



## Obstacle in learning listening in English language with reference to the student of Bihar.

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### Abstract:

In the educational setting in Bihar English serves as a medium of instruction in schools, colleges and university level as the high demand of functional knowledge of English language. For future pursuits the role of listening comprehension skill is even more significant. In this techno-era of globalisation students require the daily teaching-learning tasks. Particularly at the territory level of learning effective listening the students are expected to comprehend different type of academic discourses. The problem occurs where listening is not given as much importance as it needs to be. The main aim of the present study is to highlight the area where the students do not get more attention from the teachers and from the academic institutions or even from their prescribed syllabus in schools and colleges. The main loophole in the pedagogical setting is the differences between the syllabus of government ruling schools and private schools which cause the great difference between the students of both the types. Therefore, it can be said that many kinds of obstacles and loopholes in the education setting emerges in learning listening skill procedure for the students in general and students of Bihar in particular.

**Keywords:**-listening, loopholes, education, academic, learning, students, schools, Bihar.

### I. Introduction:

Listening comprehension is a fundamental language skill in which students need to gain adequate proficiency. It allows them to understand and assimilate the speech they hear and enhance their skills in spoken communication considerably. It is also a critical means of language. "A silence is a house made by the people who dwell in it. - Emerson".

Listening is one of the most important language skills that students need to learn in order to

communicate effectively in English. However, there are many obstacles that students face while learning this skill. Some of the most common obstacles that students face includes listening to the English language in a different accent, listening to the English language in a different language, and listening to the English language in a different dialect. This article will focus on the obstacles that students face while learning listening skill in the English language. "Listening consists of auditory discrimination, oral grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning." (Morley, 1972 as cited in Pourhosein Gilakjani & Sabouri, 2016).

Roast (2009), told that listening is an active mental ability. It helps us to understand the world around us and is one of the necessary parts in making successful communication.

Pourhesein Gilakjani & Ahmadi (2011), stated that, listening includes, listening for thoughts, feelings and intentions and this needs active involvement, effort and practice.

There are different definitions of the term "listening comprehension". This includes knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentence is (Nagid, 2013 as cited in listening Pourhosein Gilakjani and Sabouri, 2016). Listening comprehension is an active process in which the listener constructs meaning through using cues from contextualised information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement.

One of the most common problems faced by the learners of English as a second language is listening comprehension. This is not only because English is a foreign language, but because English is a spoken language. There are many different types of listening tasks that learners of English language



encounter. They have to pay attention to the speaker, decode the meaning of spoken words, remember what was said, and analyse the context to determine the meaning. A lot of students struggle with these listening tasks because they are not sure how to get started, what to do, and how to perform the tasks. This article will address these common problems, and give tips on how to improve listening skills.

### **Status of English in India:**

English as Stated by Timothy J. Scrase, "It is not only important in getting better, it is everywhere in social interaction. If you can't speak it then you are nobody."

This view makes it clear that English occupies a place of prestige in our country. People belonging not only to different language group but also to the same speech community make use of English in their interpersonal communication. In big metropolis of India, it is really difficult to come across any educated person who can speak any Indian language will without avoiding the use of English words. It is major language of trade and commerce, news and information in this world of globalisation. It is language of higher education and traffic control and it is used even for internal Air traffic control in the countries where it is not a native language. Thus, it has obtained the status of global language in the ever-changing economic context.

It is quite interesting to note that India a multilingual nation is the third largest English-speaking country after UK and US. In India it is increasingly being perceived as a most-know language. It has now become A ladder for upward social mobility and 'a window to the world'. Such is the demand for learning this language that a variety of English coaching centres and private tuitions shops, English medium schools which were which are mushrooming in a large number and are easy to spot almost everywhere in our country, even after independence, clearly indicate the respectable position. This language enjoys in the minds of democratic Indians. Commenting on the increasing popularity which English language enjoys nowadays.

Timothy J.Scrase remarks: "English is an international language. You feel humiliated if you can't speak English. People think you are dumb." This view expressed above makes it clear that English language enjoys a respectable position in the Indian context. In India English seenot only to be the key of economic prosperity, but for the social value as well. Parents, especially, those belonging to

the upper and upper middle classes, expect their children to get the best type of education and they think that it is possible only through English medium. On the other hand, People from the lower classes emulate the model setting behaviour of the upper and middle Classes. The increasing demand for English has resulted in the mushrooming growth of English medium schools all over India.

Still, there was a bitter controversy among Indian educationists with regard to the police of English in system of education and there has been due to this constant change of decisions as to what position English would hold in the present set up.

### **Purpose of teaching English language:**

In the educational setting in Bihar where English serves as a medium of instruction in schools, colleges and university level, and the high demand for functional knowledge of English language for futurepursuits, The role of listening comprehension skill is even more significant.Moreover,the classroom culture is in this techno-eraof globalisation requires the daily teaching-learning tasks to be achieved largely through talking and listening. As a result, effective listening becomes one of the determinants of the students' success or failure both in educational and in future life. Particularly at the territory level of learning, the ability to listen effectively is a necessity. At this level, students are expected to comprehend different types of lectures, discussions, presentations, seminars and other academic discourse is.

Also, every study conducted regarding the language skills acquisition has proved that when we communicate, we gain 45% of language comprehensive from listening, 30%from speaking, 15% from reading and 10% from writing. With the highest percentage of involvement in the exchange of information ineffective communication, listening has to be a considerable fore-runners.

### **The Challenges for language teachers:**

According to Yanyang(1994) the problem in Listening were accompanied with the four following factors: the message, the speaker, the listener and the physical settings. The problem was believed to cause by the speech rate, vocabulary and pronunciation. As Flowerdrew andMiller (1996) assumed that the problems of students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment.The students belong do a country where English is not a native language. They learn it as a second language full list of nowadays students



join different types of institutes to learn the English language. It's not easy job to teacher non-English speaker the language. A good teacher tries to recognise the problem and facilitate the best environment for the learners and encourage them to learn.

