

Developing Effective Listening Skills in Classroom through Popular Animation Films in English: A Literature Review

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Abstract: Listening as a language skill is not simply hearing of aural stimuli but is an active process of receiving aural as well as visual stimuli attentively followed by comprehension and retention of the message or intention of the speaker. But in a country like India where majority of the learners in most parts of the country learn and listen to English as second or Foreign language, the training for such a vital language skill is rare. Learners in any level of their education are rarely exposed to English outside the English classroom and are likely to have more difficulty when listening to ‘unstructured spontaneous communication in English. An effective solution to this serious problem is to adopt a more humanistic approach in the English language classrooms and develop their listening skills effectively in classroom through popular animation films in English, so that, they may get that required confidence and ambiance to listen and speak English to their classmates and teachers. In this study, we have made a detailed discussion on the importance of listening skills and how to develop it among the learner in the classroom through popular animation films.

Key words: Listening as a language skill and popular animation films in English, comprehension, importance, teachers, classroom, develop

INTRODUCTION

Listening as a language skill is a vital yet neglected skill in and outside our classrooms. It is neglected primarily because listening is mostly taken for granted that learners automatically acquire this language skill in the classroom as they hear to the teacher’s lecture and instruction or as they interact with each other. But classroom interaction and activities, lectures or instructions may not be enough in learning language skill like listening. To develop effective listening skills in the classroom, an active and serious training with effective and authentic listening material is indispensable.

Raymond Fischer remarked that hearing and listening are not necessarily the same. Hearing involves the process by which sound waves enter the ears. Listening is more than just hearing. It is the comprehension of what is said and should result in mental reaction. In other words, although, people hear sounds during all of their waking hours, it is how these sounds affect their minds that are important. While hearing may be defined as auditory perception of sounds, listening is actually the interpretation of the sounds that are heard. It is the conscious and voluntary mental process of perceiving the

stimulus or a set of related stimuli and analysis of the sensory information for its intended meaning. Listening, therefore is not limited to the reception of words and sentences but includes all auditory and visual signals noise as well as words; unintentional as well as intentional sounds, the tone and intonation of the speech the deliberate pauses used and the silence; the eye and facial expressions; the body languages and appearance of the speaker. And once this aural as well as visual stimulus is received with attention, efforts are taken to perceive the information and intention of the speaker through various skills, schemata and comprehension processing. And before acknowledging the reception through a verbal reply or a non-verbal action or expression, the message or intention should be restored long in memory.

The listening comprehension process: According to the cognitive psychologists, comprehension is nothing but information processing. And the guiding structures in the comprehension process are none other than schemata language, knowledge and interactive schemata which is evoked within every listener soon he or she listens to some content or intentions. In general, the activation of these abstract cognitive guiding structures, its use and

modification is generally navigated through three fundamental modes of information processing techniques bottom-up, top-down and parallel processing. While listening, both the segmental and supra segmental features of language initially pass into the cognitive system through bottom-level schemata where sound is decoded in a series of progression from the smallest meaningful units (phonemes) to complete texts. Since, schemata are hierarchically formed, from the most specific at the bottom to the most general at the top. So, at the bottom level, the phonemic units are first decoded and allied together to form words; words are connected together to form phrases these phrases are further coupled together to frame an utterances and finally, the utterances are interconnected together to construct a complete, meaningful text (Gilakjani and Ahmadi, 2011). This process is an input or stimulus-driven process and is closely associated with the listener's linguistic knowledge or language schemata.

Though language schema forms the basis for all listening comprehension, it is primarily used during bottom-up processing. Language schema generally refers to the phonological, lexical, syntactic and grammatical knowledge that learners have already grasped. No satisfactory comprehension of the listened content (message and or intentions) could be achieved without proper storage of these four basic language schemata phonological, lexical, syntactic and grammatical knowledge (Widdowson, 1978).

Top-down processing makes use of 'previous knowledge and experience (schema) of the listener to predict, filter, analyze and interpret the information received (Ya-Jun, 2007). It is a knowledge and concept driven facet of listening which involves the listener's ability to bring prior information or background knowledge (schemata) to bear on the task of understanding the heard language. This internal resource includes a bank of prior knowledge and global expectations about language and the world. It is used by the listener to make predictions about what the 'incoming message is expected to be at any point and how the pieces fit into the whole of communication content' (Morley, 2001).

For top-down processing, a listener often uses knowledge schemata which refer to any fact or information known and accumulated by the learners typically from daily life situations. It is generally believed that every typical situation that any listener come across leave a kind of trace in his or her life in the form or language or experience. Learners learning and listening to English as second language tend to use these knowledge schemata more while listening. And there are occasions

when both top-down and bottom-up processing occur at the same time to facilitate effective comprehension of a message or intention. MW Eysenck called this as 'parallel processing' (Eysenck, 2001). Comprehension of any message and intention become far easier when a listener listen and try to understand the content using his or her background knowledge (schemata) and the linguistic information (schemata) in combination as in parallel processing listening schemata or interactive schemata.

Interactive schemata actually starts to take shape when learners learning and listening to English as second language had enough practice in listening for which they get an opportunity to accumulate enough vocabulary or the linguistic schemata and could be able to identify the context (familiar or unfamiliar) of listening and associate it to his or her own past experience or world view (knowledge schemata). At this stage, learners could successfully identify phoneme, lexis, syntax of a sentence and even its grammatical structure using their knowledge schemata at the same time (Anonymous, 2003, 2012, 2018).

Listening to english as a second or Foreign language:

Learners learning and listening to English as a Second Language (ESL) refers to those lot who does speak English often at home or outside classroom and receive most of their education through the medium of English as well. But this is not the situation at every corner of India. Rather, majority of the learners in most parts of the country learn and listen to English as Foreign Language (EFL) where they go to schools where instruction in classroom (other than English as a subject) is not normally given in English and the learners speak some other language as their mother tongue too (Prator, 1979). Therefore, these learners get no benefit in or outside the classroom in terms of communicative experiences or gaining the language or knowledge schemata. They are rarely exposed to English outside the English classroom and are likely to have more difficulty when confronted with 'unstructured spontaneous communication in English' (Tatem, 1982).

An effective solution to this serious problem is to adopt a more humanistic approach towards these, so, called ESL learners in the English language classrooms and provide them with a controlled situation where they would get that required confidence and ambiance to listen and speak English to their classmates and teachers. But unfortunately such approaches, arrangements and laboratories are rare in India. What makes the matter worse is that learners who study in vernacular medium schools till higher secondary level by choice or by compulsion as few could afford to study in English medium schools have to study their under graduate as

well as post graduate level in English. So, these ESL learners may be substantially versed in English grammar and syntax and at times in vocabulary but their lack of 'exposure to authentic discourse, within the classroom both as speakers and listeners, prevent them from getting engaged in unstructured communication confidently outside the EFL classroom' (Carroll, 1966).

