

The Use of **ENGLISH** and **COMMUNICATION** **SKILLS**

For Tertiary Education



ANTHONY E. OGU
RICHARD C. IHEJIRIKA
OBIAJULU A. EMEJULU



Listening skills By Regis-Onuoha, A. and Agwuocha, U. is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/)

Cel-Bez Erudite Books

Published by **Cel-Bez Publishing Co. Ltd.**

No. 7 Kagha Street, off Mbaise Road,
Owerri Nigeria

Email cel_bezpublishers@yahoo.com
Tel: 08035428158

ISBN 978- 045-211-7

First Published 2008

This Revised Edition 2016

Copyright: **Anthony E. Ogu**

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means without the written permission of the author.

Designed, printed and bound in Nigeria by
Cel-Bez Printing and Publishing Company

Best in Quality Printing and Publishing

3.1.1	Introduction to Time Management	36
3.1.2	What Is Time Management?	38
3.1.3	Managing Your Time	43
3.1.4	Applying Time Management	50
3.2	Note-Taking	50
3.2.1	Introduction to Note-Taking	50
3.2.2	Note-Taking Systems	52
3.3	Uses of the Dictionary	61

Chapter Four: Listening Skills 77

4.1	Introduction	77
4.2	What Is Listening?	79
4.3	Listening Contexts/Situations	81
4.4	Types of Listening/Listeners	82
4.5	Factors That Affect Listening Efficiency	88
4.6	How to Cultivate Good Listening Habits	95
4.7	Strategic Ways of Sustaining Interest and Participating During Listening	96
4.8	Conclusion	99

Chapter Five: Reading and Comprehension 101

5.1	Reading and Comprehension: An Overview	101
5.2	Why Reading?	103
5.3	What to Read	105
5.4	Types of Reading	105
5.5	Reading Faults	108
5.6	Speed Reading	111
5.7	Techniques for Faster Reading	112

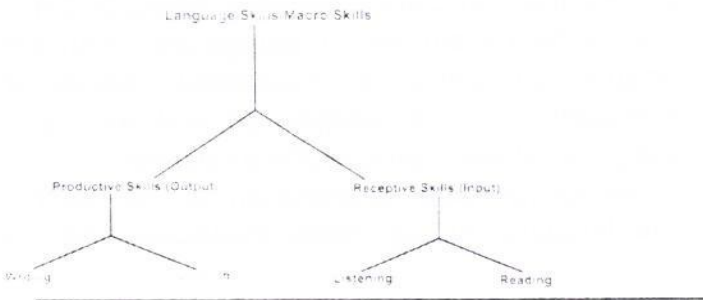
Chapter Four

LISTENING SKILLS

Adaeze Regis-Onuoha and Ugomma Agwuocha

4.1 Introduction

The process of learning a language involves a mastery of the four basic skills viz-a-viz listening, speaking, reading and writing. These skills are often described with the following terminologies – language skills and Macro skills. They are grouped into the productive and receptive skills. The listening and reading skills are known as the receptive skills while the speaking and writing skills are called the productive skills. As productive skills, speaking and writing involve the production and/or giving out of information, i.e. output of information. The receptive skills involve a situation where there is an input of information or where information is received. Schematically, the above can be represented thus:



Amongst these four language skills, the listening skill receives the least attention in language teaching because students are expected to automatically develop this skill on their own. This attitude accounts for the misconception between listening and hearing. While hearing refers to the sound one hears, listening involves more than that. It requires a high degree of attention, focus, concentration as well as interpretation and understanding of the message being received. Hence, listening does not only require listening to the story/message but also taking cognizance of the technique of the narrative, the message, language use and even the body language of the speaker, etc. In other words, it takes cognizance of both the verbal and non-verbal communication acts of the speaker.

Listening is a difficult skill to learn, thus it requires adequate care in teaching. It is very important to the personal and academic life of a student, because it is not only core to the learning of the English Language but also to other courses across the curriculum. Besides being beneficial to the student's studies, it equips him with greater chance of being a successful entrepreneur, manager and even leader, as well as improving the general well being of the individual.

However, despite its importance, the teaching of the listening skill has been neglected and has not

been given adequate attention in most schools, both at the secondary and tertiary levels. But as Ige (2005) posits, there should be a clear focus on listening in classroom instruction. Therefore it should pass through the same rigor of teaching as other skills since it is fundamental for effective studies by students in school.

