CHAPTER III
A REVIEW OF THE PAST RESEARCHES DONE IN THE FIELD

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CHAPTER - III
A REVIEW OF THE PAST RESEARCHES DONE IN THE FIELD

3.01 INTRODUCTION:

A peep into the past gives a vision for the future. The review of the past researches gives insight into the present problems. Many irregularities and rough surfaces of the present problems can be strengthened and made smooth with the help of the past researches. The review helps the investigator in preparing his own research design of the problem on hand. At the same time, it also acquaints the investigator with the limitations of the tools and procedure used by the past researchers as well as the problems faced by them in carrying out the researches. As a result of this the investigator gets enough confidence to shoulder the burden of his research problem. With these objectives in sight, the investigator thought it worthwhile to review the past researches on listening comprehension. For the sake of convenience the review is divided into following groups. They are reviewed in the following paragraphs:

1. Test on Listening Comprehension
   A. Standardized Test
   B. Non-standardized Test.

2. Studies on Listening Comprehension
   A. The effect of listening on training.
   B. Factors affecting listening.
      1. Content of listening material.
      2. Mode of presentation.
      3. Rate of presentation.
      4. Hearing Ability
      5. Socio-economic background.
C. **Co-Relation with Other Factors**

1. Intelligence.
2. Social achievement.
3. Reading comprehension.

Sam Deker's article 'listening Bibliography' contains the following annotation "gives brief annotation of 1332 references concerning listening"

(South gate vera ed. P.P. 117-18).

It clearly indicates the growing interest in listening skill as a topic for research and compassing all its multiple aspects. The more relevant amongst these and also some work done in India has been dealt with in this Chapter. In India, a few studies on listening have been made. Some of them are reviewed here.

3.02 **TESTS ON LISTENING COMPREHENSION**:

A. **STANDARDISED**.

There are very few standardized tests for measuring comprehension of different school levels of orally presented material in English. However, they provide valuable guidance for further work in this field. This standardized tests are available in USA.

2. Sequencial test of educational progress testing comprehension test.
3. Orr Graham listening test.
B. NON-STANDARDIZED TESTS:

Some tests have been constructed dealing with the nature of listening comprehension, or how it co-relates with other factors, or training in the listening, but these have not been standardized. They are:

1. Factorial analysis of auditory function - Karlin.
3. Listening comprehension-A factorial analysis - Spearitt D.
4. The construction of diagnostic test of listening comprehension by Brown.
5. The development of listening comprehension tests. For Michigan State College, Freshman - Dow C.W.

A brief review of each of the above mentioned tests is given in the following paragraphs.

REVIEW:

I Brown Crisen listening comprehension test.

This is the first test that was constructed and standardized for measuring listening comprehension of high school students and college freshman. It consists of two forms - Form AM and Form BM. Each of the forms of the test calls for pupils' reactions of seventy-six items divided into five parts:

Part A - Immediate recall (17 items)
Part B - Following directions (20 items)
Part C - Recognition of transitions (10 items)
Part D - Recognition of word meaning (21 items)
Part E - Lecture comprehension (8 items).
For preparation of two forms the author has followed the usual process of standardization. The test for high school students from grade IX to XII have been standardized on the samples of 1367 students selected from 25 schools and college rooms based on a sample of 300 freshmen. The reliability has been estimated by Split half-method is 0.86 and on the basis of two forms is about 0.78. The test material was presented orally by a local examiner. Mean validity indices are 28.4 for form AM and 34.0 for form BM. The co-relation between the test and the several mental abilities ranges in the case of high school students from 0.67 to 0.78 and for college freshman form 0.31 to 0.38.

II Sequential test of educational progress listening comprehension (S.T.E.P.) The STEP listening tests were designed in 1957 to measure a student's skill in understanding, interpreting, applying and evaluating what he listens to. The items in each Form of STEP are divided into three main aspects of measuring listening skill.

- Plain sense of comprehension 35 percent.
- Interpretation 40 percent.
- Evaluation and application 25 percent.

At each level, it consists of 12 to 13 passages with questions on each passage. The passages are read by the examiner. The listening material used is of following type:

A. Directions and simple explanation.
B. Exposition.
C. Narration simple and figurative.
D. Argument and Persuasion.
E. Aesthetic materials.

