

CHAPTER I

PROBLEM AND PLAN

In our system of education as well as social life, reading and listening constitute the basic tools of learning as well as the prime media of social intercourse. In the fulfilment of these functions, the importance of reading has never been questioned. More recently, particularly since ^{with} the popularisation of the radio, the significance of listening has been receiving increased attention. Now-a-days skills in listening have assumed more striking importance. At all levels, considerable amount of time is spent on listening to lectures, talks, directions, explanations, etc.

Formerly, when the communication media were meagre, the spreading of ideas, values, feelings, etc. was through writing. This was a slow process. Illiteracy made it still slower. Even if one could read the writings, it was almost impossible to conveniently convey the

meaning to the masses. With the increase in communication, interaction has increased in all walks of life all over the world. In the process of communication, expression of thoughts, feelings, etc., and reception of the same are of greater importance. And so, the basic skills in listening, speaking and reading have got much more importance than before. Not only in day to day life but also in the field of education, these skills have become equally important. And now-a-days, the skill in listening has assumed a more striking importance. Yet upto the early thirties of the present century little attention ^{was} has been paid to training in listening and improving the listening efficiency.

Although, importance of listening in communication and instruction has been realized there are meagre reported researches, ^{which} with compare to reading, in this aspect. As far as India is concerned few attempts were made to investigate the field; there is no attempt to construct and standardize tool or technique for the measurement of listening comprehension. Bearing in mind the dearth of such a tool the present investigator has attempted to undertake this study so as to offer such a tool. The investigator prior to describing her attempt to construct the tool, would like to devote a few pages to discussing the importance of listening and its prevalent neglect, then to clarifying its meaning; and

finally, to explaining the objectives and the plan of the study.

Listening - Its Importance

The importance of listening has been recognized, primarily, in two spheres, viz. (1) in instruction or teaching-learning process, and (2) in day-to-day transactions. Realization of the importance of listening in the language arts programme is evident in a growing number of observations made on this topic in a number of articles. Strickland Ruth (126)* states:

The four ways in which language functions in school and in life are listening, speaking, reading and writing. Among those four language arts, listening is the first to operate in the life of a normal individual and one he uses more than any other.

Not only that, listening is the process through which an individual picks up a language. It is the basic process through which an individual learns pronunciation, is acquainted with the right accent and stress, differentiates tones and intonations, acquires vocabulary, gets an idea of organized language (syntax etc.). Besides, reception of ideas, feelings, thoughts, etc. take place through listening alone, but without reception there

* The number in the parenthesis refer to the serial number in the bibliography at the end.

can be no expression.

In this connection, Witty and Sizemore (141) quote the Commission of English Curriculum of National Council of Teachers of English, U.S.A. thus:

The question may be legitimately raised as to why schools should introduce the teaching of listening into an already crowded programme. One reason is that it is the most used of the arts of language. Another is that listening, while it exerts tremendous influence on life, is often poor. At the same time evidence suggests that listening habits may be greatly improved through training. ✓

The Commission has recognized its due importance and place in the curriculum.

The thinking of Dechant (34) is along the same lines as that of the Commission. He stresses its importance in every school activity and in out of school activities. He says:

Listening allows the pupil to hear speeches and group discussions, to enjoy theatre and music, to enjoy assembly and club programmes, and get most out of radio and television programmes, and to be successful on the job. Listening is beneficial in every school setting, including the gymnasium, the shop, the science classroom and music room.

The importance seen by the various experts is not without evidence. Rankin (113) one of the pioneers in the field of measurement and development of listening

comprehension, presented some of the earliest descriptive statistics concerning measurement. The study sampled 43 adults. He found that 45 per cent time of communication is spent in listening, 30 per cent in talking, 16 per cent in reading and only 9 per cent in writing. From this quantitative analysis we can safely accept listening as the most important aid to communication amongst the four ^{which} language arts.

It has been observed and has been objectively verified by Wilt (138), that elementary school children spent 57 per cent of the classroom time in listening, the median daily time being 158 minutes. However, only 16 per cent of the teachers questioned ranked listening as the most important language skills. It means, teachers apparently were unaware of the above fact. Actually, he remarks that the 'teachers are more concerned about the individual who is reading aloud or speaking than they are about the listeners'.

