

easy to share it with students. It is a tool where a teacher can use games or materials. A teacher can add music and make the quiz more interesting. Collaborative games or tasks can also be used using the platform in live activity. It is mostly used as a free assessment tool which can be very interesting and interactive. A teacher can also create polls, puzzles or any online games.

4. Vocabulary.com

Vocabulary.com is a free open online tool for enhancing one's vocabulary or crosschecking one's vocabulary skills. The site has many game-based interactive platforms where one can progressively go to the levels which are graded. Morphology and syntax can also be learned using this platform. User can also learn different aspects of vocabulary by using vocabulary lists available on the platform. A teacher can easily create a vocabulary class and invite students to join the class by sending an email or the generated URL. A teacher can give vocabulary assignments in the class and evaluate the assignments. In a nutshell, Vocabulary.com is a handy tool for vocabulary lessons.

5. Visuwords. Com

It is a free tool for vocabulary skills building. This site used mind map techniques which are called spiderweb to ensure that learners learn and memorise the words which they come across in the platform. Students get changes to create a web-based on a word. Effective lessons can be designed to teach prefix or suffix, antonyms or synonyms or any other categories. As the name of the site represents, it provides an opportunity for the students to perceive colourful dictionary, which can be interactive.

Concluding Remarks

The Chapter attempts to discuss a few free web sources to be used in remote teaching and learning process. The websites and tools mentioned in the paper are very limited and not exhaustive. However, there are plenty of sources which can be explored based on individual teachers' needs. There are discussions, whether technology can replace language teachers. There is no doubt that the role of technology is very significant at present. A teacher with adequate TPACK skills has a better future.

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CHAPTER THIRTEEN

Need of Listening Skills in the Second Language Acquisition

Process: An Innovation

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Introduction

Learners of English from non-western former British colonies are termed as second language (ESL) users irrespective of the fact that it is possible that the learner may not speak the first language usually associated with the mother tongue or ethnic identity. Despite linguistic diversity in Odisha, English has been chosen as the medium of instruction for college students at degree level continuing their studies under all the Government as well as private universities except Sanskrit University present in the state. But, in real classroom practice, it has been observed that Hindi and Odia are being used in the classroom along with English. The teachers

themselves, as Tickoo (2004) pointed out, are not well-equipped to teach neither correct English pronunciation nor speaking or reading skills to students. Except for reading and writing skills, no other skills are being practiced. It may be because the teachers might have been brought up in a similar educational system, with little expertise in ELT and phonetics as there is no provision in the state universities to teach phonetics or spoken English in the undergraduate courses. Moreover, there are scopes (like on-line courses) for the teachers engaged for undergraduate courses to master the language skills but there are various reasons why teachers do not subscribe to these courses inducting lack of motivation. The complete teaching-learning system, Tickoo (2004) pointed out, could be at fault due to lack of English proficiency in our students, as they have been taught by teachers those who are not highly proficient in its use. Gokak (1964) points out that “The foundational years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far-reaching developments in the pedagogy of English” (p.65).

Observing the rapid change in the place of English in India Scrase (1989) remarked:

“English is recognized as an important global or international language, essential for professional employment and significantly, a key component of the cultural capital of middle-class Indians.”

Lax English language proficiency restricts the ESL students in Odisha for their academic and professional growth. It cannot be denied that better English language proficiency has been considered to be an important parameter in the selection process for getting well- paid jobs or better institutions for higher studies. It has been treated as the most significant language in India. So, to compete with the students of other states and countries, the students of Odisha at degree level have to be proficient in English language skills. In this regard, the assessment of their language competence becomes essential. It will help them not only in acquiring the English language but also all other subjects that they go through. To make them well equipped to face the academic and professional career in life the assessment of English language skills and finally, the recommendation for improvement is to be made.

Listening as a Skill

Listening has often played second fiddle to its counterpart, speaking. Speaking a language is not possible without listening to it. So, listening skill may be treated as a component of speaking

skill. One’s speaking ability is well connected to one’s listening ability. If we analyze a day’s activity, we find people do more listening activity than speaking. Aural comprehensions outstrip oral production in terms of effort, number of words, time and attention.

“Listening is a bridge to learn a language”, as stated by Nation and Jonathen (2009). So, good ability in listening is essential in language learning. Hammer (2007) agrees to this and opines that listening can be helpful for students in running successful communication. Bulley-Allen (1995) and Flowdew (2010) state that listening is a dominant activity in daily communication covering almost 40% of the total communication process.

Listening for comprehending the aural information involves both linguistic and non-linguistic knowledge. Linguistic knowledge deals in the learner’s abilities in understanding phonology, semantics and syntax of the language whereas; non-linguistic knowledge discusses the topic and overall context.

Ghaderpanahi (2012) concerns about the barriers like native speaker’s pronunciation, pace, intonation etc. create barriers in the effective language listening process. Moreover, background information also affects the comprehension process during listening. Hsueh-Jui (2008) in his study states the significant relationship among students’ listening strategy, style, and proficiency levels.

Proficiency Tests

As per Oxford Advanced Learners’ Dictionary (2015), A skill is “an ability to do something better”. The general ambience or in other words, the environmental stimuli stand responsible for the easy and quick acquisition of any language.

Proficiency tests have been designed to assess the learner’s language proficiency. These tests are highly required for academic and other reasons like travel and a short stay in native English-speaking countries. There are many standardized proficiency tests and among them tests like TOEFL, IELTS, SAT are very popular among test-takers. In these tests related to listening skill, the test takers are being evaluated on their ability to synthesize and convey information for the integrated questions. The spontaneity, clarity and coherence in the speaking abilities of the test takers are tested.