Below are some of the main potential problems that ESL learners face in general and which should be considered while framing the activities and materials. It has been often observed that to every non-native ESL learner, the linguistic use and social norms followed by any native speaker of English at a particular speech event of a speech situation is quite unfamiliar and Foreign. The customs and culture, emotions and sentiments, language and expression of social norms of the Indians or many of South East Asian countries are not similar to those of the Europeans and native speakers. Therefore, ESL learners often face difficulty in judging the emotion and linguistics used by a native speaker especially when the learners are listening to an audio extract especially in native English. Thus, they often end up demotivated soon without listening to the extract completely.

And listening being more a receptive skill, it 'unavoidably depends on pronunciation to a substantial extent' (Tench, 1981). However, while listening to English pronunciation, the ESL learners often confront different phonetic and phonological problems that obviously hinder his/her learning and ultimately prevent him/her from acquiring expected general proficiency in the oral and auditory skills of the target language. Most ESL learners, especially in India have problems perceiving certain English sounds like /θ/, /ð/ or /ʒ/ (fricatives) with any kind of accuracy. The sounds like /θ/, /ð/ does exist in General Indian English (GIE) but most Indians articulate the sounds as plosives than fricatives. English is a stress-timed language possessing a speech rhythm in which the stressed syllables recur at equal intervals of time' (Richard and Burns, 2012). But many of languages like Bengali is a syllable-timed language having a speech rhythm in which all the syllables recur at equal intervals of time. And this difference between the two languages causes great difficulty to the non-native ESL learners, especially, in placing stress on the right syllable and using the appropriate tone and thus, hampers the encoding and decoding of information (Maniruzzaman, 2015). While listening, most of the non-native learners confronts considerable problems in assigning stress within English words they listen as English stress placement varies according to grammatical categories (verbs receiving stress on the second syllables and as nouns on the first) or maintain certain prescribed

stress pattern but these learners are used to assigning stress almost invariably on the first syllable of every word in his/her first language.

Every conversation gives way to certain amount of noise. So, many a words get drowned by outside interferences and few others are indistinctly pronounced. Unlike native speakers, the grasping capability of non-native ESL learners are much slow and thus, need regular practice and serious effort not only to listen effectively but also to perceive the meaning being transmitted during a conversation. In general, almost all the non-native ESL learner tries to comprehend every received content in his or her own mother tongue. The process remains the same while they respond in English in return. The word they use, the syntax they frame and the meaning they actually want to convey is first outlined and composed in their own mother tongue and then they translate the same into English. Thus, while they listen or speak, a wide gap is created between their actual listening and perception and between their actual thought and speech. This gap makes their listening and speaking ability even more difficult.

Making prediction has always been considered as a good strategy in receptive skills like listening. A statement about the future is a basic listening strategy where the listener uses his or her prior knowledge or world view to understand a text. While listening, learners often generate a hypothesis about the type, purpose or scope of a content which he or she use as a framework to keep going with the conversation and make an effective comprehension. A portion of our interpretation of what we hear depends to a large extent on what we expect to hear. If what we hear does not meet our expectations, it may sometimes lead to misinterpretation. On the other hand, if we can predict accurately what we shall hear next, our listening will be much more efficient. There are very few occasions when people listen without having some idea of what they expect to hear (Jiang, 2009). But when developing listening skills become a time bound programme of a vast curriculum meant to be completed within a semester (i.e., within a span of 6 months) as it is with most of the technical or non-technical university curriculum in India, it become a difficult task both for the language teacher and the non-native ESL learners to devote time for such initial preparatory works. The next difficulty arises when these non-native learners are asked to listen to English podcasts from BBC or other Foreign agencies (as often prescribed by syllabus) in the language classroom. In such cases the context (the speech situation, speech event as well as the speech act) remain almost unfamiliar to them. The accent and pronunciation used by the British or American narrators, their intonation

and stress pattern pose the other significant difficulty in making any kind of prediction or forming an expectation. So, a learner who has a reasonable grasp of the pronunciation, vocabulary and grammar of Foreign languages may often be expected to make some predictions of what is to follow next. But to have such knowledge one need to remain exposed to Foreign languages, culture and behavior from the very beginning of his or her education career. Unfortunately, in a country like India, listening as language skill is introduced officially in the undergraduate curriculum only and that too for 3 periods only of 55 min each (Moulic, 2012).

It is fairly obvious that a non-native learner listening to spoken discourse in the Foreign language will probably not understand a word spoken in a swept stream of speech he has not yet, learnt. Mastering new language to the stage of total familiarity is a gradual process. It takes time, serious motivation and practice before a newly learnt word becomes readily known well enough to be readily recognized (Ur, 2010). As an ESL learner, most non-native speakers of English have to cope up with the speed of discourse and colloquial vocabulary in and outside the language classroom. In general, the non-native learners are relatively slow at listening and grasping the meaning of the content received while listening. But the overall pace at which a message is conveyed by a native speaker along with the pauses and hesitation he uses in between is comparatively high and inflict difficulties to listen and understand for these non-native learners. There are occasions still where native speakers deliver discourses at an even higher speed. In any case, the non-native listener hardly could listen to the content, identify the words or language contents, understand the context or the intentions or get time to search his memory for the meaning. Apart from the speed, the other important aspect of the Foreign language discourse that every ESL learner should imbibe soon to become an effective listener is the nature and use of their colloquial vocabulary. Learners need to know certain expressions which are common in colloquial English and more or less taboo in formal style. There is always a tendency of a non-native learner to carefully pronounce a word that he or she comes across in the written form. But the English sounds or phonemes articulated quickly or used as a weak form; foregrounded or juxtaposed with other words (morphophonemic rules) may be pronounced differently and not as they appear. Thus, new learners may find it really difficult to listen to them while used in running speech.

Accent refers to a distinctive mode of pronunciation of a language, especially one associated with a particular nation, locality or social class. Understanding spoken language requires mapping acoustic input onto stored

phonological and lexical representations. Speech utterances, however are not always the same. They vary from across speakers and in different acoustic environments (Van Engen and Peelle, 2014). Foreign accented speech is characterized by systematic segmental and/or supra-segmental deviations from native language norms. Naturally, these mismatches lead to a reduction in the intelligibility of the speech (Gass and Varonis, 1984). However, even when Foreign-accented speech is fully intelligible to listeners (i.e., they can correctly repeat or transcribe it), its processing requires more effort than processing native accents. It has been observed that accented speech is more ‘difficult to understand and it is processed more slowly’ (Munro and Derwing, 1995) and ‘comprehended imperfectly than native-accented speech’ (Anderson-Hsieh and Koehler, 1988).

