

AN INVESTIGATION ON LISTENING DIFFICULTIES IN ENGLISH AMONG B.ED. TRAINEES IN CLASSROOM SITUATION

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ABSTRACT

This study investigates the listening difficulties in English for B.Ed. trainees. In order to carry out the study, a sample of 120 students was chosen purposively from Madurai District. The data were analysed with Pearson Coefficient Correlation, Mean, SD and t-test. Results reveal that boys and girls are not significantly differing from one another with respect to listening; urban and rural B.Ed. trainees are significant with respect to listening; married and unmarried students are not significant with respect to listening. There is a significant correlation between listening difficulties and achievement scores in English for B.Ed. Trainees.

Key words: Listening difficulties, B.Ed. trainees.

INTRODUCTION

The most important among communication skills is listening. Listening is the foundation of all other skills. Listening is rarely taught, like other skills and effective listening is achieved through study and practice. No matter how careful a person or group is communicating one's/their thoughts and ideas in a clear and friendly way, if the listener is not willing to receive the information, communication is utterly waste. Hearing and listening are two distinct activities. Hearing is done with ears and while in listening, one should pay keen attention to what others say and simultaneously it is interpreted by the brain and understanding happens with the functions of the brain. Finally it is expressed by nodding of head and eyes movement. People do not listen for many reasons. Many people learn better visually and they do not take in information as well through auditory means. Some of them are very careful in delivering the message and care about the fulfilment.

Listening is an art. Rost (2000) states that listening is a complicated and an active process of interpretation in which the listeners try to make sense of the messages they hear and match them with their prior knowledge. Some listeners try to memorise every word spoken by a professional. These listeners seem to be more over-anxious and tensed. Remembering everything what the speaker says is very difficult. According to Hasan,(2000) a person need to listen to get the speaker's main ideas and not try to remember every word. When the speaker delivers the message they should not get distracted by new words, rather they should concentrate on the content of the topic discussed.

SIGNIFICANCE OF THE STUDY

Listening and understanding are two separate processes. Listening involves interpretation and understanding of the text. Listening and comprehension are processes which involve interactive activity for an overall understanding of the text. Listening refers to the way listeners select and interpret information that comes from auditory and visual clues in order to come to a better understanding and comprehension of what speakers say. Listening or comprehension unlike hearing allows listeners to effectively interpret the message being presented. Hence the investigators are interested in studying the listening difficulties for the B.Ed. trainees.

OBJECTIVES OF THE STUDY

The present investigation has the following objectives

1. To find out the significant difference, if any, in listening in English for B.Ed teacher trainees in relation to certain demographic variables such as gender, locality, marital status.
2. To find out the significant correlation between listening difficulties and achievement scores of B. Ed teacher trainees.

NULL HYPOTHESES

1. There is no significant difference in the achievement scores of listening difficulties in English of B.Ed teacher trainees with respect to gender.

2. There is no significant difference in the achievement scores of listening difficulties in English of B. Ed teacher trainees with respect to locality.
3. There is no significant difference in the achievement scores of listening difficulties in English of B. Ed teacher trainees with respect to marital status.
4. There is no significant correlation between listening difficulties and achievement scores of B. Ed teacher trainees.

METHODOLOGY

Survey method was used for the present study. A sample of 120 B. Ed students was selected through purposive sampling technique from Madurai District.

DESCRIPTION OF TOOLS

A diagnostic test is developed by the investigators for listening difficulties in English. An achievement test was conducted for 50 items and allotted 1 mark for each item and a total of 50 marks are given. Students who secured 25 marks below are selected for the assessment of listening difficulties.

DATA ANALYSIS

Hypothesis1

There is no significant difference in the achievement scores of listening difficulties in English for B. Ed teacher trainees with respect to gender.

Table 1

GENDER WISE MEAN, SD AND t-VALUE OF LISTENING DIFFICULTIES

| Component | Category | Mean | SD | t-value | Remark |
|-----------|----------|------|------|---------|-----------------|
| Listening | Male | 6.75 | 1.78 | 1.37 | Not significant |
| | Female | 7.31 | 2.14 | | |

Table 1 shows that the t-value is less than the table value 1.96 at 0.05 level of significance. This shows that male and female students are not differing from one another with reference to listening. Hence the null hypothesis is accepted.

Hypothesis 2

There is no significant difference in the achievement scores of listening difficulties in English for B. Ed teacher trainees with respect to locality.

Table 2

LOCALITY (URBAN & RURAL) WISE MEAN, S.D, AND ‘t’-VALUE OF LISTENING DIFFICULTIES

| Component | Category | Mean | SD | t-value | Remark |
|-----------|----------|------|-----|---------|-------------|
| Listening | Urban | 7.85 | 1.4 | 2.267 | Significant |
| | Rural | 6.64 | 1.6 | | |

Table 2 shows that the t-values 2.267 is more than the table value at 0.05 level. This shows that urban and rural students are significantly different from one another with reference to listening. Hence the null hypothesis is rejected.

Hypothesis 3

There is no significant difference in the achievement scores of listening difficulties in English for B. Ed teacher trainees with respect to marital status.

Table 3

MARITAL STATUS WISE MEAN, SD AND t-VALUE OF LISTENING DIFFICULTIES

| Component | Category | Mean | SD | t-value | Remark |
|-----------|-----------|------|------|---------|-----------------|
| Listening | unmarried | 7.47 | 1.72 | 0.83 | Not significant |
| | married | 7.87 | 1.40 | | |

Table 3 shows that the t-values 0.83 is less than the table value of 1.96 at 0.05 level. This shows that married and unmarried students are not significantly different from one another with respect to listening. Hence the null hypothesis is accepted.

Hypothesis 4

There is no significant correlation between listening difficulties and achievement scores in English for B. Ed teacher trainees.

Table 4

RELATIONSHIP BETWEEN LISTENING DIFFICULTIES AND ACHIEVEMENT IN ENGLISH FOR B. ED TEACHER TRAINEES

| Variable | r- value | Remark |
|--------------------|----------|--------------------------|
| Listening disorder | 0.726 | Significant at 0.01level |
| Achievement | | |

Table 4 shows that the calculated r- value 0.726 which is significant at 0.01 level of significance. Hence the null hypothesis is rejected.

FINDINGS OF THE STUDY

1. Male and female students are not significantly different from one another with respect to listening.
2. Urban and rural students are significantly different from one another with reference to listening.
3. Married and unmarried students are not significantly different from one another with respect to listening.
4. There is significant correlation between listening difficulties and achievement scores in English for B. Ed trainees.

EDUCATIONAL IMPLICATIONS

The study recommends the educational institution to explore and consider the prevalence of listening disorder among B. Ed students. B. Ed students must know the distractions in listening to and correct themselves by taking adequate practices. Future generations are in their hands to make them better citizens.

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