

A Study of Listening Comprehension Ability in English Language of Girls and Boys of Standard 9th

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ABSTRACT

To communicate is the ultimate goal of any language. The components of communication are Listening, Speaking, Reading and Writing (LSRW). According to psycholinguistics any language can be best learned through acquiring the listening, speaking, reading and writing skills consequently. Every child acquires his or her first language through listening and then only they can master the other skills. Our regional student seem to be very weak in English and in my opinion that could be attributed to the current unnatural order of learning the language which stresses only on the reading and writing skills avoiding the foremost listening and speaking skills. That is why most of our student are able to write answers in English but may not be good at listening. A. K. Paliwal(2011) says, "Listening is an important skill and must be learnt and taught carefully. Unlike hearing, listening is always purposeful." Thus, my focus in this research is on assessing the listening comprehension ability of student so to discover the difficulties pertaining to listening comprehension. Moreover the first and the most important component of communication are listening because we receive plentiful information from surroundings by listening. In short, listening is considered as the key skill in communicating with others. The present research will examine and carry out student' ability of listening comprehension in English language.

1. What is listening Comprehension?

As Listening is used as an adjective here, it includes both the physical process of perceiving the sound and then decoding it so as to comprehend. According to Harold Janis (1990) "It's hearing with purpose...it is not merely hearing; it is a state of receptivity that permits understanding of what is heard and grants the listener full partnership in the communication process."

2. Factors affecting Listening

Listening is a complex process and as listening comprehension process involves decoding of the message apart from just physically receiving from senses, it could not be comprehended accurately if the process is interfered with. Out of many factors affecting listening comprehension process, major ones are presented below

- Sentence pattern
- Length of words
- Pronunciation of Words
- Appropriateness of the audio
- Intellectual Level
- Listening Source
- Listening Competence
- Surrounding Environment
- Psychological Defects
- Subject matter
- Interest of the listener

3. Process of Listening Comprehension

Moreover the process of listening is categorised in three division known as triple A of learning which means Attitude, Attention and Adjustment.

Suggestions for developing listening comprehension skills

Here some suggestion for developing listening skills are given under.

- Instead of criticizing the thoughts implied in the discourse, one should try to understand.
- If the listener is unable to understand or the speech is not clearly understandable, one should ask questions at the end of discourse.
- Factors hindering the process of listening must be eliminated by the listener.
- One should avoid preconceptions.
- One should concentrate on the thoughts implied in the discourse.
- Instead of getting confused by the complex thoughts, one should try to understand them calmly.

4. Review of the Literature

(1) Title: A Comparative study of programmed Learning and Computer Assisted Learning on 'Direct-Indirect Speech' for the students of Std-IX in English.

Researcher: M. S. Chaudhary, M. Ed., Himachandracharya North Gujarat University, 2007.

Objective: (1) To construct programmed learning for the students of std-IX on the topic of 'Direct-Indirect Speech' in English grammar. (2) To construct computer assisted learning for the students of std-IX on the topic of 'Direct-Indirect Speech' in English grammar. (3) To tryout programmed learning for the student of std-IX on the topic of 'Direct-Indirect Speech' in English grammar. (4) To tryout computer assisted learning for the students of std-IX on the topic of 'Direct-Indirect Speech' in English grammar. (5) To compare learning by programmed

learning and computer assisted learning and conventional method.

Procedure: Researcher has selected three schools purposively of Mehsana district and students of those schools were selected via cluster sampling method. Total 270 students of IX standard was taken as the sample of the study. Desai Verbal – nonverbal group intelligence test and teacher made test were administered as tools. The design was ‘randomized group only posttest design’. The one way analysis of variance (ANOVA) was used for data analysis.

Findings: (1) The result show that the conventional method was more effective than the computer Assisted Learning was more effective than the programmed learning for the topic of ‘direct indirect speech’ of std. – IX.

Population:

Student of standard nine of all secondary schools follow the text books of CBSE under NCER, New Delhi constituted the population for the present study. Other specifications are (1) Area: Porbandar city (2) Medium of instruction: English (3) Standard: 9 (4) Time period: Academic Year 2009-2010 and (5) Gender: Boys and Girls

(2) Topic: Effectiveness work-card and programmed learning as a self-learning techniques with reference to teaching of English grammar.

Researcher: R.B. Sakhiya, Ph.D.(Edu.), Saurashtra University,2006.