The problem faced by the language teachers are an environment which is not suitable for the basic needs of the students. A positive and comfortable environment is very essential for the students learning in language classes. The resources which are essential for delivering lectures in a language classroom has not sufficiently been provided to teachers. The resources include, Mike's, projectors, computer systems and other kinds of digital devices. It makes the overall atmosphere interesting an effective for the learners and it helps them in learning the most Important skill between the four which is listening skill.

Mostly the teachers face the problems like the disturbance due to the large number of students in lack of coordination between the student teacher teaching learning process.

#### **The main Obstacles for the students:**

People have different ways of learning languages. Some people might have a hard time listening to someone speak and would rather watch a video or practice with a native speaker. Others might prefer to just read the words and try to speak them aloud. While there are some advantages and disadvantages to each approach, it's important to find the approach that works best for you. For example, many people find phonetics to be helpful in learning a language. This is because it helps you learn to divide words into sounds, which can be helpful when trying to remember what to say. Whenever the students come to schools, colleges and universities their ability to listen to lectures and comprehend them seems to be rather inadequate. Many students appear below average in listening skills and add unable to comprehend even simple English. Often, they expect translation of the lectures in their mother tongue. The motivation for the present study arose mainly from the recognition of this pertinent problem.

Therefore, it has been observed that the main reason why the students feel difficult in listening skill in L2 are:

1. Lack of effort to understand each and every word while listening com especially in L2 acquisition they are unable to transfer their L1 skill to their L2 easily.
2. In acquiring the language skill, the failure or laziness to build up their vocabulary gradually

which greatly reflects in their listening comprehension and keeps them low spirited.

3. For the students the pronunciation and accent differ as they stick to one particular articulation in their L1.

4. Students' concentration power and listening capacity greatly influences their listening skill, which is not so in case of acquiring the other language skill(reading, writing and speaking even when they are carried for a longer period of time.

5. Distraction by the physical settings or the environment in which listening is to be carried out. This becomes an added challenge for an average learner and a main confront even for good listeners. Moreover, language student should develop vital listening skills while they are in classrooms or at schools. This English language syllabus in the schools of Bihar has been revised with the intention of improving the students' communicative abilities. But unfortunately, the listening skill did not receive the attention it warrants even in the revised curriculum. A number of factors contribute to the fact that listening is a neglected area of skill. Earlier common language was taught from standard 6 as a subject of study though to pass in English was not compulsory. These days English is introduced from standard one as a compulsory subject in government schools an public schools are like. Still to pass in English is obligatory in government schools. On the other hand, in public schools, English is introduced very early from pre nursery and to pass in English is made compulsory. Apart from it, public school students' Have to use English as a medium of instructions. At the secondary level edges subject, English is made compulsory even in government schools. Yet it is not used as a medium of instruction. Curriculum frames and even many teachers believe that listening develops naturally so they need not attempt to teach listening. Others feel listening cannot be taught or if taught it cannot be evaluated. Some feel that the curriculum is too crowded even otherwise. Possibly the major factor is the neglect of listening instructions are; the lack of suitable materials to teach listening, and that many teachers have received little instruction on how to teach it and they feel inadequate to try.

#### **II. Conclusion:**

The best way to learn to listen in English is to listen to a native speaker. If you are not fluent in English, it is often difficult to understand what a native speaker is saying. This is because they will often speak too quickly or they will say a lot of words at once. If you are learning to listen in English, the best thing you can do is to listen to a



native speaker. This can be done by either watching a video of a native speaker speaking or by listening to a podcast. The more you listen to a native speaker, the better you become at listening. Listening is an important skill that is crucial for both academic and professional success in the United States. There are many obstacles that prevent people from learning how to listen effectively in English as a second language. In this article, we have explored some of these obstacles and provide methods for overcoming them.

The obstacles to learning English listening can be broken down into the following groups: -The learner's level of English -The learner's current listening level -The learner's age -The learner's experience -The learner's first language.

The biggest obstacle that many learners of English as a second language face is listening comprehension. In order to improve your English listening skills, you need to be able to understand the English you hear. There are a variety of ways to help you improve your listening skills. You can practice listening to English in your native language, use online resources, and listen to native English speakers. You can also get a tutor to help you improve your listening skills. Finally, you can try to improve your listening skills by listening to music you like.

There are many obstacles to learning listening in English as a second language. One obstacle is that listening is a difficult skill to master. It is also important to practice listening skills regularly. Another obstacle is that listening is often not taught in English as a second language classrooms. However, there are many listening activities that you can do in your free time. One activity is to have a conversation with your teacher about the words in the media. Another one is to listen to a radio show. You can also listen to podcasts. The best way to get better at listening is to

practice listening in your free time. You can also practice listening by watching TV or listening to the radio. It is important to set aside time each day to practice listening in order to get better at it. Listening can be one of the hardest skills to help the students develop, especially as many materials and curricula focus on a fairly narrow set of tasks and methods. Luckily, there are a wide number of new technological tools that can help any language learners to develop listening skills. Using these technological tools benefits from the right training in strategies, self-awareness, and process.

Having explicit strategies is key to dealing with new listening materials because most authentic listening materials don't come with handy vocabulary lists or warmup materials or comprehension questions. Learners have to figure out for themselves what they're listening for! Learners often get the advice to just turn on the TV or radio and do their best, but that constant stream of hard-to-contextualize language gets overwhelming quickly. Explicit learning strategies can be integrated at several points in the processes.

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