

# The Role of Listening Strategies in Improvising the Listening Skill for an Effective Communication

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## Abstract

The goal of this study is to present listening strategies for improving listening skills in order to improve communication effectiveness. Listening well in English and directing students toward successful oral communication are issues that all ESL students face, and this is a challenge for English language teachers. The study's goal was to highlight the results of using innovative ways to improve English language listening skills to help English language teachers and students overcome this challenge. This research intends to assist teachers in incorporating innovation into their classrooms, allowing pupils to overcome their listening difficulties. To begin, data was collected from English Language teachers at tertiary level in order to learn about the actions used to improve their students' listening skills. The information was gathered using a rating scale questionnaire. After then, a tertiary level class was chosen to participate in an experimental investigation. The t-test was employed to collect the data. The application of new tactics to the treatment group resulted in a visible change in the listening skill of this group, according to the findings. As a result, it was demonstrated that using innovative ways to improve listening skills had a significant positive influence on students.

**Keywords:** Role of Listening Strategies, Effective Communication, Listening Skills

## 1. Introduction:

In the words of Eli Hinkel (2006), TESOL is a field that is constantly changing and will continue to do so in the future. With the passing of time, new areas in this discipline are uncovered. The primary focus of this field is on what to teach and how to teach English as a second language. The awareness of the phonological part of the language, according to Bradley & Bryant (1983), is to recognize that oral language can be broken down into individual words. These words are then broken down into syllables, which are subsequently broken down further into individual sounds. According to a qualitative analysis, better listeners concentrated more on important information ('selective attention'). Their general approach was significantly more 'top down,' whereas less effective listeners relied more on word-by-word decoding

procedures ('bottom-up' strategies) (O Malley and Chamot, 1990). Listening in a 'top-down' manner activates past knowledge. The setting, the topic, the type of text, rhetorical patterns, and discourse organization can all be related to the listener's background information. Even if the communication has not been heard in its entirety, this past knowledge is useful in deciphering it (Peterson, 2001). Prediction and inference are enabled by knowledge of facts and expectations, allowing listeners to bypass some portions of bottom-up processing (Chaudron and Richards, 1986). This allows listeners to fill in the gaps that are common in unrehearsed spontaneous speech. It enables people to arrive at broad meanings and interpretations that aren't contingent on understanding every detail of the message. As a result, listeners are more likely to derive meaning solely from context and their

knowledge of essential terms, rather than paying attention to grammatical form. According to Peterson (2001), the 'bottom-up' process is the lower level process that acts to generate meaning from recognition of sounds and words, which are appraised and then matched with associated ideas that are retained in long term memory. According to Donald E Powers (2010), what matters to most English language users is their general ability to communicate effectively in the language rather than acquiring a specific skill.

## 2. A Review of Previous Literature:

One of the key advances to come out of research into listening tactics, according to Lindsay Miller (2003), was the realization that listening exercises could be separated into three primary parts: pre-listening, while-listening, and post-listening activities. This division has been extremely beneficial to both students and teachers. For example, during the pre-listening stage, a teacher can initiate a brief discussion with the students in order to learn about their perspectives on the issue that he or she would be discussing. In this approach, he or she will be able to activate their world/personal knowledge on the subject. The learners can then be requested to share any information they gleaned from the text in a post-listening stage extended conversation. Between these two stages, learners can be assisted in remaining focused on their listening by carefully selecting relevant exercises that cater to the development of certain listening abilities. Lindsay Miller offers some suggestions for how to apply these divides to real information presented via technical mediums such as radio, television, and the internet/CD-ROM. Concerning the use of radio Real-time radio, according to Miller, is one of the most easily available forms of authentic listening exercise that a teacher can provide to his or her students in the classroom. Because it is less expensive, all teachers can afford it. Second, it is simple to transport to the classroom. The airwaves are loaded with programming 24 hours a day, and radio stations such as the BBC and Voice of America are always on the air. To use radio in the classroom, a teacher can choose a program

