



ASSESSMENT OF TEACHING LISTENING SKILL IN VIEW OF CULTURE AS FIFTH SKILL OF ENGLISH LANGUAGE

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ABSTRACT: The LSRW skills of the English language were categorized into Receptive and Productive skills. The Reading and Listening skills are Receptive skills, and the Writing and speaking skills are Productive skills. It is needless to say, the receptive skills constitute the basic structure of the English language, which helps in producing the Productive skills. So learning the Listening skill is a requisite for the students to be able to comprehend what they listen effectively like another receptive skill, the Reading skill. English is not a phonetic language, the words are not always spelled the way they sound, so listening while simultaneously reading will improve the fluency and to identify the way spoken words are written and the way written words sound. Consequently, it is imperative to foster listening abilities in a different way. However, regardless of its significance, students are never taught the best way to achieve these skills. Additionally, listening is a vital skill that grows faster than teaching and frequently influences the development of different other abilities in understanding a new language. This section is designed to study and research the significance of listening as well as the best way of enhancing listening skills. Particularly, the study focuses to expand the advantages that we can develop while listening to a native English tone. In this study in order to collect the data, Listening Comprehension class, Characteristic Questionnaire, In-class Listening Tasks, and Teachers' participation as facilitators were used. At the end of the study it was found out that listening to the native tone of English has significant effects on improving students' listening performance, consequently led to improve their speaking skill along with the fifth skill, the culture.

Key words: Audio, Language, Listening skill, Native tone, Students, and Teachers.

INTRODUCTION

Native speakers don't learn by heart anything, except when they have to speedily learn an official lingo or the specific jargon of a certain field. Native English speakers usually do not even always use good grammar when they speak and in real life, English speakers do not speak formally. In fact, no one speaks Textbook English. It's just an English verb normally forms an idiomatic combination with one or more Prepositions, so native speakers learn to be aware of the prepositions.

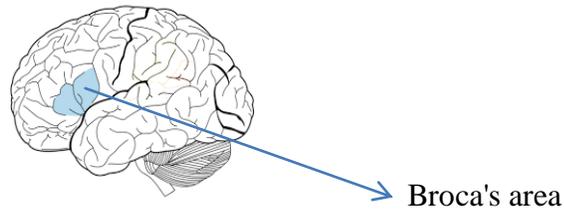
Many of the Latin-based and Germanic languages have words and structures similar to those in English, and exploring these similarities and differences will strengthen both languages in European countries, but this is not the case with many ESL countries like India and Saudi Arabia. David Crystal claimed in 2004 that, combining native and non-native speakers, India now has more people who speak or understand English than any other country in the world, but the number of English speakers in India is very uncertain. However English is rarely spoken as a first language in Nonnative English countries, for instance, numbering only around a couple hundred-thousand people, and less than 5% of the population speak fluent English in India. Per Ethnologue, there are 267 million of first language speakers in Saudi Arabia out of 315 million populations. Improving students' listening skills have effectively been strongly related to being aware of the factors which have an effect on their listening performance.

Listening skill is an important skill for communication and for interactive associations, but was given last place in teaching, in (ESL) English as Second language countries. Nativist Theories explain acquisition

by positing an innate biological endowment makes second language learning possible (i.e. Chomsky). Knowledge is conceived as the strength of connection between the different nodes (neural networks).

Associative model explicates that learning takes place when the connections between the units or nodes are changed. Neurolinguists expose that Broca's area has been reported to be active in a number of linguistic tasks that are not syntactic; tasks ranging from lexical tasks, for instance auditory lexical decision (Zatorre et al. 1992, Poeppel et al. 2004) and studies of minimal pairs in tone languages (Gandour et al. 2000), to phonological / phonetic tasks such as the discrimination of rapid phonetic transitions (Fiez et al. 1995), or the processing of phoneme sequences as opposed to hummed notes (Gelfand and Bookheimer 2003). The role of Broca's area in phonetics / phonology is reviewed by Burton (2001). In conjunction with an appropriately granular theory of the computations performed in the brain, the spatial information provided by imaging has the potential to illuminate aspects of the biological foundation of language by providing the critical link between specialized cortical areas and cognitively relevant types of computations.

Figure: 1
Location of Broca's area



Foreign language learning is a challenging task mainly because it involves duplicating the same instructions but in a different approach. Listening appears to be a simple task that is normally relegated to diverse language skills. Nonetheless, listening skill can only be improved by hard work and repetition as it is the case in reading skill (Bostrom, 1990, Brody, 2004). The best way of dealing with listening objectives is by infusing elements of the native language. The solution involves spending additional time listening to academic and private materials in the second language. Nevertheless, it is necessary to learn the best way of listening successfully. Ordinarily, students have a long-established attitude towards learning a new language and since they assume that the second language will not be useful in daily life, as the language is not practiced outside the classroom.

