

# **An Application of the Buddhist ‘Learned-ship’ Principle in promoting English Listening and Speaking Skills of Thai EFL University Students**

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## **Abstract**

The study adopted One Group Pretest-Post-test Design (E1/E2) aimed to investigate the effectiveness of Buddhist ‘Learned-ship’ principle (Bahusacca) consisting of five processes; listening, critical thinking (Analysis), comprehending, retaining, and drills in enhancing listening and speaking skills and developing vocabularies in EFL class at the University in Northern Thailand. Forty-six 4<sup>th</sup> year students majoring in New Media enrolled in ESP Course (146200) in the first-semester of the academic year 2017 were the participants. Ten selected videos from YouTube related to news and speeches with English subtitle from BBC, MSNBC, Sky News, and VOA News were employed as the tools for language practices (language structure/expression and lexical set). Pre-test and Post-test and an in-depth interview were employed to assess the effectiveness of the Buddhist principle of Learned-ship and participants’ development of listening and speaking skills. The quantitative data were analysed using mean score, standard deviation, and percentage and the content analysis was used to analyse interview data. The findings revealed that the participants’ post-test scores of listening and speaking were higher than that of pre-test scores. The participants’ satisfaction with the effectiveness of Buddhist learned-ship principle in enhancing their listening and speaking skills was positive.

**Keywords:** Buddhist principle ‘Learned-ship’, Application, Effectiveness

## Introduction

In human communication, which involves basic components context, sender, message, medium, receiver and response, listening plays the crucial role as far as the objective of communication is concerned. Importantly, listening is not similar to hearing as it needs one's attention to focus on what it is and how is told and also it is active listening. Therefore, good listening skills are needed for daily communication. It also benefits to those who utilize listening skills in various ways. Remen (2003) quotes Branson's statement pointing out the significance of listening as one of the main factors behind the success of people of Virgin as *'Effective listening is a skill that underpins all positive human relationships, spend some time thinking about and developing your listening skills – they are the building blocks of success'* (skillsyouneed.com)

*"The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention".* ( Remen, 2013)

Communication purpose is met when one understands what one listens. This means good listening skill has something to do with what is being said, what is left unsaid or only partially said. In another word, in exchange of communication, listening requires good skills, that is active listening because it needs the full attention of a good listener to observe speaker's body languages and inconsistencies between verbal and nonverbal messages conveyed by the speaker.

Among four skills, humans spend an average of 70% of their time for listening. According to Adler et al. (2001), adults spend an average of 70% of their time engaged in some sort of communication, of this an average of 45% is spent listening compared to 30% speaking, 16% reading, and 9% writing. It is also accorded with Rafael's work (2015). According to him, it should not be difficult to realize the importance of listening because when the amount of time spent by adults in daily communication listening occupies about 45 percent of the time adults spend in communication whereas speaking accounts for 30 percent, and reading and writing, which make up 16 percent and nine percent respectively. In a nutshell, adults spent 45 percent of the time for listening, which is higher than other skills.

### **A. Listening skill and its significance**

Listening is listed first before other language skills (LSRW). Naturally and practically it is intervened and interrelated with other language skills, speaking, reading, and writing. Among these four skills reading began to be recognized its significance in the late nineteenth century after the written mode is predominant in language learning in language teaching (Renukadevi, 2014). An abbreviation LSRW shown is not just merely given without any significance behind. Listening is ranked first as it has great contribution primarily for language expertise. Naturally, before a child learns to speak, listening is the first skill to be used. As Renukadevi (2014) points out, listening awakens awareness of the language as it is a receptive skill that first develops into a human being. Learning to listen to the target language improves language ability. The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening. Huei-Chun points out that listening in a pedagogical term is ‘speech recognition’, ‘speech perception’, ‘speech understanding’ and ‘spoken language understanding’ (Huei-Chun, 1998).

