Chapter III

3. Developing Listening Skills

3.1. Introduction

In a first language, listening is the first skill which learners usually develop. They listen to an utterance, then they repeat it, later they learn to read it, and finally they learn it. This natural sequence does not always apply to the learning of languages other than the mother tongue, where the graphic skills (reading and writing) often precede the aural/oral skills. This frequently results in listening skills being underdeveloped and it undermines students’ confidence regarding their target language competence.

Listening is usually the first skill which children develop as they begin to acquire the ability to communicate by means of language, and it remains an important skill throughout life. This is no less true for those learning a language other than their first. Good language learners need to activate non-linguistic knowledge about physical context, topic, ways in which discourse is organized and so on, in order to understand a spoken message. They should view listening as an important medium for developing language but also need to be aware that in order to develop language effectively, they need to practise the language they hear, either be responding to the spoken message and / or by producing some of the language they have heard in other situations. They also need to develop a range of receptive communication strategies which will enable them to cope with interactive listening.
Good language learners are able to use a number of strategies which vary according to the individuals’ learning styles, the task and the type of listening in which they are engaged. However, there do seem to be some strategies which are more closely associated with successful listening than others, particularly prediction, inferring, monitoring and clarifying. Although it has been demonstrated that instruction in listening strategies can improve listening ability, further research is required to rectify the relative neglect of listening skills in target language development methodology to date.

At the tertiary level, students’ ability to use English in an all-round way, particularly in listening and speaking, for their future employment and social interactions will increase the ability to exchange information efficiently through both spoken and written English. They can improve their ability to study independently and develop their educational quality to meet the needs of social growth and international interactions. Students should make an effort hard to meet the necessities for listening. Problems such as inadequate repertoire in vocabulary; their educational background and the attendant nervousness hinder their listening skill. Having this problem in view the teacher/researcher hops on certain listening strategies. Accordingly students should be encouraged to feel self confident; develop their linguistic competence for the purpose of their vocabulary.

Analysing the Part III syllabus of Tertiary English it is understood that students are required to moderately have high level of proficiency in reading and in listening and an indispensable competence in writing and speaking. Unfortunately the prescribed syllabus gives a great importance to only the reading skill.
3.2. Listening and Its Necessities:

According to educators, listening, speaking, reading, and writing are four major skills in any language to get proficiency in it. They are very much associated and interrelated with each other. It is impractical to talk that students do not have proper listening and writing because any language user involves himself to learning by means of a mixture of skills.

3.3. Methods to develop Listening Skill:

As a post step of improving listening, a student follows his teachers and imitates his teacher’s command over the words and comprehends the message. Then he will be able to pose questions on the subject he has just listened to. He sheds out his inhibitions and clarifies and gets answers for his problems. It paves way in the development of speaking skills. It is in the classrooms, the students get the chance of developing this skill. One should build up a practice of listening to oneself, as it is the base in the development of all skills.

3.3.1. Hurdles in Listening:

In listening comprehension, the student has to receive, process, and interact with the relevant linguistic knowledge. This requires the listener to have a high sensibility and discerning ability in pronunciation and its connection with word meanings. The students’ classroom presentation, having interviews with some of the students, getting oral reports and finally having discussions will improve their listening. But at the same time that students’ insufficiency in vocabulary affects their listening certainly. Their lack of educational background also blocks them.
Listening to the knowledge of current affairs, art, politics, and literature helps students make guesses about what they hear. In fact, associating newly heard information with prior knowledge is a powerful way to understand the meaning of a new word. When students are not well aware of the other culture, politics, economics, custom, geography, it creates a great hindrance on the effective listening. In spite of their having previous knowledge of the topic, they don’t make use of the existing knowledge to help their listening deliberately. Students have to read a lot and learn about the world to help improve their listening comprehension.

### 3.4. Strategies for Developing Listening Skills

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

Effective language teachers show how students can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

#### 3.4.1. Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified according to how the listener processes the input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language.
This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

- listening for the main idea
- predicting
- drawing inferences
- summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details
- recognizing cognates (equivalents)
- recognizing word-order patterns

Listeners also use cognitive strategies to plan, monitor, and evaluate their listening. They plan by deciding which listening strategies will serve best in a particular situation; monitor their comprehension and the effectiveness of the selected strategies; evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

3.5. The Present Study:

The main thrust for the present study on developing the listening skills came from the great deal of academic discussion in recent years on the promotion of
students’ acquiring all the skills in English language learning in colleges. The survey investigated the views of the students’ responsibilities and decision-making abilities in learning English, their motivation level and their actual knowledge about language skills, so that it will give a view to students’ readiness to take on improving their skills in English language. Developing communication skills is the latest cry and demand from all parts and corners of the world. The student profile generated by the survey is presented as per the chart I with a view to discussing the pedagogical implications of the study on the implementation of developing skills in English language at tertiary level in the college, particularly among students of part III English Literature students.

It was also hoped that the findings could provide guidance for the teacher in the process of listening skills development, producing apt syllabus and material revisions and inform classroom practice regarding the development of English language listening skill at tertiary level.

3.5.1. Data Collection:

In order to assess the opinions of a large and potentially diverse student population, a questionnaire (Page No.137) was used to collect the data for the study. The study which followed up on a pilot study in 2007 involved a questionnaire survey of 50 undergraduates in first year B.A. (English) at Devanga Arts College, Aruppukottai. The following chart illustrates the result of the study.
CHART NO. 1:

Listening Skills in the Beginning among Fifty Students
3.5.2. The Questionnaire:

The student questionnaire which was piloted and revised consisted of 10 questions regarding knowledge about communication skills particularly about the importance of listening skill. It required the respondents to report on (a) their listening of the English teacher’s class; (b) their perceptions of their decision-making abilities; (c) the listening motivation created by the teacher to listen to English; and (d) how often they carried out different spoken activities in and outside class. In each section of the questionnaire, students were required to rank their answers.

QUESTIONNAIRE:

Q. Are there chances to listen to English speeches in your neighbourhood?
A. Most of the students say ‘no’

Q. Are the subjects taught in English?
A. Not, at all.

Q. Do you listen to the class teacher?
A. No

Q. Does the teacher give chances to speak and listen?
A. Sometime

Q. What are the syllabi for all the four semesters?
A. Prose, Poetry, Short Stories, One Act Plays, Grammar and Language Skills

Q. How do you feel about the importance of listening skill?
A. Do not know.

Q. Do you listen to English News on the TV and radio?
A. Not, at all.
Q. Do you listen to your classmates speaking in English?
A. No one speaks English. Only in the mother tongue.

Q. Do you speak in English outside the class?
A. Never speak.

Q. Could you identify the words spoken by the teacher?
A. Partial understanding.

### 3.6 Listening for Meaning:

The teacher-researcher stressed that students need to follow four basic steps to extract meaning from a listening text:

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.

- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.

- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.

- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.
3.7. The Essentials for Listening:

The teacher-researcher advised his students to pursue classroom teaching, day by day conversations, and lectures on general topic conducted in English. They should be able to recognize English programs at a speed of about 130 words per minute, getting the main ideas and key points. They are made to employ the following basic listening strategies in listening:

- Have to listen to the talks and lectures.
- Have to recognize the meaning of words when spoken.
- Have to understand dialogues and passages.
- Have to grab the key points even when sentence structures are difficult.
- Have to listen to radio and TV programs produced in English.

