Abstract

Listening plays a vital role for communication. In other words it is the cornerstone for any other skill to learn. Listening is the foundation for reading. Learning to read is a complex process which involves hearing, recognizing and decoding sounds. Reading includes a sequence of action or thought, anticipating outcomes, visualizing, synthesizing and recognizing main events and distinguishing main ideas from subordinate details. Disorder means disruption in the performance of an individual. A communication disorder may be evident in the processes of hearing, language, and/or speech. This paper attempts to present certain problems of student teachers which hinder listening and reading comprehension difficulties. Further this paper contributes some recommended techniques for student teachers to overcome their communication difficulties with respect to listening and reading disorder. The aim of this paper is that suppose the teacher trainees identifies their difficulties and take appropriate training that may be helpful for future generation. This kind of disorder in teacher trainees can be overcome for an extent by following the suggested techniques for listening and reading difficulties given in the paper.
I. INTRODUCTION

Listening plays a vital role for communication. Listening is the foundation for reading. Learning to read is a complex process which involves hearing, recognizing and decoding sounds. It is generally agreed that listening and reading is an important skill in the field of second or foreign language learning (Chiou, 2004; Gilakjani & Ahmadi, 2011; Lotfi, 2012; Rost, 1994). Reading is typically an individual activity, although on occasion a person will read out loud for the benefit of other listeners. Reading includes a sequence of action or thought, anticipating outcomes, visualizing, synthesizing and recognizing main events and distinguishing main ideas from subordinate details. In addition, language learning counts on listening in that it offers aural input which is acted as the foundation for language acquisition and further empowering learners to respond in spoken conversations (Guo & Wills, 2005).

II. COMMUNICATION DISORDER

As defined by the American Speech-Language-Hearing Association (ASHA), a communication disorder is: impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal and graphic symbol systems. A communication disorder may be evident in the processes of hearing, language, and/or speech. A communication disorder may range in severity from mild to profound. It may be developmental or acquired. Individuals may demonstrate one or any combination of the three aspects of communication disorders. A communication disorder may result in a primary disability or it may be secondary to other disabilities “A communication disorder is any disorder that affects the individual’s ability to communicate. The new diagnosis of communication disorder in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) will more accurately recognize individuals who have significant problems using verbal and nonverbal communication for social purposes, leading to impairments in their ability to effectively communicate, participate socially, maintain social relationships, or otherwise perform academically or occupationally.

III. LISTENING AND READING DISORDER

Disorder means disruption in the performance of a person. A person who has identified difficulties in communication is considered as communication disorder. Communication is interrelated to language skills. The language skills are broadly divided as receptive skills and productive skills. Under this listening and reading is considered as receptive skills and speaking and writing is considered as productive skills.

Listening is central to the lives of students throughout all levels of educational development (Coakley & Wolvin, 1997). Listening is the most frequently used language skill in the classroom (Ferris, 1998; Murphy, 1991; Vogely, 1998). Both instructors (Ferris and Tagg, 1996) and students (Ferris, 1998) acknowledge the importance of listening comprehension for success in academic settings. Numerous studies indicated that efficient listening skills were more important than reading skills as a factor contributing to academic success.
Nevertheless, it is evident that listening is more important for the lives of students since listening is used as a primary medium of learning at all stages of education.

1. Definition of Listening
   According to Thomlison's (1984) listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

2. Listening Comprehension
   Listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Listeners understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other use linguistic, paralinguistic, or even non-linguistic clues in contextual utterance (Rost, 2002).

3. Listening Disorder
   Listening difficulties are defined as the internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stages of listening comprehension (Goh, 2000).

4. Definition for Reading
   Reading is the cognitive process of decoding symbols to derive meaning from text. Reading involves learning the code and applying it to letters as they are grouped together to form words. It is a means of language acquisition of communication and of sharing information and ideas. Like all language it is a complex interaction between the text and the reader which is shaped by the reader’s prior knowledge, experiences, attitude and language community which is culturally and socially situated.

5. Reading comprehension refers to the understanding of printed text. Proficient readers engage in an intentional problem-solving process to comprehend. This process has a before, during, and after component. Most readers who are explicitly taught reading comprehension skills and strategies are likely to learn, develop, and use them spontaneously (Collins Block, & Pressley, 2001).