Nowadays listening as a skill in a language acquisition has been taught for a nearly century with different effective methods and strategies. Currently, listening can be taught effectively because of varieties of supporting technology that enhance learners listening skills. However, listening is still problematic in EFL settings due to varied and unfamiliar accents and meanings of words with unclear pronunciation. With such barrier, EFL learners are not able to quickly recognize the words or phrases they have just heard. (Ulum, 2015). Listening is off many objectives depending upon strategies, Top-down, and Bottom-up strategies. The first strategy highly places the listeners’ background knowledge of the topic, the situation or context, the type of text, and the language. This includes listening to the main idea, predicting, drawing inferences and summarizing. The latter uses texts or text-based, language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include listening for specific details, recognizing cognates, recognizing word-order patterns. Moreover, strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening (The National Capital Language Resource Center, 2004). Listening involves mental activity when

aspects of listening strategies, Top-down, and Bottom-up strategies are taken into close consideration. The mental activity involves directly with listening for the main idea, predicting, drawing inferences and summarizing, specific details, recognizing cognates, recognizing word-order patterns. As Renukadevi (2014) points out, listening is not similar to other language skills as it is felt comparatively much difficult by the learners and as it has all its interrelated sub-skills such as receiving, understanding, remembering, evaluating, and responding. Listening process takes place in five stages of hearing (receiving), understanding (learning), remembering (recalling), evaluating (judging), and responding (answering) (Tyagi, 2013)

More importantly, the third type of listening strategy that can be used by strategic listeners is metacognitive strategies. This strategy involves mental activity to plan, monitor, and evaluate their listening. At this stage “listening comprehension is not constrained either to top-down or bottom-up processing, but it should be an interactive, interpretive process where listeners apply both their prior knowledge and linguistic knowledge in understanding messages” (Renukadevi, 2014, pp. 61-62). According to Ridley et al. (1992), metacognitive development can be described as conscious development in one’s metacognitive abilities, such as the move to greater knowledge, awareness and control of one’s learning, selecting strategies, and monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary. Anderson (2002) states that the use of metacognitive strategies activates one is thinking and leads to improved performance in learning in general. Mendelsohn (1998) indicates the advantage of metacognitive strategies that can train the language learner to cope with the demands of listening.

Wenden (1998) also points out advantages of metacognitive strategies to learners who use their metacognitive abilities as follows:

- i) Learners become more strategic.
- ii) Progress in learning is faster with improved quality and speed of their cognitive development.

iii) They are confident in their abilities to learn and hence can provide accurate assessments of why they are successful learners.

iv) They think clearly about inaccuracies when a failure occurs during an activity.

v) Their tactics match the learning task and adjustments are made to reflect changing circumstances.

vi) They perceive themselves as continual learners and can successfully cope with new situations.

To conclude, the metacognitive strategies make learners' learning more effective, hence, they are able to maximize the information received and thus this can be used to improve their listening skills.

## **B. Oral skills and significance**

Speaking is a productive skill and one of four language skills and is regarded as the most basics of human communication. Therefore, as Lazaraton points out (cited in Celce-Murcia, 2001: 103), "For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication". In the same line of thought, Bialek and Savage (1994) stated that speaking in FL and SL settings has been viewed as the most demanding of four skills. According to Lazaraton (cited in Celce-Murcia, 2001: 103), Hymes's theory of communicative competence (1972) and the practice of communicative language teaching, the teaching of oral communicative skills as a contextualized sociocultural activity has become the focal point in many ESL classrooms. Later Canale and Swain (1980) has adapted Hymes's theory and proposed four dimensions of ability to communicate in language or communicative competence; grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Communicative competence, then, has the significant role to play in ESL and EFL classrooms. There are many ways to promote oral skills in ESL/EFL scenario. Lazaraton (cited in Celce-Murcia, 2001, p.103) lists major types of speaking activities consisting of discussion, speeches, role play, conversation, audiotaped oral dialogue journals, and

other accuracy-based activities. For ELT sources of listening, activities like story-telling, drama, dialogue, music, listening to the radio, films, and telephone are recommended (Andrade, 2006: 18).

### C. Buddhist principle of learning and listening

Buddhism arose in India 2600 years ago with two main sects, Theravada and Mahayana. Both sects follow the same doctrines and doctrines preached by the Buddha, the founder of Buddhism. Buddha's teachings give advantages to people at various levels. Buddhists are taught to train themselves with moral teachings to attain the final liberation. Education and learning are said to be one of the distinctive characteristics of Buddhism. Every Buddhist is called a student or Sikkha. Buddhists are given Threefold Training called Trisikkha consisting of (i) moral, (sila), (ii) concentration (samadhi), and Insight (panna). Wisdom or panna is the highest training in Buddhism. According to Buddhism, one can achieve wisdom via various processes or ways. Wisdom in Buddhism can be attained through listening (suta-maya paññā), wisdom or knowledge based on thinking (Cintā-maya-paññā), and wisdom through cultivation (bhāvanā-maya paññā) (DN 3:219; Vbh 324).