Any non-native ESL learner would know how tiring it is to hold on to their motivation to listen to and interpret unfamiliar context, language, sound, lexis, syntax and the accent for a long stretch of time. Other language skills like speaking, reading and writing may also be tiring. But in all these activities the learner have his or her own choice to set the language and linguistics he or she want to speak, read and write, set the duration and pace at which he or she want do those activities and even take a necessary break in between their task. But while listening to a Foreign extract, the choices are pretty limited. In real life situation the listener have no choice but listen to the speaker till he or she finishes and in the classroom it is the language teacher who set the duration of audio extract preferably from British pod casts and the learners have to listen. In any case the language, the pronunciation, pace and accent are not of the learners but of a Foreigner.

The listening materials for language classroom:

Selecting listening materials is more a complicated task than selecting reading materials. Written language is by its nature preserved and most of the English language teachers have large selection of books, periodicals and other materials easily available. In case, there is a scarcity of reading material, language teachers may easily write something and ask the learners to read. While selecting listening materials language teachers still have a similar choice between using an existing text and creating one by his or her own effort. But spoken language is much harder to preserve than written language and most of us do not have a selection easily available. ‘Creating records is also more technical and requires more equipment than creating written texts’ (Buck, 2006).

However, to ‘prepare our learners for real life listening, language teachers should expose them to authentic materials. But proper gradation of the task

should be done based on the material to suite the learner's level of competence. Grading is likely to raise their motivation and they would be able to do the tasks with confidence' (Kumar, 1996).

Pre-recorded texts as listening material: We listen to various pre recorded English programmes in television and radios, listen to podcasts and announcements, messages and lectures watch English movies, documentaries and news. Many of us have an access to a large number of these recorded materials from internet, set top boxes with recording facilities, CDs and audio cassettes that we may use at the English language classroom as a listening material for the non-native ESL learners. The only task a language teacher is to do is to identify and select a suitable text or extract for the learners.

However, the major problem is most of these collections of texts or extracts are only in native language which most of the ESL learners find difficult to listen and comprehend and materials available today may not be available tomorrow. Moreover, to download each data an expensive high speed internet connection is a must which is often unavailable.

Off air recorded listening materials: Many language teachers try to get authentic texts by recording radio broadcast, news, interviews and game commentaries off-air. Although, radio broadcast materials are often scripted and are very formal, it is designed to be heard by general public as non-participant listeners and it is also possible to find some very useful spontaneous speech and even interactive discussions (Buck, 2006).

However, while recording from radio or television stations, one should be careful about stations with good reception or else sound quality would be poor and impose difficulties while listening. The other problem in off-air recording is possibility of unwanted inclusion of surround sound or noise if not recorded through proper data cable connection.

Recording of live target-language use situation as listening material: According to Buck (2006) and Hughes (1989) nothing could be more authentic if any live conversation in target language could be recorded and used in language classroom. An interview or a lecture in English could be easily recorded and used for learning and testing listening skills. Though such materials are meant to be fairly informal as it is a recording of a live situation but they are primarily situation and topic specific and may not be about regular issues. Many a times teachers may need to take permission to record the

conversation and once the speaker(s) are aware that they are being recorded, they often modify their speech and become more formal. And if not recorded properly, it may have unwanted noises as well.

Self recorded listening material: Learners at different part of the world have their own particular idiosyncrasies and problems. So, self recorded listening materials could be a very authentic material.

However, before recording a text for the learners there are several issues to consider. All the necessary equipments required for a clear recording should be available. If the teacher himself or herself is the speaker and record a monologue text, then he or she should be efficient in delivering dialogues and well versed with the mechanism of dialogue delivery and the recording. If he or she makes arrangements for other speakers for an interactive text, they must have proper rehearsal and aware of the situation, topic and the conversation to be recorded. Their pronunciation and accent, coherence and cohesion of the dialogue should be monitored before the recording.

Live presentation and reading as listening material: Live presentations and or reading in the form of recitation, story reading, role play and group discussion inside the language classroom or laboratory by the language teacher or the advanced high sublevel learners themselves are an easier way to control the level of difficulty and formality in listening practices primarily.

With such live presentations and reading the language teacher can take the information he or she want to convey to the class and deliver it in his or her own words, simplifying and slowing down a little to suit the learner's level but providing nevertheless a reasonable model of spontaneous natural speech (Ur, 2010).

Teachers who are experienced and native speakers and well acquainted with their learners can do this fairly well but those who lack one or two attributes may face certain difficulties. Reading live in the language classroom or laboratory is especially discouraged as listening material as it promotes accuracy than spontaneity among the learners.

Video as listening material: Traditionally, over the years listening in the language classroom is developed and tested through audio recordings. However, in recent years there is an increased use of videos for the development and practice of listening skills and its testing.

Listening text accompanied by visual information have a significant impact on the interpretation (Kellerman, 1990). Listening only to a native speaker may be a difficult

task for a non-native learner, so, getting to see the situation and the speakers their expressions and body languages, learners often could recall the relevant schemata while listening.

Visuals along with audio in a target language use situation and making it available in the test situation are likely to improve both situational and interactional authenticity (Buck, 2006). According to P. Gruber, there are features of the process or setting of how the language is being used which cannot be separated from the meaning (Gruba, 1997). While listening, videos provides that necessary motivation and concentration to the learners required for an effective listening. Above all it has the potential to bring assessment into alignment with current pedagogical practice where video is being increasingly used (Lynch and Davidson, 1994).

However, linguists believe that there are serious practical constraints with videos. Making an arrangement for such video recording is not an easy task for language teachers, especially, those who teach in remote areas. Although, analogue video recorders are common in some countries, editing and processing analogue recording requires expensive equipment and advanced technical skills (Buck, 2006).

DEVELOPING LISTENING COMPREHENSION ACTIVITIES AND MATERIALS FOR ENGLISH LANGUAGE CLASSROOM

The primary work of a language teacher is to select and grade the listening material which would serve their need and at the same time help to reduce the problems they often face as an ESL learner. So, when planning listening exercises it is essential for any language teacher to keep in mind a series of issues like the category of learners (native or non-native learners), the variables they bring into the classroom (age, experience, socio-economic and cultural background, world view), their entry level behavior in terms of their experience on listening skill, their problems as ESL learners and the factors that might affect listening at their particular classroom. And then select on to the language processing (bottom-up, top-down and or parallel processing) that each learner should practice through the designed activities. After all, every listening activity is meant to train the learners and should be success-oriented and should build up student's confidence in their listening ability (Developing listening activities).

