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## A STUDY ON PRE-LISTENING AND POST-LISTENING ACTIVITIES OF ENGLISH AMONG FIRST YEAR FOREIGN STUDENTS OF OSMANIA UNIVERSITY ENGINEERING COLLEGE

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### Abstract

Consist of takes which man main aim is to help students reflects on the listening experience. Post listening activities are carried out after pre-listening and while listening activities have been implemented successfully. The pre-listening, while listening and post listening make up what is known as the various stages of listening lessons. Where they do not have the opportunity to see or interact with the speaker. As a result of this, teaching listening skills of any language of a subject has become one of the most difficult tasks for any language teacher. This study aims to investigate the pre-listening and post-listening activities of the Osmania University students studying Engineering Course in their first year and who have shown interest for their listening comprehension tests. The listening activities in the questionnaire wanted to know in the pre-listening, while-listening and post-listening activities. The outcome of this study is felt as useful for both learners and academicians to estimate their learning and listening experiences in the classroom and in their daily communication. This research paper is to be critically analysed Pre-Listening and Post-Listening Activities of English among First Year Foreign Students of Osmania University Engineering College.

**Keywords:** Sounds and Speech, Standard Divisions, Comprehensive Method, Listening Skills, Learning Process, Spoken English, Listening Situations. Comprehension Tests.

### Introduction

#### Statement of the Problem

**“One of the most sincere forms of respect are actually listening to what another has to say”**

**Bryant H.Mc.Gill (USA)**

A familiar noted scholar in World social media, International Best-Selling Author, Activist and Social Entrepreneur

Listening is receiving language through the ears. It involves identifying the sounds of speech and processing them into various words and sentences. There is no active communication without listening. Listening plays an important role in our daily communication. Many scholars indicated that listening comprehension consisted of several procedures. First, listeners had to distinguish the Sound following its stress, intonation and pitch of the language. After they are aware of the entire information that the speakers said, listeners had to hold the information in their memory until it could be understood.

According to Bentley & Bacon (1996) listening is an important part of foreign language learning process also, and it has been defined as an active process during which listeners construct meaning from oral input. Listening skills in the words of Scarcella & Oxford (1992); Vandergrift (1997) develop faster than the other three skills and could affect reading and writing abilities in learning a new language.

Students with any foreign language environment as a matter of fact, have a difficulty in comprehending the spoken language, especially when they are in one - way listening situations, where they do not have the opportunity to see or interact with the speaker. As a result of this, teaching listening skills of any language of a subject has become one of the most difficult tasks for any language teacher.

This study aims to investigate the pre-listening and post-listening activities of the Osmania University students studying Engineering Course in their first year and who have shown interest for their listening comprehension tests. The listening activities in the questionnaire wanted to know in the pre-listening, while-listening and post-listening activities. The outcome of this study is felt as useful for both learners and academicians to estimate their learning and listening experiences in the classroom and in their daily communication.

### Review of Important Works

Already several research work and studies have been done pre-post learning activities in English. Some of them are well acknowledged studies. Fatemeh Karimi, Azizeh Chalak and Reza Biria (2019) in their research on, “Pre-Listening Activities for



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Improving Iranian Elementary EFL Learners” examined the significant differences between the learners’ pre-test and post test scores. The analyses of the data confirmed the great impact of pre-listening support on listening comprehension and performance of Iranian elementary EFL learners as cited above. Similarly, Heri Kuswoyo and Achmad Yudi Wahyudin (2017) in their study on “Improving Student's Listening Skill Using Task- Based Approach in EFL Classroom Setting”, showed that Task-Based Learning approach could improve the student's listening skills. They also gave a significant contribution in learning process of listening accurately and fluently. Two Chinese Scholars Zeng Ni and Liu Jingxia (2017) also worked on Task based listening teaching mode and emphasised that task-based model mobilizes students’ learning enthusiasm in English study and the teaching theory is conducive to the improvement of the students’ listening level and emotional state. Another researcher Anand M. (2017) tried to find out the methodology of assessing computer aided language learning in improving listening skills among Engineering College Students. Moslem Ehsanjou and Mohammadreza Khodareza (2014) in a similar Iranian study indicated that preview of questions as an pre-listening activity can be effective in teaching listening comprehension and studying unfamiliar vocabularies with no significant effect on improving learners’ listening comprehension. Fakhri Mesri (2013) also in his study on Iranian indicated a statistically significant effect of pre-question activities compared with pre-teaching vocabulary and visual support on learners' listening comprehension. Elkhafaifi, Hussein (2005) suggested that certain pre-listening activities have a positive impact on student scores on tests of, listening comprehension and opined that repeated exposure to the passage is a better predictor of improved performance.