that focuses on some global listening activities for his or her students. Similarly, Miller claims that activities involving television/videos in the classroom can be separated into three parts: pre-listening, while-listening, and post-listening. The usage of TV/Videos in the classroom can also provide students with valuable listening practice. They have an advantage over the radio because they can see what is going on as well as listen to the text. For enjoyment, students frequently watch movies. In a language classroom, a teacher can educate students on how to use movies to help them improve their second language listening skills. According to Miller, there has been a fast surge in the development of internet facilities and CD-ROMs. This has allowed teachers to connect students to websites where they can improve their listening skills. Computers pique the interest of children and teenagers alike. As a result, this attention can be put to good use in helping them improve their listening skills. A creative discussion regarding the news can be suggested to the learners as a strategy.

Lindsay Miller's technique involving the use of radio is very practical and applicable.

Although the usage of radio and television is not new, teachers in higher secondary school classrooms do not use them. The usage of a radio in the classroom would be beneficial since it will provide activities for the teachers while also breaking up the monotony. The same routine is followed by students throughout the week, which causes monotony. As a result, the pupils will appreciate the radio listening activity. These study will use practical activities like this to demonstrate the difference between teaching with innovative tactics and teaching without them. Pre, during, and after listening to television can be very beneficial to teachers in terms of increasing students' listening skills, especially on weekends. This activity will be used in this investigation. Internet/CD-ROM activities are really beneficial, yet the majority of learners in higher secondary schools do not have access to these resources.

One of the reasons why teachers don't seem to pay enough attention to listening appears to be that it is regarded a passive skill.

Joan Morley claims that listening has been mistakenly categorized as a passive skill. Anderson and Lynch (1988) share this viewpoint and refer to the listener as a "tape recorder," rejecting the idea of listening as a passive act. Morley emphasizes the importance of children understanding that listening is not a passive talent. As a result, it is the responsibility of the teachers to help students understand that developing listening skills involves just as much effort as developing reading, speaking, and writing skills. According to Morley, the three particular communicative listening modes can be classified as bidirectional, unidirectional, and auto-directional, depending on our role in hearing. In bidirectional mode, two or more participants take turns acting as both speaker and listener. Auditory input comes from a number of sources in unidirectional listening mode, and we commonly react to it by talking to ourselves and analyzing what we hear. We pay attention to our own internal language while planning anything and making a judgment in auto-directional listening mode. These modes are crucial language behaviors that should be discussed with pupils. Morley emphasizes three concepts for instructors to follow while discussing the development of listening comprehension activities and materials. These are the relevance, transferability/applicability, and task orientation principles.

The principle of relevance states that the content and end of the listening lesson should be as relevant to the learner as feasible. This feature will motivate the students, and they will listen to the content with rapt attention. Students will be more engaged in the lesson if it is based on real-life examples. It is relatively straightforward to control relevance in self-created classroom listening activities. When using published materials, however, the teacher must select the lessons that are most relevant to the students. By transferability/applicability, we mean that the content and end of the activity's lesson should be able to be utilized by students in other classrooms as well as in non-school settings. For example, an exercise including radio or television broadcasts can be used not just for

listening comprehension but also for outside-of-school debate. After the listening activity, students are given tasks to do, and the success of the listening activity is determined by the students' completion of the tasks. In the ESL or EFL curriculum, Morley advocates using the Listen-and-Do model for listening instructional activities. It implies a goal for the end result.

According to Sinclair, "outcome" is a realistic task that individuals can imagine themselves undertaking and completing. Morley divides outcomes into six groups. These are the outcome categories:

1- Listening and doing Actions and Operations: Listeners in this group respond to things like directives, instructions, and descriptions in a variety of situations. Listening and creating an image, figure, locating routes of specified spots on a map, operating a piece of equipment, and soon.

