

## **TESTING OF LISTENING SKILL THROUGH A VIDEO CLIP**

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### **INTRODUCTION:**

A language is a system of communication. It possesses a set of sounds and written characters which are used by the common people of a particular country for speaking and writing. In human life, it would not be possible without the use of language. Many languages are followed by various people in various countries. Among these the most spoken languages in the world are Spanish, English, Hindi, Arabic, Bengali, Portuguese, and Russian and so on. But in the current world, English plays a vital role in all the fields. We are in a condition to learn and speak English.

### **THE IMPORTANCE OF THE ENGLISH LANGUAGE**

The English Language is the predominant language to the countries like Australia, Canada, Newzealand, the UK and US. English is as second language in countries like India, Singapore and Philippines. English is as an official language to some countries. It is not only plays a vital role in business but also in Education. It is learned around by the children widely in schools and colleges. It also becomes a congruity between the people of various nations when they confront in travelling, doing business etc. It has become a common language all over the world. The English language occupies a special status. Nearly one third of the world's books published in English. Two third of all the scientists read English. The World's mail is written in English. The electronic communication is in English.

### **THE NEED OF ENGLISH IN EDUCATION**

Learning and knowing English enrich the chances of entering into various fields and getting good jobs either in our country or in aboard. So learning English plays an important role in socializing and for entertainment. The need of English is in Education, being as second is included in school syllabus right from the childhood days. Now a day Children start to learn English in a funniest way. The usage of technology makes them to get interest in to English. The reason for the children to learn English compulsorily at a young age is that they may enter into many fields because English is the language of science, of aviation, computers, diplomacy and tourism.

Learning English helps the students to see things from a different perspective. It improves the learners' professional development and communication skills. In order to enhance this, they start to learn in the class how to promote smoother writing, reading and public speaking. These are the skills used in the work place.

### **PROBLEM FACED BY ENGLISH LEARNERS:**

There is no other difference between the medium of instruction. Everything has changed when the methods and approaches changed. The teachers are incapable to take care of the students especially second language learners. They are taking in the Exam point of view. There is no practicality in learning. The students can make mistakes that should be rectified purely by the English teachers. The basic problem arises from the teachers because of the disqualification and lack of English. The students sometimes are in the category of pointing out the mistakes. In many places students trust the teachers blindly. This is one other problem why they are showing hatred. They hate the instruction of English from the teachers because there has been no creativity or activity. However using of technology raises the understanding power of the students, suppose the students are not properly get in to the study, it also becomes a great problem for the second language learner. The students who are capable of understanding through listening are not a problem. But if the students are not paying much attention to listen means, some other problems which often disturb the mind. It is the duty of the teacher to clear cut the mind of the students.

When the students are not paying much attention in the class means they have to change the environment or an opportunity must be created to the students and the teacher has to overhear the problem of the students. Lack of encouragement over the students is also the greatest problem in learning English. The real problem arises from the teachers. Their incapability makes the students to get frustrated easily. When the teachers were at their young age, what sort of problem they had faced was forgettable?

Another problem arises that the teachers of English are mispronouncing the words which shows that they are unqualified. Most of the students feel comfortable when the other students are using native or first language. They feel sophisticated in this approach. The continuous usage in speaking native language causes severe distraction in learning second language. Being as teachers, they are not realizing the backward cause of the students. This problem is common to all the students. When the learning environment of English is little less, nobody can do anything. Things may remain unchangeable.

Lack of encouragement and confidence in many English classes make the students to drop their books carelessly. The teacher may not take it in a serious way. The students are not voluntarily involved in making vocabulary learning or essay writing or they could also do pronunciation practice. They are not encouraged. Sometimes when the students make any wrong in pronouncing a word or sentence, the teacher corrected it but it is not accepted by the students by saying “It is not my language.” It shows their interest in English.