A similar study undertaken by Bird (15) with women's college students revealed that 42 per cent of their time was spent in listening, 25 per cent in speaking, 15 per cent in reading and 18 per cent in writing.

Apart from these studies, it is a universally observed fact that listening is a significant medium of learning at all stages of education, more so in India,

as well as in post-school life. Despite its importance in education and communication in post-school life, listening has not become an efficient means of accumulating information. This has been found by Vernon while exper-^{imenting} on adults; he found that 50 per cent could comprehend and retain very little from ordinary informal talk.

In a similar study on college students, Brown (22) and Nichols (100) observed that students could comprehend only half; and Irvin (70) indicated that students comprehended less than half of what they hear in the lecture. Cartier (29) noted similar results with tenth grade pupils. Though an estimate of this kind depends upon the difficulty level of the contents and questions used for assessing, we can safely conclude that there is scope for the improvement in the comprehension level gained through listening.

The need for training in the listening skill has increased to a greater extent as the people have increasingly started depending upon the power of the spoken word for mass communication. How much a person depends on listening has been beautifully described by M. Wilt (138):

Since the invention of printing press
(and popularization of radio and television)
no generation has consistently depended upon
the power of the spoken word for mass

communication as ours. Individuals listen to find out what has happened locally, nationally and internationally; to find out what to buy and where to buy it, for entertainment, evaluation of entertainments; for vocational growth; for human understanding and relationships; and for many other kinds of information and recreation. Television, rather than reducing the percentage of listening time has increased the amount of time devoted to it.

It is evident from the above mentioned studies that the importance of listening is obvious in life and education. Research on any aspect of listening or the preparation of tools to measure listening skills will help to improve listening process, which in turn will facilitate communication, will increase interaction among people and will make our study more efficient.

And yet, for some strange reasons it has been assumed that the child develops into a proficient listener without the benefit of formal instruction. This has somehow led to the neglect of listening.

Listening - Its Neglect

There is a growing conviction on the part of the students of language arts that of the two language channels namely, reading and listening, through which information is received, listening has been seriously neglected in favour of reading. Reading has been analysed, investigated and evaluated perhaps more than

any other school subject. The neglect of listening is somewhat unusual.

Some studies which reveal that neglect is glaring are interesting. The Encyclopedia of Educational Research* reports that scientific studies, amounting to 1951, related to reading have been published in the United States and U.K. upto the year 1939, of which in all only 14 were related to the area of listening comprehension. The earliest one dated back to 1933 or later. The same type of picture is revealed by Nichols (100) who reviewed 71 articles on listening published in psychological and educational literature, of which one appeared even before 1920, eight between 1920 and 1930, twenty between 1930-1940; fortytwo between 1940-1947. He further notes that there was no upto date bibliography on listening.

It means that this situation was not altered much upto 1949. The Third Mental Measurement Yearbook¹ (1949) devotes 70 pages to the available tests of reading, but not a single reference has been made to any test of listening ability.

In 1950, Brown (22) put forth the same disheartening picture. He observed, "Now-a-days, we hear more of

* Walter S. Munroe, (ed.) Encyclopedia of Educational Research, (New York: 1941), p. 892.

1 Oscar M. Buros, (ed.) Third Mental Measurement Yearbook. (The Gryphon Press, New York: 1949).

researches in various aspects of education. Yet listening is a neglected area." He further notes that in contrast to 2,800 experimental studies in the field of reading, there were only a handful of researches in the area of listening. He further adds, "researches indicate that we listen almost three times as much as we read. It means we are 8,400 studies behind time in the field of listening."

In 1954 Greene, Jorgenson and Gerberich (58) noted that "The educational literature of the past decade is heavily loaded with articles, books, devices and tests dealing with reading. Listening on the other hand appears relatively infrequently in literature." In 1958, Witty and Sizemore (141), quoting the Commission on the English Curriculum of National Council of Teachers of English, also deplored the neglect of literature on listening at all levels of education.

