Psychology Of Learner's In Developing Listening Skill Through Mobile Application

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Abstract

The ability of listening is one of the difficult skills to develop yet is essential to the communication process. It is challenging to define this concept because of its complexity. The ability to listen has been seen as a multi-dimensional activity and a competency. It's important to identify the challenges that student faces when listening to texts in a foreign language if you want to help them improve their listening skill. Listening comprehension difficulties have three sources: those connected with the listeners, speakers and with the outer factors. Students' learning has been extended by using various online technologies and techniques with the help of ubiquitous technology. Technology plays an essential role in the educational environment and also it helped in broadening the perspective of language learning. The psychology of the students towards listening skill has been changed and they find more comfortable and convenient with the help of mobile application which helped them to develop their listening skill. A questionnaire has helped in finding the individual student's psychological and phonological language learning through listening comprehension. This paper has discussed in detail about the psychology of the learners and the use of mobile application among the students who has been made to use the technology I developing their listening skill.

Keyword: listening skill, podcast, learning, mobile application, psychology.

Introduction

Listening skills is the only skill that helps and servers others, it teaches us to be more nurturing, patient, and empathetic. It enables us to actively interact with the world around us and overcome our tendency for self-interest and self-absorption. One of the difficult skills to learn is listening, which is critical part of the communication. A potential skill for good communication is listening skills, which helps in recognizing how to engage listeners. The ability to manage current stress, establish outstanding rapport with others, and gain the capacity to recognise and understand others' and your own emotions will all be improved by learning the integrated sets of abilities and methods. Specifically focusing on the message being delivered while avoiding distraction and assumptions is the major goal of listening skills

Scientists consider listening as a process, a multidimensional construct, and a skill. It has internal forms but does not appear in the external scheme. Listening mechanisms include those for perception, inner speech, memory, speech segmentation, interpretation, and anticipation. The challenges that students have when listening to texts in a foreign language must be identified if they are to improve their listening abilities. Since hearing is an internal activity, it might be challenging to pinpoint a specific challenge that is to blame for a student's poor listening comprehension. Teachers should talk with pupils about their degree of listening skill development and other issues to help them overcome their difficulties with listening comprehension. to fully and accurately grasp the speaker's point and thinking in their view. To exhibit attention, interest, and focus; to adopt a selfless attitude; and to prioritise the speaker.

It is difficult to define this notion because of its complexity that prevent listeners from understanding content while they are listening, and emphasise the value of listening for future professional endeavours.

Role of Mobile Application:

Mobile technology use has recently seen a period of fast development. Mobile phones are one of the most attractive technology because they represent a major change as far as how we approach education. Mobile technologies help with language learning in a variety of ways, including vocabulary study and evaluation with pronunciation and listening abilities. Reading in English while engaging in a variety of theme-based mobile learning activities enhances contextual language learning experiences. Numerous learning theories and methodological stances can be used to promote the usage of mobile devices in language acquisition. Students have been proven to be motivated by mobile assisted language learning, increasing the amount of time they are exposed to the second language outside of the classroom. Due to the fact that students are unlikely to continue their practise if they are left alone for an extended amount of time, mobile assisted language learning is only beneficial in certain situations to push students to acquire specific strategies. This is especially true for online learners who are prone to giving up on learning activities if they don't feel like they are fully related to their overall objectives. This can help students in distant education receive training in listening comprehension. Through the development of students' listening skills, the study intends to assess the usefulness of mobile apps.

Literature review

According to Gogus, listening is a spiritual activity that is distinct from hearing and entails paying attention to comprehend what is said as well as following speech to form an opinion. A healthy sense of hearing is necessary for listening. Hearing is a physiological event that involves receiving sounds from outside sources; as such, it is a prerequisite for listening to take place as listening is the process of constructing the sounds that have been heard in the mind in order to ensure their accuracy. For there to be a deep hearing, the person's bodily and interpersonal processes must be established (Esra Karakus Taysi). The latest trend calls for teachers to assist the students in becoming better learners themselves. In fact, they exceed linguistics. (Chang and Liu 2013, Elisa &Sinclair 1990, Hallam, Cross & Thaut, 2016, Rubin 1994, O' Malley & Chamot 1990; Oxford 1990). We begin with cognitive psychology because it emphasizes the independent learner and includes a theory of second language acquisition that is cognitively oriented. The psychology of learning theory is crucial in describing what goes on in the minds of effective learners as they go through a given task. We begin with cognitive psychology because it emphasizes the independent learner and includes a theory of second-language learning that is cognitively oriented. The psychology of learning theory is crucial in describing what goes on in the minds of effective learners as they go through a given task. (Behnam Arabi Zanjani, Siros Izadpanah). (Chamot, 2004) divided psychological listening comprehension procedures into bottom-up and top-down processes. Top-down process tactics measure listening for the main goal, forecasting, drawing conclusions, and summarizing, whereas bottom-up methods include listening for specific details, recognizing cognates, and recognizing word order pattern. According to Rost, the task of listening has four dimensions: receptive, productive, collaborative, and transformative. He bases his definition of listening on these elements. A listening strategy is an activity or practise that directly contributes to understanding a listening input and remembering it. (Chamot, 2004).