6. Reading Disability
   An individual with a reading disability demonstrates difficulties in reading skills that are unexpected in relation to age, cognitive ability, quantity and quality of instruction, and intervention. The reading difficulties are not the result of generalized developmental delay or sensory impairment (Lundberg & Hoien, 2001; Mather & Goldstein, 2001). Reading disability may be characterized by: difficulties in single word reading; initial difficulties decoding or sounding out words; difficulties reading sight words; insufficient phonological processing; that is, the understanding that sentences are comprised of words, words are made up of syllables, and syllables are made up of individual sounds or phonemes; expressive or receptive language difficulties; and difficulties with comprehension. The processing difficulties may also be revealed in spelling and writing. Written expression
disability and mathematics disability are commonly found in combination with a reading disability (American Psychiatric Association, DSM-IV-TR, 2000). For students with a reading disability, the reading difficulties are persistent. Even though an individual’s reading ability may eventually reach an acceptable performance, it often continues to be characterized by a slower reading rate.

**IV. FACTORS WHICH INDUCING LISTENING DISORDER AMONG STUDENT TEACHERS**

Underwood (1989) addresses seven barriers to induce listening problems. First, the listener has no control on the speaker’s speech speed. The same outcome can also be found on Flowerdew and Miller’s (1992) and Duzer’s (1997) studies. Second, the listener has no chances to hear aural information repeatedly if he cannot understand the message at the first time. Third, the listener has restricted vocabulary size which seriously impedes listening comprehension. This finding corresponds with Chiu’s (2009) study. Fourth, the listener has no competence to distinguish the speaker’s discourse makers. Those discourse makers are crucial cues to reveal that the speaker is changing from one idea to another (Gilakjani & Ahmadi, 2011). Fifth, the listener has no sufficient contextual knowledge that might have negative impacts on listening comprehension which coheres with Chang and Read’ (2008) Sixth, it could be hard to have the listener focus on incoming data long if the data are not interesting or too difficult for him. Seventh, the listener might have his own learning habits that may confine him to use certain strategies during listening. For instance, the listener is inclined to make effort to apprehend every word he hears. If he is unable to make it, he may become worried and feel discouraged, which causes listening impairment (Underwood, 1989).

- **FACTORS INDUCING READING DISORDER AMONG STUDENT TEACHERS**

Martin and Miller (1996), describe internal factors which can influence the reading skills in learners who are beginning to read such as maturation, development of their speech and language, vision and hand-motor skills. Factors such as teaching methods and teaching materials are external factors which can influence reading among learners. Aunola, Nurmi, Pekka, Lekanen and Puttonen (2002) list a number of determinants of good reading performance such as parental involvement in the learner’s academic development, which is of vital importance, because it contributes to a sense of purpose and relevance.

**VI. TECHNIQUES OR STRATEGIES FOR OVERCOMING LISTENING AND READING DISORDER**

Teaching listening strategies to the students is very helpful (Goh, 2000). But it is not enough unless the teachers increase students’ vocabulary, grammar, and phonology knowledge. Vandergrift (1999) claims “Strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses.” Most researchers concluded that there are mainly cognitive, metacognitive and socio-affective strategies in listening comprehension. Strategy may change due to the level of
learner. Students’ language level is the basic reason that affects the choice of method (Conrad, 1985; O’Mallay & Chamot, 1990; Rost & Ross, 1991). "If we expect children to become good listeners, we will need to do more than worry, complain or demand, we need to teach them to become active listeners" (Jalongo, 1995:13).

Components of Reading Comprehension Skills and Strategies many reading strategies have been developed by numerous researchers. Collins, Block, and Pressley (2002) outline several categories of comprehension strategies that have been found to be successful. Comprehension Monitoring Students are taught how to be aware of their understanding of the material, Question Generation Students are taught to ask themselves questions about various aspects of the story or informational text. Use of Graphic and Semantic Organizers Students are taught how to make graphic representations of the reading material. Prior Knowledge Students are taught to relate the content of the text to their personal lives and attempt to make predictions based on their knowledge. Mental Imagery Students are taught to create pictures in their heads that represent the text they have read. Summarization Students are taught to find the main ideas. Question Answering Students answer questions posed by the teacher and receive immediate feedback.