3.7.1. Effective Listening:

Listening is most likely the most used ability in daily communication. It occupies hearing and concentration on the speaker. Effective listening involves not only hearing but also getting and understanding the message. The teacher/researcher told his students that the important needs for an individual in both the personal sphere and at the workplace to be a good communicator. He advised the students

- To pay attention to the speaker/article to show involvement.
- To react both orally and in body language to show that you comprehend and follow the message.
To have eye contact, show gesture and facial expression. These responses or nodding help the speaker to understand whether a listener follows the conversation.

- Not to disrupt the speaker in the middle of a talking.
- To get his full idea and think for some time to understand the meaning.
- To give suggestions, comments, or ask questions.
- To ask questions.
- To authenticate his understanding of the message.
- To give a brief summary of the speech of the speaker/article to express his effective listening and attention.

The teacher/researcher taking this into consideration introduced the following activity to improvise the student’s listening ability.

3.8. Activity I:

The teacher-researcher would divide the select 50 students into ten groups containing five students in each group. Then the teacher-researcher selected a short article from a newspaper for this activity. He had already told them that the subject is not important, but the article he was going to read contained a lot of details in it. He casually mentioned at the beginning that the article he read was an interesting article and would like to share it with them. Then he told them that he would ask questions based on the article they just heard.

He read the article to the class once, for the benefit of the poor listeners, he decided to read the same for the second time. At the next step the teacher-researcher
put forth certain factual questions to test the students’ global comprehension. They were made to write the answers on a sheet of paper and read out their collective answers. To his surprise the teacher-researcher notes that all the groups answered the questions correctly. As a part of peer evaluation, the teacher/researcher collected the answer sheets, shuffled them and distributed them among the group. After every one received the papers, he read out the correct answers. The peer evaluation is thus completed. Having collected the papers from the students the teacher-researcher finds out the categorical answers as a) all correct, b) 6-9 correct answers, c) 4-5 correct answers, and d) below four correct answers. The teacher-researcher found as per the chart II that 25 students in total scored all 10 marks. 10 students scored between six and nine. Eight students scored between four and five. The remaining seven students scored below four.

After noticing the outcome of the results of the above activity, the researcher decided to conduct many more reading activities such as peer reading, poetry reading, drama reading and reading from a short story to develop the listening skill of his students.
CHART II

Score Percentage of Select 50 Students

- 50% (25/50) Full Marks 10/10
- 20% (10/50) Between 6 and 9
- 16% (8/50) Between 4 and 5
- 14% (7/50) Below 4 marks
3.9. Anxiety Syndrome in Listening:

Students have great difficulty in listening. They try hard in listening, but make little progress. They worry about how to avoid making any mistakes in order to save face. They get very nervous. It slows down their normal thinking speed and distracts their concentration. The more nervous students feel, the less meaning they catch. Some of the students lose interest in listening and some even give it up. The teacher has to stimulate the students’ attention, assist them grow optimistic in themselves and make sure that they can listen. Anxiety syndrome which is characterized as extreme reactions to scary situations is a product of modern life. The amount of stress that one faces daily may lead to serious anxiety disorders and panic disorders.

The following steps are recommended by the teacher-researcher to keep the anxiety under control:

- Should get examined by a professional psychologist.
- Should have a good night’s sleep of around 8 hours on a daily basis. During the sleep cycle, one’s body repairs itself.
- Should not eat or drink large amounts of sugar or caffeine products before bedtime and try to relax.
- Should exercise regularly as it helps one to learn to physically deal with stress by improving tolerance to stress during exercise.
- Should meditate as it is more than chanting mantras. Yoga is an exercise that involves quieting the mind and controlling breathing.
- Should manage worries and not to allow it to take control.
Should not use alcohol because it is wrongly believed that a glass of wine will relax tension but one has to mind that alcohol is a depressant.

Should find some relaxing activities as stress can rob one’s energy.

Should, lastly, work to reduce stress by learning to think differently about life.

3.10. Learning to Listen by Equipments:

Listening equipment plays an imperative role. One has to select suitable and motivating listening equipments in order to congregate the students’ need and reduce the anxiety. If the equipments are rather beyond the students’ level, they will be disheartened and this will increase their anxiety. If they find the equipments tediously uninteresting, they will become disgusted. If they are attracted, they will have better efforts. Listening equipments of real-life condition are generally of immense significance to the students. Learning strategies are tools to help learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to a new situation. Students should know how to use listening skills to help improve their listening comprehension. Many students are not acquainted with learning strategies. They are always reliant on the teacher. Students fail to achieve a good result of listening. One has to make students realize the importance of listening skills. Then one can train the students to use listening skills. Fair knowledge of listening skills will make listening easier and also help students improve listening comprehension.
3.10.1. Equipments involved in Listening (DVD players and VCR players)

Films can be viewed individually and in group. Nearly the DVD players and region-free VCR players can show various English films from all over the world. Learners can watch the films alone, or in collaborative groups of up to four. Watching foreign films with English captions is an ideal way to improve listening skills and cultural understanding.

3.10.1.1. Tape Recorders:

Audio recording programs, such as audacity helps learners to develop listening. Recording one’s own voice and listening to it will help to focus on and improve accent and intonation. Recordings spaced out over a number of weeks will enable one to assess one’s progress over time.

3.10.1.2. Radio:

One should listen to radio BBC News daily and other news items done by NDTV or DD. It will give one to listen to the original way of pronunciation, intonation, stress and the way of presentation and speaking of English.

In order to improve the listening skill of the students through equipments the teacher/researcher used an audio record player which sings out some Tamil songs. The teacher/researcher has selected the Tamil song because the students at this age are more attractive to Tamil cine songs (Mother tongue songs) (Annexure I)
3.11.1. Activity II: Listening to a Song in Mother Tongue:

To assess the listening skills among students the teacher-researcher has selected an activity that is related to songs. He has not given any specific ideas related to Tamil line-songs. Hence, the students looked perplexed and they started asking the following questions in English.

1. What are we going to do with a film song?
2. Do I have to sing a song?
3. What particulars do I give about the song?
4. Do you want me to tell the name of the film that contains the song?
5. Do I name the singer or singers?
6. Shall I give the name of the musician?
7. Shall I mention the actors who appear for the song in the film?

Then the teacher-researcher asked one of the students to sing the song from their mother tongue film ‘Autograph’ (Annexure III), and she immediately responded to the question and began to sing the song. Then when the teacher-researcher asked another student to describe the song the students’ answers were the result of listening and they say that this one song will develop faith, hope and mental courage.

Then the teacher-researcher asked another student whether she liked the song. He asked her to tell the reason why she liked. She gave many reasons. He asked her to tell one of the reasons. The response was ‘The voice of the singer is melodious’. When the researcher asked another girl for a reason she came out with the following answer. ‘The back ground music is exciting.’ Another answer the teacher-researcher
got from some other girl was ‘The acting of Sneka is very good’. Then the teacher-researcher played the tape recorder, so that every student could listen to the song. Then he asked them whether the song that they heard was a happy one or a sad one. In a united voice all the students came with this sound ‘happy’

Then the teacher-researcher asked students to translate each and every line of the song into English. The beginning line of the song was translated by one student as ‘Each and every flower tells us a lesson that life is a battle field’. He once again asked students to listen to the song and then asked them to write the meaning of the Tamil poem in English. He could get from almost all the students a paraphrase of minimum a page.

