RESEARCH ARTICLE

A LINGUISTIC EXAMINATION OF ENGINEERING STUDENTS' LISTENING COMPREHENSION SKILL

Dr.Malladi.Revathi Devi, Associate Professor in English, King Khalid University, Saudi Arabia.

_____

ABSTRACT:

India is a multilingual nation in which English serves as a link language. As a result, English teaching and learning has become increasingly popular in recent years. English is a language that is used for communication in India and around the world, so it requires special attention when compared to other languages. The rising demand for English education, once it lost its elite status and became accessible to all, resulted in a slew of issues, the most serious of which was a scarcity of English teachers to meet the demands of students seeking English education.The need for research in the field of English Language Teaching has arisen as the methods that have been introduced from time to time have frequently failed to produce positive results in the classroom. The primary goal of any English classroom instruction is to improve students' communicative abilities. Classroom instruction must be skill-oriented in order to improve the learners' communicative abilities. Because the English language is widely used for communication, learners' receptive and productive skills have become essential for improving their communicative abilities.For a variety of reasons, English has become a national language. Although Indian scholars saw English as a benefit because it allowed them to communicate with the general public, it became increasingly difficult to meet the diverse needs of the student population. Because there was a growing demand for English, the Indian government formed committees and study groups to assess the situation and recommend ways to improve students' knowledge and ability to use the language.The students were unable to understand or take correct notes when the teacher dictated, according to the committee, which was commenting on their English language competence.

Keywords: communicative abilities, syntax, morphology, listening abilities, competence etc.,

---

RESEARCH ARTICLE

INTRODUCTION:

The students were unable to express themselves in English and lacked writing skills.There is a scarcity of reliable feedback and research on local needs. Failure to implement curricular changes.Unrealistic courses that do not take into account the learners' initial and final behaviors. Almost complete disregard for the needs and aspirations of learners as well as national needs.There aren't enough opportunities for task-specific training and subject advancement.Unnecessary interference with educational policies and matters in general, and English teaching in particular, by those who are least qualified to participate.

"A motivated and competent teaching force is a key to the delivery of quality education in schools," writes Lam (2001: 161). Teachers must consider the needs of the learners and provide quality education in this era of rapid progress, where English language has become a necessary factor in the field of education. However, government schools still lack these features, and research into these types of schools has become a necessary factor.

The Goals of English Instruction:

According to Bose (1979), the primary goal of any English teaching course is to develop the four basic skills – LS RW

She goes on to say that mastering the language necessitates the following:

- The student can communicate in English that is understandable.

- The student is able to read and comprehend English.

- The student can correctly write English and translate ideas from his or her native tongue to English.

Exposure to pronunciation is necessary for learners to improve their English language skills, as it will help them distinguish "good English from poor English."

Giving them pronunciation lessons would make them more aware of the differences between Indian and native English speakers' speech. Learners should work on their pronunciation and use of appropriate words to improve their speaking skills.

English as a Second Language (ESL) Instruction:

Because of the importance of English, it is now required to be taught as a second or third language in Indian schools and colleges. English has been included as a subject in school and college curricula, and it is also used as a medium of instruction in some schools, making it the most common tool of instruction in higher education.

English has been taught as a language subject in state board schools since the third grade, along with other subjects, and it is the medium of instruction in some state board schools after primary

RESEARCH ARTICLE

education. English is the medium of instruction in matriculation schools, in addition to the English language subject, where all subjects, including science, social sciences, commerce, and others, are taught in English beginning in primary school. To develop young learners' abilities in terms of appropriate expression and communication in English, to develop appropriateness and fluency in both oral and written expressions, to improve reading and listening comprehension ability, and to instill a sense of aesthetics, appreciation, human values, and administration things, beautiful and joys in the learners' minds.

Language Abilities:

There are four skills involved in learning English. They are involved in the following activities: listening, speaking, reading, and writing (LSRW). Oracy refers to the first two skills; while literacy refers to the last two; both oracy and literacy are forms of linguacy. Listening and reading are two of the four skills that are used to receive information. These two abilities are referred to as receptive abilities. Speaking and writing, the remaining two skills, are used as communication channels. As a result, these two abilities are classified as productive abilities.