Most countries have failed to implement a feasible model for teaching listening skills to learners mainly because of the adoption of a bottom-up listening strategy. The conventional listening instruction strategy has always involved listening to the second language-tone and attempting to replicate it within the examination context, if applied. This approach is flawed in that it disregards earlier information and skills acquired by the learner while growing up.

Additionally, they are focused on establishing whether the student promotes to the next grade instead of ensuring the new language is learned. Top-down approaches make it clear why teaching listening skills through native tone is important. This is because they incorporate the usage of concepts instead of simply focusing on words. In support to this, Long's (1983a, 1983b, 1983c) Interaction Hypothesis is a theory of second-language acquisition which states that the development of language proficiency is promoted by face-to-face interaction and communication.

METHODOLOGY

When teaching listening, the instructors have to prepare the students first by introducing a familiar topic and finding out what they know about it. This will enable the teacher to have an idea of the students' level of vocabulary. The audio curriculum is a need to any institution to authenticate that they are using

grammatically clear and well articulated audio tapes. Preparation will also include removal of any distractions that harms the local culture and noise from the room and ensuring that any paraphernalia used is working in order. The teacher needs to reassure the students during the lesson because nervousness can disrupt the learning process. The instructor then introduces any new vocabulary that the students will learn from that lesson before beginning the listening track. The instructor has to give detailed, simple instructions to make the students listen to the audios carefully and consciously. It is important for the instructor to communicate to the students about the specific information they should be listening for during the lesson. According to Krashen's input hypothesis the teachers may model the correct language form for learners, in giving this feedback helps on their production and on grammar that they have not yet mastered. This can lead to better understanding and possibly the acquisition of new language forms. As per the needs of the students, the instructor has to give a few minutes to read the Prelistening exercise transcripts to have a complete idea of the listening topic. The teacher needs to end the lesson with an activity that will enable the students to remember what they have learnt.

Furthermore, Listening sources help us acquire the ideas organized in English. The listening material includes Speech samples of Native speakers such as: Recorded speeches, Lectures, Interviews, Audio tracks conversations, Mixers (Surveys in which multiple speakers answer the same questions), Situational English for everyday, JAM (Just A Minute) talks, Short talks, Recorded interesting facts, and Mini movies etc. So that, the students participate and interact in listening classroom, eventually it helps in attending a meeting at work or listening to new programs. Multimedia sites, News reports, News stories, Songs, games, podcasts, Digital dictionaries, Social media, English channels on Television, E-books, Watching films, documentaries etc. are useful to improve self learning skills. Awareness of difference can be ignited when the students listen to the multiple speakers.

METHOD

With reference to the article "Winds of change: English teaching in Saudi Arabia" by Ozma Siddiqui (May 9), the writer states correctly that, "rote learning is still the preferred mode of study in subjects across the schools' and university curricula." Further, the High School education of India has been chosen to go forward with the process of testing the hypothesis.

The testing was done as a group in a classroom setting. Two different student groups were chosen in two different countries as mentioned above. In *condition-A*, Indian group (I) students were taken as the control group and in *condition-B*, the Saudi Arabia (SA) group students were taken as the experimental group. Group (I) listened to a listening transcript read aloud by the ESL teacher. This took approximately 50 minutes and the teacher couldn't interact more with the students after the long and loud reading and the students were evaluated for, the next day. Group (SA) students were given treatment hours with listening drills through native tone audio tracks. This took approximately 50 minutes and the teacher interacted with the students after the audio. The teacher explained the required lexical issues like expressions, differences in phonemes, catch words, English culture, idioms, enunciation, etc. The participants listened to the audios twice or thrice to comprehend and differentiate between the previous knowledge. The next day, the students were given the test to examine their power of retention of the training received by the treatment. From the assessment sheets of students and with the real class experience teachers filled in the questionnaire for each student analyzing their adaptation, classroom performance, pronunciation, speech clarity, intonation etc.

STATEMENT

Null Hypothesis = H_0 = This is the hypothesis that there is no significant difference between specified populations, Listening to native tone, listening to ESL tone, if any observed difference being due to sampling or experimental error.