<table>
<thead>
<tr>
<th>Name of the Song:</th>
<th>‘Ovvoru Pookkalume solkirathe’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sung by</td>
<td>Ms. Chitra</td>
</tr>
<tr>
<td>Music by</td>
<td>Mr. Bharadwaj</td>
</tr>
<tr>
<td>Distributed by</td>
<td>Dream Theatres</td>
</tr>
<tr>
<td>Directed by</td>
<td>Mr. Cheran</td>
</tr>
<tr>
<td>Actors</td>
<td>Cheran, Sneha, Gopika, Kanika and Mallika and others</td>
</tr>
<tr>
<td>Release date(s)</td>
<td>February 2004</td>
</tr>
<tr>
<td>Running time</td>
<td>168 minutes</td>
</tr>
<tr>
<td>Country</td>
<td>India</td>
</tr>
<tr>
<td>Language</td>
<td>Tamil</td>
</tr>
<tr>
<td>Budget</td>
<td>$1 million</td>
</tr>
<tr>
<td>Gross revenue</td>
<td>$5 million</td>
</tr>
<tr>
<td>Screened at</td>
<td>The Lyon Asian Film Festival in France</td>
</tr>
</tbody>
</table>
The Montreal World Film Festival in Canada

2005 National Film Awards (India)

Won - Golden Lotus Award-Best Popular Film Providing Wholesome Entertainment - 'Autograph' - Cheran

Won - Silver Lotus Award - Best Female Playback Singer - K. S. Chithra

Won - Silver Lotus Award - Best Lyrics - Pa. Vijay

Won - Filmfare Best Supporting Actress Awards-Autograph- Sneha

http://en.wikipedia.org/wiki/Autograph (film)

3.12. Vocabulary and its Importance in Listening:

The teacher-researcher explained how important and an essential one vocabulary is to develop one’s listening skill. Vocabulary of about 3,000 will enhance the students without difficulty in reading, but makes the students become deficient in practical in listening. They will be very slow to respond to some of the words in listening. They misunderstand the idiomatic phrases in their listening comprehension. Students should have more vocabulary in a short period of time. They should devise suitable exercises to improve their listening knowledge.

3.12.1. Logical Vocabulary Teaching Method:

Some English words are made of prefixes, stems, and suffixes. In general, prefixes change the meanings while suffixes alter the parts of speech. The learner should be aware of the prefixes and suffixes. Then he can develop his vocabulary
and understand the meanings of new words for example the word "television" is made up of the prefix "tele" meaning "far", and the base word "vision" meaning "image". The learner could think the meaning of the word "television” as “image from afar”.

3.12.2. Words of Association:

Some English words are linked with each other or with something. The students should use their imagination in vocabulary learning and try to build some connections between the new words and the old ones. This method makes the learners understand the new unfamiliar words and expressions easily. The teacher/researcher gave some examples. "In reality" and "in truth" are connected with each other in both arrangement and connotation. The words "rice", "dal", and "onion" remind South Indian food on normal occasions. This associative vocabulary (words with South Indian recipe) teaching method brings a chance to have high listening efficiency as it has associative importance.

3.12.3. Method of Combining Words:

English words can be grouped differently. We regularly group the words based on the usage of the words. An example is the teaching of the word "ladies finger". When this word is mentioned, the students may be asked for the words associated with this. The students understand that the word ‘ladies finger’ names a vegetable and immediately he could think of all the names of vegetables such as, "spinach", “banana”, "cucumber", "carrot", "pumpkin", and "tomato". The learning efficiency can be developed as interest and curiosity is aroused.
3.13. **The Ways to Build up Listening Skills:**

The teacher-researcher found that the following ways or methods could be applied among the tertiary students by the English teachers in order to build up the listening skills. It would certainly bring the expected result.

3.13.1. **Taking Notes while Listening**

The teacher-researcher told that students should develop the practice of writing down the main ideas and important details such as the time, the place, the number, and the participants and ponder on the main point and significant information in a passage. The focus of taking notes should be on understanding, not writing. The method of taking notes while listening is important as it helps the students get important details easily.

3.13.2. **Listening and Understanding the Sentences:**

Students may find it difficult to present their ideas using exact terms. Sometimes, they prefer to give expression in an implicit way. It is because of the lack of ability to listen beyond the lines for absolute perception of it. The dialogues should be listened in such a way as listening beyond the lines helps the students have a better understanding of what is implied.

3.13.3. **Picking the Main Idea in Listening:**

Students must listen carefully to the opening part so as to take out the main idea of the passage or the dialogue. The opening sentence of a passage or a dialogue repetitively contains a prologue of what will be discussed.
3.13.4. Understanding of Signal Words:

The learners, according to the teacher-researcher, could understand from the signal words the content of thought in the sentence. He can guess what may come after that by using signal words. The words ‘like-wise’ signal another word and ‘moreover’, expect that a new idea is expected. ‘But’ ‘however’, ‘so as to’ and such markers can shift the meaning and so the students must be very careful. The teacher should make the students know that the words like ‘in a word’ ‘as a result’ ‘to sum up’ that explain the main point of what has already been spoken. Here, the students should pay special attention to. The skill of using signal words is important to anchor the students in the right direction to acquire a very good listening comprehension. While listening to the conversation, the students have to note what one asks the other to do.

3.13.5. Disregarding Redundancy, Hesitation and Ungrammaticality:

Unplanned dialogue is usually not very well prearranged. It is so because writing is totally different from speech. When one speaks, one may use words that are ungrammatical and change the mind halfway through a sentence. In listening the students should be made to understand what is being said in conversations.

3.13.6. Judging and Listening:

The students must judge the information for which they have to listen carefully. Then only, it is easy for them to make a sound judgment on the basis of facts. They have to utilize the common sense and experience into active listening. It
helps them to select something with not necessary to understand every word in the listening course.

3.13.7. Consistent Language Practice:

Students should understand what language is suitable in a given situation as they do not know it correctly. The students may be supplied with materials for practice. Students should practice frequently. They should know how to convey and act in response to inviting, greeting, agreeing or disagreeing, asking for directions, arguing, apologizing, offering, requesting, giving advice, suggesting, and expressing pleasure or displeasure.

By means of these patterns, student can express the thoughts and intention competently. The students should practise these patterns in pairs or in groups. They will practise both listening and speaking simultaneously. Students can develop language habit through this steady repetition and corroboration. This practice will certainly help the student get self-confidence, to increase understanding, and to enhance fluency. Finally, students can give an appropriate reply to whatever may be asked.

Examples are as follows:

- If one wishes to request an important person, one can use the language. One has to say, “Would you like to do…?” or “How about doing…?”
- If one wants to express his agreement, one can say, “I agree with you.” “I’m in total agreement with you.” “Yes, you’re right.”
Further, when the teacher/researcher asked the students what they would do when they hear the following sentences. The teacher/researcher was very happy to hear from the students that they could respond with an immediate correct answers noted as follows.

A. For a sentence such as

‘Thanks a lot’,

The student will think of an answer from one of the following preferences.