The test is constructed for different levels from IV grader to college freshman. Each form consisted of about 72 to 80 items. All items are objective type questions, mainly multiple choice. The reliability Indices vary from 0.88 to 0.93.
III Orr-Grahm Listening Test (OGLT)

This is the test constructed in 1968 in the area of listening comprehension. It is specially designed for VIII grade boys. It consisted of two forms A and B. The announcer on the tape reads both the questions and the options twice. The listening material for the test consists of different topics like Spies, base-ball, players and cow-boys. The reliability reported is 0.74. The construct validity is 0.69.

IV Assessment of the Children's language comprehension Test

The test is constructed in 1969 by three scholars. (Foster C.R., Gidden, JJ and Stark S.). The test is meant for the age-group two and six. A series of short paragraphs are presented by tape-recorder and is followed by multiple choice type of questions. It consists of two forms, each of the form contains 43 multiple choice type of items. The listening material consists of stories based on sports, adventures and natural love.

V Orcay research listening comprehension test (For CSE Examination)

The test is prepared by Orcay Research Unit in the University of Birmingham. It is reported by Wilkinson 1970. It is designed from the linguistic point of view and attempts to avoid the defects of the large number of workers in the field. Listening Comprehension tests have used written material to be read before the students. The items accurate to words meaning, listening for meaning and style. Tape-recorder is used for the presentation of the test material and questions. The total time required to administer the test is 40 minutes.

VI Construction of a diagnostic Test of listening Comprehension

In 1949 Brawn constructed this test. He selected the factors based on the hypothesis that listening, as reading, is a complex
of several relatively independent skills. Listening is defined for the testing purposes in terms of both accurate and critical listening. The test is divided into two forms, testing reception and reflection. Form one is close to normal class-room lecture situations. After the lecture students are asked to answer the questions which have tests for

A. The details.
B. The central idea.
C. Inferences
D. Relevancy.

The other form is planned to explore the possibility of measuring these skills by less time consuming methods. It measures ability

1. To follow sequence of events.
2. To remember sequence of details until questioned.
3. To use contextual clues and
4. To use transitional elements.

As a final check on the probable importance of the factors chosen for measurement, a jury of eleven experts rated them. The final test consists of two sections each with several parts. The item analysis based on 27 percent and used Flanagen table to determine the distinctive indices. The reliability co-efficients of sub-test are ranging between 0.24 to 0.89.

7. The development of listening comprehension test for Michigan State College freshman. Dow developed a test for measuring listening comprehension, suitable to first term freshman at the college level. Dow selected VII standardised foils as indicative of the major aspects of listening comprehension from a speech text and for readings. Briefly, there were three tests namely,
1. Those concerned with central ideas.
2. Those concerned with details.
3. The one concerned with the central idea and the details.

The reliability by test-retest method as reported for test one is 0.70 and for tests second and third, are 0.77 and 0.71 respectively. The validity has been established by several ways. The co-relations are 0.50 for test one, 0.51 for test second and 0.81 for test third.

Thus literature studied is proved very useful during the developmental process of the present test construction of listening comprehension. At every step of standardisation, the material revealed useful guidelines.

8. **Experimental evaluation of a programme for improvement of listening**

Pratt constructed a test with two forms. The following listening skills were included in teaching and testing at the sixth grade level, (1) Skills primarily associated with accuracy in listening. (2) Skills primarily associated with reflective listening. In 1956, Pratt designed an experiment to evaluate the effect of training listening skills. For this, he formed control and experimental group. Each group had 250 students as sample. He designed an experiment to develop certain specific skills of listening comprehension. He planned five lessons (training) on listening. The first lesson was designed to improve accuracy in observing details, that is listening to paragraphs of varying length. The second lesson was

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pertaining to listening clues. The selections presented certain words which were strange to most of the pupils, but they contained strong contextual clues to the meaning of words. The third was designed to develop ability to follow oral directions. Here the pupils were asked to do computational arithmetic work through directions. The fourth lesson was aimed at developing ability to see relation between main idea and supporting ideas. The fifth lesson included material designed to develop the ability to make justifiable inferences and also material for review of all listening skills developed in the experimental programme. Training in each skill was given for five weeks. The pre and post tests were administered to the groups. The pre and post test were administered to the groups. The experiment was conducted on 20 classes of sixth grade children. The findings of Pratt are in favour of instruction (training). The difference between the adjusted means of the two groups on the final testing was significant beyond .01 level.

9. The effect of training in listening upon listening skills of intermediate grade.

In 1964, Fawcett constructed an experiment to know the effect of training on listening. He gave 25 minutes duration lessons to 368 pupils thrice a week for 14 weeks. The listening exercises were pertaining to developing the skills of listening. The experimental group of 322 pupils of fourth grade, fifth grade and sixth grade was given training in listening. The controlled group of 316 pupils was not given any training or instruction to improve listening. The exercises were prepared by the investigators. These were given twice by a teacher and once by using tape. He found significant improvement in the experimental group. Hence he concluded that by training the listening skills would be improved by training.