The employment of language learning techniques is widely acknowledged to be favorably related to language acquisition, however it appears that competent language learners integrate their usage of specific types of strategies in an efficient manner. The usage of language strategies differs amongst various language learners in terms of frequency and variety, however it is considered that all language learners utilize some sort of language strategy. (Purdie & Oliver, 1999). Listening techniques are divided into three categories in O'Malley and Chamot's classification of general learning strategies (1990). These categories include: psychological features (mental activity for manipulating the language to fulfill a task). Metacognitive ones (mental exercises that direct language learning) and socio-affective ones (interactional or emotional control exercises) (Vandergrift 2007, 2011)

The primary idea behind this approach has frequently gained ground in education, and its significance for success in language learning merits consideration. The phrase is most frequently used in reference to "good language learners." To put it another way, each student creates tactics and techniques that best suit his or her unique requirements and personalities. (Goh 1997; Wilson, Saaygin, Sereno & Lacoboni, 2004). The effects of strategy coaching on a wide range of tasks and learners have been the main focus

of studies on language learning strategies with learners in cognitive psychology. The results of their investigations often show that strategy coaching is successful in raising students' performance on a variety of reading comprehension tasks and problem-solving exercises. (O'Malley & Chamot 1990)

Background

The use of mobile devices and mobile applications is crucial to the teaching and learning process. The introduction of mobile applications into education has made it simpler and more enjoyable for students to learn new things. The significance of listening for language learners is explored, and the potential advantages of employing mobile apps to encourage practise and advancements are taken into account. The advantages of mobile devices for learning stress the potential for enhancing communication, expanding learning opportunities, encouraging active learning, improving learner feedback, emphasising task time, and facilitating information access.

Due to its "anytime, anywhere" capabilities, mobile technology is consistently viewed favourably by students. Students have been demonstrated to be motivated by mobile assisted language learning (MALL), which increases the amount of time they are exposed to the second language outside of the classroom. According to research, using mobile devices can facilitate practising speaking and listening skills and several have led to remarkable increases. The study of language on mobile devices can strengthen students' comprehension of the material being delivered or provide more context for the language to enhance their ability to use it in conversation. The ability to listen is one of the most challenging skills to master when studying the English language because it is the only type of speaking action in which almost nothing depends on the listening person.

Scope

A language ability that can be developed through practice is listening. The ability to acquire and adapt to new information, knowledge, and abilities is improved by effective listening skills. Making the pupils aware of how to select and put such strategies into practise is crucial while teaching listening. Your ability to effectively influence, serve, motivate, or develop people grows when you listen. It also improves routine human communication. It also promotes the development of interpersonal and professional ties. Pre-listening exercises support learners in deciding what to focus on when listening and how to emphasis the content's meaning. Students must use their prior understanding of the subject, and a clear listening job and objective must be developed.

Processing of the information that is heard requires mental effort, including both cognitive and affective processing. Teachers can improve students' listening skills by paying close attention to the mental skills and processes required for perceptive listening, such as recall, sense-making, and evaluation. In order to improve understanding and learning effectiveness, listeners adopt metacognitive and socio-affective methods. Because they supervise and control the language acquisition process, Meta cognitive methods are crucial. Cognitive strategies change the information that needs to be learned or use a particular method for listening tasks. Socio-affective tactics are the methods that listeners employ to work with others, confirm understanding, or reduce fear.