➤ It doesn’t matter.
➤ Never mind.
➤ You are welcome

B. For a sentence such as

‘Sorry to trouble you’

The student will think of an answer from one of the following preferences.

➤ No, I don’t mind at all.
➤ It’s a pleasure.
➤ I don’t think so.

C. For a sentence such as

‘Would you mind if I smoke now?’

The student will think of an answer from one of the following preferences.
That’s all right.

Of course not.

OK.

D. For a sentence such as,

‘May I ask you a question?’

The student will think of an answer from one of the following preferences.

- Thanks
- It’s nothing.
- Go ahead.

E. For a sentence such as,

‘May I have your pen?’

The student will think of an answer from one of the following preferences.

- With pleasure.
- Here yours.
- Certainly you can.

F. For a sentence such as,

‘How about having a cup of tea?’

The student will think of an answer from one of the following preferences.
Thank you very much.
Why not.
With pleasure.

3.14. Ways to Effective Listening:

If the following exercises are conducted in the classroom, it will increase the students’ capacity to listen. It will provide self-confidence for students to involve themselves in all kinds of extramural actions in English. Students can look at TV programs in English and pay interest to English demonstration on the broadcasting. They can put together in English activities by associating themselves in club activities. This can have a propensity to give students get opportunity to put into practice their English aptitude. The teacher should decide on attractive and appropriate listening resources as they give the students chances to get fascinated in listening. It will create self-confidence and erase nervousness among students.

3.14.1 Activity to Make the Students Become Effective Listeners:

The teacher-researcher provided the students with some interesting material i.e. narrating adventurous real performances to increase their listening skills. The students were persuaded by the effective narration of the adventure and it was about a live telecast on the television by AXN channel on The Guinness Book of World Records. The adventure included how a lady brought out her two eyes completely outside the socket. The teacher used many related new vocabulary items in order to reinforce their language sensitivity. He thought that this would progress the student’s integrating aptitude in using English and automatically lift
communicative competence. The teacher/researcher suggested the following that would enhance them for an effective listening:

Then he asked the students to listen carefully to understand, comprehend and evaluate. He thus narrated some five of the adventures exhibited on the television by AXN Channel. When he was narrating the adventures he reminded the students that they had to listen to him attentively and carefully so that he would later divide them into ten groups and a representative should come forward to narrate the adventures one by one in their level of English knowledge and vocabulary.

The teacher-researcher comforted the student not to worry about their pause in the midst of their narration. The student representatives of each group came forward and related the adventures in their ways. It was astonishing to know that the students listened to the teacher-researcher very well.

The teacher-researcher gave the students the following suggestions to make them listen effectively to any speaker.

- *They have to prepare themselves both mentally and physically to listen to the speaker with a very good concentration.*
- *They should develop the habit of thinking of answers well in advance when they listen.*
- *They have to listen more and should have in mind to talk less at the at times of listening.*
They should be prepared to think well in advance about the topic of the discussion in the beginning so that it will enhance them to listen very attentively.

They should not intervene the speaker and if they see the situation from the point of view of others their understanding is hundred percent.

They should take an active part in the time of discussion allotted.

They should look and have eye contact during the time of listening and they may then and there nod their head or express gestures in acceptance of their understanding.

3.15. Reasons for Ineffective Listening:

The reasons for ineffective listening are also listed below.

The students feel otherwise to receive advice from others. So it will be a hindrance to listening.

They should never be indulged in analyzing the performance as it will be a hindrance to listening.

They should never be blamed as it will be a hindrance to listening.

They should never be criticized as it will be a hindrance to listening.

They should never be demanded of an answer.

They should never be indulged of their performance before others as it will be a great obstacle to listening.

They should never be made to realize that they are weak.

They should never be made to give an answer when they do not know or blink.

If they are praised in the classroom unnecessarily, be noted that it will never serve the purpose of the teacher.
The teacher should avoid church priest activities indulging in preaching to an individual or to the whole class room as it will mar the expected object.

The teacher should never think of ridiculing, threatening, warning or scolding a weak student for his inability in answering as the student will totally aghast with the teacher and his lectures and there after the student avoids the teacher.

The teacher-researcher analysed the reasons of his students’ ineffective understanding. He found as per the chart III that among the select batch of fifty students some 30 students were attentive from the beginning to the last. Some 15 students came forward to tell him that could recall only 50% of what the teacher/researcher told. The remaining students admitted their incapable nature.
CHART III SHOWING THE MARKS:

SCORES OF THE SELECT 50 STUDENTS IN THE LISTENING ACTIVITY

- 60% (30/50) Very attentive
- 30% (15/50) 50% Attentive
- 10% (5/50) Not Attentive
3.16. Reasons for Distraction in Listening:

Students of tertiary level tend to complaint that listening is one of the needless areas for them. They are incompetent to contemplate on the teacher for more than five minutes, provided the teacher teaches only in English. But listening to the mother tongue teaching does not distract them from listening. The reason is that they have been familiar with the mother tongue for a long time.

Most of the students come from backward areas, suburbs of small towns and villages. They have not had exposures to English in their dwelling areas. Their parents are either uneducated having professions like farming, weaving or working in an industry. These students, on the whole, are first generations for college study. The main trouble for the students is not excellent at English. They have not developed a curiosity in listening to English. They are dull-headed because they do not know terminology and language rules are important for developing communication skills. They have not been trained with different words in verbal communication. They have not made attempt of knowing the meanings of intricate words and their usages. The teacher-researcher asked them to involve in an activity for its own sake. Then ego falls away. Time flies. Every action, movement, and thought follows inevitably from the previous one.

Some of the exercises involve listening. The student should try listening to sound when he meditates. This does not mean listening for sounds, rather just hearing what is here to be heard without judging or thinking about them. Hear them as pure sound. Other meditation exercises involve withdrawing the attention from
external sounds and internal chatter, focusing instead on a specific object or one's own breathing.

3.17. Listening and its Components:

As listening is a difficult task, it contains many components whereas speaking does not require as in the latter. The various components are as follows:

- To listen sincerely, to concede ideas, check them using the talent and then finally move on to find out whether things received are correct.
- To listen with eyes and ears and play the role of a keen observer to decipher the meaning.
- To pretend sure in understanding the other and then can make changes if required.
- To pose questions that will help other to change previous answer into which he imparts information about what one has already said about the other.
- To acknowledge other’s ideas and views are very important in the module of listening. If it is done well, then everything will be uncomplicated. The communication between the two will be certainly an efficient one.
- One should understand that good listening commences from the moment of acknowledging other’s words and then consent what is specific in the other.

3.18. Problems in Expression:

One cannot really understand the meanings if he really goes word by word meaning of these expressions. In those examples, a special meaning is attached to in each expression. One word may have a common, literal meaning, while the other has
specialized sense, which may be difficult to understand. The idioms ‘kicked the bucket’ or ‘passed away’ mean ‘death’. ‘once in a blue moon’ means ‘rarely’. ‘washing the linen in the public’ means ‘assassination of one’s own character’.

3.18.1. Dyslexia:

Dyslexia is a learning disorder that manifests itself as a difficulty with listening, reading, and spelling and in many cases particularly English. It is separate and distinct from reading difficulties resulting from other causes, such as a non-neurological deficiency with vision or hearing, or from poor or inadequate reading instruction.