2- Listening and transmitting information: Spoken-to-written and spoken-to-spoken are the two types of information transfer. In spoken-to-written communication, one writes while receiving information, whereas in spoken-to-spoken communication, one receives the information and communicates it through voice. Listening to someone and taking a message (in person or over the phone) is one activity for spoken-to-written practice. Other activities include playing a gapped narrative game and filling in the blanks, listening to the teacher and filling in the blanks, and playing a gapped story game. Paying attention to the teacher and summarizing the main points of a short story, for example.

3- Listening and Problem Solving: A teacher might engage in a variety of activities that fall into this category. Word games in which the answer is drawn from verbal clues, "twenty questions," "animal," "Vegetable" or "Animal," a jigsaw mystery, and so on are examples of these activities.

4- Listening, Evaluating, and Manipulation of Information: These outcomes test the listener's intellect by requiring them to evaluate the information they have received. Making forecasts, for example, based on information

obtained.

5- Listening and speaking activities that are interactive: Using Questioning/Answering Routines to Negotiate Meaning: In interactive listener/speaker encounters, the outcome is focused on both transmitting information and negotiating meaning. The activity should be started in small groups of four to ten pupils, according to the instructions. A student can deliver a presentation about an announcement, a personal story, or anything else that the students are interested in. Each listener

is expected to ask at least one question in a question/answer mode during or shortly after the presentation. It implies that the speaker will also serve as both a speaker and a listener. "Could you repeat the part of your statement xx?" is an example of an inquiry from a listener. "Could you repeat that?" "Did I understand you when you said xx?" "Could you give us an example of xx?" "Could you explain us more about xx?"

6- Listening for Pleasure, Enjoyment, and Sociability: Listening to music, stories, plays, poems, jokes, or, as Ur suggests, "general fascinating discussion improvised by the teacher" are examples of activities in this area (1984, p29). According to Ur, "teacher-talk" on personal matters such as interests, future plans, and local issues can provide a nice breather from more focused study. It will allow pupils to practice both listening and speaking skills.

Unfortunately, secondary school teachers in Bannu area do not pay attention to students' listening skills. Morley's remarks are quite valid, and teachers should pay attention to them if they wish to improve their pupils' listening skills. Morley's conversational styles are extremely significant, and teachers must address them with their students. Teachers must create exercises to help pupils improve their listening skills, and they must take into account Morley's principles in doing so. In this regard, the notion of relevance is critical. The "outcome" categories are intriguing, and they will be used in this study.

Various approaches in L2 listening instruction, such as pre-listening, listening for the main concept, listening intensively, and

making inferences, have survived the test of time and are considered very important (Eli Hinkel, 2006). According to Hinkel, a number of research published in the 1990s highlighted the difficulty that students face while dealing with comprehension issues and making inferences. In this regard, meta-cognitive and cognitive methods of good L2 listeners have piqued researchers' interest (e.g., Rost & Ross, 1991; Vandergrift 1999, 2004). Their findings suggest that meta-cognitive and cognitive methods, particularly for L2 listening comprehension, should be taught. Planning for listening, self-monitoring the comprehension process, evaluating comprehension, and detecting comprehension challenges are some of the main meta-cognitive strategies extensively used in L2 listening training (e.g., Rost 2005, for a discussion). Meta-cognitive and cognitive methods, as stated in the preceding paragraph, have shown to be quite effective in other countries. If used in the Bannu district, they can also yield positive effects.