Horrworth (69) in 1965, pointed out: "Although probes into the mysteries surrounding listening had begun, the gap between practice and research was great, due to difficulties of data retrieved, lack of a conceptual framework and the scarcity of tools and techniques for making the teaching of listening operational for classroom teacher". She further noted, "More recently the gap between research and practice has narrowed and tools

and techniques have appeared. However, disparity still exist and a conceptual framework for choosing tools and techniques and using them is only the process of development".

An unsatisfactory picture can be seen in the field of measurement of listening comprehension. Till 1959, nothing has been mentioned in the previous Mental Measurement Yearbooks regarding the measurement of listening comprehension. Only two tests¹ gave been reviewed in 1959², two more tests appear in the field of measurement of listening comprehension in 1972.³ It has been rightly pointed out by Richards (118): "The education profession is still without a first-rate instrument for the measurement of listening skill. The Orr-Graham Listening Test has not filled in the vacuum".

Wilkinson (137) in 1970, refers to a similar deplorable situation in his country. He writes:

The recent attention to oracy (used for listening and speaking, similar to literacy, for reading and writing) has focussed on the production aspect - on speaking. Tests of speaking have been devised by CSE Boards (Hitchman, 1968)

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- 1 Brown-Carlson. Listening Comprehension Test and Sequential Test of Education Progress Listening Comprehension Test.
 - 2 Oscar K. Buros, (ed.) The Fifth Mental Measurement Yearbook, 1959, pp. 650-655.
 - 3 Oscar K. Buros, (ed.) The Seventh Mental Measurement Yearbook, 1972, Vol. 2, pp. 992-995.

and by such bodies as the English Speaking Board (Harvey, 1968). Investigations would have been carried out by institutions in Southampton, Manchester, Brighton and also by individuals, (Wilkinson, 1968). But, to the reception of speech, to listening, scarcely any attention has been paid in this country. Since so much learning takes place through the ears, this would seem a serious state of affairs. The research is predominantly American: even there little was done until 20 years ago when Brown (1949) reported 'listening has been almost completely neglected'. In 1961, however, Duker was able to compile a bibliography on listening of 743 items.

Thus, it is obvious from the foregoing pages that investigations carried out on any aspect of listening are not satisfactory. One would agree with Russell (119) who describes research on listening as "sporadic, atomistic and inconclusive". He lists as 'implications of past research findings that a theory of listening is needed and research is required to explore further the nature and development of listening ability or abilities and to apply those findings to structure and sequence in the language arts and also on many aspects of listening. Investigations on listening area are, however, now receiving attention. It is noted in the Encyclopedia of Educational Research¹ that in an annotated bibliography on listening by Duker 400 additional items have appeared in the literature since its publication, i.e. 400 more items in five years. Most of the researches concerning

1 Robert L. Ebel, (ed.), Encyclopedia of Educational Research, 1969, pp.747-752.

the various facets of listening have been reported in academic theses. The Encyclopedia of Educational Research¹ notes: "At this time there are more than 165 doctoral and more than 220 masters' theses that have been written on this topic". Recently, a number of articles on listening appear in professional journals outside India.

A similar sad situation exists in India. The National Council of Educational Research and Training has published Mental Measurement Yearbook² in 1966 wherein no reference has been made to any research done on any aspect of listening. Again in 1966, the Directory of Behavioural Science Research³ in India refers to three investigations, carried out at different age levels, namely, those by Mathulakshmi⁴ (Madras University, 1959), Barve⁵ (Nagpur University, 1961) and Nagalakshmi⁶

1 *ibid.*

2 Louis Lang and Perin H. Mehta, (ed.), *The First Mental Measurement Handbook for India*, 1966.

3 Udai Pareek, (ed.), *The Directory of Behavioural Science Research*, Manasayan, 1966.

4 S.R.Mathulakshmi, (1959). "A Study of the Methods and Results of Testing Comprehension in English in Form Four". Unpublished M.Ed.Thesis in Education, University of Madras, Madras, 1959.