The principles of task management: A listening activity or task cannot be anything irrelevant. There are certain material development principles that should be considered seriously in order to get learner's attention, to keep them

actively and purposefully engaged in the task at hand and to maximize the effectiveness of listening or language learning experiences. Following are the material development principles suggested:

- Relevance
- Transferability or applicability
- Task orientation

These three principles are important in making choices about both language content (i.e., the information presented) and language outcomes (i.e., the way the information is put to use) (Morley, 2001).

Relevance: According to this principle of relevance, the listening material should be such that the listening lesson content (i.e., the information presented) and the outcome (i.e., the nature of the use of the information) need to be as relevant as possible to the learners.

This relevance is essential for getting and holding learners attention and provides a genuine motivational incentive. It is a vital way of encouraging the intention of the learners to learn (Stevens, 1988). Lessons need to feature content and outcomes that have face validity for students. The more the lesson focus on things with real life relevance, the more they appeal to students and better the chances of having learners wanting to listen (Morley, 2001).

Transferability or applicability: Whatever is relevant is likely to have the potential for transferability or applicability. Insofar as possible, at either the content level or the outcome level or both, listening lessons need to have transferability or applicability value, internally (i.e., can be used in other classes), externally (i.e., can be used in out of school situations) or both. In order to foster transfer of training, the best listening lessons present in class activities that mirror real life (Morley, 2001).

Task orientation: In formal language classes for teenage and adult students and in language activity lessons for children, it is productive to combine two different kinds of focus:

- Language use tasks
- Language analysis tasks

Language use task: The purpose here is to give learners practice in listening for information for communicative outcomes like listening and performing actions, listening and transcribing, listening and summarizing information. These listening and language use tasks help learners to

develop expectancies, increase their vocabulary and build a repertoire of familiar top-down networks of background knowledge in the second language. This in turn increases predictive power for future communicative situations including schemata (i.e., larger-order mental frameworks of knowledge) and scripts (i.e., the situation-specific mental frameworks that allow us to predict events, action sequences and alternative outcomes) (Morley, 2001).

Language analysis task: The purpose here is to give learners opportunities to analyze selected aspects of both language structure (i.e., form) and language use (i.e., function) and to develop some personal strategies to facilitate learning. The goal is consciousness rising about language and how does it work in general (Morley, 2001). According to Candlin and Murphy, the central process concerns language learning and the task present this in the form of a problem solving negotiation between knowledge that the learner holds and new knowledge. This activity is conducted through language in use which may itself be seen as a negotiation of meaning (Candlin and Murphy, 1987).

The activity's instructional goal and expected responses: A listening activity may have more than one goal or outcome but the language teacher should be careful not to overburden the learners. Each activity should have as its goal the improvement of one or more specific listening skills. Recognizing the goal(s) of listening comprehension in each listening situation will help learners select appropriate listening strategies (Developing listening activities).

'There are evidences that in the learning continuum, somewhere between higher-intermediate and advanced levels, a qualitative shift occurs in the learner's processing style' (Cummins, 1981). Cummins noted that truly proficient bilinguals are able to use their second language skills fully to acquire knowledge. They have Cognitive and Academic Language Proficiency (CALP). And they are no longer simply learning to listen or listening to learn the language. They are listening in the language to learn about the content of other areas (Peterson, 2001).

As per the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012, at the advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics such as news stories, explanations, instructions, anecdotes or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and

contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context. Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way. Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse (Listening). The council has further subcategorized the advanced level learner's listening proficiency in to advanced high, advanced mid and advanced low learners.

Advanced high sublevel: According to the council, at the advanced high sublevel, listeners are able to understand with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. Listeners are also able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly that are typically understood by superior-level listeners (Listening).

Advanced mid sublevel: At advanced mid sublevel, listeners are able to understand conventional narrative and descriptive texts such as expanded descriptions of persons, places and things and narrations about past, present and future events. The speech is predominantly in familiar target-language patterns. Listeners understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter knowledge but also from an increasing overall facility with the language itself (Listening).

Advanced low sublevel: The council also determined that at the advanced low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from

situational and subject-matter knowledge (Listening). But most of the advanced ESL learners especially, from remote areas of West Bengal, India, cannot be said as proficient bilinguals. None or very few of them could use their second language skills fully to acquire knowledge. And none have that required cognitive or academic language proficiency to listen and learn and comprehend content of other areas. They are more skilled at reading than they are at listening. From their primary level they were more trained in grammar, vocabulary and reading.

They are primarily a mixture of advanced low sublevel and mid sublevel listeners who are able to understand short conventional narrative and descriptive texts or conventional narrative and descriptive texts such as expanded descriptions of persons, places and things and narrations about past, present and future events. Their comprehension is uneven and often derives primarily from situational and subject-matter knowledge predominantly in familiar target-language patterns. Their listening and comprehension gradually increases with overall facility with the language itself.

Therefore, for these ESL learners, listening classes may need to include a systematic programme and goal of exposing learners to more action oriented materials preferably an audio-video extract, so that, they may not only listen to the conversation but also comprehend the information and the intention of the speaker through the action. However, there are several recommendations for the advanced learners from several language experts keeping in mind the need for academic language proficiency for effective study in English. Following are some of the listening goals and exercise types or expected responses recommended for advanced level of learners.

BOTTOM-UP: PROCESSING GOALS, EXERCISE TYPES/EXPECTED RESPONSE, ADVANCED LEVEL LISTENERS

Goal 1: To use features of sentence stress and intonation to identify important information for note taking: listen to a number of sentences and extract the content words which are read with greater stress. Write the content words as notes (Lim and Smalzer, 1995).

Goal 2: Recognize contractions, reduced forms and other characteristics of spoken English that differs from the written form. Listen to sentences containing reduced forms and write the sentences as they would appear without reduction in formal, written English (Leshinsky, 1995).

Goal 3: Become aware of common performance slips that must be reinterpreted or ignored: listen to and look at the sentences that contain fillers (hesitation phenomena such as “uh”, “er” and “um”) and phrases such as “I mean”, “you know”, “sort of” and “like”. Rewrite the sentences without the fillers; omit any words that don’t add to the information (Leshinsky, 1995).

Goal 4: Become aware of organizational cues in lecture text. Look at a lecture transcript and circle all the cue words used to enumerate the main points. Then listen to the lecture segment and note the organizational cues (Lebauer, 2000).

Goal 5: Become aware of lexical and supra-segmental markers for definitions. Read a list of lexical cues that signal a definition; listen to signals of the speaker’s intent such as rhetorical questions; listen to special intonation patterns and pause patterns used with appositives (Lebauer, 2000).

Goal 6: Identify specific points of information. Read a skeleton outline of an interview about youth gangs and neighbourhood watch clubs in which the main categories are given but the specific examples are left blank. Listen to the interview and take notes on the information which belongs in the blanks (Numrich, 1995).