### Methodology

In this research study a descriptive survey method is adopted and the data is collected from the first-year foreign students of University College of Engineering, Osmania University campus. The entire population of the study was from seven departments of the college and among the sample for this study is 130 students. The researcher used the random sampling techniques for data collection from the respondents. A questionnaire entitled “A Study on Improving Listening and Speaking Skills of Foreign Students Pursuing First Year B.E. at Osmania University Using Multimedia Language Laboratories” was used as the research tool. The questionnaire enquired data on listening activities, such as – pre-listening, while-listening and post-listening activities, as a part of the research study on listening skills. The questionnaire was distributed within the six departments of University College of Engineering, Osmania University campus, Hyderabad. The investigator administered the questionnaire each to the first-year foreign students’ and the responses were collected. This method was preferred to collect more data from the respondents and to get a high response rate. Data collected from the respondents was analyzed and tabulated by using frequency counts, simple percentages and ranks.

### Data Analysis and Interpretation

The present study has undertaken different activities such as pre-listening, while-listening and post-listening of the first-year foreign students of Osmania University Engineering College. Statements 1 to 6 consisted pre-listening planning activities, while-listening monitoring activities and post-listening evaluation activities.

### Pre-listening Activities

Pre-listening activities are things learners do before a listening activity in order to prepare for the listening. These activities have various purposes, including introduction of the topic by the teacher, background knowledge of the context, debate on the topic, questions on the topic, explaining difficult vocabulary, teachers help in recognizing the meaning. The mean opinions of students and their preference of activity for the pre-listening of first year foreign students of Osmania University Engineering is presented in the following table.

**Table 1: Pre-Listening Activities**

Sl.No.	Activity	N	Sum	Mean	SD	Preference
1.	My teacher introduces the topic before actually dealing with it	130	234	1.80	0.534	4
2.	My teacher provides the background knowledge of the context	130	238	1.83	0.599	3
3.	My teacher encourages us to have a mini debate on the topic	130	248	1.91	0.676	1
4.	My teacher asks some simple questions about the topic	130	222	1.71	0.577	6
5.	My teacher explains difficult vocabulary well in advance	130	246	1.89	0.662	2
6.	My teacher helps us to recognize the	130	232	1.78	0.597	5



	meaning from the context					
	Total		1420.00	10.92	2.619	
	Grand mean and SD			1.82	0.436	

Source: Research questionnaire

It is observed from the above analysis that the students opined more than average on the statements of pre-listening activity. The mean score (1.91) and standard deviation (0.676) show the opinion of the students in pre-listening that their teacher encouraging them by conducting a mini debate on the concerned topic and placed it in preference. With 1.89 as mean and 0.662 as standard deviation, 'my teacher explains difficult vocabulary well in advance' the activity statement was placed in second preference. It can be understood that the teacher provided background knowledge of the context when starting the lesson and it has been placed in third place with mean 1.83 and 0.559 as standard deviation. The foreign students have not given much preference to the statement 'My teacher asks some simple questions about the topic' when compared with other statements and its mean is 1.71 and SD is 0.577.

From the above analysis, the study concludes that a mini debate encourages the foreign students among pre-listening activities.

The following statement in table 2 describes the opinions of the foreign students regarding listening activities during the class.