According to research, children who perform better in listening comprehension do so because they have learned efficient learning practices (Oxford 1990: 8). Murphy (1985) discovered that good listeners employ a wide variety of tactics. They were also more adaptable in their approach. According to him, weaker listeners focused too much on either the text or their own world knowledge. However, as time went on, it became clear that it was not the quantity of tactics used that mattered, but how they were implemented (Suzana Graham-2003). It has also been suggested that discussing 'excellent' or 'poor' techniques is ineffective. Less effective students frequently employ the same tactics as effective students, but in isolation from other strategies and on tasks where their use is inappropriate (Graham 1997). The work of O'Malley, Chamot, and colleagues, who contributed a theoretical framework to the learner techniques, led to innovation. This use of a theoretical framework was lacking in previous research (Suzana Graham-2003). They classified learner strategies as meta-cognitive, cognitive, or social/affective strategies and presented them as sophisticated

cognitive capabilities. Meta-cognitive techniques are "... higher order executive skills that may require planning for, monitoring, or evaluating the success of a learning activity," according to the definition.

Cognitive strategies '...act directly on incoming information, modifying it in ways that facilitate learning.' Interaction with another person or ideational control over affect are examples of social/affective tactics (O' Malley and Chamot, 1990). Later research shifted their focus due to this split of strategies into meta-cognitive and cognitive categories. Effective listeners, according to Chamot and Kiipper (1989), used comprehension monitoring and problem-identification (meta-cognitive methods) more frequently than ineffective listeners among Russian university students. Vandergrift (1997) concluded that more effective listeners use more metacognitive methods in his research, which looked at the differences between successful and less successful listeners at four distinct levels of competence. Comprehension monitoring, problem identification, and selective attention are examples of these tactics.

The preceding section demonstrates that effective listeners in Russia used meta-cognitive methods at the university level. More successful listeners were also shown to use more meta-cognitive methods, according to Vandergrift's (1997) research. Unfortunately, no such tactics are used by instructors in the higher secondary schools. This study is an attempt to introduce these ideas to teachers.

### 3. Research Methodology

#### Research Design:

In this study, the research design used was experimental research design. Experimental research, according to Leedy & Ormrod (2010), is essentially a study in which participants are randomly assigned to groups. They are subjected to a variety of treatments enforced by the researcher. Observations are then followed in order to determine the effects of the therapies (p. 108). The pretest-posttest design with a control group is the most widely

used experimental design (Campbell & Stanley, 1963 as qtd in Yair Levy and Timothy J. Ellis, 2011). A government high school's 10th grade class was chosen for data collection, and its 40 pupils were randomly separated into two groups based on a pre-test. These two groups were dubbed Treatment and Control, respectively. The Treatment group was taught for one month using Joan Morley's (2002) and Miller's (2002) techniques (2003). The Control group, on the other hand, was taught using a method that has been utilized in classrooms for many years. With the use of posttests, both groups were re-examined after a month. To see if the treatment and control groups improved their listening skills, their pre and post-tests were compared, and the final result was computed using a t-test.

This study was quantitative in nature in terms of approach. Statistical processes are not used in qualitative research to arrive at conclusions (Strauss and Corbin, 1990, p. 17). Quantitative research, on the other hand, relies on statistical processes to arrive at conclusions. Qualitative researchers are fascinated by how people generate meaning and make sense of their surroundings (Merriam, 1998, p. 6)

#### Research Instruments:

A rating scale questionnaire was utilized to learn about teachers' methods in the classroom in order to improve students' listening skills. The questionnaire was created by the author. This research tool was created with the help of linguistic and research professionals. The first section of the questionnaire asked for basic information about the respondents, such as their age, gender, qualifications, and the institutions where they taught. The second section of the questionnaire consisted of items with a Likert scale that were connected to listening ability. The questionnaire was given to ten linguistic and research professionals to ensure its validity. Their thoughts and opinions were taken into consideration. As a pilot study, the questionnaire was personally administered to ten English Language teachers to ensure its reliability. SPSS 16 was used to analyze the data collected. The questionnaire's dependability was found to be .82, which was

acceptable. Pre and post tests were another method utilized in the study to collect data.

These tests were created using concepts from Morley (2002) and Miller's suggested procedures(2003).