Top-down processing goals, exercise types/expected response, advanced level listeners

Goal 1: To use knowledge of the topic to predict the content of the text. Before listening to a conversation about food, write a description about the way that food is prepared and eaten in your culture, share this information with others. Use your ideas to write questions that you think may be answered in the listening text (Leshinsky, 1995).

Goal 2: Use the introduction to the lecture to predict its focus and direction. Listen to the introductory section of a lecture. Then read a number of topics on your answer sheet and choose the topic that best expresses what the lecture will discuss (Lebauer, 2000).

Goal 3: Use the lecture transcript to predict the content of the next section. Read a section of lecture transcript. Stop reading at a juncture point and predict what will come next. Then read on to confirm your prediction (Lebauer, 2000).

Goal 4: Find the main idea of a lecture segment. Read a skeleton outline for a lecture about American work habits

noting the number of main ideas and digressions. While listening to the lecture fill in the outline and identify the main points and digressions (Lim and Smalzer, 1995).

Goal 5: Recognize point of view: take notes on a debate about whether or not it is ethical to keep dolphins in captivity. Afterwards organize your notes under two headings: the arguments for keeping dolphins and the arguments against keeping them (Leshinsky, 1995).

Parallel processing goals, exercise types/expected response, advanced level listeners

Goal 1: Use knowledge of phrases and discourse markers to predict the content in the next segment of the lecture. Identify the lecturer's intention by his choice of discourse markers and predict the kind of information that will follow.

Goal 2: Make inferences about the text: listen to a conversation about restaurants, ethnic cuisine and good food. Read a number of statements about people's food preferences and decide if they are possible inferences based on the text (Leshinsky, 1995).

The final approach: implementing the listening activities and materials for english language classroom: The classroom is the field of operation. It is the place where a language teacher spends most of his time as instructor or as facilitator. The classroom is also a place where dynamic action, whether legitimate or illegitimate, whether planned or unplanned, takes place. It is a place where many people meet and where there is flux and change in activities, in learning and in growth from moment to moment.

The classroom is the basic structure of the curriculum system and the players and actors or participants of this milieu are the students and the teachers. Whether, there are native or non-native learners or participants in the language classroom, the teaching and learning depend much on the variables that learners bring into the classroom. These variables are primarily the factors which are considered by the language teachers in framing the task and the test on listening skills. Following are the variables that learners often bring into the classroom.

Different language background and language skills

- Mother tongue or L1
- Degree of exposure to the language
- Different world views
- Religious and aesthetic outlook
- Political belief
- Cultural understanding
- Different socio economic backgrounds

- Different age levels
- Different needs and purposes of the learners
- Different ways to motivate for learning a language
- Different experiences
- Different thinking styles
- Individual differences among language learners

However, before implementing any listening activity in the language classroom every language teacher not only consider these variables that the learners often bring into the classroom but also all other variables like the learner's need and difficulties especially with non-native EFL learners, the classroom environment, factors affecting effective listening and the listening activities and the materials to use.

Before trying out any listening activity or material in the language classroom, the teacher chalks out a lesson plan that might work better in the real teaching conditions. An effective implementation of the tasks and tests on listening in the language classroom undoubtedly calls for knowledge about the dynamics of a method or technique that is typical to listening as language skill.

Pre-listening phase: The pre-listening phase primarily deals with preparation on part of both the language teacher and the learner. At this stage the language teacher prepare the listening activities and task keeping in mind the variables that the learners bring into the language classroom and those issues that affect effective listening. And as far as the learners are concerned, this phase is about self motivation to listen and of preparation both mentally and physically.

The language classroom or the laboratory: The language classroom or the language laboratory are the place where the learners practice listening comprehension and learn to develop listening skills effectively and finally, takes the listening test, so as to determine their progress have a crucial effect on their performances.

It is always necessary to ensure good acoustics and minimal background noise, so that, the learners could listen to the content of the listening material and comprehend them without being disturbed by the external factors that affects listening. Following are the itineraries about the language classroom or language laboratory that every language teacher should ensure before he or she gives listening practices or tests to the learners: An audio proof classroom or laboratory, so that, external factors affecting listening could be kept out of doors. Adequate overhead speakers distributed evenly throughout the classroom or laboratory or personal earphones for each

learner at working condition, so that the listening content could be reached to each and every learner present. Good quality amplifier at working condition and powerful enough to drive room speakers. Appropriate and clearly recorded audio and or video extract as listening material. Wide television set or projector screen to provide listeners with an adequate view of the picture and videos with equal video quality. A computer with high speed internet facilities, so that, the listening materials could be played and downloaded easily.

Unfortunately, very few institutes of India have such adequate arrangement where learners could practice listening undisturbed or without being compromising with one essential facility or the other.

The listening activity, material and the test Rubric: A series of considerations and streaming of the learners based on the variables they bring into the classroom and their specific problems or difficulty as non-native ESL learners is a primary component of lesson plan at this pre-listening stage.

Before selecting any listening activity and the listening material, following variables are seriously considered. The variables that learners bring into the language classroom. Language teachers stream them accordingly, so that, appropriate drill or activities could be offered to them. The entry level behavior of the learners in terms of their experience on listening skill especially during their primary, secondary and higher secondary level of education and their problems as ESL learners.

The condition and the facilities available at a particular language classroom or laboratory and the internal and external factors that might affect efficient listening at this particular listening environment. The bottom-up, top-down and or parallel processing that he or she want the learners to practice. The relevance, transferability or applicability and task orientation capability of the listening activity and the material for these particular set of learners.

The test rubrics include the characteristics of the test that provide structure to the test and the task. The authenticity of the task could be easily increased if the test rubrics could be structured to replicate the effect of a real-world listening purpose (Buck, 2006).

A language teacher would maintain the following test rubrics before giving it in real test situations. In each worksheet, language teacher would provide clear, simple and explicit instruction on how to do the task. In each worksheet the nature of the tasks, total number of questions given and their organizational pattern would be specifications clearly. There would be a mention of time allotment. In all cases, the sequences of the text and the

questions would be maintained throughout the worksheet. Each question whether it is a multiple choice question, information gap filling question, rearrangement of jumbled sentences, short answer type or long answer type questions should have scores mentioned for every correct answer.

Establishing appropriate purpose for listening:

Traditional approaches to teaching listening were often based on the assumption that listening always served a single purpose, i.e., to be able to retrieve information that was contained in a text. This usually led to exercises in which any text a learner listened to was to practice listening for information.