10. Listening ability is a modifyable skill.³

Childers tried to find out the effect of training on listening in 1970. He carried out this experiment on 111 intermediate grade students. The class was divided into high intelligence and low intelligence groups on the basis of score on Kuhtman Finch Test. Listening ability was determined by the administering the listening section of the Durrdll analysis of reading difficulty. Each group was pre and post tested. It was found that pupils score for instruction in listening skill was significantly higher than a comparable low intelligence group not receiving such instructions. They were not found to score significantly higher than a group of high intelligence pupils not receiving instructions in listening skill. From this Childers concluded that listening was a modifiable skill which was a less function of intelligence and more a function of learning. The modifiability of listening skill further showed a tendency to improve as children moved through the middle elementary levels. It was also concluded that children benefitted more from systematic application of materials and instructions designed to improve listening ability.

11. Comparative study of the effect of two listening programmes on reading achievement and listening comprehension.⁴

Hollingworth carried out this experiment on 535 students of eighth grade. He equated three groups on the basis of the scores on mental ability test. One experimental


group was given a modified programme of training of Modified Educational Developmental Laboratories Listening Programme. The second experimental group was given a modified programme of Modified Science Research Associates Listening Skill Builders Programme. No training was given to the control group. The lessons to the first and second groups (experimental groups) were given by tape-recorder, at the rate of one lesson per week. The study indicated the lack of effect of training on listening comprehension in contrast to the findings mentioned earlier. It may be due to the different nature of programmes used for or the method or the level of pupils.

3.03 STUDIES DONE IN INDIA:

After reviewing the related literature on listening comprehension tests and experimental studies done to improve it abroad, it is essential to review the work done in India. Very few researches have been done in the this area in India.

1. A study of listening comprehension of pupils in VIIth and VIIIth Classes of Marathi Secondary School.

Burve tried to construct a test on listening comprehension. She selected six passages from the books which were prescribed for VII and VIII standards. She tried to cover the listening skills which were described by Brown in Brown Carlson listening Comprehension test. They are (a) Relationship of ideas and identification and recall of details (b) ability to follow the sequence of details (c) ability to listen reflectively for the purpose of identifying the central idea of the statement given orally (d) ability to draw inference from the supporting facts presented in statement (e) ability to distinguish between what is relevant and what is irrelevant (f) use of contextual clues.

to word meaning (g) Retention of details long enough to answer questions about them. In all, there are 36 questions. Preliminary try out was conducted on a few students of VII and VIII classes. The test was then administered to 300 boys and 200 girls studying in different schools of Nagpur. The reliability co-efficient of the test as reported is 0.93. For validity the test scores were co-related with the terminal examination marks and the co-efficient of co-relation is 0.37. It is reported that there is no significant difference between the means of boys and girls.

II The Comprehension of oral English at the school learning level.

Nagalakshmi also tried to construct a test on oral comprehension. A series of 12 tests was constructed. The test was administered to 2300 students of P.U.C. and XII grade in the colleges and schools of Hyderabad and Secunderabad. The sub-tests could be arranged under three broad groups. (a) Tests one and two were constructed on the basis of expected proficiency. (b) Tests three to eight were constructed to ascertain the actual level of achievement. (c) Test nine was constructed to incorporate points already tried out and test 10, 11, and 12 were parallel tests.

The test had several parts being made to meet the requirements of assessing one of the skills involved. From her point of view, five essential skills involved in aural comprehension are (a) the ability to listen effectively to spoken words (b) to hear, understand, assimilate and organize even while listening (c) in case of lectures and speeches, the ability to distinguish the essential from non-essential and (d) the ability to recall

readily without memorising the whole. The tape-recorder was used to administer the test. The test was administered to about 590 students. Nothing has been mentioned about the reliability and validity of the test.

III Construction of a Test on Listening Skill

Miss D.J. Modl constructed and standardized a listening comprehension test in Gujarati for class VIII.

The test is devised so as to find out the main types of mental activities involved in listening comprehension. The test consists of three different parts:

1. Listening to different situation tests.

   In this part, story, short passages, talk, drama, anecdotes etc. are given and these are to be presented orally. Each story, paragraph etc. are immediately followed by questions.

