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**THE IMPACT OF LISTENING HABIT ON ESL LEARNERS' SPEAKING
SKILL**

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Abstract

This research is based on the importance of listening habit and its impact on ESL learners' speaking skill of post graduate students of Khawaja Fareed Government College Rahim Yar Khan. This is a quantitative research. In this research the researcher observed the impact of independent variable listening on the dependent variable speaking. The research is in the form of numbers and digits. 120 students of post graduate classes of Khawaja Fareed Government College were chosen as a sample for this research. The questionnaire was based on the importance of listening habit and its impact on ESL learners' speaking skill. The findings of this research show that ESL learners' listening habit has a great impact on the speaking skill of ESL learners at post graduate level.

Key Words: ESL, Listening Skill, Speaking Skill.

1. Introduction

The basic purpose to teach English is enabling students for communicative purpose. There are four basic skills for ESL learners such as; reading, writing, listening and speaking. The more a learner seeks these skills the more quickly and efficiently he learns English language (Matamoros-González, Rojas, Romero, Vera-Quiñonez, & Soto, 2017). Listening plays an important role in speaking skill for ESL learners. During the process of learning English as a second language a learner faces all the difficulties, all those difficulties are mastered by active listening. Listening is a crucial human activity which helps human to obtain knowledge that assists the ESL learners to comprehend and solve the hurdles they face during this learning process (Emerick, 2019). Pakistani learners are non native English speaker and face a lot of difficulties during speaking and learning English. In Pakistani schools English is taught as a foreign language and learners are not exposed a favorable environment to learn English speaking skill. Mostly ESL teachers do not approach directly while teaching English to their students. There is a trend of Grammar Translation Method to teach English in Pakistani schools. Due to this trend learners cannot comprehend English language as native English people learn and speak it. Listening is one of the important factors to learn English. Listening is a natural and environmental behavior (Ali, Khizar, Yaqub, Afzaal, & Shahid, 2020).

Speaking and writing are productive skills. On the other hand listening and reading are receptive skills. These receptive skills are a source to create an output. The importance of listening in communication process cannot be denied because listening makes a listener able to be aware of the communicative process. Speaking is a way to express the inner thoughts of the speaker. Through communication interaction between a speaker and a listener can be created.

It is obvious that both speaker and listener play an important role for a successful communication. Speaking skill is difficult to master it for the ESL learners (Sreena & Ilankumaran, 2018). Those learners who have an interest in listening can master the art of speaking skill. It is because students' listening habit teaches them how to become a successful English speaker. Students should develop listening habit. Every listener understands and interprets the message of speaker depending on his personal experience and receptive skill. A lot of listening should be done on regular basis because it is very helpful step for an ESL learner in the beginning to become a successful speaker. Listening is a valuable activity because a learner learns a lot about any language such as; pronunciation, vocabulary and accent. A listener can listen through an audio voice, television news broadcasting, movie, play and face to face interaction. Through listening a listener learns vocabulary, pronunciation and native English accent. Effective listening improves students' performance such as; vocabulary, grammar, reading, spelling and writing and speaking (Rintaningrum, 2018).

1.2 Significance of the Study

Listening is a crucial habit in this era particularly for ESL learners. Listening develops learners' capacity to learn a language.

1.3 Impact of Listening on ESL Learners' learning

Listening is an effort to understand the message conveyed by a speaker. A listener does not wait for coming the meaning when he listens. A listener receives extensively the message of speaker to understand fully what a speaker conveys in a particular situation. There is much evidence that listening has a great impact on speaking skill of ESL learners. A good speaker must be a good listener and without listening no one can be a good speaker. Listening makes advance the ability of learners to speak because listening increases the learners' process of ESL learning (Mahmoud,

2019). By listening the relevant material, learners gain knowledge about how to speak and what to speak. In this way they become familiar about the topic under discussion. Learners can record the voices of the native speakers which proved very helpful in learning English. Hence many speaking classes are begin with listening, understanding, analyzing and considering them as a base model for speaking. Listening is considered as a responding piece during communicative process. Due to this listening plays a decisive and vital role in the advancement of speaking skill for ESL learners (Septyanti & Kurniaman, 2019).

1.4 Research Question

What is the impact of listening habit in the development of ESL learners' speaking skill of Post Graduate students of Khawaja Fareed Government College Rahim Yar Khan?