Dyslexia is thought to be the result of a neurological defect/difference and though not an intellectual disability, it is variously considered a learning disability, a language disability, and a reading disability, among others. Dyslexia is diagnosed in people of all levels of intelligence (normal to above).

3.18.2. Conditions contributory to dyslexia:

Auditory processing disorder is a condition that affects the ability to process auditory information. Auditory Processing Disorder is a Listening Disability. It can lead to problems with auditory memory and auditory sequencing. Many people with dyslexia have auditory processing problems including history of auditory reversals, and may develop their own Logographic cues to compensate for this type of deficit. Auditory processing disorder is recognized as one of the major causes of dyslexia. Some students can acquire auditory processing disorder as a result of experiencing
otitis media with effusion (Glue Ear, Sticky Ear, and Grommits) and other severe ear conditions.

3.18.3. Aphasia:

Experience of speech acquisition delays, and speech and language problems can be due to problems processing and decoding auditory input prior to reproducing their own version of speech, and may be observed as stuttering, cluttering or hesitant speech.

3.18.4. Management of dyslexia:

There is no cure for dyslexia, but dyslexic individuals can learn to read and write with appropriate educational support. For alphabet writing systems, the fundamental aim is to increase a student’s awareness of correspondences between graphemes and phonemes, and to relate these to reading and spelling. The majority of currently available dyslexia research relates to the alphabetic writing system, and especially languages of European origin. However more research is becoming available regarding dyslexia in speakers of Hebrew and Chinese.

3.19. Listeners:

The first thing to point out about good listeners is that understanding the language of a spoken text is only one part of what they need to be able to do. Effective listeners need to operate a number of skills simultaneously as they listen to other’s speech. They need to refer to three different areas of knowledge (schematic, contextual and linguistic) in order to make sense of the message. As far as linguistic knowledge is concerned, listeners need to perceive the incoming sounds and store
them in working memory. They also scan the incoming message in order to sample bits of language which may hold the key to the meaning of the message, and phrase words and phrases by matching them with representations already stored in long-term memory.

Listening involves combining bottom-up processing of sounds with top-down expectations for message which draw on much wider schematic and contextual knowledge of language in use. In real life it is often closely linked with speaking, with listeners becoming speakers and vice-versa in the blink of an eye.

Non-reciprocal listening extends to general English classrooms. In a typical listening lesson, students hear pre-recorded material on audio or video tapes, DVD or the Internet. This material is usually controlled by the teacher so that students themselves are unable to interact with the tape by stopping it and replaying it if they fail to understand something. Moreover, students are typically asked to understand and remember transactional information from an oral text (facts, figures, names, etc.) rather than interactional information such as attitude and opinion. In other words, students are encouraged to focus on what has been said rather than why and how it has been said. Classroom activities need to help students not only to use language learning strategies, but also the kinds of receptive listening.

Language learners often think that all their difficulties in listening are due to their inadequate knowledge of the target language. They also have to use of various kinds of non-linguistic information in order to make sense of spoken messages, to communicate their current level of comprehension to speakers. There are also other skills which effective listeners need which apply whether listening in the native
language or to a target language, such as motivation, concentration and empathy towards the speaker.

One has to think about the role which listening can play in language development in general. Good language learners realize that listening plays a vital role in language development but they also understand that intake is very important for language development truly to take place. In other words, listening is necessary for language learning to take place, but it is not enough in itself to ensure that it does, and that some form of language production will inevitably be involved in the whole process.

3.19.1 Activity I: English Song

The teacher-researcher put on the CD player and let students hear an English song. He has chosen song “By the rivers of Babylon” by Boney M. (Annexure II) The researcher could look at the face of students and guess that they were just nodding their head to the music of the song. He asked the students whether they understood the lines of the song. All came with the same answer ‘No’. He then asked them to listen to the song for another time and also he asked whether they could recall any single word from the song. In a chorus they came out with the words ‘Babylon’ ‘rivers’, and ‘by’ when the researcher asked the students whether they could understand the theme of the song, they came out with a negative answer. When he asked the students whether the song was happy or sad, they came out that the singer was in a happy mood from the beginning to the end of the song. The students were also asked to listen to the song for more than five times. In the end they had to concentrate on the vocabulary items. The students would come out with a
minimum of fifteen vocabulary items. When the researcher discussed what they liked or did not like about the song, the only one answer given was liked: It was a wonder to hear from one of the students that it was for the first time in their lives they listened to an English song which could also be enjoyable.

<table>
<thead>
<tr>
<th><strong>Boney M</strong></th>
<th>‘By the rivers of Babylon’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Origin</strong></td>
<td>West Germany</td>
</tr>
<tr>
<td><strong>Genres</strong></td>
<td>Pop, Disco, Dance-pop, Hi-NRG, Eurodance</td>
</tr>
<tr>
<td><strong>Years active</strong></td>
<td>1975 - 1986, 2006 - present</td>
</tr>
<tr>
<td><strong>Labels</strong></td>
<td>BMG</td>
</tr>
<tr>
<td><strong>Members</strong></td>
<td>Bobby Farrell, Liz Mitchell, Maizie Williams, Marcia Barrett, Reggie Tsiboe,</td>
</tr>
</tbody>
</table>

(http://en.wikipedia.org/wiki/boneym/by_the_rivers_of_Babylon)

3.19.2. Activity II Conversation:

To introduce another listening activity to students, the teacher-researcher had put on a conversation cassette. This was a cassette containing a conversation between a man and the clerk of the shop. The man was a customer to the shop and he came there to purchase something. He was there to get a gift to be presented to a close friend.

The teacher-researcher asked the students to listen to the conversation between the man and the clerk of the shop. He told them that they had to listen to the conversation well as there would be quiz based questions on it at the end of listening.
1. What did the man purchase earlier? (A watch)
2. Why did he buy the gift? (To present it to his friend on his birth day)
3. Why did he revisit there? (to return as he had already one)
4. What did he want? (want the money back)
5. Why can’t he get the money back? (he did not have the receipt)
6. What can he do with it? (he can just exchange it)
7. What would he like to buy as an exchange? (an MP3 with FM radio)
8. What brand of MP3 did he want to buy? (4GB Transcend)
9. What is the problem with the MP3? (Its cost is less than the watch)
10. What did he argue for? (to give the balance in cash)
11. What did the clerk tell him? (it can be done by the owner of the shop)
12. Where has the owner gone? (he has been to Kodaikanal with his family)
13. What did the man tell the clerk? (he will come another day)

20 students out of the total number of 50 students wrote the correct answers for all the 13 questions and 18 students wrote correct answers for 9 questions and the remaining 12 students answered 7 and below correctly.

3.19.3. Activity: III Conversation:

The next listening activity was another conversation. The teacher-researcher asked students to listen to the conversation. This time it was a conversation between two students talking about some job opportunity. He asked the students to listen to the conversation for two times and then they had to answer the questions.
1. Why does the first student want to have a different job? (getting a low salary)
2. What sort of job does he want? (college librarian)
3. Where is now working? (in a school)
4. What is his qualification? (M.Lib.Sc, M.Phil)
5. What are the job requirements? (four years’ experience)
6. Where is he expecting an interview from? (from Mary’s College for Men)
7. Why did he want to get this job? (Job satisfaction and high salary)
8. What is the salary of the new job? (more than 10000)
9. Does the student want the job? (yes)

Students fared well this time as they heard a conversation related to them. Many students wrote the correct answers for all the nine questions. Out of 50 students 35 students wrote the correct answer this time and 10 students wrote correct answers for 7 questions and the remaining students answered 5 and below correctly.

