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## TECHNOLOGY MEDIATED TRAINING TO DEVELOP LISTENING SKILLS



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### ABSTRACT

Language and communication are known as body and soul. There are two types of communication such as Verbal and Non-Verbal skills. Language skills are known as LSRW skills which are known as Listening, Speaking, Reading and Writing. Among these skills, speaking, reading and writing skills are much pronounced by policy makers, management domain, syllabus and classroom. There are very solid methods to develop these skills but sometimes we are titled as poor communicators. This is because of the poor category in listening skills. Corporate has identified this skill as one of the important soft skills and imparting this skill in pre and post recruitment training. In short, this is the base for other skills. Such an important skill is not properly planned from the school to college level in curriculum and only available method is lecture method through which students listen the lectures and comprehend latter. Listening skill is a process and has got more barriers. Noisy class room, poor lighting, uncomfortable chair, low voice of teacher, no intonation in lecture, emotional interference is known barriers in listening. So as a language teacher, we should identify a few methods which encourage listening activity not only interesting but also permanent. Since 1995, there is big



focus on classroom management and technology based classroom. This method recently takes an incarnation as CALL, CAT, CAI, Language Lab Instruction, and Smart Classroom. This method ensures the learner's autonomy and default approach.

**KEYWORDS** : *Technology Mediated Training, Language and communication , policymakers, management domain.*

### INTRODUCTION :

Language is important for communication which plays an important role in everyone's life. As social beings we cannot live without communicating with others and there will be no meaning in our life. Communication is derived from the word communis which means "to share", that is sharing of ideas, concepts, feelings and emotions. The science of communication is almost as old as man himself. From time immemorial, the need to share or to communicate has been felt. Different vehicles / channels were identified and subsequently improvised for the purpose of transmission of ideas and concepts.

Completion of communication activity is fully depends upon feedback which ensures the factor that the information reached the other end as expected. At the same time, there are a few factors to disturb this activity is generally called as 'barriers'. Barrier is generally defined as obstacle or

impediment which prevents progress in a process. In communication context, barriers occur in speech, message, listening and responding. For effective communication aspects and responding, one must listen to other's views and ideas, so that they can reply effectively. In school, elite learners and slow learners are classified by their performance which is fully influenced by their listening skills because unless you listen, you cannot react. So listening activity is very important for communicators.

### Listening Skills

Listening skills is not only meant for language learners but also important for subject learners. "In order to become an effective speaker one need to become an effective listener" (Brumfit, C.J. 1979). This listening aspect starts from infant level (Kundu, C.L., 2003) approximately from 5th month and undergoes changes and growths. Hearing and Responding becomes possible within two years at impromptu level and get streamlined at the age five. To focus and develop this skill, pedagogy insists 'Dictation Method' in which teacher pronounces a word and students try to write the word with proper spelling. At the adolescent stage, they hear the lectures of their teachers and take important points as notes. They react to the information that what they have heard but inferring information they could not answer because of their listening style and listening level. There are seven stages in listening activity. They are,