### While-Listening Activities

While-listening activity is a stage frequently used during the lesson teaching by the teachers and its aim is to help students to develop listening skills. This is the activity where the students are actually exposed to the recorded or written text. In the present study, the while-listening activities are: teacher explains the lesson/instruction and whether the student is following the topic, teacher instructs the student to take running notes while listening and the teacher control the speech delivery. The researcher presented the opinions of the students in the following table 2.

Table 2: While-Listening Activities

Sl.No.	Activity	N	Sum	Mean	SD	Preference
1.	My teacher explains the instruction slowly and checks my understanding of the topic	130	262	2.02	0.622	1
2.	My teacher asks us to take running notes while listening	130	246	1.89	0.560	2
3.	My teacher maintains average speed in the speech delivery	130	240	1.85	0.563	3
	Total		748.00	5.75	1.341	
	Grand mean and SD			1.91	0.447	

Source: Research questionnaire

It can be observed from the table that the students opined that the English teacher explains topic slowly and he checks whether the student has understood the topic or not, and as the mean score is the highest 2.02 and they put the Statement (1) as first preference. With 1.89 as mean score and 0.560 as standard deviation, the statement 'My teacher asks us to take running notes while listening' goes as the second preference. They have given least preference to the statement No.33 as the mean score is 1.85 and SD is 0.563.

The above results reveal that the teacher should explain the lesson slowly and has to check whether the student is following the instructions carefully during while-listening activity.

Among listening activities, the post-listening activity also has an important activity and it plays essential role in listening English language. The opinions of the foreign students are presented in the following table.



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### Post-Listening Activities

The post-listening skills help the students to review their understanding after completion of lesson plan and how much the student followed the teacher. The post-listening activity in this study are: the teacher asking questions on the topic after completion of the lesson, discussion on the topic and homework reinforcement. The results of the opinions of the respondents in table 3.

**Table 3: Post-Listening Activities**

Sl.No.	Activity	N	Sum	Mean	SD	Rank
1.	My teacher asks questions immediately after the completion of the topic	130	264	2.03	0.583	1
2.	My teacher conducts discussion of the topic dealt with	130	256	1.97	0.583	2
3.	My teacher gives homework for reinforcement	130	240	1.85	0.535	3
	Total		760.00	5.84	1.222	
	Grand mean and SD			1.94	0.407	

Source: Research questionnaire

The results from the table 3 show that the students with 2.03 as mean score and 0.583 they stated that their teacher questions on some of concepts instantly at the end of the lesson. Then the teacher conducts a debate on the topic to know the understanding of the topic among students and the students placed it in second preference with 1.97 as its mean and 0.583 as standard deviation. In continuation of post-listening activity, the class teacher provides homework for strengthening their listening skills and the students given third priority for this with 1.85 mean and 0.535 SD.

It can be observed from this analysis that the teachers taking responsibility in post-listening activity among the foreign students for development of listening skills.

**Table 4: Grand Mean and SD Scores on Listening Activities among first year Foreign Students of OU Engineering college**

Sl. No.	Activity	N	Sum	Mean	SD	Rank
1.	Pre-Listening	130	264	1.82	0.436	3
2.	While-Listening	130	256	1.91	0.447	2
3.	Post-Listening	130	240	1.94	0.407	1

The table illustrates the opinions of the first-year foreign students of OU Engineering college on three types of listening activities. It is erudite from this that post-listening activity has gain more mean i.e., 1.94 and the students ranked it as first and while-listening activity is in second rank and pre-listening activity is in third rank.

### Findings of the research

It is found that a mini debate encourages the foreign students among pre-listening activities.

- It is found that the teacher explains the lesson slowly and he/she checks whether the student following the instructions carefully during while-listening activity.
- It is found that the teacher taking responsibility in post-listening activity among the foreign students for development of listening skills.
- The students have given first rank to the post-listening activities

### Summing Up

It is concluded that it is helpful to the students to conduct a mini discussion on the topic what the teacher wants to start while starting a lesson. On the basis of the foreign students' opinions teacher explain the lesson slowly and he observes the students whether the students are following it or not. To develop the listening skills among students the teacher has to ask questions immediately after completion of the lesson to develop post listening activity.



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## Related Websites and Internet Resources

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