However, authentic listening reflects many different purposes for listening, depending on the kind of text we are listening to. We have a different purpose in listening to news report than we have for listening to someone's jokes. The language teacher should be very clear about the purposes that are appropriate to particular text types (Richards and Burns, 2012). Before preparing the questions and placing the task in real life classroom situation he or she should be clear about the following.

Whether, the learners should learn to use the bottom-up processing, top-down processing and or parallel processing or only one at a time? Should they listen to content words, functional words or both; listen to reduced form, fillers and main points of a conversation or detect speaker's intent to learn more about bottom-up processing? Should they listen and predict the content; make inferences and try writing gist to learn more about top-down processing? Or should they listen to content and tone and predict the emotional attribute of the speaker to learn more about parallel processing?

Humanistic learning environment and motivation to

listen threat free: The language classroom or laboratory especially meant for learners learning and listening to English as second language should be as humanistic as possible. Following considerations are often taken care of at the real life classroom or laboratory situation by the language teachers:

- The learners should not feel any threat to get into the classroom and practice the language skills
- They should feel comfortable inside the language classroom or the laboratory for the listening practice or the test
- Efforts should be taken to keep them motivated to listen to the content
- They should enjoy listening to the content
- They should also learn the strategies to develop the skill while listening (Moulic, 2014)

So, once the learners are into the language classroom or laboratory, language teachers should take efforts to maintain an interactive, interesting classroom, so that, these learners could carry out their listening practices or take tests without any kind of mental pressure. They should be constantly motivated through various games, exercises, anecdotes and questions, so that, they may practice listening with authentic materials and take listening tests threat free.

Contextualization: Listening is not only receiving the words alone but deriving meaning of a sentence structure considering the use of languages and their relationship with one another. Contextualization, represents a theory within the field of linguistics that is based on the idea that words cannot be completely understood without considering the context in which they are used. By ignoring context, speakers and listeners open themselves up to misunderstandings or misinterpretations. Linguists who support the contextualization theory emphasize that the point of view of the speaker and listener matter just as much as the words themselves. Given that everyone has a different life experience and history, linguists also assume that every individual has a unique understanding of language (What is Contextualization?).

To any non-native EFL learner understanding English, their culture and society is not an easy task. The contexts they are often introduced to in language classroom are unfamiliar and alien. So, every language teacher should help them contextualize with the text before the actually practice or take the listening test.

While-listening phase: The while-listening phase relates the learners directly to the text. It is at this phase the language teacher actually gives the listening practice or the test and the learner takes it. While listening to the text, learners not only use strategies to listen; process out the text for meaning and intention but also learn skills to develop the same.

The audio or the video extract: It is at this stage the language teacher plays the audio or the video extract that he or she has selected and graded at the pre-listening stage after series of considerations mentioned earlier. The language teacher may choose to distribute the work sheet or the test paper that he or she has prepared then before the actual listening practice or the listening test session or after it. Especial attention is given to ensure a good quality broadcast or display of the audio or the video extract. The duration of the audio and video extract is kept at the minimum initially but is gradually increased with the progress of the learners (Moulic, 2012).

Listening and comprehending: As the language teacher plays the selected and graded audio or the video extract at the language classroom or at the language laboratory, learners begin with a series of procedure processing the text for meaning and the proposed intention. Following are the strategies they usually use while listening.

As the first strategy, each learner begins with being attentive to the text keeping mentally, physically and emotionally motivated and ready to listen to the conversation or the dialogues of the characters and stop attending to non-relevant activities as the text progresses (Moulic, 2012). Try listening to the content words and focus less on the functional words. Any delivery error should be tactically over looked or avoided.

Tend not to enter into argument but listen, restraining the self from any kind of temptation to be judgmental until the comprehension is fully complete. Listen for ideas or the central theme using the bottom-up or top-down or parallel processing and not for any particular fact.

Be a flexible note taker while listening and not to remain busy with form or syntax of the sentence spoken or the missed content. The best policy is to remain focused to the topic and organizational pattern. Resist distractions or any bad habits as much as possible and keep exercising the mind to comprehend the listened content and to restore the meaning and intentions for future use.

With every reception of the aural stimuli (in case of audio extract) or visual and aural stimuli (in case of a video extract) activate the language, knowledge and interactive schemata and at the same time accumulate and accommodate newer one for future utilization.

Addressing learner's misunderstanding and difficulties: Effective and efficient listening demands serious training and practice. During listening practices, it is obvious that the learners would have difficulties responding to the task. They might not follow the content while listening, understand the Foreign pronunciation and accent, comprehend and remember the content.

So, language teachers should go back to the text again and help learners find out why the misunderstanding occurred. There may be a requirement for follow-up remedial exercises that might focus on the specific problem that the learners encountered (Richards and Burns, 2012).

Post-listening phase: The post-listening phase is an opportunity to check learner's understanding of a text and where there is an error in understanding. The phase is to explore what causes them and what follow-up would be appropriate. It is also an opportunity to return to the text

and examine some of its structure, grammar and vocabulary and to develop to develop other language learning activities based on some of the text features (Richards and Burns, 2012). It is primarily an evaluation phase.

Review of learner's comprehension and proposal for remedial activities: Successful comprehension is the goal of all listening activities but learners especially the non-native ESL learners often encounter different kinds of problems usually when they attempt a new listening task. By examining problems as they arise, language teachers should develop specific activities to give these learners further guided practices in different skill areas. A three part strategy is often needed to provide a successful follow-up to a listening activity (Richards and Burns, 2012). Identification of any specific problem a learner have in comprehending the text while listening. The extent to which the problem is common among the learners of the class or the problem is only seen with only one or two learners with specific variable.

If the problem is same for all or with maximum learners, then the problem may be with the activity or the material used. So, a change of activity or the material may be initiated accordingly. But if the problem is with one or two learners with any specific variables, then a proper counseling session followed by a suitable remedial activity or drill may have to be designed for them in particular.

Establishing link between comprehension, learner's response and follow-ups: Non-native ESL learners are not the same at every corner of the world. So, a generalized listening activity and listening material would be of no use. Language teachers should be dynamic enough, so that, they may analyze their own learners, frame and select a listening activity and choose authentic listening materials which would be suitable for the learners.

Their job does not end here at all. Once this activity and material is used in a real life classroom situation, they should go for a thorough analysis of the learner's responses and modify the activity and or the material accordingly.

Post-listening tasks also provide an opportunity to link listening to other skills as often occurs in real-world listening (White 1998). After listening to information about a job, students could write a job application letter followed by an enactment of a role play role on interview techniques as a post-listening activity. An appropriate follow-up activity can help to increase learner's motivation as they often establish a realistic purpose for listening.

Use of animation in education: Over the past few years animations are largely in use especially for child education. Language teachers and educators took animations as a tool to encourage children and young people for the teaching learning process. There is nothing denying the fact that learners learn best and most when they enjoy what they are doing. So, most language teachers round the globe is using animations as an effective tool to teach language skill.

