, participants, goals;
ability to reconstruct or infer situations, goals, participants, procedures;
ability to use real world knowledge and experience to work out purposes, goals, settings, procedures;
ability to predict outcomes from events described;
ability to infer links and connections between events;
ability to deduce causes and effects from events;
ability to distinguish between literal and implied meanings;
ability to identify and reconstruct topics and coherent structure from ongoing discourse involving two or more speakers;
ability to recognize markers of coherence in discourse and to detect such relatives as main idea, supporting idea, given information, new information, generalization, exemplification;
ability to process speech and different rates;
ability to process speech containing pauses, errors, corrections;
ability to make use of facial, paralinguistic and other clues to workout meanings;
ability to adjust listening strategies to different kinds of listener purposes or goals; and
ability to signal comprehension of lack of comprehension, verbally and non verbally.

J. C. Richards (1983) also speaks of the important micro skills relevant to academic listening as:

• ability to identify purpose and scope of lecture.
• ability to identify topic of lecture and follow topic development.
• ability to identify relationships among the units with in the discourse.
• ability to identify the role of discourse markers in signaling structure of a lecture (e.g., conjunctions, adverbs, gambits, routines).
• ability to infer relationships.
• ability to recognize key lexical items related to subject or topic.
• ability to deduce meaning of words from context.
• ability to recognize markers of cohesion.
• ability to recognize function of intonation to signal information structure (e.g., pitch, volume, pace, key).
• ability to detect attitude of speaker towards subject matter.
• ability to follow different moods of lecturing: spoken, audio, audio visual.
• ability to follow lecture despite differences in accent and speed.
• familiarity with different styles of lecturing: formal, conversational and unplanned.
• familiarity with different registers: written versus colloquial.
• ability to recognize irrelevant matter: jokes, digressions.
• ability to recognize function of non verbal cues as markers of emphasis and attitude.
• knowledge of classroom conventions (e.g., turn taking, classification, request) and
• ability to recognize instructional / learner tasks (e.g., warnings, suggestions, recommendations, advice, instructions)

1.13.13. TYPES OF LISTENING

The following are the different types of listening:

1.13.13a. ACTIVE LISTENING

In active listening the speaker-listener interaction is the matrix of society. According to Lee Edward Travis “the listener always responds to the speaker; sometimes more, sometimes less; sometimes painfully, sometimes
joyfully; sometimes feeling up, sometimes intellectually. In response, the speaker sees his own reflection”. The active listening involves more than the listener keeping his mouth closed and writing until he can break in.

1.13.13b. EMPATHIC LISTENING

The empathic listening means that the listener not only wants to hear one’s message but also wants to know oneself as a fellow human being. Merrit B. Jones suggest a set of rules for empathic listening as given below,

i) Realize that people are individuals with their own values, feelings and experiences.

ii) Listen attentively to your fellow communicators.

iii) Encourage the fellow communicator to express him or herself fully.

iv) Paraphrase the fellow communicator’s concepts to their satisfaction.

v) Only then do speak up for yourself.

1.13.13c. CRITICAL LISTENING

The critical Listening is more important in a democratic atmosphere or situation. In the critical listening process the speakers have already made up their minds but the listener’s commonly have not.

1.13.14. PRECAUTIONS IN LISTENING TO THE VERBAL MESSAGES

To have very good listening some precautions should be taken into account. The most important precautions are:
Avoid making past assumptions.
Pay special attention to the intended meanings when the speaker uses words describing strong feelings.
Be alert to the ways of language manipulation.
Be alert to the impact of non-verbal message.
Hear with the speaker’s ears instead of yours.

1.13.15. PRINCIPLES FOR DEVELOPING LISTENING ABILITY

The following are some of the important principles for developing listening skill or ability.

i) Listening ability develops through face-to-face interaction.

ii) Listening develops through focusing on meaning and trying to learn new and important content in the target language.

iii) Listening ability develops through work on comprehension activities.

iv) Listening develops through attention to accuracy and an analysis form.

1.13.16. THE ROLE OF TEACHERS IN TEACHING LISTENING SKILL

The listening skill must be taught carefully in such a way to the students so as to enable them to hear what one says and also to respond to it accordingly in a successful manner.

In teaching listening skill in a class room the teacher must have the following factors:

- Teacher should expose the students to a good model so that the students will produce and generate the language correctly.

- Teacher must bear in mind listening is as important as speaking.
- Teacher must make listening activities interesting and informative.
- Teacher should remember that listening avidities must cater directly to the communicative needs of the learners.
- Teacher must remember that oral ability involves both listening and speaking.

The teacher, besides these factors, must be able to:

- Discriminate sounds in isolated word forms.
- Discriminate sounds in connected speech.
- Discriminate stress patterns within words.
- Recognize variation in stress in connected speech.
- Recognize the use of stress in connected speech.
- Understand the intonation pattern and interpreting meanings through variation of tone.