5 H.A.Barve, (1961). "A Study of Listening Comprehension of Pupils in Seventh and Eighth Class as of Marathi Secondary Schools, Unpublished M.Ed.Thesis in Education, Nagpur University, 1961.

6 S.C.Nagalakshmi, (1963). "The Report of the Comprehension of Oral English at the School Learning Level." *Bulletin of the Central Institute of English*, 1963, No.3, pp. 31-51.

(Allahabad, 1963). Out of these three, two are unpublished masters' theses and one, that of Nagalakshmi, is a report of an investigation carried on, at the school leaving age level.

With increasing interest in listening area, it becomes necessary to have scientific terminology for the area concerned.

In the next section of this chapter a brief review of terminology used will be given.

Listening - Its Meaning

Listening as a receptive communication skill has a parallel relationship to reading and in its aural aspects is closely related to speech. Listening is the first basic skill, and yet researches in the listening area are meagre. Ample researches in the field of reading have made the meaning of 'reading' clear and definite. Such is not the case with 'listening'. Still various terms are being used to explain the mental processes involved in the reception of verbal sounds and linguistic behaviour attached to it. The terms used are 'listening comprehension', 'aural comprehension', 'auding' and 'auditory comprehension', out of all these 'listening comprehension' has the wider usage.

A brief account of inadequacies found in the

terms used at various times by various researchers and various attempts to find out adequate terminology for the purpose will not be out of place here. In this way, such a description is sure to help to make its meaning more explicit. First an attempt is made here to clarify the distinction between two terms, viz., 'hearing' and 'listening'.

It will be interesting to note here the dictionary meanings of the two terms 'hearing' and 'listening'. According to Webster's dictionary¹, 'to listen' means 'to give ear', 'to give head', 'to hear with attention'; 'to hear' means 'to have sense or faculty of perceiving sound'. It is further stated 'to hear, does not necessarily imply as 'hearken' (now only poetical) and 'listen' always imply 'attention' or 'application', e.g. one may 'hear' without listening or 'listen' without hearing. Thus, we may safely conclude from the dictionary that listening depends upon hearing and two terms are not synonymous. Again, it is also implied in the distinction made between two terms that 'hearing' is more physical phenomena, while listening is a physical as well as mental phenomena, which does not necessarily mean a person with full attention will understand the speech or oral discourse. Caffrey (26) very interestingly

1 W. T. Harris, (ed.), Webster's New International Dictionary, I. Bell and Sons Ltd., London, 1935, p. 1259.

explains that one may claim to be able to listen to a foreign language, but it will not generally be assumed that he necessarily understands the language. To put it another way according to Caffrey, 'listening' does include 'hearing' but does not include the interpretative skills as well as skills of comprehending the sounds of auditory expression.

However, Duker (39) in Encyclopedia of Educational Research, distinguishes two terms thus, 'Hearing involves the conversion of pressure waves into neural impulses which move into the brain for interpretation. Listening is the process of interpretation'. It may be said that hearing is a sensation and listening is a ✓ perception.

Though the dictionary meanings of 'hearing' and 'listening' are explicitly differentiated they were not widely used by the writers in the field as different words. Rankin (1928), as reported by Brown D.(19), was the first person who realized the inadequacy of the term 'listening', and he used the word with apology and hesitation.

Furness (50) in 1957, also tries to clarify the meaning of the term 'listening' and while doing so, he finds the term inadequate to denote the process involved in it. Before clarifying the term, he raises the

question: 'Is the apperception of the spoken symbol, a matter of hearing, or listening or of auding or comprehending aurally?' He attempts to distinguish between the terms with the help of Webster's Dictionary. He notes 'to apprehend means to become aware of through senses and to comprehend means to embrace or understand a thing in all its compass and extent. Perhaps one could say that 'hearing' is the apprehension of sound and 'listening' is the comprehension of aural symbols'. Thus, for Furness, listening is the wider term, and 'hearing' is a more physical phenomena. After referring to the dictionary meaning, Brown, Caffrey and also Agard and Dunkel (3), Furness conclude : 'The evidence seems to indicate that the term 'listening' as it is commonly employed today is inadequate. The evidence seems to indicate that 'Comprehending aurally' or 'auding' is a more adequate term; and that 'auding' consists of at least six processes viz., (a) hearing, (b) listening, (c) recognizing spoken language, (d) interpreting oral symbols, (e) supplementing meaning and knowledge of the symbols and (f) being aware of facts or assumptions not uttered.