#### **Data Collection Mode:**

Primary data was necessary for this study. According to Clarke, R.J. (2005), primary research is the study of a subject by firsthand observation and investigation, whereas secondary research is the analysis of other researchers' studies. Materials for the literature evaluation were gathered from research publications and books available in libraries and on the internet.

Questionnaires and pre- and post-tests were used to collect primary data.

#### **Population:**

Tertiary level students and teachers from Arts and Science Colleges of Ramanathapuram were included in this study.

#### **Sample:**

The study included students from Puratchi Thalaivar DR MGR Arts and Science College for Women in Uchipuli & Faculty from Arts & science colleges of Ramanathapuram. Male students and instructors made up 50% of the total number of selected students, while female students and teachers made up 50% of the total number of selected students. Among the teachers, a questionnaire was handed to

two teachers from each school. Thus, 32 teachers, 16 male and 16 female, were selected as a sample from the population in this study. A stratified sample was used for this purpose, followed by a proportional allocation technique. As an experimental investigation was conducted in the second section of the study, a sample of 40 students was randomly assigned to one of two groups: Treatment or Control.

#### **Data Analysis Techniques:**

The study had collected two categories of data. One set of data was gathered using questionnaire, while the other set was obtained through pre- and post tests. Percentage was utilized to analyze data provided via questionnaire. Similarly, the independent sample t-test was employed to analyze the pre- and post - tests.

#### **4. Data Analysis:**

A survey was undertaken to ascertain the reasons behind the learners' low listening comprehension. The goal of the survey was to learn about the strategies used by English teachers in the classroom to help students improve their listening skills. A questionnaire was provided to instructors for this purpose. The questionnaire's specifics and the results are discussed following.

#### **4.1 Measurement of Teacher's Involvement in Instructing Listening Strategies:**

**Table 4.1.1 Motivating students to give Feedback after Listening**

Given Statement		Rural				Urban			
		Frequency		Percentage		Frequency		Percentage	
Practicing a strategy of motivating students to give feedback after listening		Female	Male	Female	Male	Female	Male	Female	Male
	SA	04	04	25 %	25 %	02	02	12.5 %	12.5 %
	A	02	0	12.5	0 %	0	02	0 %	12.5 %
	UD	0	02	0 %	12.5 %	02	02	12.5 %	12.5 %

	D	02	02	12.5%	12.5 %	04	04	25 %	25 %
	SD	08	08	50 %	50 %	08	06	50 %	37.5 %
Sum		16	16	100 %	100%	16	16	100 %	100 %

Table 4.1.1 highlights that 25 % female and 25 % 12.5% male teachers have practiced this strategy in the urban areas. Male teachers from the rural areas have practiced the strategy of motivating students to give feedback after listening while 12.5% female and

**Table 4.1.2 Encouraging learners to listen the news at home**

Table 4.1.2 highlights that 31.25 % female and 37.5 % Male teachers from the rural areas have encouraged their students to listen the news at home while 25% female and 31.25% male teachers have encouraged their students through this strategy in the urban areas.

Given Statement		Rural				Urban			
		Frequency		Percentage		Frequency		Percentage	
Encouraging learners to listen the news at home		Female	Male	Female	Male	Female	Male	Female	Male
	SA	05	06	31.25%	37.5 %	04	05	25 %	31.25%
	A	01	01	6.25	6.25 %	0	02	0 %	12.5 %
	UD	01	01	6.25%	6.25 %	02	0	12.5 %	0 %
	D	02	01	12.5%	6.25 %	04	04	25 %	25 %
	SD	07	07	43.7%	43.7 %	06	05	37.5 %	31.25%
	Sum	16	16	100 %	100%	16	16	100 %	100 %

Table 4.1.2 highlights that 31.25 % female and 37.5 % Male teachers from the rural areas have encouraged their students to listen the news at

home while 25% female and 31.25% male teachers have encouraged their students through this strategy in the urban areas.