3.19.4. Activity: IV Speech:

The teacher-researcher thought that a recorded speech if played and listened to by students could really increase their listening capacity and give chance to correct their spelling and mostly their vocabulary will be certainly developed. The teacher/researcher played the speech of Edmund Burke on American Taxation. The speech was not really the voice of Burke but he spoke a few paragraphs and recorded them in a cassette and then he played it with the help of a tape recorder.

Sir, I agree with the Honourable Gentleman who spoke last, that this subject is not new in this House. Very disagreeably to this House, very unfortunately to this Nation, and to the peace and prosperity of this whole
Empire, no topic has been more familiar to us. For nine long
years, session after session, we have been lashed round and round this
miserable circle of occasional arguments and temporary expedients. I
am sure our heads must turn, and our stomachs nauseate with them. We
have had them in every shape; we have looked at them in every point of
view. Invention is exhausted; reason is fatigued; experience has given
judgment; but obstinacy is not yet conquered.

The Honourable Gentleman has made one endeavor more to
diversify the form of this disgusting argument. He has thrown out a
speech composed almost entirely of challenges. Challenges are serious
things; and as is a man of prudence as well as resolution, I dare say he
has very well weighed those challenges before he delivered them. I had
long the happiness to sit at the same side of the House, and to agree
with the Honourable Gentleman on all the American questions. My
sentiments, I am sure, are well known to him; and I thought I had been
perfectly acquainted with his. Though I find myself mistaken, he will
still permit me to use the privilege of an old friendship; he will permit
me to apply myself to the House under the sanction of his authority;
and, on the various grounds he has measured out, to submit to you the
poor opinions which I have formed upon a matter of importance enough
to demand the fullest consideration I could bestow upon it.

He has stated to the House two grounds of deliberation; one narrow
and simple, and merely confined to the question on your paper: the
other more large and more complicated; comprehending the whole
series of the Parliamentary proceedings with regard to America, their
causes, and their consequences. With regard to the latter ground, he
states it as useless, and thinks it may be even dangerous, to enter into so
extensive a field of enquiry. Yet, to my surprise, he had hardly laid
down this restrictive proposition, to which his authority would have
given so much weight, when directly, and with the same authority, he
condemns it; and declares it absolutely necessary to enter into the most
ample historical detail. His zeal has thrown him a little out of his usual
accuracy. In this perplexity what shall we do, Sir, who are willing to
submit to the law he gives us? He has reprobed in one part of his
Speech the rule he had laid down for debate in the other; and, after
narrowing the ground for all those who are to speak after him, he takes
an excursion himself, as unbounded as the subject and the extent of his
great abilities.
Thoughts on the Cause of the Present Discontents and the Two Speeches on America  
Burke, Edmund 1729-1797

The teacher-researcher asked the students to listen to the speech and when they were listening he paused after a few lines and he put some questions to know whether they understood the speech. Then he asked them whether they could remember any idea of the speech. One student answered that it was not a matter related to our country and it might be a matter related to a foreign country. The teacher-researcher appreciated the student for the answer and he asked students to guess the name of the country where that speech was delivered. The students came with names of the countries. The teacher-researcher this time asked all the students to name the country and some 10 students came with the answer ‘the United States of America’, 15 students named ‘England’.

Then the teacher-researcher gave the students an introduction about the author and explained the theme of the speech. Then he asked them to be prepared to write down the speech when he dictated it. The students were ready with their note books opened and the researcher started dictating the speech and it took more than 15 minutes to dictate. Then after the dictation was over he circulated the photocopies of the speech and asked the students to do the following:

1. to count down the spelling mistakes.
2. how many words they left blank.
3. to underline the verbs that they come across in the paper.
4. to put capital letters wherever necessary.
5. to use punctuation marks in the necessary places.
The teacher-researcher then collected the papers and went through each and every paper to find out whether the students had done correctly in writing the capitals for the necessary words and punctuation was put in required places. Then the teacher-researcher noted that out of the total of 50, 25 students got more than 35 marks, 10 students scored between 25 and 34, the remaining students were in the range between 20 and 24. It was essential to find that no student scored below 10.

3.19.5. Activity: V. Poem Recitation:

In the next activity the teacher/researcher read out the poem ‘Solitary Reaper’ by William Wordsworth and asked the students to listen to his reading. When he read the lines they told that they had been already familiar with the poem. So the teacher-researcher had to brief the students about the purpose of his reading the poem. He told them that he would read the first 10 lines and make a pause for a few minutes and then put some questions related to understanding of the poem.

The Solitary Reaper- William Wordsworth

*Behold her, single in the field,*

*Yon solitary Highland Lass!*

*Reaping and singing by herself;*

*Stop here, or gently pass!*

*Alone she cuts and binds the grain,*

*And sings a melancholy strain;*

*O listen! for the Vale profound*

*Is overflowing with the sound.*

*No Nightingale did ever chaunt*

*More welcome notes to weary bands*
Of travelers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.
Will no one tell me what she sings?--
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?
Whatever the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;
I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

As they listened to the recitation of the poem, the teacher-researcher asked them to write a paraphrase of the poem. Further the teacher-researcher asked the students the following questions to know whether they had understood the poem to elicit response related to their listening.

➢ Is the girl single in the field? (yes)

➢ What is she doing in addition to singing? (reaping)
Which overflows the valley? (the sound of the song of the girl)

Is the Nightingale’s song sweeter than the song of the girl?

What is a shady haunt? (oasis)

When does the Cuckoo sing sweet songs? (Spring time)

What does the sound of the break? (breaks the silence of the seas)

What are plaintive numbers? (songs)

What are the themes of her song? (old, unhappy, far-off things, battles long ago)

What is the effect of her music in the poet? (He bore the music in his heart for a long time)

The teacher-researcher found that most of the students scored more than 6 marks. He came to the conclusion that if many of such assignments were given to the students they would develop their listening skill very much.

3.19.6. Activity VI Prose Reading and Listening:

In this activity, the teacher-researcher had chosen a prose lesson ‘Umbrella Morals’ that was written by Alpha of the Plough (Alfred George Gardiner). The content of this text was interesting and attractive for the young students. When the teacher-researcher asked the students whether they had known anything about the author A.G. Gardiner, the students nodded their heads positively. Then the teacher/researcher asked many questions as pre listening activity about the matter related to the essay. With this aroused interest, he asked the students to extend a close listening to the reading of the text from a cassette. He played the tape recorder and asked the students to listen closely so that they could understand the text. When
the first listening of the reading of the lesson was done, the teacher-researcher asked
the students to have some discussion among them about the subject matter of the
lesson. They discussed it for five minutes. Then for the second time the students
were asked to listen.

In the end the teacher-researcher asked the students some questions very
much related to the theme of the lesson to know whether they understood the text or
not. When questions are asked the teacher-researcher let the students discuss the text
among themselves so that they could analyse and evaluate the lesson that they heard.
Their response was really high. This activity was a really good and, at the same time,
a productive one.