Online application used for developing listening skill

Learn English Podcast

For beginners, the Learn English Podcast is fantastic. It is designed for English language learners at levels A1 to B1, and the discussion-based episodes cover every day terminology and scenarios. Each episode is accompanied by a transcript and a support pack that includes exercises to gauge your comprehension. You can download the transcripts for each episode, and you can also take quick tests to see how much knowledge you've lately retained. It is the easiest approach to remember all of those new terms and move along really quickly. The A2 through B1 CEFR levels are the target audience for these free podcast episodes, which are provided by British Council. The courses include a wealth of educational resources, such as tips on how to be ready for the lecture, exercises to do as you listen, and follow-up exercises. The transcript and discussion questions are both accessible. Even though everything is free, there are only 40 episodes, so soon you'll run out of content. The narration for every episode is in British English.

Research Methodology

This paper highlights the role of online listening apps that helps the students of tertiary level to develop their listening skill. First year of various departments were made to use this application for improving their listening skill. Based on their experimental study and usage of mobile application, a survey was conducted to the learners. The response of the learners were recorded with the help of questionnaires and their response were marked for their listening skill.

Table: 1 Student's Questionnaire on using Learn English Podcast

STUDENT'S QUESTIONNARIE

S.NO	QUESTIONNARIES	YES	NO
1	Did I find improvement in listening skill with the help of Learn English Podcast?		
2	Is Learn English Podcast is a guideline for the learners?		
3	Did Learn English Podcast helped in motivating to be a good listener?		
4	Is this app helped in critical thinking?		
5	Does this app made a new way to develop listening skill?		
6	Is this tool helped the new learners in developing the skill?		
7	Is it convenient while using this app?		
8	Will this app helps in future for upcoming new learners?		
9	Is this tool approachable for everyone to access?		
10	Can this app be suggested for the upcoming learners?		

Around fifteen students from three different branches of Polytechnic College were asked to give their views on Learn English Podcast. The results were analysed and tabulated.

Table: 1 Results of students view on Learn English Podcast (I year Mechanical)

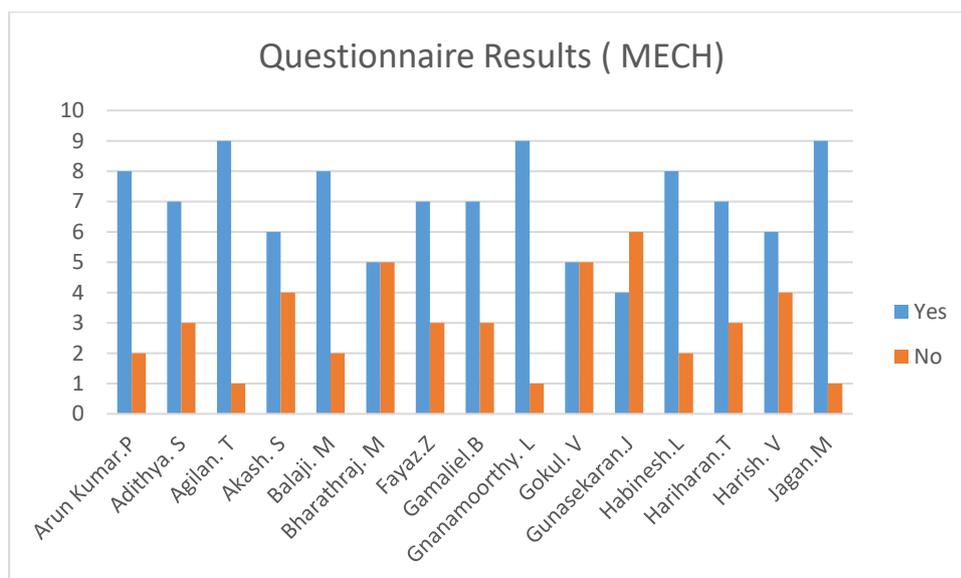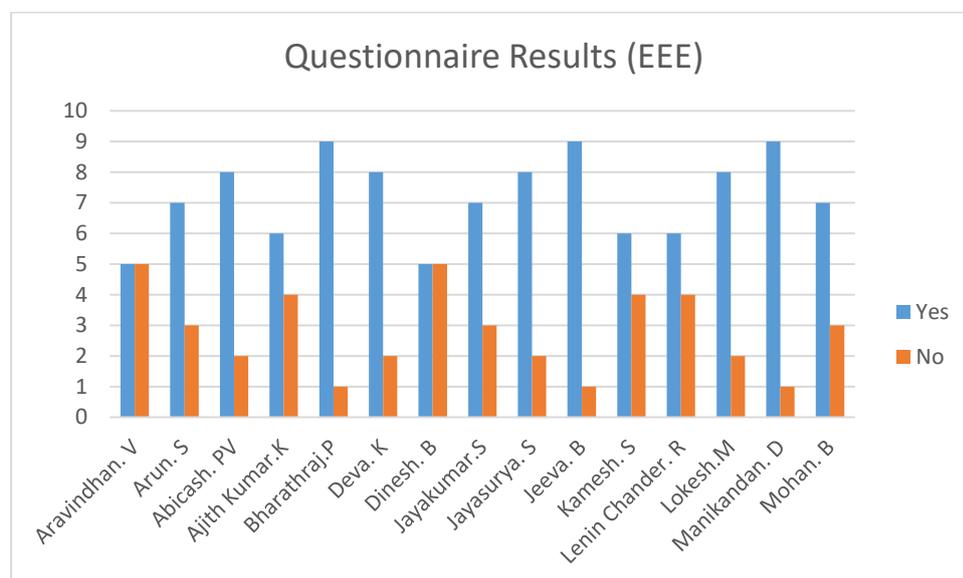| S.NO	Name of the Students	Yes	No
1	Arun Kumar.P	8	2
2	Adithya. S	7	3
3	Agilan. T	9	1
4	Akash. S	6	4
5	Balaji. M	8	2
6	Bharathraj. M	5	5
7	Fayaz.Z	7	3
8	Gamaliel.B	7	3
9	Gnanamoorthy. L	9	1
10	Gokul. V	5	5
11	Gunasekaran.J	4	6
12	Habinesh.L	8	2
13	Hariharan.T	7	3
14	Harish. V	6	4
15	Jagan.M	9	1