4.2 What is listening?

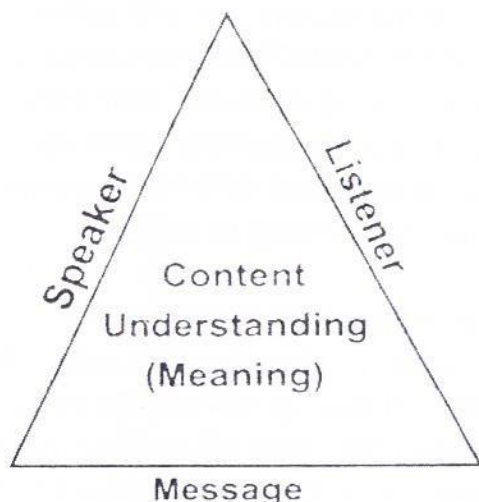
According to Wolvin and Coakey (quoted in Ige, 2005), "listening is the process of receiving, attending to, and assigning meaning to aural stimuli." For Otagburuagu (n.d.), "listening skill involves the reception, processing, interpretation and understanding of aural stimuli." Key to the above definitions is the fact that the listening process is incomplete without the processing and understanding of the sounds heard by the listener. This means that a good listener should possess the ability to interpret the message released by the speaker and understand the meaning inherent in it. In this communication process, there are four variables involved. They include the speaker, the message, the listener and the content interpretation for understanding or meaning. The first trio can be at three triangular points with the last/fourth being at the centre of them or being the

been given adequate attention in most schools, both at the secondary and tertiary levels. But as Ige (2005) posits, there should be a clear focus on listening in classroom instruction. Therefore it should pass through the same rigor of teaching as other skills since it is fundamental for effective studies by students in school.

4.2 What is listening?

According to Wolvin and Coakey (quoted in Ige, 2005), "listening is the process of receiving, attending to, and assigning meaning to aural stimuli." For Otagburuagu (n.d.), "listening skill involves the reception, processing, interpretation and understanding of aural stimuli." Key to the above definitions is the fact that the listening process is incomplete without the processing and understanding of the sounds heard by the listener. This means that a good listener should possess the ability to interpret the message released by the speaker and understand the meaning inherent in it. In this communication process, there are four variables involved. They include the speaker, the message, the listener and the content interpretation for understanding or meaning. The first trio can be at three triangular points with the last/fourth being at the centre of them or being the

product of the trio.



The above buttresses the fact that the purpose or goal of listening is to understand the message. Nwankwo. (2008, p.118) argues that "listening is adjudged successful when the listener is able to comprehend the message of the speaker". Also, Nwankwo (citing Oderinde) asserts that the purpose of listening is to have "the ability to understand without difficulty, spoken English which satisfies the requirements of national and international intelligibility".

In a nutshell, listening can then be defined as a process whereby sounds produced and

communicated by a source are decoded/interpreted by a receiver/listener and are acted upon. It can also be defined as the act of receiving, processing, interpreting and understanding messages delivered orally. In processing the received information, a good listener sieves the content of a message and isolates those linguistic sounds which can be classified as noise. By so doing, the listener transforms the 'input' into the 'intake', i.e. he then takes the significant part of the message and leaves out the irrelevant. This process of transformation helps the student in note taking and note making. Indeed, listening, as a language activity, is an active process.

Besides aiding the process of learning, listening helps to train students in the art of speaking. It is observed that a good listener makes a skilled speaker. Olaofe (2013, p.86) encapsulates it thus: "...by listening to correct pronunciation, stress, rhythm, and intonation of English, students are being directly and indirectly trained in the art of speaking English correctly".

4.3 Listening Contexts/Situations

Communication at work, school, home, church, etc, provides a variety of contexts in which

listening takes place. Each of these contexts requires a specific type of listening. They include:

1. Listening to Lectures: To acquire knowledge and information
2. Listening to Seminars/Speeches: To acquire knowledge and information
3. Listening to Debates/Manifestoes: To obtain information, knowledge, to accept or refute a view point.
4. News Broadcast/News Talk: To obtain information
5. Listening to Sermons: For worship, knowledge of the gospel, and spiritual upliftment.
6. Listening to Music: For relaxation, entertainment and information.

As complex as these listening situations are, so do they attract varying degrees of concentration. The effectiveness of the listening activity is determined by the purpose and context of listening.

4.4 Types of Listening/Listeners

Listening is of different types, each classified accordingly to the context of listening. Some of them cut across one another, yet they represent their distinct entity. Also, people are different in

In addition, because of the nature of programmes offered at this level of education, it has been realized that some students actually encounter serious use of language skills for the first time in the university. Many of them cannot spell correctly, read properly, nor can they write correct English sentences. These are grave problems which are brought to school by the students and which the teacher has to contend with. In conclusion, "Use of English" in universities provides students the opportunity to enhance their communication skills which in turn, helps to interact with people outside their discipline.

Class Activity: Do the exercises in Chapter Two of the workbook.