When the students trust the teachers too much causes the problem more in learning. The teachers should not make the students in such a way because they may not know how to stand on their own leg. They often look on the hands of the teachers. The teacher has to train them to stand by their own feet. The teachers are not ready to take care of the children in such a way. They focus only on the exam point of view. One other problem is that the teachers focus only the strong students who are best in their classes. But it is of no use. The language is common to all. They should not discriminate the students because the students may get bore and think the language as vague. The teacher should not allow creating such problems.

### **ACTIVE BASED LEARNING METHOD**

Activity based learning method is useful for students in Education. It is considered as child centered approach. The main focus of this active based learning is to develop self-learning skill among the learners and makes a child to study according to his/her own skill. Activities can be in the form of songs, drawing and Rhymes and it creates an interest in learning a letter or a word or a sentence. Activity can be in the form of showing real objects. Assigning some projects related to the topics can create more interest among the students. It allows the learners to test their power of learning.

The learners can collect some information apart from the text books and with their own ability and this process makes them to involve fully with wholesome understanding. In another case, the learners can learn in the videos. It creates interest because it makes to get rid from listening to blackboard. Another way of active based method is shifting the classroom. Sitting in the same place may lessen the power of learning. If they shift their place in the new environment creates a miracle among the students. They will not get boredom. Changing environment refreshes the thought of the students. The learners should get the opportunity of interactive session. Often when the teacher talks and they are not allowing the students for interaction may cause fatigue among the students. In order to devoid all these tiredness, the teachers have to engage with the students by raising questions or the teachers should provide the chances to all the

students to interact by questioning and answering. Skit is the other active based learning which is specially meant for English. Through enacting the stories, the learners get not only the learning process but also acting process. They may be very active in doing so. Through activity, we can get exact results from the students.

As per the paper, the teacher has to select one class. In this, III BA English is selected for this task. The Students are taken to the lab. The instruction has given to the students regarding the test. Testing has made to III BA English students of Trinity College for women, Namakkal to observe the short time story for 15 minutes animated story named “Cinderella” and question paper has been set and given to the students after the video has been played on the screen for two times. The students have to observe it keenly and the questions based on Grammar, dialogues, Identify the character Vocabulary have to be tested and evaluated for 20 marks. The tabular column shows the ability of the students in their listening process. Even though the question is easy to understand and easy to recall as per the second language, the teacher is going to test the ability and how far the students are interested into the subject. As a result of evaluation, the teacher can able to identify the listening skill of the students.

### **Description about the Question Paper**

For this research ten questions were selected to evaluate the students’ performance. The questions were divided is the base of the elements of the language like, vocabulary skill and grammar. The first two questions were based on the vocabulary. The first question is “she looks pretty than the stepmother’s daughters?” for this question the students’ should find the answer for the word ‘pretty’. The correct answer for this question is ‘good looking’ the second question is based on the antonym of the word. As per this the question is “Cinderella is a young and kind hearted girl.” The students were asked to find the answer to the word ‘kind’. The antonym of the word ‘kind’ is ‘cruel’. The third question is based on grammar “The soldiers have been running behind her.” For this the students should identify the tense of the sentence. The answer is present perfect continuous and fourth question is, “I thought she should be my princess” in this question the students have to find the present tense of the word *thought* and it’s answer is think. The fifth and sixth questions were based on the listening skill. The fifth question is “Who made Cinderella to attend the party?” the answer is “fairy”. The sixth question is, “Why the stepmother locked Cinderella in a room?” the answer is “the Stepmother wanted her daughters to get marry to the Prince.” The seventh and eighth questions were based on identification. This is in the pattern of ‘who said to whom’. The seventh question is “Who is inside the room?” the answer was “One of the soldiers”. The eighth question was “Dance with me, my pretty...” For this question the answer was ‘The Prince’. The ninth

and tenth questions were based on the creativity. The ninth question was, “If the soldiers do not find Cinderella what would happen?” And the tenth question was “If the Stepmother was kind enough to Cinderella what would happen?” For these questions the students have to answer in their own so there was no clue.