Ability to Listen:

Listening is a requirement for all other language skills. Listening is not the same as simply recording the speaker's words and repeating them on a tape recorder. It is a method of extracting meaning from spoken language. Receiving the systematic sounds of the language, processing and constructing sounds into words, giving meaning to words and receiving meaning from the words received, ability to interpret and comprehend the speaker's utterances, and so on are all aspects of listening.

Ability to Communicate:

Listening is a simpler skill than speaking. It's an act of imagination. Aside from knowing the language, the speaker must have an idea in mind to express, whether he is starting a monologue or a conversation, or responding to the previous speaker. Speaking entails awareness of the language's grammatical, lexical, and cultural features, the ability to speak without grammatical errors, awareness of where, when, why, how, and what to say, correct pronunciation, and the ability to present in an understandable manner, among other things.

Reading Ability:

Reading is nothing more than the comprehension of written symbols, which includes skills such as recognition and comprehension. To perform the reading activity, one must have the following skills: language knowledge, writing system knowledge, ability to recognize phonemes, ability to interpret and comprehend texts, and so on. A reader interacts with a text while reading, decoding it and constructing meaning in the process. Reading keeps one's knowledge up to date and is an important tool for academic success.

Writing Ability:

<div style="border:1px solid #000; background:#ccc; display:inline-block; padding:4px;">**RESEARCH ARTICLE**</div>

The process of conveying one's thoughts through written symbols is known as writing. It's a long and arduous process. The ability to shape letters, convert ideas using written symbols, write without grammatical errors, present and organize in a readable manner, and so on are all part of the writing skill.

These four linguistic skills serve as the foundation for communication. As a result, they serve as the foundation for language proficiency, or the ability to apply knowledge to a variety of tasks. It is widely recognized that engineering students must learn language and communication skills in order to be effective as practicing engineers in the global industry. A student's ability to communicate with others, organize time, and work distinguishes him or her as a candidate for employment. With the software industry growing by leaps and bounds, there is a greater need for engineering students to develop effective communication skills so that they can enter positions of responsibility in the industry right away.

A Literature Review:

A review of the literature in the field of second language acquisition has helped to establish the importance of skill integration. According to research, combining listening with other language skills will help learners improve their language skills. The following observations are based on research on listening comprehension gathered from Indian and international universities. The majority of Indian studies are survey-based, whereas foreign studies are mostly experimental.

Another noteworthy feature of Indian research is that, while many of them aim to study the language abilities developed in English, listening comprehension is not a primary focus. Many of the investigators have created their own tools for assessing the problem as part of their investigation.

A Brief Survey of the ESL Situation in Engineering Colleges:

In the current environment of Engineering graduates seeking employment in other countries, as well as in the context of globalization, it is critical that technical graduates' intelligibility be improved, as much of their careers involve interaction with global clients in the software industry, which has broken down all geographical barriers.

It would be ideal for technical colleges to focus on providing remedial measures and training programs as part of their curriculum. Teaching spoken English, with a focus on accent, rhythm, and intonation, is also recommended as an important and integral part of the curriculum.

Aim and Objectives Of the Study:

In the oral mode, listening comprehension is the receptive skill. Though listening is one of our most important communication skills, it is frequently undervalued in educational settings. The purpose of this study is to identify the performance and areas of concern among

RESEARCH ARTICLE

undergraduate students studying engineering and technology colleges in the process of learning English language listening skills, as well as to suggest some remedial measures to address the problems or obstacles they face. This research also aims to test and evaluate the listening comprehension proficiency of undergraduate students using testing and evaluation strategies, in order to provide remedial measures and valid suggestions for improving listening teaching methods and, as a result, improving communicative competence.

The goal of this study is to identify problems with L2 students' listening comprehension at various levels:

The first level is the phonological level. To assess students' ability to recognize and distinguish between word boundaries (stop ending words, fricatives, voiceless-voiced stops). To evaluate the phonological issues that arise during listening (initial consonantal clusters, medial tri-consonantal clusters, etc.)

Level of Morphology:

This is important in understanding because it is used to test the students' ability to identify parts of speech.

Level of syntactic structure:

To determine whether active sentences or passives make it easier to verify truth or falsity. To see if there is a link between the length and type of construction of a sentence and the learners' level of comprehension.