After Rankin, Brown D.(20) referred to the inadequacies of the various terms (used in contemporary writings) and to avoid the ambiguities of such terms as 'listening', 'hearing and understanding' as well as to

eliminate the awkwardness of such phrases as 'getting the meaning from the heard words', 'listening with understanding to spoken language' or 'interpreting vocal expression, he suggested the term 'auding'. For him, the connotation of the term 'auding' is wider than 'listening'. He stresses the need for more than mere awareness (sensation) of perception of sound. He defined the term 'auding' and thus made the meaning of the term very explicit. The definition of reading provided the key to definition of 'auding'. Reading is defined as 'the gross process of looking at, recognizing and interpreting written symbols'. Analogous to the definition of reading, he defined 'auding' as the gross process of hearing, listening to, recognizing and interpreting spoken language. For 'auding' one has 'to hear' first, i.e. to receive the sound waves through acoustic channels then pay attention to it and only then recognize and interpret them. The process of interpretation includes the process of grasping the arrangement of, or organizing or to get a new view or review of the material presented. Thus, 'hearing' means reception of the sounds through the ear, mere physical phenomena, while 'listening' means hearing with attention and 'auding' includes 'hearing' and listening processes and also interpretative and critical processes.

In 1949, Caffrey (26) too noted in all, fourteen

words and phrases used interchangeably with listening. He wrote:

The word 'listening' has been overloaded with haphazard associations. 'Listening' has become Portmanteau into which is dumped an endless variety of meanings, viz. 'pay attention', 'recognizing grammatical errors', 'retaining facts', 'perceiving phonemic variations', 'comprehending spoken language', and 'sitting up straight'. On the other hand, there is also a stunning variety of locutions which attempt to denote something more than the mere direction of attention to sound 'aural comprehension', 'auditory understanding' inclining the ears cognitively', listening as one of the language arts, 'interpreting the spoken words', 'hearing and understanding', 'listening sharply', 'thoughtful hearing' and 'getting meaning from the speech'.

Owing to this state of affairs, from the point of view of Caffrey, "the progress has hitherto been impeded by that very lack of understanding of the nature of the process which is underlined by the absence of a better term. The coining of the new term 'auding', by Brown, is like 'the first shot — or pop of a cap pistol, more properly — is an attack on the ambiguity and imprecision of listening." Thus, he prefers the term 'auding' to any other term to denote all the higher mental processes involved in 'listening' and advocates the term as an adequate term. Though first proposed by Brown in 1946 and strongly advocated by Caffrey in 1949, the term 'auding' has not been widely accepted or adopted by those in the field.

The gist of the foregoing discussion regarding various terminologies given by Brown (20), Caffrey (26), Furness (50) and others, was presented by Horrworth (69) in one paradigm:

Auding = Hearing + Listening + Cognizing.

She defined hearing as "the process by which sound waves are received, modified and relayed along nervous system by the ear." She again defined listening as "the process of directing attention to and thereby becoming aware of sound sequences." Taking into consideration the archaic meanings of the old English derivative word 'list' and the meanings the word 'list' included (to 'like' and 'to choose') thought effective behaviour or attitudinal responses were clearly implied. She quoted ten poor habits described by Nichols as road blocks to effective aural-oral communication. From her point of view all of them seemed to be affective behaviours, that is, they reflect interest, attitudes and values, Cognition, to her, was the central process within the organism involved in all communication. Relative to the auding phenomena subfactors (abilities or skills) in cognizing would at least consist of these aspects of conceptualizing experiences: (1) Making comparisons (2) Noting sequences of details (3) Indexing (4) Categorizing (5) Drawing inferences (6) Drawing

conclusions (7) Recognizing relationships, noting associations (8) Mentally recognizing in terms of past experience (recording) (9) Abstracting main ideas and (10) Forming sensory images.