## **RESULTS OF THE STUDENTS’ LISTENING:**

For the students who got less mark in synonym was that the students were unable to grasp the meaning of the vocabulary word. In second question was antonym. The students of slow listeners were incapable of understanding the word as well its meaning. It led to the way of risky to found out the meaning of antonym. When compared to synonym the third was based on grammar, Tenses. Even though tenses was a challenging part the students felt easy because of the basic part, the students could able to identify the tenses and it was satisfied. In the fourth question, the students had to find out the tenses for the given verb form. It was pointed correctly by all the students. The fifth question was based on the question and answers and the reply was based on the understanding of the story. Half of the students were unable to answer for the question. It was because of the lack of concentration. The sixth question was on the model of Answer the following. Proper answer must be given but because the students were lack in sentence structure. The only reason for getting low marks was because of the structural pattern. In seventh and eighth questions, it had found out that the question was based on identification. The majority of students found out the answers. The last two questions were based on creativity because the students attempted the answers. This was the real outset of the students showed their real challenge.

### **Tabular column I**

<b>S.No</b>	<b>Student’s mark</b>	<b>Strength in expansion</b>	<b>Total Strength</b>
<b>1</b>	<b>1-10</b>	III III	<b>10</b>
<b>2</b>	<b>11-33</b>	III III III III III	<b>23</b>
<b>3</b>	<b>34- 40</b>	III II	<b>07</b>
<b>4</b>		Total Students	<b>40</b>

### **Tabular column II**

<b>S.No</b>	<b>Type of Learner’s</b>	<b>Strength</b>
<b>1</b>	<b>Slow Learners</b>	<b>10</b>
<b>2</b>	<b>Medium Learners</b>	<b>23</b>

3	Fast Learners	7
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### EXPLANATION OF THE TABLE I&II:

The Data resulting from evaluation assist as in deciding whether a course needs to be modified or altered in any way so that objectives were achieved may be achieved more effectively. (118 David)

In this research the students of III year B.A English of Trinity College, Namakkal had performed their level best. Their marks were noted in the tabular column as per the researcher's convenient. The marks were put in two tables. The first was to show the number of students marks in expansion. This symbol 'III' is to show the students' strength as five. Ten students of the class had obtained the marks between 1-10. At the same time 23 students had obtained marks between 11 - 33. 7 students had gained marks between 34 to 40. Following this the second table shows the level of the learners. The researcher divided the students' level in to three as slow, medium and fast. In this way, in this class activity which was based on the listening skill of the students is evaluated. Through the listening skill the students' vocabulary skill, grammar (tenses), creativity, who said to whom, and understanding were tested. As the result of this activity among students were listed as, the students who obtained 1-10 marks were marked as slow learners; the students who were acquired 11 -33 marks were labeled as medium learners and 34-40 marks gained students were tabbed as fast learners. In this table it is cleared that 10 students were slow learners; 23 students were medium learners; and 7 students were fast learners.

### Findings

- The students are able answer to all the questions.
- 25 students answered correctly for the vocabulary questions.
- In the creative based questions, it is easy to find the students' creativity of their own.
- The students should improve their skill in making sentences.
- In grammar based questions the half students were answered correctly. So the teacher should give more practice to the students in grammar part.
- The slow learners are poor in let out their creativity and grammar.
- The medium learners had the problem in delivering their creativity in a clear manner and some careless mistakes in identifying the synonym and antonym.
- The fast learners make mistakes in delivering their creativity.

## Strategies

- More activities should be given to improve the students' listening skill.
- The visual and audio records should be clear and audible.
- The lessons should be interesting to listen.
- The students should be motivated to listen all type of audios in English language.
- The students should have the real English listening sources to reduce the fear on listening.
- Often the students listening ability should be tested.

## CONCLUSION:

The research which is based on the listening skill on the III year B.A English students of Trinity College, Namakkal depicts that the students are average in listening skill. There is no problem in listening a 10 minutes video. But they are poor on presenting it in a successful way. Some of the students have problem in identifying the correct meaning in a context. It shows that these students should improve their vocabulary skill because vocabulary is the basic in understanding a listening activity.

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