1.14. NEED FOR THE PRESENT STUDY

The investigator of the present study, after having more than two decades of teaching experience as a post graduate teacher in English and lecturer in English in the District Institute of Education and Training, observed that the teacher trainees studying in Elementary Teacher Training Institutions lack most essential communication skills in English. They are also not very well utilising the opportunity provided to them for developing skills of communication such as listening, speaking, reading, and writing. The experts in the area of English Language Teaching are of the opinion that the teacher trainees do not get the correct exposure to develop these skills of communication and in turn they are unaware of the skills like listening and
speaking. Sometime, they try to communicate without realising the importance of the receptive skill say listening. As a result, they are unable to,

- Recognise the phonic substance and the sound patterns in bounded segments related to phrase structure.
- Extract a message from a passage
- Recapitulate the information from memory etc.,

Hence, an attempt has been made in this study to develop learning materials and use them for developing listening skill of teacher trainees studying in elementary teacher training programmes.

1.15. STATEMENT OF THE PROBLEM

Having realised the importance of teaching communication skills and understood the limitations of teacher trainees in lacking the specific skills of communication, the investigator selected the area of listening for conducting a research study. Though there are several packages and materials available for developing the communication skills in English, most of them are inapplicable to the sample students of the present study due to their sophistication and complexity for learning.

Hence, the investigator decided to develop learning materials appropriately suitable to the teacher trainees studying in elementary teacher training programmes and to study the effect of such materials in developing the skills of listening. Therefore, the problem for the present study is stated as “Efficacy of Learning Materials in Developing Listening Skill of Students Studying in Elementary Teacher Education Programmes”.

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1.16. OBJECTIVES OF THE STUDY

The objectives of the study are stated as follows:

1. To prepare the listening materials for developing listening skill in English among the teacher training students.

2. To try out the prepared listening materials for developing the listening skill among the teacher trainees.

3. To enable the teacher trainees to acquire the following sub-skills of listening by using the developed learning materials:
   
i) Sound discrimination in isolation.
   ii) Sound discrimination in connected speech.
   iii) Discriminating stress patterns with in words.
   iv) Identifying stress variation in connected speech.
   v) Recognizing the use of stress in connected speech.
   vi) Understanding the intonation pattern and interpreting meaning.

4. To study the effectiveness of the developed listening materials in developing the listening skill of teacher trainees studying in elementary teacher training programmes.

5. To study the attitudes of teachers, block resource teacher educators (BRTEs) and experts towards the use of learning materials for developing listening skill.

1.17. RESEARCH QUESTIONS

1. Is there any effect of developed learning materials for improving listening skills of teacher trainees on the sub skills of listening such as:

   ➢ Sound discrimination in isolation.
   ➢ Sound discrimination in connected speech.
   ➢ Discriminating stress patterns with in words.
2. Is there any effect of developed learning materials in developing the listening skills of teacher trainees studying in elementary teacher education programmes?

3. Is there any effect of developed learning materials on acquiring listening skills by teacher trainees in terms of gender, medium of instruction, nature of institution, categories of intake, criteria of intake and year of study?

1.18. SCOPE OF THE STUDY

Research studies will always contribute to the knowledge base in the field. They enrich and enhance the field of study through supporting elements such as concepts, strategies, materials and methodology and make ultimately the field as resourceful one for future reference and use. Though many research attempts and studies have been made on the various important skills of English language in ELT, only a few studies are available on listening. For years together it has been a neglected one and knowing the vital importance of listening, only in the recent times, a few studies have been made and so the research studies on listening skill is slowly getting momentum. The present study is a maiden attempt or effort towards enhancing the importance of listening skill and also to make the students, teacher trainees, teachers and administrators to realize the prime role of listening in teaching of English language. And moreover the study will also concentrate on various materials could be used for developing listening skill among the students. The study also aims at the attitude of teacher trainees, teachers and experts towards the use of listening materials for developing listening. In short the findings of the study have implications for students, teacher trainees, teachers, teacher training institutions and curriculum planners as well.
1.19. DELIMITATIONS OF THE STUDY

Research studies in general have limitations due to many factors. It is the responsibility of the researcher to see that the study is conducted with maximum care in order to be reliable. However, the following limitations were unavoidable in the present study:

1. The present study is confined only to the selected teacher training institutions in the Nilgiris, Coimbatore and Erode districts. Time permitting study would have been conducted in many districts of Tamil Nadu State.
2. The study has been confined to the students of Elementary Teacher Training Institutions only due to limited resources whereas inclusion of other higher level Teacher Training Institutions would have enriched the findings.
3. Language learning naturally starts with listening first and then only the other basics skills emerge. So in this study main focus is given only on listening skill.
4. Learning involves the active participations of the students (teacher trainees) in a variety of learning activities and tasks related to many subjects like philosophy, sociology, psychology, languages, mathematics, science and social science etc., This study is confined to the English language subject only.

Despite the above cited delimitations, sufficient care has been taken in selecting the sample, constructing tools, gathering reliable data and applying appropriate analysis procedures etc. With the setting of the problem enumerated in this chapter, a detailed and extensive review of related literature is given in chapter II.