Thus, the process of cognition is part of the auding experience. It is helpful in explaining its complexity and in gaining the understanding that auding consists of more than hearing (sensation) and listening (affective factors).

Agard and Dunkel (3) carried out an investigation during 1944-47 for the teaching of a second language to the army and involved the term 'aural comprehension'. The approach was oral-aural. They stated, "we understand more than we hear because we fill in the gaps for ourselves without being aware of so doing... It is this ability to supplement which makes the difference between 'auditory grouping' and 'aural comprehension'. Thus, probably they were the first persons to use the term 'aural comprehension' in place of listening and such other terms (noted by Brown (20) and Caffrey (26)).

In another work Agard (2) noted that adequate 'reception' or 'comprehension' constitutes one half of the act of speech communication and is composed of at least three elements:

1. Auditory comprehension of the spoken utterances and transmission of the acoustic images to the brain for the purpose of physical or linguistic responses.
2. Knowledge of the meaning to be attached to the acoustic image.
3. Awareness of certain facts or assumptions bearing on the subject of discourse but not uttered in the actual speech situation.

Thus, the term 'aural comprehension' includes processes such as, physical reception of sounds, giving or attaching meaning to it and also reviewing those meaningful sounds in past experiences which include higher mental processes.

The Commission on English Curriculum of the National Council of Teachers of English has also tried to clarify the meaning of the term 'listening'. The Commission observes, " It (listening) involves following attentively the thread of a conversation, the development of an idea, the points of an argument. Like reading it requires comprehension in terms of past experiences of the listener and involves critical examination of what is heard. Whenever attention wanders, a portion of what is being presented is lost". From the point of

view of the Commission 'listening' does include critical examination of spoken words, while in the practical situation, it seems that the term 'listening' is not used with a wide connotation. Instead of 'listening' the ✓ term 'listening comprehension' is widely accepted.

According to Donald Spearritt (123) there seems little need to look beyond the term 'listening comprehension' for the accurate description of the task involved. He writes, "Proposed distinction between 'listening and auditing' (as it has been put forth by Brown and Caffrey) may be a useful semantic distinction, but there appears to be no practical advantage to be gained by employing the term 'auditing'. Verbal communication is mainly carried on chiefly so that others may comprehend the information transmitted, and in this context 'listening' implies comprehension of the material heard. Moreover, difficulties in terminology are removed when 'listening' is operationally defined. In the field of verbal communication, skill in listening is almost invariably assessed by determining the extent to which spoken words are correctly comprehended. 'Listening' is evaluated in practice by assessing performance on the tests of listening comprehension; 'listening' thus becomes synonymous with 'auditing'." However, this conclusion is not acceptable on linguistic grounds. When one finds semantic distinction between two words, 'listening' and

'auding' (as Spearritt has), that means that they are two distinct terms, yet they are likely to be used as synonyms in current usage before they get wider currency as two distinct terms. Refined terminology in the research field is useful in many ways. Operational definition is a strategy in research only. And such operational meanings are not carried over to the general treatises in the field. Again such operational definition may differ in different researches. So the suffix 'comprehension' is added to the term 'listening' when all processes involved in it (listening) are to be conveyed, eventhough it is understood to be present in day to day verbal communication. Thus, 'listening' and 'auding' are two distinct terms, while 'listening comprehension', 'aural comprehension' and 'auding' are interchangeable.

The auditory comprehension has been used by Robert Laddo (77) and several other scholars in the same sense as it is proposed to use the term 'aural comprehension'. The dictionary meanings are also the same. Therefore, all these terms are said to be interchangeable.

Wilkinson (137) prefers the term 'listening comprehension'. He supports his preference thus: "In American research the terms 'listening', 'auding' (first proposed by Brown) and 'listening comprehension are roughly changeable', and his preference for the last

term is because of two reasons: (1) it is immediately understandable and (2) it is parallel to reading comprehension.

