

# Enhancing Listening Skills of Ramanathapuram District Rural Govt School Students through ICT Tools

Mrs.K.Jasmin Malar<sup>1</sup>, Mrs.B.SeeniRahfuNisha<sup>2</sup>

<sup>1,2</sup>*Member, Asst. Prof. English Dept., ThassimBeevi Abdul Kader College For Women, Kilakarai*

**Abstract—** The students who hail from rural background need to build their communicative competence in English. In particular the school students have poor communication skill due to the reluctance and neglecting of the practise listening skill. The listening skill of school students shall be motivated and enhanced using Mobile phone as tool. In this regard, this study investigates the effectiveness of second language learners using mobile phones. This study is aimed to do with the rural Govt school students in Ramanathapuram District. Further the study of the effectiveness of the mobile application in enhancing the listening skill of the students.

**Index Terms:** Mobile phones, Listening skill, Tamilnadu rural Govt School students.

## I.INTRODUCTION

Language plays a main role in communication and English is the most important tool of communication all over the world. Individually everyone should acquire good communication skills which are the most important basics to excel in one's career. Students in India are exposed to their language studies right from their primary level. English is taught only as a second language in India and there is a great difference between the urban school students and the rural school students in adapting the English language. The urban school students are exposed to a lot of methods of learning English with a lot of facilities and special training in schools to improve their Listening, Speaking, Reading and Writing skills which are the basic skills for learning any language. But the rural students have only limited exposure to learning English. So the main purpose of this study is that Ramanathapuram rural Govt school students need to develop their listening skills through ICT tools has become users of technology.

## II. LITERATURE REVIEW

Pannu, P., &Tomar, Y. A. (2010) state that “Knowledge is one of the primary resources for improving the lives of people and the key for rapid development lies in building knowledge”. In new emerging world of technology, is trend to change the learners view is tech savvy. So, the researcher felt it would be new idea to make the school students to develop their listening skills in an easy and interesting way by using ICT tools.

When the learners are asked to listen English language they may not show interest to listen, but they are attracted towards ICT tool sound of audio/video because of the real language learner speaking with visual effects. The ICT tools generate new ideas to listen the second language with the help of native speaker voice.

Ejigu, B. (2015) states that “The use of ICT in education lends itself to more student-centered learning settings. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century”.

Mohammed Adulkareem A. Alkamell, Dr.Santosh S. and Chouthaiwale, 2018 have stated that in their article The Use of ICT Tools In English Language Teaching And Learning the recent and great development of the Internet led to a technological revolution in all fields of our life including teaching and learning. Nowadays, ICT is gaining a vast attractiveness in foreign language teaching and learning as more educators are embracing it. ICT has a noticeable impact on the quality and quantity of the teaching-learning process. In concrete terms, ICT can enhance teaching and learning through its dynamic, interactive, and engaging content; and it can provide real opportunities for individualized instruction.

### III.METHODOLOGY: PARTICIPANTS AND TOOLS

Government school students studying in 6<sup>th</sup> to 8<sup>th</sup> were selected from five villages from Ramnad district namely Thiruppullani, Vannakundu, Thinaikkulam, Kanjirankudi, and Mavilanthoopu, through the purposive sampling method. Some ICT tools applied for the Listening skills such as Podcast, World talks, Listen Pal, Ello.org, and Tandem, are used to improve the listening skills of the students. For this study only secondary school students are included as part of the study while the higher secondary school students are not included as part of the study because preparing hard for their public examination. The study is limited to the rural areas of Ramanathapuram District, Tamil Nadu.

### IV. RESEARCHER OBSERVATION

- The researcher visited the Kanchirankudi school in Ramnad, Tamilnadu, made the observation of current scenario in listening skill using mobile phones.
- Some schools students have mobile phones, but they didn't know how to use the ICT Tools.
- Some students listened properly, while felt boredom, and didn't listen to the class with the ICT tools. Out of forty students, only five respondents knew about ICT tools.
- All the students have one mobile phone with internet connection at their homes, which is mainly used by their parents and it is rarely given to the school students for educational purposes.
- It is understood that the students, didn't have any idea of online courses. They still have the idea that online courses will be very costly and not affordable to them. Through the Tamil Nadu Government is providing mobile phones for online classes to the Students at free of cost.
- Ministry of Education has given a lot of training for the teachers to teach students in the classroom through ICT tools. But the students are not ready to listen to the teachers.
- Some students expressed their interest in learning through ICT and they said it is easy to comprehend than the chalk and talk method, which is traditionally used in rural schools.

- Both state and Central Government are taking a lot of efforts in the form of various programs to the rural schools, while there is a block in the implementation of these programs at the field level. The Expertise of the teachers in dealing with the maintenance issues is very minimal and it takes an allotment of time, resources, and formalities in addressing the hardware issues if found.

### V. FACTORS AFFECTING THE LISTENING SKILLS OF TAMIL NADU RURAL SCHOOL STUDENTS

Listening skills of the young age learners are affected mainly by two factors. The first and foremost reason is the pronunciation of a speaker; it might vary from person to person so to overcome this factor students have to follow the perfect origin of a particular language accent. Being a school student, their second factor of lacking in listening is a hard vocabulary, so without understanding a particular vocabulary they lose continuity and concentration.

### VI. CONCLUSION

The main purpose of this paper is to enhance the listening skills of rural students using mobile tools. The urban school students are convenient in using ICT tools, but the government rural school students find it difficult to use because it is new methods of learning for them. Though they are giving the opportunity to learn in a new method they cannot adapt it as they are inadequate in listening skills. As a finding of my research, the students of this generation using mobile phone at the maximum outside of the classroom. This paper conveys that the language teacher has to implement ICT in a classroom, to train the students utilize the technology learning at their own pace for improving listening skill. Because after the pandemic, all the students, have lost their listening capacity. Therefore, ICT tools do make teaching very easier for teachers and it definitely an effective tool that helps language learners to develop their listening skills for government rural school students fail to use it for listening skill.

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