To determine which linguistic features (such as multiple embedding, complexity in syntactic structures, foregrounding, etc.) serve as stumbling blocks in engineering students' comprehension of lengthy constructions.

At the lexical level:

To determine whether or not the students can recognize vocabulary words.

To see if semantically well-integrated sentences are easy to understand.

To see if lexical polysemy causes ambiguity and, as a result, affects comprehension.

To recommend remedial measures to improve L2 learners' listening skills.

The Study's Purpose:

The purpose of this study was to look at engineering students' listening comprehension from a linguistic standpoint. To see how far these students could comprehend, a variety of strategies were used.

Because the study is designed with a pre-test and post-test with a 30-hour teaching period in between, the sample size was limited to 60 students for the study.

Significance of the Study:

In today's world, graduates must have the ability to listen in order to be fully prepared to compete in the globalization era. The linguistic method of instruction emphasizes the importance

RESEARCH ARTICLE

of language skills, and if these skills are prioritized in the curriculum, students' communicative abilities may improve. We should do our best to produce good listeners in our classroom environment, keeping the importance of job searching in mind. Certain appropriate remedial measures can be advocated based on the findings of this study. The stage of under graduation plays a critical role in determining a student's further and future education and career in India's educational system.

The explosion of IT industries has created a plethora of job opportunities for young engineering graduates. Instead of being skilled in technical subjects, these students lose job opportunities because their communication skills fall short of their expectations. Even after being hired, their ability to maintain and excel in their jobs is in doubt unless they have a strong command of the English language. Some software and core industries put these students through various tests. These engineering students are indeed good at technical skills, according to a human resource representative from a leading software company, but when they appear for personal interviews to test their communication skills, the problem arises; they struggle to answer the questions posed by the interviewer or more than one interviewer.

When students who have been hired by various companies come to Engineering institutes for campus recruitment, make audio-based power point presentations and ask questions based on what these students have heard and comprehended. They discovered that the candidates' lack of listening experience was a concern for their ability to participate in communicative tasks. The majority of these companies hire people solely to promote their business through effective communication with countries all over the world. When engineering students finish their course, they have two options: I placement or (ii) higher studies.

Students can take online tests if they have access to a well-equipped language lab. More specific research studies can be conducted using this research model. The informants' comprehension level can be assessed using CAT (Compute Adaptive Test) methods. Unfortunately, a student's communicative ability is largely determined by their ability to comprehend what they hear. The output (speaking) cannot be achieved without first comprehending the input (listening). The study attempted to investigate the strategies that could be used to improve their listening comprehension in light of this need.

This final course should provide students with a solid foundation for their English language development, particularly in terms of communicative competence and growth.

As a result, English must be properly developed in order to strengthen it. The majority of research ignores or ignores the learners' problems and needs. As a result, the current study considers one such need that has been overlooked by several researchers; the current researcher was eager to address the issue and offer possible solutions.

RESEARCH ARTICLE

As a result, the current study aims to improve their listening skills in order to improve their performance in other areas. The goals of teaching English in India were also developed with the needs of the students in mind. As a result, the current study gains social vitality and validity by providing sufficient information about the subject.

Definition of listening:

Listening is the first and most important language mode that children learn, and it serves as the foundation for all other language arts (Lundsteen, 1979). Listening is an important part of the language acquisition / learning process, whether it is a first or second language. Any hindrance to listening will have an impact on the linguistic development of other modes. Children naturally listen to the language spoken around them while learning their first language. That is, they engage in passive listening for about a year after birth, after which they actively participate in the linguistic society in which they live. However, listening is a voluntarily undertaken activity when learning L2. As a result, learners are prepared for deliberate learning.

Phonemes, morphemes, lexical items, grammatical items, syntax, and semantics are among the linguistic items that are taught to listen in order to develop other modes of language, such as speaking, reading, and writing. "Listening is a multi-step process in which spoken language is transformed into meaning in the mind (Lundsteen, 1979:1)," says Lundsteen. Receiving, attending, and assigning meaning are the three steps in the listening process identified by Wolvin and Coakly (1985). The speaker presents aural stimuli or a combination of aural and visual stimuli to the listeners in the first step. Listeners focus on or attend to selected stimuli in the second step, while ignoring distracting stimuli. Because there are so many stimuli in the classroom, students must be drawn to the speaker's message, focusing on it.