Fig: 1 Questionnaire Results (MECH)

Table: 2 Results of students view on Learn English Podcast (I year EEE)

S.NO	Name of the Students	Yes	No
1	Aravindhan. V	5	5
2	Arun. S	7	3
3	Abicash. PV	8	2
4	Ajith Kumar.K	6	4
5	Bharathraj.P	9	1
6	Deva. K	8	2
7	Dinesh. B	5	5
8	Jayakumar.S	7	3
9	Jayasurya. S	8	2
10	Jeeva. B	9	1
11	Kamesh. S	6	4
12	Lenin Chander. R	6	4
13	Lokesh.M	8	2
14	Manikandan. D	9	1
15	Mohan. B	7	3

Fig: 2 Questionnaire Results (EEE)

Table: 3 Results of students view on Learn English Podcast (I year CSE)

S.NO	Name of the Students	Yes	No
1	Abinesh. M	9	1
2	Agilathamizhan	7	3

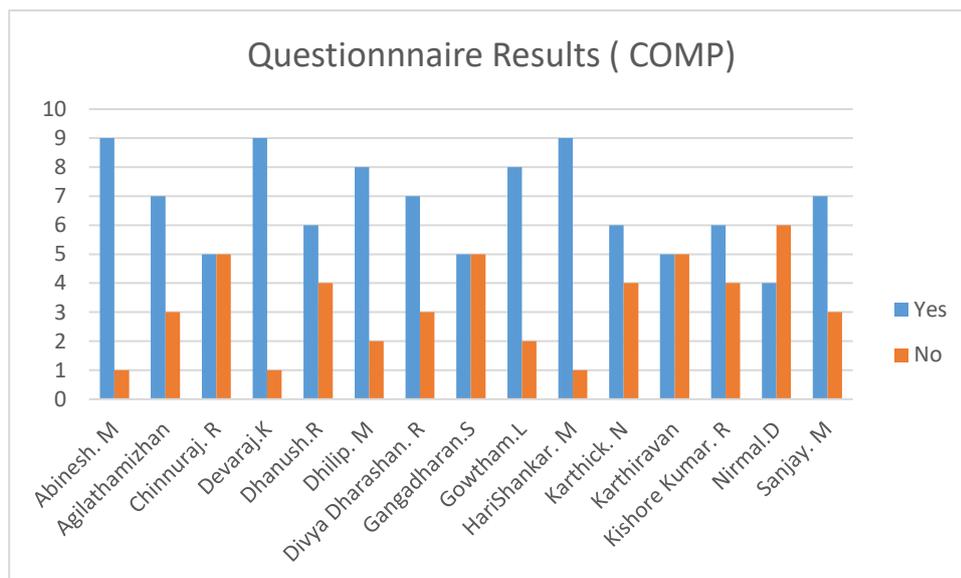| 3	Chinnuraj. R	5	5
4	Devaraj.K	9	1
5	Dhanush.R	6	4
6	Dhilip. M	8	2
7	Divya Dharashan. R	7	3
8	Gangadharan.S	5	5
9	Gowtham.L	8	2
10	HariShankar. M	9	1
11	Karthick. N	6	4
12	Karthiravan	5	5
13	Kishore Kumar. R	6	4
14	Nirmal.D	4	6
15	Sanjay. M	7	3