**Table 4.1.3 Teaching learners in English**

Given Statement		Rural				Urban			
		Frequency		Percentage		Frequency		Percentage	
		Female	Male	Female	Male	Female	Male	Female	Male
Teaching learners in English	SA	06	05	37.5 %	31.25%	08	10	50 %	62.5 %
	A	0	0	0%	0 %	0	0	0 %	0%
	UD	0	01	0 %	6.25%	02	02	12.5 %	12.5 %
	D	02	02	12.5%	12.5 %	04	04	25 %	25 %
	SD	08	08	50 %	50 %	02	02	12.5 %	12.5 %
	Su m	16	16	100 %	100%	16	16	100 %	100 %

Table 4.1.3 highlights that 37.5 % female and 31.25% Male teachers from the rural areas

have taught their students in English while 50% female and 62.5% male teachers have practiced this strategy in the urban areas.

**Table 4.1.4 Teaching the learners “the use of visual aids” in order to understand the meaning of the listened words**

Given Statement		Rural		Urban	
		Frequency	Percentage	Frequency	Percentage



Teaching the learners “the use of visual aids” in order to understand the meaning of the listened words									
		Female	Male	Female	Male	Female	Male	Female	Male
SA	08	08	50 %	50 %	10	12	62.5 %	75 %	
A	02	0	12.5	0 %	0	0	0 %	0 %	
UD	0	02	0 %	12.5 %	01	0	6.25 %	0 %	
D	02	02	12.5 %	12.5 %	04	02	25 %	12.5 %	
SD	04	04	25 %	25 %	01	02	6.25 %	12.5 %	
Sum		16	16	100 %	100 %	16	16	100 %	100 %

Table 4.1.4 highlights that 50 % female and 50 % Male teachers from the rural areas have taught their students “how to use video aids for improvising listening” while 62.5%

female and 75% male teachers have taught this strategy in the urban areas.

**Table 4.1.5 Instructing learners “the use of audio aids” in order to learn accent, pronunciation, meaning and tone of the native speakers’ words.**

Given Statement		Rural				Urban			
		Frequency		Percentage		Frequency		Percentage	
Instructing learners “the use of audio aids” in order to learn accent, pronunciation, meaning and		Female	Male	Female	Male	Female	Male	Female	Male
	SA	12	12	75 %	75 %	10	08	62.25 %	50%
	A	0	0	0%	0 %	0	01	0 %	6.25%

<b>tone of the native speakers' words.</b>	UD	0	0	0 %	0 %	0	01	0 %	6.25%
	D	02	01	12.5%	6.25 %	04	03	25 %	18.75%
	SD	02	05	12.5 %	31 %	02	03	12.5%	18.75%
Sum		16	16	100 %	100%	16	16	100 %	100 %

Table 4.1.5 highlights that 75 % female and 75 % Male teachers from the rural areas have practiced the use of audio aids for enhancing listening skills while 62.5% female and 50% male teachers have practiced this strategy in the urban areas.

**Table 4.1.6 Encouraging the students to tell their success story in English**

Given Statement		Rural				Urban			
		Frequency		Percentage		Frequency		Percentage	
<b>Encouraging the students to tell their success story in English</b>		Female	Male	Female	Male	Female	Male	Female	Male
	SA	09	11	56.25 %	68.75%	10	12	62.5 %	75%
	A	02	0	12.5	0 %	0	01	0 %	6.25%
	UD	0	01	0 %	6.25 %	02	0	12.5 %	0 %
	D	02	02	12.5%	12.5 %	0	01	0 %	6.25 %
	SD	03	02	18.75 %	12.5 %	04	02	25 %	12.5%
	Sum	16	16	100 %	100%	16	16	100 %	100 %

Table 4.1.6 highlights that 56.25 % female and 68.75% Male teachers from the rural areas have encouraged their students to tell their success stories in English while 62.5% female and 75% male teachers have acted upon this strategy in the urban areas.