Wisdom from listening in Buddhist context means wise listening to Dharma teachings, which is “wisdom through listening. As we become wiser through such listening or reading, such wisdom, too, matures, so that we are able to relate the teachings together, and realize certain truths, or see them more clearly, by ourselves. However, the most important kind of learning is “wisdom through cultivation,” which is a direct experience of true reality when our minds are calm and clear.

Listening skill plays a significant role in Buddhism so far as human education is concerned. Various teachings of the Buddha also focus on worldly skills that Buddhists should possess. One of them is listening. Listening, according to Buddhism, is not just hearing, but attentive listening or active listening. Good listeners in Buddhism are required to lend their ears to attentively listen to gain main idea and details of what is told. Listening is so important that it is one of the three

sources of knowledge in Buddhism. The famous statement from the Khuddaka Nikaya, one of the Buddhist texts, emphasizes the significance of listening as

*‘ Sussusam labhatepannam-*

*Well and attentive listening is conducive to knowledge.*

There are 38 high blessings in Buddhism. One of them is the advantage of learned-ship from listening or knowledge gained from great information that one attentively listens. One who attentively listens to the number of information and can utilize them for oneself and other is called ‘*Bhahusutta*’ and such ability is also called ‘*bhahusacca*’. The Buddha once preached the qualities of a learned person to his disciples. They are:

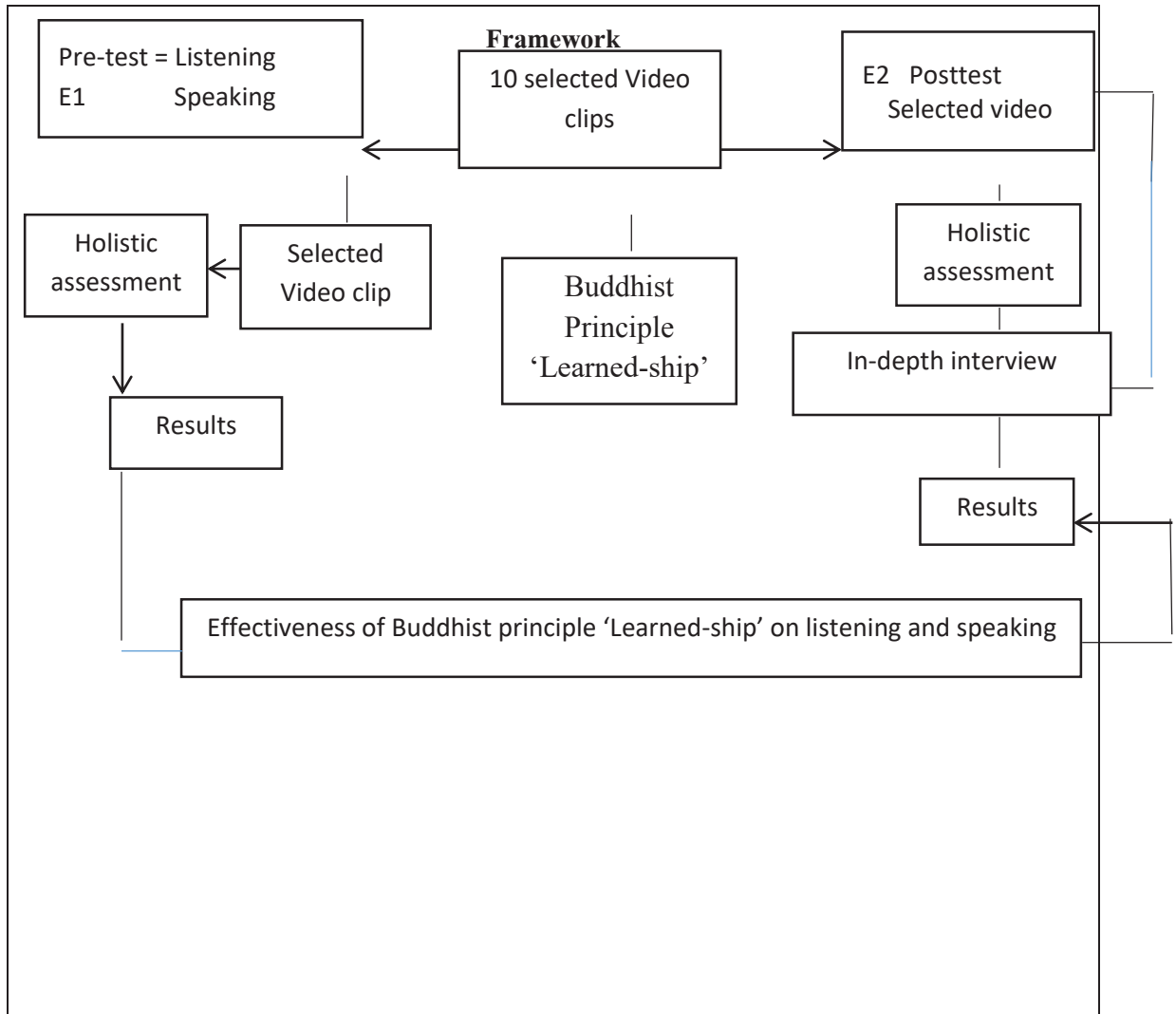
- 1) *Bahusuta* - having heard or learned many ideas
- 2) *Dhata* - having retained or remembered them
- 3) *Vacasa paricita*-having frequently practiced them verbally; having consolidated them by word of mouth
- 4) *Manasamupekkhita*- having looked over them with the mind
- 5) *Ditthiya supatividdha* - having thoroughly penetrated them by the view