**Umbrella Morals: Alpha of the Plough (Alfred George Gardiner).**

A sharp shower came on as I walked along the Strand, but I did
not put up my umbrella. The truth is I couldn't put up my umbrella. The frame would not work for one thing, and if it had worked, I would
not have put the thing up, for I would no more be seen under such a
travesty of an umbrella than Falstaff would be seen marching through
Coventry with his regiment of ragamuffins. The fact is, the umbrella is
not my umbrella at all. It is the umbrella of some person who I hope
will read these lines. He has got my silk umbrella. I have got the
cotton one he left in exchange. I imagine him flaunting along the
Strand under my umbrella, and throwing a scornful glance at the
fellow who was carrying his abomination and getting wet into the
bargain. I dare say the rascal chuckled as he eyed the said
abomination."Ah," he said gaily to himself, "I did you in that time, old
boy. I know that thing. It won't open for nuts. And it folds up like a
sack. Now, this umbrella...."But I leave him to his unrighteous
communing. He is one of those people who have what I may call an
umbrella conscience. You know the sort of person I mean. He would
never put his hand in another's pocket, or forge a cheque or rob a till-
-not even if he had the chance. But he will swop umbrellas, or forget
to return a book, or take a rise out of the railway company. In fact he
is a thoroughly honest man who allows his honesty the benefit of the
doubt. Perhaps he takes your umbrella at random from the barber's
stand. He knows he can't get a worse one than his own. He may get a
better. He doesn't look at it very closely until he is well on his way. Then, "Dear me! I've taken the wrong umbrella," he says, with an air of surprise, for he likes really to feel that he has made a mistake. "Ah, well, it's no use going back now. He'd be gone. And I've left him mine!" It is thus that we play hide-and-seek with our own conscience. It is not enough not to be found out by others; we refuse to be found out by ourselves.

Quite impeccable people, people who ordinarily seem unspotted from the world, are afflicted with umbrella morals. It was a well-known preacher who was found dead in a first-class railway carriage with a third-class ticket in his pocket. And as for books, who has any morals where they are concerned? I remember some years ago the library of a famous divine and literary critic, who had died, being sold. It was a splendid library of rare books, chiefly concerned with seventeenth-century writers, about whom he was a distinguished authority. Multitudes of the books had the marks of libraries all over the country. He had borrowed them and never found a convenient opportunity of returning them. They clung to him like precedents to law. Yet he was a holy man and preached admirable sermons, as I can bear witness. And, if you press me on the point, I shall have to own that it is hard to part with a book you have come to love.

Indeed, the only sound rule about books is that adopted by the man who was asked by a friend to lend him a certain volume. "I'm sorry," he said, "but I can't." "Haven't you got it?" asked the other. "Yes, I've got it," he said, "but I make it a rule never to lend books. You see, nobody ever returns them. I know it is so from my own experience. Here, come with me." And he led the way to his library. "There," said he, "four thousand volumes. Every--one--of--'em--borrowed." No, never lend books. You can't trust your dearest friend there. I know. Where is that Gil Blas gone? Eh? And that Silvio Pellico? And.... But why continue the list.... He knows. He knows. And hats. There are people who will exchange hats. Now that is unpardonable. That goes outside that dim borderland of conscience where honesty and dishonesty dissemble. No one can put a strange hat on without being aware of the fact. Yet it is done. I once hung a silk hat up in the smoking-room of the House of Commons. When I wanted it, it was gone. And there was no silk hat left in its place. I had to go out bareheaded through Palace Yard and Whitehall to buy another. I have often wondered who was the gentleman who puts my hat on and carried his own in his hand. Was he a Tory? Was he a Radical? It can't have been a Labour man, for no Labour man could put a silk hat on in a moment of abstraction.

The thing would scorch his brow. Fancy Will Crooks in a silk hat! One would as soon dare to play with the fancy of the Archbishop of Canterbury in a bowler--a thought which seems almost impious. It
is possible, of course, that the gentleman who took my silk umbrella did really make a mistake. Perhaps if he knew the owner he would return it with his compliments. The thing has been done. Let me give an illustration. I have myself exchanged umbrellas—often. I hope I have done it honestly, but one can never be quite sure. Indeed, now I come to think of it, that silk umbrella itself was not mine. It was one of a long series of exchanges in which I had sometimes gained and sometimes lost. My most memorable exchange was at a rich man's house where I had been invited to dine with some politicians. It was summer-time, and the weather being dry I had not occasioned for some days afterwards to carry an umbrella.

Then one day a sensation reigned in our household. There had been discovered in the umbrella-stand an umbrella with a gold band and a gold tassle, and the name of a certain statesman engraved upon it. There had never been such a super-umbrella in our house before. Before its golden splendours we were at once humbled and terrified—humbled by its magnificence, terrified by its presence. I felt as though I had been caught in the act of stealing the British Empire. I wrote a hasty letter to the owner, told him I admired his politics, but had never hoped to steal his umbrella; then hailed a cab, and took the umbrella and the note to the nearest dispatch office. He was very nice about it, and in returning my own umbrella took all the blame on him. "What," he said, "between the noble-looking gentleman who thrust a hat on my head, and the second noble-looking gentleman who handed me a coat, and the third noble-looking gentleman who put an umbrella in my hand, and the fourth noble-looking gentleman who flung me into a carriage, I hadn't the least idea what I was taking. I was too bewildered by all the noble flunkeys to refuse anything that was offered me." Be it observed, it was the name on the umbrella that saved the situation in this case. That is the way to circumvent the man with an umbrella conscience. I see him eyeing his exchange with a secret joy; then he observes the name and address and his solemn conviction that he is an honest man does the rest. After my experience to-day, I think I will engrave my name on my umbrella.

1. Why did the author not put up his umbrella? *(The frame would not work)*
2. Who is Falstaff? *(a comic character in Shakespeare's play Henry IV)*
3. Where did the author walk? *(He walked along the Strand)*
4. How did the author get the cotton umbrella? *(He got the cotton one left in exchange)*
5. How did the author describe the man? (*He is gentle and perfect to the core*)

6. What is his habit? (*He will change umbrellas and never return a book he got from others*)

7. Why did the man do all these? (*He forgot to return*)

8. What is the humour in the death of the preacher? (*The preacher was found dead in a first-class railway carriage with a third-class ticket in his pocket*)

9. What was his habit? (*He had borrowed books and never returned them*)

10. How many books were there yet to be returned? (*four thousand volumes*)

11. Where did he hang the silk hat? (*He hung a silk hat up in the smoking-room of the House of Commons*)

12. What happened to the silk hat? (*It was taken by someone*)

13. Where and with whom did the author dine? (*He dined at a rich man's house with some politicians*)

14. What is the speciality of the golden umbrella? (*The name of a certain statesman engraved upon the golden umbrella*)

15. What was the author’s fear? (*He would have been caught in the act of stealing the British Empire*)

16. What did he want to do immediately? (*He wanted to engrave his name on his umbrella*)

3.19.7. Activity: VII. Listening and Translating:

The teacher-researcher used this to develop the listening ability and translation skills among the select 50 students belonging to first English Literature of his college.
The teacher-researcher would divide the select 50 students into five groups containing ten students in each group. Then the teacher-researcher chose an audio material containing the speech of our great Swami Vivekananda. He had already told them to listen to the speech and write down what they heard. He noticed that the speech of Swami Vivekananda was an interesting one so that the students listen with full concentration and note down the sentences spoken. Then he told them to translate them into their mother tongue Tamil.