When students are confident in what they have heard, they progress to the next stage of listening, known as analytical listening. This is an important stage of listening because at this point, students will be analyzing and evaluating every feature of the language and its content in comparison to their previous experience and knowledge gained from other sources of information. Analytical listening can also serve as a springboard for creative thinking and writing.

Conclusion:

Although our intervention monitoring (see above) gives us some confidence that the program was delivered consistently, the large number of classes involved makes it impossible to say categorically that each teacher delivered the strategy instruction in the same way (according to scaffolding level) when researchers were not present. On the other hand, it was deemed important to deliver the instruction in a variety of learning environments that reflected the realities of language teaching in England, which could be seen as strength rather than a limitation of the study.

RESEARCH ARTICLE

We didn't look into which specific strategies the students found to be the most effective. It's debatable whether this is a limitation. Separating strategies from their clusters, in our opinion, is ineffective. However, it might have been possible to create an instrument that tracked changes in their strategy cluster deployment over time and in relation to specific listening tasks or subtasks. This could be a research topic for the future, with a clearer focus on the nature of successful strategy clusters. 3. We were unable to determine whether the intervention had a positive or negative impact on the students' performance in other areas. 4. We've already discussed the attrition rate between the three time periods. This rate of attrition is alarming.

References

Agnihotri, R.K. 1992 Acquisition of articles in learning English as second language : A cross culture study, English in India, In Kour, O.K. (Ed.), Theoretical and Applied Issues, Creative Publishers : New Delhi.

Alam, Q.Z., 1980 The Teaching of English at the University level in India, (Vol.XV), E.L.T.

Alderson, Charles, J.Anderson Mejias, 2000 "English for Academic Listening : Teaching the skills

Pamela, L. 1986 Language skills in Elementary Education,New York :The Macmillan Company,Chapter 2

Anderson, Richard, C.F.& David Pearson, P. (eds.)1984 A scheme Theoretic view of Basic Process in Reading Comprehension, In hand book of Reading Research, Longman : New York.

Barlett, F.C. 1932 Remembering : A study of experimental and Social Psychology,Cambridge University Press : London.

Baruch, T.C., 1984 The English Teachers'' Handbook Sterling Publishers : New Delhi.

Chomsky, N. 1965 Aspects of the theory of syntax, Mass :The MIT Press, Cambridge.

Chomsky, N. 1969 The acquisition of syntax in children from 5 to10, Mass : MIT Press, Cambridge.

Deboer, J. & Dallmann M. 1967 The Teaching of Reading, Holt, Rinehart : New york.

Donald Moyle 1972 The Teaching of Reading, Ward Lock Educational Limited: London.

Eleanor Wall Thonis 1970 Teaching Reading to Non-English Speakers, Collier Macmillan Limited : London.

Elliot,A.J. 1981 Child Language, Cambridge University Press, New York.

Elliott,A. 1962 Listening and Thinking, Canon Publishing Co. London.

Garold Madesn,S. 1983 Techniques in Testing, Oxford University Press : London.

Goodman, K.S. 1970 Behind the eye what happens in reading, N.C.T.C : Urahana, Illinois.

RESEARCH ARTICLE

Hawkins, R. 2001 Second language syntax a generative introduction, Blackwell : Massachusetts.

Hymes,D 1961 „Functions of speech : an evolutionary approach, In E. Bruber F. (ed.) Anthropology and Education, University of Pennesylvania Press : Philadelphia.

Ingram, D. 1989 First language acquisition : Method, description and explanation, Cambridge University Press : New York.

John Field 1983 Listening Comprehension, Macmillan,London.

John Mukalal & Shabber Ahmed,B. 1984 TeachingEnglish in India – Methodological Foundation and Techniques, Arya Book Depot : New Delhi.

Kapoor, K. 1992 "Teaching English as second language in India", in Koul, O.N. (ed.) English in India, Theoretical and Applied Issues, Creative Publisher : New Delhi.

Lundsteen,S.W. 1979 Listening : its impact on reading and other language arts (rev. ed.), IL : National Council of Teacher of English : Urbana.