(A.III.112)

The above five qualities of a learned person are also applicable to language acquisition as some modern language teaching strategies are similar to the Buddhist principle as well. The above processes can be applied to language learning as explained below:

- 1) Language learners gather information from assigned digital /audio devices by attentive or active listening
- 2) Language learners retain or remember important ideas or point after attentively listening
- 3) Language learners frequently practiced them verbally; having consolidated them by word of mouth (Drills)
- 4) Language learners look at what they listen with the mind in the analytical way or critical thinking.

5) Language learners having thoroughly penetrated what they listen to the view and summarize them to be further practically used.



### Research Objectives

The research aims to investigate the effectiveness of Buddhist principle 'Learned-ship' (*Bahusacca*) in enhancing the listening and speaking skills of EFL University students at a university in the North of Thailand.

Research Questions:



The research questions are as follows:

1. Can the application of the Buddhist ‘Learned-ship’ principle (Bahusacca) enhance the listening and speaking skills of EFL University students at a university in the North of Thailand?
2. What are the students’ opinions towards the effectiveness of the Buddhist ‘Learned-ship’ principle in enhancing their listening and speaking skills?

### Research Methodology

This is a classroom action research (CAR) with a mixed method study and research designed was One Group Pretest- Post-test Design.

| Pre-assessment | Implementation | Post assessment ( development) |
|----------------|----------------|--------------------------------|
| $T_1$          | $X$            | $T_2$                          |

$T_1$  representing pre-assessment prior to language development

$X$  representing the implementation of the Buddhist principle

$T_2$  representing Post assessment (language development)

The above designed used  $E_1$  and  $E_2$  formula proposed by Promwong (2002) to analyze the effectiveness of the process of Buddhist principle ‘Learned-ship’.  $E_1$  represents the effectiveness of the process of Buddhist principle ‘Learned-ship’ whereas  $E_2$  is used to assess the effectiveness of the process of Buddhist principle ‘Learned-ship’.

$$E_1 = \frac{\frac{\sum x}{n}}{A} \times 100$$

$$E_2 = \frac{\frac{\sum y}{n}}{B} \times 100$$

The methodology consists of the followings:

### Samples

Forty-six 4th year students majoring in New Media enrolled in ESP Course (146200) in the first-semester academic year 2017 were the research participants. The participants were, according to the curriculum, assigned to enroll 12 units of English language, which are four English subjects consisting of English foundation I-II, Academic reading and writing, and English for Specific Purposes. This means non-English major students are required to study 12 units of English language in their 4-year course. Their English foundation is sufficient to be enhanced with this application of Buddhist principle ‘Learned-ship.’

### Research Instruments

1) Ten selected short clips related to news and social news from Learn English Through New | BBC News, MSNBC, Sky News, VOA News and Obama’s speeches with English subtitles as shown below were employed as the tools for language practice (language structure/ pronunciation/ accent /expression and lexical set). The length of the Videos is not fixed. These videos are uploaded to <https://www.youtube.com>. British and American accents are both main focus. List of ten selected videos is given below.