Alternate Hypothesis = H_a = The alternative hypothesis is the hypothesis used in testing that is contrary to the null hypothesis, Listening to native tone brings out more outcomes. Eg. English culture.

t-test calculation

- i. Calculate the sum of the raw scores for the Condition-A (X) and for the Condition-B (Y).
- ii. Condition A and Condition B to compare through a t - test instead z-test, as the 'd' degree of freedom is 30 and the standard deviation is unknown.

Whereas,

X_A = Mean for *Condition A*

Y_B = Mean for *Condition B*

n_A = Number of scores in Group (I)

n_B = Number of scores in Group (SA)

S_a = Square of standard deviation of Condition A

S_b = Square of standard deviation of Condition B

df = Degrees of freedom

Calculation of degrees of freedom (df):

$$df = n_A - 1 + n_B - 1$$

$$\text{Therefore, } df = \{ [30-1] + [30-1] \} = 58$$

The following formula is used to calculate the t-ratio:

$$t = \frac{X_A - Y_B}{\sqrt{\frac{(n-1)S_a + (n-1)S_b}{(n + n/n \times n)}}$$

Therefore,

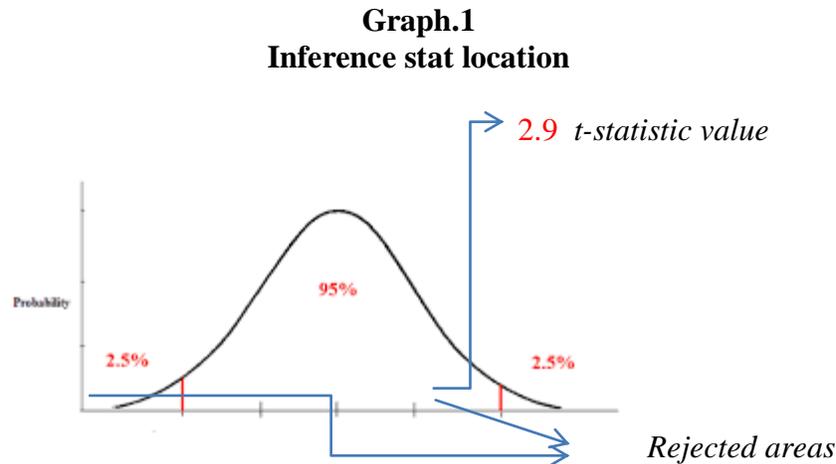
$$t = \frac{5.6-3.2}{\sqrt{\frac{63.3 + 76.6}{(30 + 30 - 2)}} [30 + 30/30 \times 30]} =$$

Thus, t- ratio = 2.9

Table.1
Table of t-test values

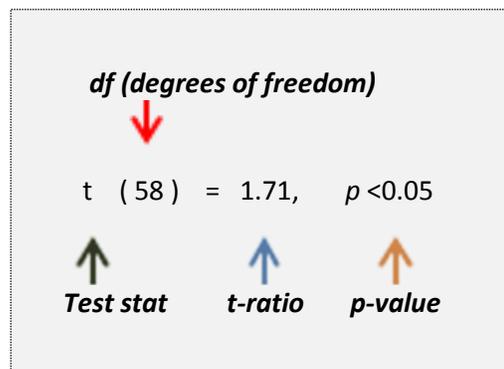
Mean of Condition A	Mean of Condition B	Variance of Condition A	Variance of Condition B	t-ratio	Critical Value range	df (N-1)	Inference
3.2	5.8	63.3	76.6	2.9	0.05-0.01	58	The Null hypothesis is rejected.

The probability value (p) associated with the obtained t -ratio of 2.9 is more (< 0.05 and > 0.01). Therefore, the null hypothesis H_0 is rejected and alternate hypothesis H_A can be accepted. Because the inference statistic is greater than the critical table value on the upper and it is not less than the negative of the table value on lower.



For this computation, $t = 2.9$, $df = 58$. The obtained value of 2.9 exceeds the cutoff of 1.67 shown in the table at the .05 levels. Therefore, $p < 0.05$. So, the result will be shown as $t(58) = 2.9, p < 0.05$.

Figure.2
t-ratio vs. probability



DISCUSSION

In more traditional classroom setting, the teacher assumes that the students have learnt by evaluating if they grasp the gist of the story. Using the native tone is an important element in teaching listening skill that allows the teacher to confirm that his or her lessons were effective. The use of native tones makes it possible to assess the extent of comprehension through various exercises such as asking the learners to draw a picture of what they just listened or offering a summary of the story's major events. These and other exercises allow the learner to integrate their understanding at a deeper level.