Animations that are thought primarily for the child education is hardly used for adult education especially for language teaching. But would it be, so, irrelevant to use animation for teaching language skills to adult advanced learners especially the non-native ESL learners whose entry level behavior in terms of experience and exposure to English language is no more than a child's entry level behavior?

Animation defined: Animated films are ones in which individual drawings, paintings or illustrations are photographed frame by frame (stop-frame cinematography). In general, each frame differs slightly from the one preceding it, giving the illusion of movement when frames are projected in rapid succession (Animation Films). Animations are not a strictly-defined genre category but rather a film technique that not only appeal to children but enjoyed by all of any age. Y L Baek and B H Layne defined animation as the process of generating a series of frames containing an object or objects, so that, each frame appears as an alteration of the previous frame in order to show motion (Baek and Layne, 1988). To account for appropriateness and interactivity, Cleotilde Gonzales proposed a broader definition of animation as a series of varying images presented dynamically according to user action in ways that help the user to perceive a continuous change over time and develop a more appropriate mental model of the task (Gonzalez, 1996).

The experts and their theories on animation: Of late, animations are used profusely in English language teaching classrooms as it is widely believe that animations can help learners understand complex ideas more easily (Ainsworth, 2008). The best part of animations is irrespective of age, people love to see animated films as it has the potential to motivate both psychologically and physically and makes learners easily achieve the concept of material learning (Rafikadilla and Syafie, 2013). Barbara Tversky, Julie Bauer Morrison and Mireille Betrancourt credited animations to facilitate learning, interactivity or prediction. To them, in some of the most carefully controlled cases, the animations conveyed detailed information about the fine structure of the processes that

was not available in the static graphics. Shaaron Ainsworth in her paper “How do animations influence learning?” tried to show the relevance of learning with representations and particularly animations. To her the expressive characteristics of animations represent activities in a specific sequence which she feels are advantageous for learners when understood as one fully determined sequence. Her analysis of cognitive, motor and perceptual consequences of learning with animations showed that with animation, the dynamic information is made explicit which in turn reduce the amount of cognitive effort required to learn about dynamic systems. However, she also observes that in this learning through animation, though learners may often report increased satisfaction and motivation, yet, this is not invariably the case. She found that the strategies that learners use when studying with animations are crucial for their ultimate understanding and novice learners do not easily develop and apply effective strategies for learning with animations. Similarly, there is little evidence to suggest that learners are helped to achieve effective meta cognition by animations and may produce an illusion of understanding that can interfere with successful learning. Finally, there are evidences concerning the rhetorical functions that animations can serve in supporting social learning is mixed with some researchers reporting increasing effective communication and some decreased (Ainsworth, 2008).

Richard Mayer’s cognitive theories on the role of animation in learning proved that not any static diagrams but narrated animations are the most effective form of a representation that allows complex information to be presented in ways that take maximum advantage of the limited capacity cognitive system. To Mayer students learn more deeply from animation and narration than from narration alone. In one of his studies “Animations need narrations: An experimental test of a dual-coding hypothesis” he showed that students who had been presented with animation and simultaneous narration did better on post-tests than those who had only heard narration only (Mayer and Anderson, 1991).

Wolfgang Schnotz and Thorsten Rasch Schnotz discussed that the enabling and the facilitating functions of the animations can ultimately help in reduction of cognitive load. Compared to static pictures, animated pictures provide additional information and can enlarge the set of possible cognitive processes (Enabling function) that would allow learners to perform more processing than they would be able to perform with static pictures. And moreover, it would help learners build dynamic mental models of situations by providing external support (Facilitating function) making cognitive

processing easier (Schnotz and Rasch, 2005). However, to Mireille Betrancourt animation provides a visualization of a dynamic and real phenomenon, when it may not be easily observable in real space and time scales and is practically impossible to realize in a learning situation. However, she recommends that animation should only be used when needed, i.e., when it is quite clear that learners will benefit from an animation (Betrancourt, 2005). There are also evidences that animations affect the memory of the learners too. It has been observed that information in animations is presented transiently which may pose a serious challenge to learning. Information may be missed completely if it is not attended to at the right moment and needs to be kept in mind while simultaneously processing new incoming information (Ayres and Paas, 2007).

Nevertheless, for ‘animations showing human movement procedures, this problem is reduced or eliminated’ (Hoffler and Leutner, 2007), presumably because ‘processing such animations is facilitated by the mirror-neuron system. Some effective means of doing, so are cueing to guide attention to the right place at the right time’ (De Koning *et al.*, 2009) or segmenting the animation which ‘slows the pace of presentation, thereby enabling the learner to carry out essential processing’ (Mayer and Pilegard, 2005).

The motivation theory and animation: Motivation perhaps is the first step to successful teaching and learning process, especially, when developing a listening skill to non-native ESL learners is the concern. According to Thomas W. Malone an activity is said to be intrinsically motivating or interesting if people engage in it for its own sake and not for any external reward (Malone, 1981). To him Challenges, Fantasy and Curiosity makes an environment intrinsically motivating. An environment is more challenging when it has a goal. And the goal to be more motivating should be personally meaningful and learners should face with the practical problem in finding it. The environment and the lesson should be structured in such a way that users can easily generate goals of appropriate difficulty and get a performance feedback (Malone, 1981). Malone also claimed that an environment is not challenging enough if the learner is not provided with uncertainty of the goal to reach have variable difficulty level multiple level goals that can make use of a natural cognitive motivation to optimize existing mental procedures and hidden information and Randomness (Malone, 1981). Fantasies can make instructional environments more interesting and more educational. It often evoked mental images of things not present to the senses or within the actual experience of the person involved. One relatively easy way to try to increase the

fun of learning is to take an existing curriculum and overlay it with a game in which the player progresses toward some fantasy goal. Fantasies can often help a learner apply old knowledge in understanding new things and by provoking vivid images related to the material being learned they can improve memory of the material (Malone, 1981).

Malone's third and final theory on motivation is developing curiosity among learners. To him an environment can evoke a learner's curiosity by providing an optimal level of informational complexity. In other words, the environment should be neither too complicated nor too simple with respect to the learner's existing knowledge. They should be novel and surprising but not completely incomprehensible. To him computers provide possibilities for sensory curiosity in the form of graphics, animation, music and other captivating audio and visual effects which can be used as decoration to enhance fantasy and reward and perhaps most importantly as a representation system that may be more effective than words or numbers.