1. <https://www.youtube.com/watch?v=pnnDz1DBUKo>
2. <https://www.youtube.com/watch?v=WAbxEIrpHCY>
3. <https://www.youtube.com/watch?v=h37x9Mmmyjs>
4. <https://www.youtube.com/watch?v=aNI-DTQVWQU>
5. <https://www.youtube.com/watch?v=m5bQRmqmzII>
6. <https://www.youtube.com/watch?v=yARiNbzuAoM>
7. <https://www.youtube.com/watch?v=qiINv9oFf3U>
8. [https://www.youtube.com/watch?v=IPjH\\_vuoHLo](https://www.youtube.com/watch?v=IPjH_vuoHLo)
9. <https://www.youtube.com/watch?v=Yb1Pr0ZKCVE>
10. <https://www.youtube.com/watch?v=1fK0TIE4HxQ>

## 2) Pre-test and post-test

The content of the test consists of knowledge of English on words, accent, structures, and expression. The overall holistic criteria with 100 scores are given for listening and speaking assessment (see appendix). The standardized criteria as determined are 75/75. Participants were given listening to the selected video first, and then they were given a speaking test based on the same video. Scores from pre-test were analysed and tabulated in percentage and average. The post-test was given again after the implementation of the Buddhist 'Learned-ship' principle with the same criteria.

## 3) In-depth interview

With regard to In-depth interview, after ten weeks, 10 of participants were voluntarily interviewed. They were asked about their opinions on the Buddhist 'Learned -ship' principle in enhancing their listening and speaking.

## Data Collection

The ESP course lasted 3 hours. After the usual English course was conducted for 2 hours, the experimental study was conducted in the third hour of the course.

1. Participants were given the pre-test based on one of the clips used in this study. The content of the test consists of knowledge of English on words, accent, structures, and expression.
2. They were given the process of Buddhist 'Learned-ship' principle with full strict practices.
3. They were given the first video clip from VOA News (very slow and simple) to watch and listen for the first language learning according to the Buddhist principle processes. They were advised to watch and listen to the clip and they were also allowed to write or make any notes while they are doing activities. They were advised to pay attention to (1) pronunciation or accent, (2) words, and (3) expressions.
4. They were asked about the content of the clip such as words, expression, pronunciation and

they are requested to speak and pronounce the words they can remember. Then, they were asked to use the Buddhist principle process. Repetition of the same clip is the heart of listening skills according to Buddhist principle ‘Learned-ship’).

5. Participants were told to watch and listen to the clip repeatedly as many as possible at home or through their smart mobile phone. They were asked to give pronunciation and meaning of words in the following week.

6. The rest of the videos were used in the same pattern for 10 weeks.

7. The post-test was administered.

Regarding Pre-test and post-test process, participants were given the pre-test based on one of the clips used in this study. The content of the test consists of knowledge of English on words, accent, structures, and expression. The overall holistic criteria with 100 scores are given for listening and speaking assessment (see appendix). The standardized criteria as determined are 75/75. Participants were given listening from the selected video first, and then they were given speaking test based on the same video. Scores from pre-test were analyzed and tabulated in percentage and average. The post-test was given again after the implementation of the Buddhist ‘Learned-ship’ principle with the same criteria.

With regard to In-depth interview, after ten weeks, 10 of participants were voluntarily interviewed. They were asked about their opinions on the Buddhist ‘Learned –ship’ principle in enhancing their listening and speaking.

### **Data Analysis**

Data in this study consist of two types; quantitative data, pre-test and post-test, and qualitative data obtained from the interview. The first type of data was analyzed with descriptive statistics, average, percentage, and standard deviation and was tabulated. The data from the interview was analyzed using content analysis.

## Research Results

Findings in this study are divided into two parts; quantitative data and qualitative one.

### *Quantitative data*

Findings revealed that listening and speaking skills of the participants were noticeably improved and Buddhist principle of learned-ship was highly effective in enhancing listening and speaking skills along with vocabulary retention as shown from the following findings;

*Table 1*

*Summary of listening scores of pretest and posttest*

| Score                            | Number of<br>students | Full score | Obtained<br>score | $\mu$<br>Average | S.D. | %     |
|----------------------------------|-----------------------|------------|-------------------|------------------|------|-------|
| Pretest score (E <sub>1</sub> )  | 46                    | 4600       | 2267              | 49.28            | 6.02 | 49.28 |
| Posttest Score (E <sub>2</sub> ) | 46                    | 4600       | 3586              | 77.96            | 8.50 | 77.96 |

The above table 1-2 shows that the application of Buddhist principle was effective in terms of enhancing listening skill. The post-test score in listening was higher than that of the scores of the pre-test as clearly presented in average, standard deviation and percentage.