Fig: 3 Questionnaire Results (COMP)

Table: 4 Consolidate Scores of Students (in Percentage) using Learn English Podcast

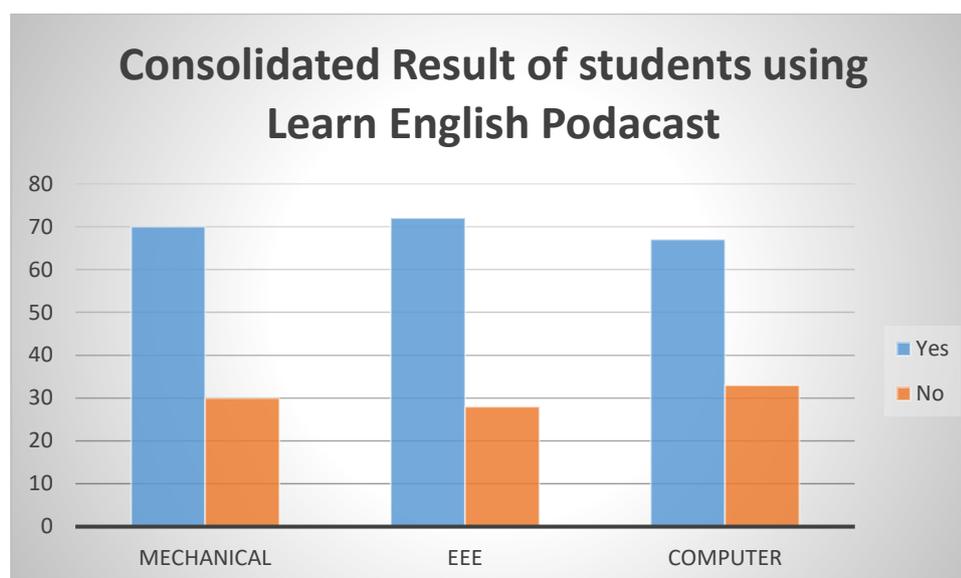| Branch	Yes	No
Mechanical	70	30
EEE	72	28
Computer	67	33

Fig: 4 Consolidate Scores of students using Learn English Podcast (in Percentage)

Result and Discussion

The result shows that the psychology of the students has been recorded positively and it helped the student to develop their listening skill through this mobile application. It also helped the learners to develop their language learning and their approach towards their language learning techniques. This analysis were made with the help of students' feedback and finds the students psychology towards language learning. Though the students are made to learn through conventional method they find most flexible with this new method of learning and also it created interest for the learners and helped to create a good rapport between the teachers and learners. Thus the report shows that the students who have used 'Learn English Podcast' application has been noted in the input thus they valued the remarks. Thus this application finds a unique way in developing the students listening skill through this new techno-method of teaching.

Findings

It is found that Learn English Podcast is the application which served with greatest knowledge and assisted in development of students listening skill. It helped the learners to have audio podcast which used in teaching and also helped the teachers to make assessments among the students and it servers as an interactive application with the instructor and the learners. The application helped to move the teaching and learning method with a new methodology of teaching. And this method helped the learners to move their psychology of listening and learning the language to next level.

Conclusion

The use of Learn English Podcast in the classroom is a really effective strategy to support listening ability. The learners' results from using this program have been positive. It should be noticed that the assessment's permitted time was small, which limited the perception's ability to support the talent further. The authenticity of using technology in a 21st-century classroom was emphasized to the students. This new approach to using application delivers positive method to make this as a sparkling experience when the experts and educators were looking for a strategy to enable the learners to inspire the listening skill effectively in the classroom. In the classroom, listening proficiency is enhanced by the students' active participation, communication, and teamwork. Thus, this approach has permanently had a significant impact on the pupils' performance.

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