The translation of the audio material took 20 minutes. Then the teacher-researcher asked the five groups of students to join their groups and write down the translation of the mother tongue version into English once again asking them not to follow the original speaker. He asked them to write the speech in their simple English. He then asked one representative from each group to come to the front to read out what they had written. This reading activity continued for 15 minutes.

The teacher-researcher noticed that all the students were at their most concentration and interest in all their listening, translating and then translating the material finally into English. This activity certainly would try to develop the listening ability and translation skills among his students. The teacher-researcher found that all the group students wrote both the translations very well.

Swami Vivekananda's Welcome Address to World Parliament of Religions September 11th 1893:

Sisters and Brothers of America,

It fills my heart with joy unspeakable to rise in response to the warm and cordial welcome which you have given us. I thank you in the name of the most ancient order of monks in the world; I thank you in the
name of the mother of religions, and I thank you in the name of millions and millions of Hindu people of all classes and sects.

My thanks, also, to some of the speakers on this platform who, referring to the delegates from the Orient, have told you that these men from far-off nations may well claim the honor of bearing to different lands the idea of toleration. I am proud to belong to a religion which has taught the world both tolerance and universal acceptance. We believe not only in universal toleration, but we accept all religions as true. I am proud to belong to a nation which has sheltered the persecuted and the refugees of all religions and all nations of the earth. I am proud to tell you that we have gathered in our bosom the purest remnant of the Israelites, who came to Southern India and took refuge with us in the very year in which their holy temple was shattered to pieces by Roman tyranny. I am proud to belong to the religion which has sheltered and is still fostering the remnant of the grand Zoroastrian nation. I will quote to you, brethren, a few lines from a hymn which I remember to have repeated from my earliest boyhood, which is every day repeated by millions of human beings: "As the different streams having their sources in different paths which men take through different tendencies, various though they appear, crooked or straight, all lead to Thee."

The present convention, which is one of the most august assemblies ever held, is in itself a vindication, a declaration to the world of the wonderful doctrine preached in the Gita: "Whosoever comes to Me, through whatsoever form, I reach him; all men are struggling through paths which in the end lead to me." Sectarianism, bigotry, and its horrible descendant, fanaticism, have long possessed this beautiful earth. They have filled the earth with violence, drenched it often and often with human blood, destroyed civilization and sent whole nations to despair. Had it not been for these horrible demons, human society would be far more advanced than it is now? But their time is come; and I fervently hope that the bell that tolled this morning in honor of this convention may be the death-knell of all fanaticism, of all persecutions with the sword or with the pen, and of all uncharitable feelings between persons wending their way to the same goal. - Swami Vivekananda

http://www.writespirit.net/inspirational_talks/spiritual/swami_vivekananda_talks/the_world_parliament_of_religions
3.20 How are listening skills assessed?

Listening tests typically resemble reading comprehension tests except that the student listens to a passage instead of reading it. The student then answers multiple-choice questions that address various levels of literal and inferential comprehension. Important elements in all listening tests are

- the listening stimuli,
- the questions, and
- the test environment.

The listening stimuli represent typical oral language, and do not consist of simply the oral reading of passages designed to be written material. The material should model the language that students might typically be expected to hear in the classroom, in various media, or in conversations. Since listening performance is strongly influenced by motivation and memory, the passages should be interesting and relatively short. To ensure fairness, topics should be grounded in experience common to all students, irrespective of sex and geographic, socioeconomic, or racial-ethnic background.

In regard to questions, multiple-choice items should focus on the most important aspects of the passage -- not trivial details -- and should measure skills from a particular domain. Answers designated as correct should be derived from the passage, without reliance on the student's prior knowledge or experience. Questions and response choices should meet accepted psychometric standards for multiple-choice questions.
3.21 Post Study in Listening among Select 50 students:

The post study was conducted by the teacher-researcher with the help of a questionnaire (page no. 182) containing totally different questions in order to exactly find out the amount of development in his student’s listening capacity. It has exactly exposes the present problems that are minimum in number and they can easily solved if the students cooperate the teacher-researcher when he moves on to teach to develop other important skills in English namely speaking, reading and writing. The teacher-researcher could understand the reasons for these problems because they have to come into contact with a new situation that of the foreign language subject matter classroom. The questionnaire helps to find out some implications for English teachers. English lecturers have an important and decisive role in helping students overcoming their difficulties in conveying their minds through words after listening to other’s English speech to interact. This finding can give chances to the researcher and other English teachers to inculcate and introduce different activities to develop the students’ speaking communicative strategies in the following ways:

The teachers should prepare their students for various activities other than the subject teaching in the content subject classroom by impressing upon them the importance of communication skills particularly the listening skill as it is the most required and the pioneer of all skills. The students should ask and respond to questions, they should know how to interrupt the lecture of his teacher in order to clarify. Then only the teacher can identify their doubts and come forward to rectify them by making his students actively participate in many more activities concerned with listening.
The teacher-researcher wanted to find out whether the select group of 50 students is aware of the importance of the listening skill and acquired some mastery over this skill. The survey was conducted after distributing a questionnaire. Students are asked to express their willingness of the choices simply selecting either ‘yes’ or ‘no’ and if they can with some other forms of answers. For almost all the questions the response received is exactly positive answers with which the teacher/researcher was happy. The selected 12 questions in the questionnaire used in his pilot study exhibited the development of listening power of the select group.

3.21.1. Questionnaire:

Q. Have you listened to the speeches of various personalities?
A. Yes I have.

Q. Have you increased interest in listening to others?
A. Certainly, yes

Q. Do you develop your listening power?
A. Developed a lot

Q. Could you identify the test of other’s speech?
A. Yes I can easily.

Q. Can you now speak in English?
A. Sometimes with my classmates

Q. Does anyone of your classmates speak in English now?
A. Most of us develop the habit of speaking in English.

Q. Has your teacher given chances to listen to his speech in English?
A. Every day we got.

Q. Do you ask questions to your teacher?
A. Yes

Q. Have you discussed the subjects with your classmates?
A. We use to discuss

Q. Do you listen to English news?
A. Once in two days when I get leisure.

Q. Could you now listen to a foreigner?
A. Yes

Q. Do you feel nervous to listen to English?
A. Not now

3.21.2. Findings:

The teacher-researcher was very happy to know that all the students in the select group gave positive answers to the questions presented as per the chart IV. For the twelve questions asked in the questionnaire the answers for them were positive and thus it was considered to treat 100% performance.
CHART IV

MALE YES: 100% (14/14)
FEMALE YES: 100% (36/36)
3.22. **Sum up:**

A wide range of listening materials and suggestions for listening activities is available. Teachers could follow the procedure outlined above with the activities they choose for their classes in order to raise students’ awareness of strategy options, to provide them with an example, to encourage experimentation, and to empower students with the ability to self-evaluate with their listening strength they acquire from these types of activities. The teacher-teacher stresses that teachers should especially look for listening activities which are as much as possible devised and controlled more by the students than the teacher, since this increase in student autonomy.