Table 2

*Summary of speaking scores of pretest and posttest*

| Score                    | Number of students | Full score | Obtained score | $\mu$<br>Average | S.D. | %     |
|--------------------------|--------------------|------------|----------------|------------------|------|-------|
| Pretest score ( $E_1$ )  | 46                 | 4600       | 2296           | 49.91            | 6.45 | 49.91 |
| Posttest Score ( $E_2$ ) | 46                 | 4600       | 3586           | 77.15            | 7.98 | 77.15 |

The above comparative table 2 shows that the application of Buddhist principle was effective in terms of enhancing speaking skills. The post-test score in listening was higher than that of the scores of the pre-test as clearly presented in average, standard deviation and percentage.

### ***Qualitative data***

The qualitative data obtained from an in-depth interview. Ten participants were voluntarily interviewed with questions given below. The answers given by ten participants were analyzed and grouped into overall themes according to the questions.

#### ***1. The students' listening skills after following the processes of Buddhist principle on 'Learned-ship'***

The students generally are afraid of learning English. They have fear to make mistakes. Their listening skill is rather poor, especially English. They listen but they cannot understand, then we have no motivation to listen any further. They have never listened to something repeatedly with critical analysis of what they listen. They rarely note down what we listen. They usually rarely pay attention to what they listen. This Buddhist method trains them to know how to listen, think critically about ideas and contents of what they were assigned to listen. After they critically analyze, they know that our memory starts working. For example, they start speaking practice and

do many language drills. Listen once only is not enough, according to Buddhist principle on learned-ship. Repetition on listening helps us think critically and make them comprehend some contents of the video, some words, pronunciation, and expression. Their process of learning language based on Buddhist principle starts from listening (many times), then their mental activity such as analysis followed by memorization and verbal drilling language forms.

## ***2. The heart of principle for language development***

According to students' opinions, Buddhist principles on 'learned-ship' gave them a lot for training speaking skills. That is the repeated listening. They listen to words with right pronunciation with a clear accent in slow speed of speaking. The speed of speaking is so slow that they can get familiar with words and expressions although they do not understand the meaning of words. From the slow speed of speaking, they can speak after or imitate pronunciation or accent. After two or three videos we listen, they can learn lots of things. They know how to pronounce. Then, they try to find the meanings of each word unfamiliar to them in a dictionary. After knowing the meaning and they can say those words, they memorize them and they can use them for a certain extent. Their exploration was as follows:

*[Listening → think → analyzing → interpreting → drills → retaining → for future use]* ↗

They can also listen to speaking speed by native speakers although they do not understand all. Their teacher advises and recommends them to watch soundtrack movies.

## **Discussion**

The following points based on the research results were discussed:

### **Quantitative data**

Results in quantitative data indicated the positive effects of the application of Buddhist principle in terms of enhancing listening skill. According to Buddhist principle on the significance of listening, only well and attentive listening can lead to knowledge. In the process of listening

based on Buddhist principle, EFL learners gathered information from assigned digital /audio devices by attentive or active listening, then they were able to retain or remember important ideas or point after attentively listening. This is consistent with White's article on listening skills and memory (2015) according to the writer, listening also can increase one's memorization when one is actively engaged and focused in listening it is much easier to absorb the information into one's memory. Also, Proctor (2017) points out the significance of active listening as a tool for improving one's memory. After the process of repetition of listening, EFL students verbally practice(Drills), then they look over what they listen with the mind in the analytical way or critical thinking, then try to speak what they have listened following the language patterns and expressions. So listening is the foundation of other language skills, especially speaking. It is accorded with the article in Effortless Englishclub.com "In reality, the only way to develop fluency in speaking is by huge amounts of listening, and then practicing". In real teaching, both skills: listening, and speaking co-occur and they are not exclusive. It is clearly stated in studies confirming that teaching both speaking and listening in an integrative way can bring more effective results in speaking and listening. This corresponds to the finding of a study by Tavit (2010) on the integration of two skills, listening and speaking. At the end of the study, the group practicing the skills in integration was found to be more successful, observing from their posttest scores.