Another importance of teaching listening skills using native tones is that the students take advantage of the foundations made by earlier learning experiences that adds a level of satisfaction. Monolingual lessons instructed without the assistance of the native tongue are extrinsically achievable. Nevertheless, monolingual learning is a fundamental impracticality. It is impossible to forget or shut down what one has

already learned. Therefore, one can assume that the native tongue is indiscreetly working with beginners, even in setting where instructions are limited to monolingual. Anne Cutler's results (2012) described that the role of tone in word recognition is equivalent to the role of Segmental information. (Words: How they are recognized, pg. 101). Although tone information is indisputably necessary for distinguishing between words in tone languages, it may sometimes be the case that segmental information arrives more rapidly and thereby plays a more decisive role in initial lexical activation than tone information does. This is what going to be listened during listening sessions.

Also, the learners cannot switch off the massive fundamental information acquired through native language for the reason that it was a natural acquisition. Human beings make associations in their native language and only work to translate this knowledge into their second language. Translation and transfer among the students will inevitably occur as they learn a new language. This is in spite of the teacher's permission. Additionally, it is possible that parents can increase their contact with instructors and contribute towards their children's learning. Learners in rural settings show the biggest improvement with increased exposure to their native language, particularly in terms of lesser delinquency levels. Lastly, children in multilingual learning settings have a tendency of developing enhanced cognitive abilities compared to their monolingual counterparts. Some scholars claim that only those nations having the first language as the main form of instruction show indications of realizing the Education for All goals. Krashen's input hypothesis claims that comprehensible input is important for language learning. In addition, it also claims that the effectiveness of comprehensible input is greatly increased when learners have to negotiate for meaning. As the listening skills improve, they understand more and participate more satisfyingly in conversations by producing fluid, well pronounced and accurate messages. Also, they can transfer their knowledge of Spoken English to Written English such as use of sentence structure, prepositions and organizing etc.

LIMITATIONS

1. Natives use slang where it evolves, adapts and transforms from city to city, and time to time, where it is unwise to use for professional purposes.
2. Whatever the research may be but one has to ensure what one says is more important than how one says.
3. The idea is credited to Michael Long for his 1996 paper *the role of the linguistic environment in second language acquisition*. There are two forms of the Interaction Hypothesis: the "strong" form and the "weak" form. The "strong" form is the position that the interaction itself contributes to language development. The "weak" form is the position that interaction is simply the way that learners find learning opportunities, whether or not they make productive use of them. Hence, the Listening classes should create an environment for natural acquisition of flow, rising and falling of the voice, etc. but it must not be like deliberate learning.
4. Everything in print isn't all perfect as the English language is not only a sound based language, but also a stress based language.
5. Apposite establishment and servicing of paraphernalia is essential to organize the listening classes.

CONCLUSION

Listening is an essential language ability to foster. Students need to comprehend the target language. They should be able to access the diverse range of auditory and visual texts accessible through network-based multimedia alongside the listening classes. In addition, listening skill is at the core of learning and the development of listening skill using second languages has illustrated an advantageous impact on the construction of other skills.

An importance of teaching listening skills using a native tone is that it preserves the cultural integrity. Many linguistic stakeholders are becoming verbal about the necessity of ascertaining that the growing members of their society maintain their linguistic background. Some states, including the Philippines

government, have lately set language-in-education strategies that promote children's native languages. A range of examples generated by UNESCO demonstrates the mounting interest in endorsing native language education.

Similarly, the broad variety of resources, tools, and models are currently being developed and directed to encourage learning programs with the native English presenters. Various education stakeholders have encouraged instruction using native tongues at the elementary level by stressing the benefits of mother tongue education in the initial years of education as learners have a higher likelihood of registering and thriving in school. Consequently, embracing it seems to be the only effective solution given that the dominant factor that cannot be eliminated. Teachers should work their best to take advantage of this natural occurrence instead of discouraging it. The benefit of using native tones is that they produce successful learners who exploit the infinite amount of language skills and daily knowledge they have gathered through the mother tongue. Every teacher makes the natural assumption that his or her students are aware of the implications of different words in the context of a specific culture before they embark on describing the more challenging words. Native tones remain the most relevant starting point for understanding. Instead of reorganizing the existing conditions, educators need to expand the approaches by making the necessary cultural changes or improvements.

To put it in a nutshell, the development of listening skills stakes numerous factors to become effective. Native tones are a central aspect of every learning objective. It is high time that educators and other stakeholders acknowledge the influence of native languages and their associated effects on listening skills. Adopting this approach in the teaching process will definitely result in a higher rate of understanding and produce culturally conscious individuals simultaneously.

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