**Table 4.1.7 Instructing learners to speak what they have heard**

Given Statement		Rural				Urban			
		Frequency		Percentage		Frequency		Percentage	
Instructing learners to speak what they have heard		Female	Male	Female	Male	Female	Male	Female	Male
	SA	11	07	68.75%	43.75 %	09	08	56.25 %	50 %
	A	01	0	12.5%	0 %	01	02	6.25 %	12.5 %
	UD	0	02	0 %	12.5 %	01	02	6.25 %	12.5 %
	D	01	02	12.5%	12.5 %	02	02	12.5 %	12.5 %
	SD	03	06	50 %	50 %	03	02	18.75 %	12.5 %
	Sum	16	16	100 %	100%	16	16	100 %	100 %

Table 4.1.7 highlights that 68.75 % female & 43.75% Male teachers from the rural areas instructed their learners to speak what they have heard in the class while

56.25% female and 50% male teachers have adopted this strategy in the urban areas.

**Table 4.1.8 Teaching your students to construct questions before listening.**

Given Statement		Rural		Urban	
		Frequency	Percentage	Frequency	Percentage
Teaching your					

students to construct		Female	Male	Female	Male	Female	Male	Female	Male
questions before	SA	10	13	62.5 %	81.25%	08	11	50 %	68.75%
listening	A	01	0	6.25%	0 %	0	01	0 %	6.25 %
	UD	0	01	0 %	6.25 %	02	02	12.5%	12.5%
	D	01	0	6.25%	0%	02	0	12.5 %	0 %
	SD	04	02	50 %	50 %	04	02	25 %	12.5 %
Sum		16	16	100 %	100%	16	16	100 %	100 %

Table 4.1.8 highlights that 62.5 % female and 81.25% Male teachers from the rural areas have taught their students to construct pre-listening questions while

50% female and 68.75% male teachers have practiced this strategy in the urban areas.

**Table 4.1.9 Teaching the students to answer the pre-listening questions during the activity of listening**

Given Statement		Rural				Urban			
		Frequency		Percentage		Frequency		Percentage	
Teaching the students to answer the pre- listening questions during the activity of listening		Female	Male	Female	Male	Female	Male	Female	Male
	SA	10	10	62.5 %	62.5%	08	10	50 %	62.5%
	A	01	0	6.25%	0 %	01	01	6.25%	6.25%
	UD	01	01	6.25 %	6.25%	02	01	12.5 %	6.25%
	D	01	03	6.25%	18.75%	01	02	6.25%	12.5%
	SD	03	02	18.75%	12.5%	04	02	25%	12.5%
Sum		16	16	100 %	100%	16	16	100 %	100 %

Table 4.1.9 highlights that 62.5 % female and 62.5% Male teachers from the rural areas have instructed their students to find answers of the pre-listening questions while 50% female and

62.5% male teachers have instructed this strategy in the urban areas.

**Table 4.1.10 Encouraging your students to raise questions to the speaker while listening and noting down their answers.**

Given Statement		Rural				Urban			
		Frequency		Percentage		Frequency		Percentage	
Encouraging your students to raise questions to the speaker while listening and noting down their answers.		Female	Male	Female	Male	Female	Male	Female	Male
	SA	08	08	50%	50%	06	10	37.5%	62.5%
	A	02	0	12.5%	0 %	0	01	0 %	6.25%
	UD	0	02	0 %	12.5%	02	01	12.5 %	6.25%
	D	02	02	12.5%	12.5 %	04	02	25 %	12.5%
	SD	04	04	25%	25%	04	02	50 %	12.5%
	Sum	16	16	100 %	100%	16	16	100 %	100 %

Table 4.1.10 highlights that 50 % female and 50 % Male teachers from the rural areas have encouraged their students to raise questions while listening and to note down the answers to these questions while 37.5% female and 62.5% male teachers have practiced this strategy in the urban areas.