VII. SUGGESTED TECHNIQUES TO OVERCOME LISTENING DISORDER

1. Adapting and Improving Listening Materials
It is obvious that students differ in their learning styles and ability, therefore, teachers should adopt and adapt listening materials that match their students’ interest and background since the listening materials only become stimulating and motivating them when they are slightly challenging to what they have already known and suit their interest.

2. Activating Students’ Vocabulary
One of the great causes for the students in listening comprehension is their lack of vocabulary. The majority of all the students report not to have sufficient vocabulary in listening comprehension and a small number complains that their vocabulary is too poor to understand. It is, therefore necessary for teachers to equip students with certain key words needed for listening comprehension since lack of vocabulary becomes a great obstacle to them in listening comprehension, which is also realized by Underwood (1989) and Higgin (1995). However, it is better to activate students’ vocabulary by asking them to guess the meaning of words used in the listening context before explaining the meaning to them, since whenever students are able to relate what they have already known to what they are supposed to listen for, they are likely to listen better or more effectively.

3. Using Different Kinds of Input
Provide students with different kinds of input, such as lectures, radio news, films, TV plays, announcements, everyday conversation, interviews, storytelling, English songs, and so on.

4. Using Visual Aids
Visual aids draw learners’ attentions, increase their motivation on the topic and help them relate to content of the spoken text, thus listener overcome difficulties such as unknown words, minimal pairs of words.
5. Accents
Make students aware of different native-speaker accents. Of course, strong regional accents are not suitable for training in listening, but in spontaneous conversation native speakers do have certain accents. Moreover, the American accent is quite different from the British and Australian. Therefore, it is necessary to let students deal with British accents, especially in extensive listening.

6. Pronunciation
Incorrect pronunciation hinders at least many students from listening comprehension, so teachers need to help students expose themselves and get familiar with precise pronunciation of native speakers. By doing that the students’ pronunciation capacity is much more improved, which will help students find listening to native speakers effective and efficient. Many teachers suppose that students’ accurate pronunciation is of great help for them in listening acquisition. They also believe that one of the ultimate results of listening acquisition is to train students to produce accurate pronunciation.

7. Using Slow Rate of Speech
It has been a common belief in L2 (second) teaching that a slower rate of speech would facilitate listening comprehension (Griffiths [10]). Lecturers need to be advised to slow their speech rate down to a level that suits their students.

VIII. TECHNIQUES FOR OVERCOMING READING DISORDER

1. Word Recognition Skill
Word recognition skills are enabling skills. Word recognition is not reading, but rather a tool for reading. The recognition of single words leads to recognition and understanding of group of words, which in turn facilities comprehension, or reading. The word recognition skills- sight vocabulary, phonics, structural analysis and contextual analysis

2. Play word games
Word games and puzzles are fun and also build vocabulary and word understanding. Try crossword puzzles, word bingo,

3. Read aloud every day.
Encourage trainees to read directions, labels, and signs in the classroom, at home, in the car, and at stores or shops, and have them take turns reading aloud with a classmate, parent, or sibling. Discuss in class or at home what you are reading.

4. Model reading as an enjoyable activity
Give model reading to trainees and allow them to practice several times in a week.

5. Put learning to use
Help trainees remember by having them explain, discuss, or apply information they have just read, letting them “teach” you facts or ideas they have learned from their reading, or encouraging them to act out characters from their reading selections.

Trainees may benefit from listening to his or her textbooks and trade books on tape or by using assistive technologies like screen readers.
IX. CONCLUSION

Language plays a vital role in communication. Listening is vital not only in language learning but also in daily communication. Listening comprehension seems to be the weakest skill and students encounter various kinds of listening problems. Consequently reading is linked to oral and written forms of language. This paper attempts to present certain problems of teacher trainees which hinder listening and reading comprehension problems and contributing some recommended techniques for student teachers to overcome their communication difficulties with respect to listening and reading difficulties.

X. REFERENCES


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