Objective: (1) To prepare the work card material and programmed learning material on the three units of English grammar like active & passive, Tenses and clauses. (2) To prepare the teacher made test as a research tool. (3) To study the effectiveness of the work card material and the programmed learning material on English grammar with reference to achievement level and sex of the students.

Procedure: The student of the IXth standard of Gujarati medium schools of Rajkot city were considered as the population for the present study. The total sample of 294 student of std. 9 was selected purposely from the two schools. A sample of 144 boys from Virani High School and 150 girls from K. J. Kotecha girl’s high school was selected in the present study. The researcher had constructed three unit test of English grammar and used to method carried out the present study. T-test and other relevant statistical techniques were used for analysis of the data.

Findings: (1) In teaching of English grammar, the work card material was more effective than the programmed learning method and the lecture method for the boys having high achievement level and low achievement level in English. (2) The programmed learning method was more effective than the lecture method for the boys having high achievement level in English. Whereas the programmed learning method and the lecture method were found equally effective for the boys having low achievement level in English. (3) Identical results were

found for the girls having higher achievement level and low achievement level.

5. Sample:

In present study, samples were selected by ‘Purposive Sampling Technique’. As the researcher decided to work at the secondary level of school, he has to select the sampled student of the standard 9th from the sample schools.

6. Research Method:

The method of research that was undertaken by researcher was Survey Method. Researcher collected the data of students of standard nine of Gujarati Medium schools by Listening Comprehension Test.

7. Data Collection

Researcher has applied the listening comprehension on the 400 students of standard 9th Gujarati medium school of Porbandar City.

8. Hypothesis:

H0 : There will be no significant difference between the achievement of Mean score of boys and girls of secondary school students in English language listening comprehension test.

9. Statistical Technique Used for the Data Analysis

The feedbacks on the English language listening comprehension test were collected from the total 400 random selected samples of the population. The total statistical findings of the samples in ranks of the English language listening comprehension test are show in the table below...

The total Statistical Findings of the Sample

Sr. No.	Particulars	Statistical Measurement
1	Strength	400
2	Minimum Score	03
3	Maximum Score	25
4	Average	17.80
5	Median	19
6	Mode	20
7	Standard Deviation	4.019
8	Skewness	-1.014
9	Kurtosis	0.955

By the observation of the above table it is defined that total number of strength in sample was 400. The minimum marks on the test were 3 and the maximum marks were 25. The mean, median and mode were found 17.80, 19 and 20 respectively. The standard deviation was found 4.019.

The total Statistical Findings of the boys and girls of the samples

Sr. No.	Particular	Boys	Girls
1	Strength	214	186
2	Minimum Score	03	05
3	Maximum Score	25	25

4	Average	17.30	17.91
5	Median	19	19
6	Mode	20	20
7	Standard Deviation	4.456	3.634
8	Skewness	1.046	0.864
9	Kurtosis	0.802	0.762

By the observation of the above table it is defined that the total number of strength in sample was 400, among them 214 were boys. The minimum marks on the test were 3 and

maximum marks were 25. The mean , median and mode were found 17.70, 19 and 20 respectively. The Standard deviation was found 4.456, the Skewness was found 1.046 and the Kurtosis was found 0.802. The total number of strength of sample was 400 among them 186 were girls. . The minimum marks on the test were 5 and maximum marks were 25. The mean, median and mode were found 17.91, 19 and 20 respectively. The Standard deviation was found 3.634, the Skewness was found 0.864 and the Kurtosis was found 0.762.

The Significant Difference in the average ranks on the base of Gender

Sr.	Gender	Strength	Average	S.D.	Signi. Diff.	S. E.	t-value
1	BOYS	214	17.70	4.456	0.218	0.405	0.538
2	GIRLS	186	17.91	3.634			

The researcher has made two groups of total 400 sample on the base of gender. The researcher has tested the hypothesis. By the observation of the above table it is assumed that the mean of 214 boys of secondary schools was found 17.70, standard deviation was found 4.456. The mean of 186 girls of secondary schools was found 17.91, standard deviation was found 3.634. The average was found 0.405. The t-value was found 0.538 which was less than 1.96 that is not significant at 0.01 level or 0.05 levels. That the null hypothesis 'there will

be no significant difference in average ranks between secondary school boys' and girls' in English language listening comprehension test' was accepted.

10. Conclusion

On the base of that calculation we can say that there will be significant difference between secondary schools boys and girls in the average ranks in English language listening comprehension test.

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