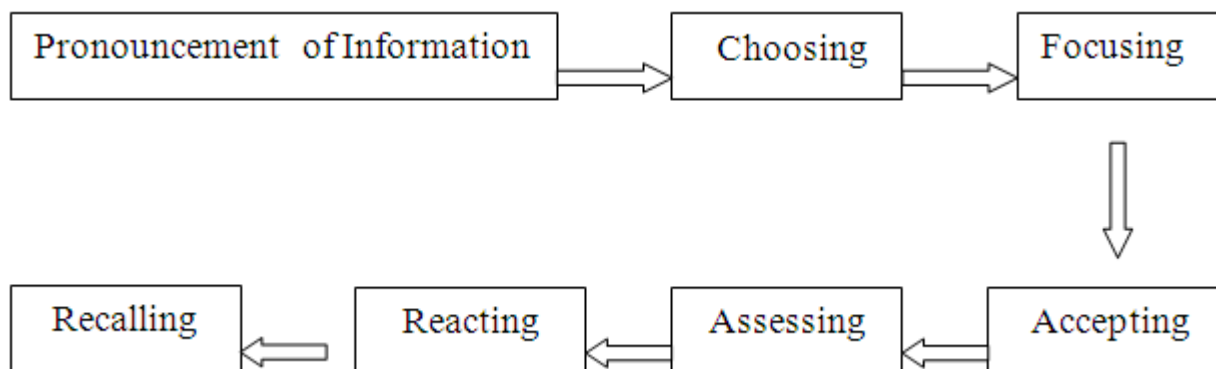


Fig.1.2. Listening Process( M.N.K.Bose, 2003)

### Listening Mechanism

So whatever information processed from the stage of pronouncement of information to recalling, will get into our memory and readily available for future use. For example, we still remember some of the stories, class room teachings, subject matter studied long ago. This due to the choice of information or in the method it was received by us. For this, Tutor, Tutee and Tool are important. Elite listeners perform well and poor listeners have questionable performance. Let us have a quick glance of listening skills position in our syllabus.

### Is listening a neglected skill in Syllabus?

Speaking at syllabus level, there are a few aspects mentioned for listening skills but in practice it the most neglected skill. Other than class room lecture, there is no positive method to teach, practice and evaluate listening skills. This creates great setback in the performance and students suffer a lot while they prepare for examination, viva-voce and job interview. There are some general lacunas in

practicing listening skills in the present educational institutions. They are,

1. Prescribed text lacks readability
2. Problems in pronunciation
3. Teachers effort is not adequate
4. Teachers' mother tongue interference
5. Students' mother tongue interference
6. Teachers' voice modulation. Accent and intonation patterns.
7. Classroom ambience is not conducive.
8. Classroom strength doesn't permit any group work and pair work.
9. No awareness for teachers to teach listening skills.
10. No awareness to ring technology inside the classroom.

### LISTENING SKILLS DEVELOPMENT - A PREVIEW

A clear distinction must be made between listening and hearing (Geetha Nagaraj, 2008). When e listens, we pay conscious attention to what is being said. A good listener learns a language quickly and efficiently so it is very important to think of methods which will enable learner to listen better and more efficiently. Though there are some difficulties in planning, practices, we have to find concrete methods to inculcate the habit of listening skills which is the fundamental for other skills.

The possible methods will have the following components,

1. Choosing material ( based on learners' level based,
2. Presentation (Teacher based, Gadget based, multimedia based)
3. Evaluation (Manual , on-line evaluation)
4. Findings (Concept level, content level)

### CONVENTIONAL METHOD

First, teacher choose a small paragraph ranging from 5 to 8 lines with variety of words such as, Noun, pronoun, adjective, verb, adverb, phrasal verbs gerund and other task aspects. She should make the students listen to her reading followed by a fill in the blanks exercise. Teacher should prepare this exercise sheet which should not be stereotype. First exercise sheet should focus on Nouns and pronouns, the second exercise sheet should on verbs and adverbs, third exercise sheet should on adjectives and phrasal verbs. These should be given to the students based on their learning level. Then teacher read the text in a normal speed and advice students to fill the blanks as while activity or post listening activity. At the end, teacher can go for peer-correction activity to analyze the listening skills and students' difficulties.

### MODERN TECHNOLOGY

As we are in the information and technology era, the classroom teaching has undergone a sea of change. Language Labs, Smart Classroom and multimedia classroom have come to help as a teaching aid and comfort the teaching process and make the learning process more enjoyable and help permanent learning. At the same time, this requires teachers with technical savvy. A little knowledge of multimedia can make a good change in the listening modules and ensures permanent learning. Multimedia classroom ensures privacy for students which also a considerable factor for gaining confidence in subject.