### **Qualitative data**

The qualitative data obtained from an in-depth interview. Ten participants provided their opinions. Content analysis from interview indicates participants' satisfaction on the effectiveness of Buddhist leadership principle in enhancing their listening and speaking skills. According to their views, Buddhist principle helped them think critically and memorize together with drills.

### **Conclusion**

Participants in the study were aware and attentive on what they listen and aspect of metacognition strategies work well with the Buddhist principle in listening context. The process of



Buddhist principle also, to some extent, helps them learn new vocabulary and retain for the future use. The same process can be employed with other skills like reading and writing as the process of the Buddhist principle can enhance the said skills as well. The nutshell of the Buddhist principle 'Learned-ship' lies in mental activity along with learners' persistent practice with understanding.

### Recommendations

This study was conducted employing the Buddhist principle focusing on two skills, listening and speaking. It is advisable to use the principle with other language skills.

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### **Buddhist Text**

AN III - Anguttara Nikaya DN III - Dighanikaya Vbh – Vibhanga

### Listening Rubric for Pretest and Posttest

**Direction:** Students will LISTEN to a series of spoken directions and/or information in VOA News Video in order to complete a word, words, phrases, sentences, expression ( 100 points)

| Aspects               | Area of concern<br>1-25 pts  | Needs work<br>26-50 pts  | Good<br>51-75 pts  | Very good<br>76-100 pts  | Total<br>points |
|-----------------------|--|--|--|--|-----------------|
| Ability to focus      | The student was not able to concentrate on the listening task and was easily distracted and inattentive. | The student found it difficult to concentrate on the listening task but was able to attend occasionally.                         | The student was mostly attentive and usually able to listen with good concentration.         | The student was able to concentrate fully and listen very attentively throughout the assessment. |                 |
| General understanding | The student did not understand enough vocabulary or information to answer the questions.                 | While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions. | The student showed a good general understanding of the vocabulary and information, with most | The student showed a very good general understanding of all vocabulary and information,          |                 |

|                       |  |  |   |   |  |
|-----------------------|--|--|---|---|--|
|                       |  |  | questions completed.  | completing all the questions.   |  |
| Listening for details | The student was unable to grasp specific details when listening and did not include them in the answers. | Although the student showed a limited ability to listen for details, specific information was occasionally included. | The student was able to include most specific information and details in his/her answers. | The student included all the specific information and details in his/her answers. |  |
| Accuracy of answers   | The student's answers were mostly left out or unrelated to the information given.                        | The student included a small amount of information, inaccurate.  | Answers were mostly accurate with an only a few errors.                                   | The content was always accurate and related to the information given.             |  |

Excerpted and adapted from <https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L95572&>

Speaking Rubric for Pretest and Posttest

| Criteria             | 4<br>Excellent (76-100 point)   | 3<br>Good (51-75 point)   | 2<br>Satisfactory (26-50 point)  | 1<br>Needs Improvement (1-25 point)   |
|----------------------|---|---|--|---|
| <b>Grammar</b>       | The student was able to express his/her ideas with ease in proper sentence grammar structure            | The student was able to express his/ her ideas fairly with grammatical mistakes and can correct himself/herself.            | The student was able to express his/her ideas adequately with often inconsistencies in sentence structure  | The student was difficult to understand and had a hard time communicating his/ her ideas because of grammar mistakes.   |
| <b>Pronunciation</b> | Pronunciation was very clear and easy to understand. No errors in pronunciation impeding comprehension. | Pronunciation was good and did not interfere with communication. A few errors in pronunciation rarely hinder comprehension. | The student was slightly unclear with pronunciation at times but generally is fair. Occasional pronunciation errors cause certain confusion or misunderstanding. | The student was difficult to understand, quiet in speaking, unclear in pronunciation. Frequent pronunciation errors cause consistent confusion or misunderstanding. |

|                   |  |   |   |   |
|-------------------|--|---|---|---|
| <b>Vocabulary</b> | Rich, precise and impressive usage of vocabulary words learned in class and beyond of class.                             | Student utilized the words learned in class, in an accurate manner for the situation given.                           | The student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas. | The student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding. |
| Fluency           | Speech is effortless and smooth and with speed that comes close to that of a native speaker. No hesitancy or rephrasing. | Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words. | Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.          | Speech is very slow, stumbling, nervous, and uncertain with responses. Difficult for a listener to understand.            |
| Effort            | excellent  | Good  | Fair  | Poor  |

Adapted from <http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L47B46>

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