

Effect of listening discourse exercises



**ASSIGN
BUSTER**

Introduction Students are observed having difficulty in comprehending a text through listening. For instance in literature class, usually, the story is presented through retelling the text in front of the class when there is no luxury of time. As noted by one of the professors in literature in this college, "Students have hard time focusing if the only thing they do is to listen". In most cases, the students can comprehend the text only after they have read it.

Listening is the most important skill, but it becomes the most neglected skill due to the fact that most of the universities pay more attention to the English grammar, reading and vocabulary (Hammond, 2013). In some cases, most teachers also assume that listening is synonymous to breathing which seems to be abrupt where in fact it is supposed to be practiced (Thomas; Dyer, 2007). According to Sun's study (2002). The most difficulty in listening for Twain's students was "forget the meaning of the word (perception). Moreover, Chinese students often encountered problems in listening such as the lack of vocabulary, lack of different accent, lack of background knowledge, problem of understanding method, problem of learning habits, problem of lack of patience and perseverance (Juan; Abiding, 2013). In Philippine context, listening comprehension skill is evidently a problem even to the college students (Tender, 2000). Basically, college students still lack background knowledge about foreign countries and cultures.

As a result, sometimes they cannot understand the material or the meaning of it in which students' poor performance is observed. Similarly in the local scene, students were observed to have a passive listening skill. Primarily, our

students begin to learn English by the way of reading, instead of listening. In some schools, specifically In university of southeastern Philippines, College of Education, there are no language laboratories to train their listening skills.

Hence, they must be exposed to different kinds of exercises that would widen their listening comprehension skills, as stated by one of the professors In the said university. This study strongly emphasizes that the problems as regards to the listening skill should be enhanced through the use of listening discourse exercises. The searchers agreed to what Maloney ; Chamois (1990) stated that learners must be presented with activities and materials structured to elicit the use of the target strategies, which results in improved performance of the task to which it is tied (wended, 1987). Overall sat Sneakers wall Dental In tens study. I nee teachers, as ten Decelerators AT learning, would understand and evaluate their own teaching method to improve their students' listening comprehension skill. They may also apply their alternative strategies for listening. The students, as the active processors of learning, would now the level of their listening comprehension skill, and they would be able to improve their listening practices and become better listeners.

The curriculum developer, as the initiators of learning, would be able to identify and remedial the existing fallacies that the students unconsciously done. This proposed study aims to determine the level of listening comprehension skills of the students and the effect of using listening discourse exercises. The researchers believed that with the help of listening discourse exercises, students' level of impressions will be advanced.