## TECHNOLOGY IN CLASSROOM TO DEVELOP LISTENING SKILLS

Nowadays most of the schools and colleges have blessed with computer with multimedia facilities. A schema should be drawn to utilize the classical gadgets like Radio, Tape recorder optimally in the classroom. A sample text can be recorded in an audio cassette which can be played in a tape recorder. The most important aspect is designing the evaluation sheet. A few examples given below for creating evaluation sheets/fills up the blanks sheet.

### SAMPLE TEXT

Buildings we construct must have supports. Without beings guarders and truss to keep up the floors, walls, windows and roofs, buildings like homes would collapse. Many living things have supporting structures too. Lobsters for example have outer shells to give them shape and to protect them from enemies. Mammals, birds, some fish and most reptiles have enough supporting structures. Humans do too. Made- up- bone, this structure is called Skeleton and adult human skeleton has 206 bones to support the fleshy parts of the body

### Evaluation sheet – 1 (General Purpose)

Buildings we \_\_\_\_\_(1)\_\_\_\_\_ must have supports. Without beings guarders and \_\_\_\_\_(2)\_\_\_\_\_ to keep up the floors, walls, windows and roofs, \_\_\_\_\_(3)\_\_\_\_\_ like homes would collapse. Many living things have supporting \_\_\_\_\_(4)\_\_\_\_\_ too. Lobsters for e.g, have outer shells to give them shape and to \_\_\_\_\_(5)\_\_\_\_\_ them from enemies. Mammals, birds, some fish and most reptiles have \_\_\_\_\_(6)\_\_\_\_\_ supporting structures. Humans do too. Made- up- bone, this structure is called \_\_\_\_\_(7)\_\_\_\_\_ and adult human skeleton has \_\_\_\_\_(8)\_\_\_\_\_ bones to support the fleshy parts of the body.

### Evaluation sheet – 2 (Testing Nouns)

Buildings we construct must have supports. Without beings \_\_\_(1)\_\_\_ and truss to keep up the floors, walls, \_\_\_(2)\_\_\_ and roofs, buildings like homes would collapse. Many living things have supporting \_\_\_(3)\_\_\_ too. Lobsters for example have outer shells to give them shape and to protect them from enemies. \_\_\_(4)\_\_\_, birds, some fish and most \_\_\_(5)\_\_\_ have enough supporting structures. \_\_\_(6)\_\_\_ do too. Made- up- bone, this structure is called \_\_\_(7)\_\_\_ and adult human skeleton has 206 \_\_\_(8)\_\_\_ to support the fleshy parts of the body.

### Evaluation sheet – 3 (Testing Verbs)

Buildings we \_\_\_(1)\_\_\_ must have supports. Without beings guarders and truss to \_\_\_(2)\_\_\_ up the floors, walls, windows and roofs, buildings like homes would \_\_\_(3)\_\_\_ . Many living things have supporting structures too. Lobsters for example \_\_\_(4)\_\_\_ outer shells to \_\_\_(5)\_\_\_ them shape and to \_\_\_(6)\_\_\_ them from enemies. Mammals, birds, some fish and most reptiles have enough supporting structures. Humans do too. Made- up- bone, this structure is \_\_\_(7)\_\_\_ Skeleton and adult human skeleton has 206 bones to \_\_\_(8)\_\_\_ the fleshy parts of the body.

### Evaluation sheet – 4 (Comprehension Check)

1. Why does the building have supports?

2. What are the structures that support living beings?
3. What is the specialty of Lobsters?
4. What is the human structure made up with?
5. What is the human structure called?
6. Human skeleton has \_\_\_\_\_ ( 260 / 206 / 216 / 226) bones.

The above said different evaluation-sheets will focus different skill level and break the monotony of the classroom activity. Discussion of results also enthralls the learners. Using gadgets such as Radio, television and speakers supported by computers will help as good teaching-aids which will help the auditory learners and make the teaching and learning process not only interesting but also ensures permanent learning. Any new classroom enterprises may have impediments in using it but proper understanding within the Methodists (teachers/lecturers) may give positive inputs in leaning activity.

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