### Measurement of Role of Listening Skills of the Treatment Group:

#### Participants:

A total of 40 students from the Puratchi Thalaivar DR MGR Arts and Science College for Women in Uchipuli took part in this study. Everyone in the group was learning English as a second language.

On the basis of the pre-test, 40 students were randomly separated into two groups for data collection. The treatment group was instructed the strategies of listening skills for one month using Morley and Miller's suggested tactics. With the use of a post-test, both groups were re-examined after a month.

### 4.2.3 Data Analysis:

The pre- and post-tests of the treatment group were compared, and the result was determined using a t-test to see if the treatment group's listening skill had improved. In the table below, the scores of students in the Treatment group are displayed.

### 4.2.2 Application of Listening Skills:

**Table 4.2.3.1 (Score of the learners in pre-test and post-test) Treatment Group**

Sr. No	Listening Strategy	No. of students who use listening strategies	No. of students who use listening strategies	No. of Students who improvised their listening skills	Average of the students who learned/improved listening skills
		PRE-TEST (---/40)	POST-TEST (---/40)		
1	Giving feedback after listening	21	38	17	42.5%
2	Listening the news at home	15	39	24	60%
3	Learning in English	16	36	20	50%
4	Using visual Aids	10	32	22	55%
5	Using Audio Aids	12	35	23	57.5%

6	Describing the personal success story in English	9	37	28	70%
7	Speaking the listened words loudly	6	40	36	90%
8	Constructing questions before listening	10	39	29	72.5%
9	Answering the pre-listening questions after listening	6	34	28	70%
10	Raising questions while listening and Noting their answers	13	38	25	62.5%
11	<b>AVERAGE %</b>	29.5%	92%	63 %	63%

#### 4.2.4 Results:

The above table 1.11 shows the results of the role of listening strategies in improvising the listening strategies of the learners. The results show that almost 29.5% students were using these strategies before learning the listening skills. It means that 29.5% students/learners were acknowledged by the role of listening strategies. After the conduct of treatment, an average of 92% learners learned to use the listening strategies for their enhancing listening skills. The post-test results show that almost 63% learners have improvised their listening skills. So this number is the effectiveness of the role of listening strategies for improvising the listening skills for better communication.

#### 5. Conclusion:

The ESL learners of the Puratchi Thalaivar DR MGR Arts and Science College for Women, Uchipuli, were facing different problems in listening skills. The main objective of the study was to measure the effectiveness of the role of listening strategies for the improvisation of the listening skills of the ESL learners. For this

purpose, a group of 40 students was selected for the treatment. In the treatment/teaching process of these listening strategies to the students, two tests were taken; one before the conducting of teaching classes and one after the conduction of teaching classes. So two test were taken in which pre-test was taken before the start of classes and post-test was taken after the completion of treatment time duration. Results of the pre-test show that the students were facing problems in listening because only 29.5% students were aware of the listening skills. After the treatment, 92% students became able to apply/use listening skills for the improvisation of their communication skills.

As far as teachers' procedures for increasing pupils' listening skills are concerned, no systematic strategies are used. Few teachers use the practice of reading aloud a paragraph or two to help pupils improve their listening skills. Some teachers assign pupils the job of listening to English news and watching English plays and movies, although the majority of teachers do not. The majority of teachers instruct pupils

in their native language or in the national language, with only a few teachers instructing students in the target language. So far as the usage of electronic media in the classroom is concerned, no teacher uses electronic media. Few teachers employ the strategy of asking pupils to retell the story in the target language to compel students to pay attention to the professors. The teachers do not make a proper selection of classes for listening purposes in order to concentrate on strengthening the pupils' listening skills. Almost all teachers feel that the amount of time spent in the classroom is insufficient to improve students' listening skills. Teachers also agree that learning a student's mother tongue presents significant challenges in developing their listening skills. An experimental study was done in try to improve the problem. The results of the experimental investigation revealed that implementing creative tactics in the classroom could result in a considerable improvement in students' listening skills.

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