The foregoing discussion about the suitable terminology put forth in this section might be summed up as follows:

- (i) 'Listening' is not an adequate term.
- (ii) the terms 'listening comprehension', 'aural comprehension', 'auding' and 'auditory comprehension' are interchangeable.
- (iii) Out of the four terminologies 'listening comprehension' is slightly less refined term.

In the present study, the term 'listening comprehension' is preferred to others for the following reasons:

- (i) It is easily understandable, especially in India.
- (ii) It is a widely used term among the language arts in this field.
- (iii) It bears similarity to equally widely used and researched term, 'reading comprehension'.

Hardly a few studies have been undertaken and published in this area, nor have we any standard tool to measure listening comprehension in our country, and particularly so in regional languages. The present study is an attempt to fill up such a gap.

Problem

The present study has been undertaken by the investigator with the main aim of understanding factors that comprise listening comprehension, and then standardizing a tool or test that can assess listening comprehension in Gujarati. Its specific objectives are described in the paragraphs that follow.

Before presenting specific objectives of the study the investigator would first like to point out broad objectives of listening. A listener listens to various discourses in varied situations so as to (1) attain pleasure (entertainment); (2) to gain some information; (3) to seek an answer to a question.

To attain pleasure a listener may like to hear musical or literary pieces like dramas, poetry, stories or anecdotes, etc.; for information one may like to listen to talks, discussions, dialogues, conversations, lectures, speeches, news bulletins, etc. to seek an answer to a question a listener may attentively listen to views delivered during speeches or discussions, etc.

These are the various situations in which a listener faces a variety of persons speaking.

Further, even in the act of listening, the objectives of a listener in all these are varied. Either he may be listening for the main idea of a story or a person or main points of arguments. He may listen to get the main thread of the talk or conversation, Many a times he has to follow the directions given. In some of these situations he may have to interpret ideas or arguments in the light of the total setting or judge the validity of ideas presented, or may have to realize the significance of ideas. A listener also evaluates the completeness of the speaker's conclusions, as well as accuracy of the speaker's reasoning. While listening during these various situations he may acquire further insight into the matter dealt with and may infer and derive conclusions. A listener also appreciates oral presentations.

All such behavioural specifications of a listener can be arranged from lower to higher categories. Paying attention for entertainment or information to one level and interpretative, critical and appreciative behaviours represent higher categories involved in listening.

In the present study high school pupils have been

exposed to different informative speeches. The study has been limited to situations of those kinds only which they are exposed to in day to day life and in the school. In view of limitations for the Ph.D. work critical listening to persuasive speech and appreciative listening to language, representing much higher levels have been excluded from the considerations in the present investigation. This can form another problem of research.

With this limitation, the specific objectives of the present study are as follows:

1. To develop a test for listening comprehension having the following characteristics:
 - (i) It should be suitable to eighth standard.
 - (ii) It should be capable of being administered to large groups of students.
 - (iii) It should be uniform in presentation at different times.
 - (iv) It should include minimum of printed material to be read.
 - (v) It should include maximum of oral material to be heard.
 - (vi) It should be capable of being easily and rapidly scored.

- (vii) It should meet the requirements of a good test construction, viz. (a) reliability (b) validity.
2. To understand the factors involved in listening ability.
 3. To examine the extent to which each factor contributed to listening ability.
 4. To investigate differences, if any, in the achievement of boys and girls in the listening comprehension test.
 5. To study differences, if any, between the achievement of rural and urban pupils on the test.
 6. To observe differences, if any, in the achievement of pupils of different cultures (area or districts) on the test.

Plan

With these objectives in view, the investigator has proposed to follow the following plan of presenting her work in different chapters, beginning with the first chapter on the introduction to the problem and plan, as already attempted. The other chapters would respectively deal with:

- Review of Literature on Listening Comprehension and Related Processes.
- Preparation of the Test Battery.
- Preliminary Tryout.
- Pilot Study - First Tryout of the Test.
- Final Form - Standardization.
- Reliability and Validity.
- Some Specific Studies.
- Summary, Results, Uses of the Test and Suggestions.

The details are discussed in each chapter.