One positive emotion that has been linked to increased motivation and learning is Mihaly Csikszentmihalyi's theory of flow. Flow is a state of consciousness and concentration, so, focused that it amounts to absolute absorption in an activity and makes it an experience that is genuinely satisfying. To him such moments usually occur when a person's body or mind is stretched to its limits in a voluntary effort to accomplish something difficult and worthwhile. Such experiences are not necessarily pleasant at the time they occur. Yet, in the long-run, optimal experiences add up to a sense of mastery or perhaps, better, a sense of participation in determining the content of life (Csikszentmihalyi, 1990). The optimal experiences are reported to occur within sequences of activities that are goal directed and bounded by rules that require the investment of psychic energy (attention) and that could not be done without skills. And while this flow lasts, one is so, concentrated that he or she should be able to forget all the unpleasant aspects of life or the sense of worry (Csikszentmihalyi, 1990).

Some researchers propose that vivid and interactive presentations can also enhance flow. And if this is true, then appropriate use of animation may increase motivation of the learners and their flow.

The perception theory and animation: A rapid change of artistic frame over a period of time along with certain information written or animated may not help in perception. But animated frames along with dialogues or narratives chunks of information are easier to perceive. To E. Branigan, narrative chunks of information are schemas

that combine together to help organize and recognize the overall structure of received content. To Branigan a schema assigns probabilities to events and to parts of events. It may be thought of as graded sets of expectations about experience in a given domain (Branigan, 1992). While observing an animation, learners get an opportunity to listen to the narratives of the characters involved and as the learner run through these narrative schemas more schemas are created and reformed.

Apart from the narrative schema, it is the shapes and colours put into motion by showing single frames following each other at rapid speed help in perception of the animation films. In general, these shapes are exaggerated features of characters designed with the eight universal laws of artistic experience and aesthetic cognition (Ramachandran and Hirstein, 1999). And artists consciously or unconsciously make use of these laws or principles to pique the attention of the viewer.

There is always a relationship between visual attention and eye movement. And attention results in increased awareness of the sensations and greater capacity to remember them later (Pashler, 2008). There certain models like AIDA (Attention Interest Desire Action Model) or the AIETA (Awareness Interest Evaluation Trial Adaption Model) are based on cognitive information processing and presume that attention is required as a first phase and an antecedent for further information processing that proceeds in a hierarchic order from attention to action (Aaker *et al.*, 1992). These models confirm that visual attention to animation is best secured with certain salient animation characteristics like colour, orientation and motion (Kuismaa *et al.*, 2010).

The motivation, ability and opportunity of the learners to process the content of the animation also affect the amount and quality of attention allocated to an animation. High motivation and involvement are connected to active and intentional information search and processing whereas in low-involvement circumstances learner's attention to the animation is captured by the conspicuous visual cues.

Meta-cognitive and animation: Meta-cognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension and evaluating progress toward the completion of a task are meta-cognitive in nature. It is a regulatory system that helps a person understand and control his or her own cognitive performance and allows learners to take charge of their own learning. It involves awareness of how they

learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies. Learners often show an increase in self-confidence when they build meta-cognitive skills. Self-efficacy improves motivation as well as learning success (Malamed).

Malamed mentioned of meta-cognitive strategies like asking questions that allow learners to reflect on their own learning processes and strategies, self-reflection which emphasize the importance of personal reflection during and after learning experiences, promotion of autonomous learning that encourages learner's participation in challenging learning experiences so that, they may construct their own meta-cognitive strategies, thinking aloud and report their thoughts while performing a difficult task and providing opportunities for making errors where learners are given the opportunity to make errors while in training such as during simulations, it stimulates reflection on the causes of their errors (Malamed). Good meta-cognitive thinkers are also good intentional learners. That is they are able to direct their learning in the proper ways to build understanding.

Satendra Singh and Shikha Gautam observed that difficult topics like renal physiology that provides pedagogical challenge to educators and may not be altered by an instructor by didactic lecture or by static slides could be easily grasped with animation. Their linguistic Invention-Animation-Based Lectures (ABL) as a protologism helped majority of the students to sustain interest, visualize concepts better, remembering facts, applying knowledge and understanding better different aspects of physiology teaching (including renal physiology) (Singh and Gautam, 2009). According to a cognitive theory of multimedia learning, active learning occurs when a learner engages in the cognitive process of selecting relevant words and images, organizing words and images into coherent verbal and visual models and integrating the corresponding components of the verbal and visual models. ABL, therefore as a pedagogical tool in renal physiology is a meta-cognitive strategy that assists learners and minimizes working memory load and promotes meaningful learning (Singh and Gautam, 2009). Kieran Donaghy suggested that films are a source of authentic and varied language. Films provide students with examples of English used in real situations in and outside the classroom, particularly interactive language the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech. The visibility of film makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Film assists the learner's comprehension by enabling

them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention (Donaghy, 2014).

Further, film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources (meta-cognitives), helping students to develop all four communicative skills. There are scopes of self reflection, monitor one's language capability and to be an autonomous learner even if in the absence of the language teacher or the trainer.

Given the benefits of using film in the language learning classroom, it is not surprising that many teachers are keen to use film with their students and an increasing number of them are successfully integrating film into the language-learning syllabus (Donaghy, 2014).

CONCLUSION

Listening is a natural blend of nonverbal and verbal purposive attention. It is an effortful task and should be actively practiced. Listening as a language skill demand complete concentration on part of the listener to determine and receive the aural and or the visual stimuli (whenever available) through ears and eyes, followed by meaningful comprehension of the message and intention transmitted by the sender and then finally, require retention of the same for future use.

To teach, practice and develop effective listening the primary work of a language teacher then is to select and grade the listening material which would serve their need and at the same time help to reduce the problems they often face as an ESL learner. So, when planning listening exercises it is essential for any language teacher to keep in mind a series of issues like the category of learners (native or non-native learners), the variables they bring into the classroom (age, experience, socio-economic and cultural background, world view) their entry level behavior in terms of their experience on listening skill, their problems as ESL learners and the factors that might affect listening at their particular classroom. And then select on to the language processing (bottom-up, top down and or parallel processing) that each learner should practice through the designed activities. After all, every listening activity is meant to train the learners and should be success-oriented and should build up student's confidence in their listening ability (Developing listening activities). There were theories in favour and against the use of animations. But very few studies have been done on animation films in particular and its use in the English language classroom. Listening activities and material

developed and recommended, so far, seem much generalized in nature and in execution. We are still to accept newer theories on listening skills and yet, to use newer authentic listening material like animation films in real-life classroom situation. Not to forget that the non-native ESL learners are not the same at every corner of the world. So, a generalized listening activity and listening material like audio extracts may not be an effective listening material to use always. Its high time that the language teachers be dynamic enough to accept newer activities and choose authentic listening materials which would be more suitable for their learners.

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