2. Vocabulary Test:

   This test consists of word meaning, idioms and proverbs. The word or idiom is presented by means of tape, after hearing the word on the tape the pupil has to find out the correct meaning from the four possible meanings given in the test. There are 69 items in this part.


5. Reasoning Tests: Consisting of six sub-tests.

Method of 27% was used for the purpose of item analysis. This has been standardized on a sample of 2000 pupils selected from

7. Modi D.J. Constructing and standardization for class VIII Listening comprehension Test In Gujarati, for class VIII unlished Ph.D. Thesis M.S. University Baroda - 1975.
five districts of Gujarat. Reliability of the test by test retest method is 0.80 and Reliability by parallel form method is 0.80. Concurrent and construct validity have been established. Z-score and percentage norms are given.

IV

Besides this Narendra Joshi has also constructed and standardized listening comprehension test for the pupils of Std. VIII, IX and X in the city of Ahmedabad, Gujarat in the subject of Gujarati. 8

Joshi constructed six sub-tests. Each test was based on the different listening material which was recorded on a tape and it was decided to include the following topics on which items could be constructed to measure listening comprehension.

1. The significant details of what is listened to.
2. The sequence of ideas or events described by the speaker.
3. The main idea of the things listened to.
4. Meaning of the words in the context of things listened to.
5. Relationship between ideas and the generalization.

The test is standardized on 370 pupils of std. VIII, 370 pupils of Std. IX and 370 pupils of Std. X of Secondary Schools of Ahmedabad, Gujarat. Stratified Random Sampling Method is used for the samples. The reliability of the test is estimated by (1) split-half method and 2. 'K-R' method formula 20. It is 0.73 by split-half method and by 'K-R' method, it is 0.82. The content validity of the test is fully satisfactory. Concurrent validity is 0.90. Thus it is a valid and reliable tool for the pupils of Ahmedabad city in Gujarat.

Mr. Joshi has also established norms on standard scores and percentile rank by administering the L.C. Test on 1410 pupils of grade VIII, IX and X of stratified Random Sampling. Joshi also studied the effect of L.C. on grade, Sex, S.E. and I.Q.

In grade VIII and IX the groups of girls are superior to that of boys. In grade X boys and girls are equal in performance on L.C.T. In the study of socio-economic status, S.E. Scale by Dr. K.G. Desai was administered. The co-efficient of co-relation computed between the (that is two strata High S.E.S. and low S.E.S. groups) is found to be 0.14. It does not show any positive relationship between SES and listening comprehension skill.

The relationship between I.Q. and L.C. skill was found to be very significant., i.e. There is a positive relationship between I.Q. Level of the pupils and their L.C. skill.

The listening comprehension scores are increasing as pupils go to next higher standard.

Besides this, there are a few studies pertaining to this area but they are not directly related to the present study. Therefore, they are not mentioned here and not reviewed.

Dr. A.S. Patel and R.K. Parlikar\(^9\) in 1961 carried out a study on comprehension of learning material as a function of visual and auditory presentation. Again Dr. A.S. Patel and Shastri A.L.\(^10\) presented a report on the study of Efficiency of Visual vs. Aural presentation.

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The foregoing summaries of researches done in India in this area are either carried out on a smaller sample or refined statistical techniques are not employed. Hence there is enough scope of research in this area.

The researches that are reviewed in this chapter are mostly carried out in Western countries. The review led to say that listening is an essential and fundamental skill to give knowledge and that an effective skill of listening is a complex of number of components. These components may be summarised thus,

1. Grasps the main idea.
2. Notes the significant details.
3. Follow the sequences of details, direction and thread of conversation.
4. Deducts or grasps the meaning of unknown words.
5. Draws inferences.
6. Distinguishes between relevant and irrelevant.
7. Follows the direction.
8. Predicts future behaviour or ends of events.
9. Interprets speaker's tone and intention.
10. Does critical examination of what is heard.
11. Draws generalization.
12. Grasps the development of idea or points of an argument.

3.04 FOLLOW UP OF THE REVIEW:

Besides this experimental type of studies equivalent or matched groups technique is adopted by most of the researches. Thus, review of the related literature helped to find out and select the component of the L.C. for the construction of the tests to measure the same. It also gave the idea about the content of the test, the method used for determining the reliability and validity of the test. Besides this, for the second phase of the present study the review has definitely helped in planning and preparing the listening comprehension exercises.
Study of the review has also helped the investigator to select the variables and grade for which the work is required. There is not a single standardized tool for the measurement of the listening comprehension of the pupils at the lower grades in primary schools. In this way, the review has opened a specific field of work in Ph. D. study.