1.5 Research Hypothesis

Students will be able to speak English fluently after the intervention.

2. Literature Review

There is an important role of listening in the process of learning second as well as foreign language. In the ESL learning process active listening is an essential factor to get competence in the target language. (Morley, 2001). Many people neglected listening skill during foreign or second language learning environment until the end of 1960s. Researchers and teachers of language teaching kept on paying their attention to grammar, reading and they did not consider teaching listening a valuable factor for language teaching (Richards & Rodgers, 2001). In the past at every step and place the importance of listening was vary from time to time in the process of teaching language. In that era Grammar Translation Method dealt learning a language as to learn a combination of rules and principles which aim was helping students read and comprehend foreign language's literary work. Language teachers were not trained to teach listening and listening was not considered as a prime factor in the process of GTM (Krebt, 2017). The learners learned the rules and its description of the language which was the target. The direct Method after GTM became very popular which was thought as a natural approach to learn a language (Al-Maamari, 2021).

In DM the importance of natural environment was evident in the process of learning a language. Oral system was observed a best way to teach a language. In classrooms both the students and teachers used their second language. DM paid its full attention on the advancement of listening skill besides other skills. The medium of teaching language was second language and there was not any need to translate it in any other language (Batool, Anosh, Batool, & Iqbal, 2017). The trend of teaching a second language was changed in International Association of Applied Linguistics Conference in 1960 and it emphasized learner and his individual learning. Reading was a receptive skill based on complex process and on the other hand listening was termed a basic skill to learn a second language and to communicate in the classroom (Kannan & Munday, 2018). Among the four major language learning skills, listening was an important skill in learning. In seventeenth century listening emerged like a skill and took place in the process of teaching second language instead of reading, speaking and writing. In the last of 1970s there was advancement in Communicative Language Teaching. English played a prominent role in the communication which increased the scope of teaching listening in ESL process. With the passage of time importance of listening increased and aural perception and comprehension took a prominent place in foreign and second language learning programs (Asrial, Syahrial, Kurniawan, Subandiyo, & Amalina, 2019).

2.1. THE DIFFERENCE BETWEEN HEARING AND LISTENING

It is important to know the difference between listening and hearing being aware of the difference between hearing and listening during second language learning process. He further explains the difference as follows: "Hearing is the receiving of sound, listening is the attaching of meaning to that sound. Hearing is passive, listening is active. The difference as follows: "Hearing is a type of awareness. Listening is non passive. But listening and hearing involved in the perception of sound and there is a difference of intentional degree (Muthmainnah, Asrifan, Al Yakin, & Sahabuddin, 2019). All the children are blessed with hearing ability since birth. In the beginning a child listens sound and then begins to utter sounds and words. All children are born with the ability to hear. Children first listen and then start to speak. Children learn to speak first than to read and writing comes in the last. From the four major language skills, listening appears in the very beginning. Every language teacher and educator defined listening in his own way according to his experience and skill (Gentry & Ouellette, 2019).

In the nineteenth century, listening was considered and defined "reliable recorded acoustic signals and signs in the brain. During the nineteen twenties and thirties with the advancement of the knowledge about human brain, listening was considered as an "unconscious process controlled by hidden cultural schemata. In the later part of nineteen thirties and in the beginning of forties listening became a very successful process of transmission and messaging. In the nineteen sixties, listening was considered as an experience of listener understands speaker's intention. In the 1970s "the cultural significance of speech behavior" was accepted. In the 1980s and 1990s, listening was defined as "parallel processing of input (Bijsterveld, 2019). Listening as a conscious and active process and in this process the listener produces meaning by applying information and cues from context as well as with the help of existing knowledge relying on the various mechanisms to accomplish the required task. After a lot of discussion it is concluded that taking into account listening a passive skill is not appropriate. If a listener who involves in linguistically listening process and tries to understand the message of speaker by using her/his non linguistically knowledge. This kind of listening is termed as active listening. Only hearing the speaker's message which a speaker speaks does not understand. There must be a link between listener's prior knowledge and what he/she hears in the current situation to understand comprehensively the message of the speaker (Khilji, 2021).

2.2 THE IMPORTANCE OF LISTENING

There is a significant role of listening in a man's daily life. Listening is a medium which helps people to gain a major part of their education, understanding about human affairs and the world, ideals, information and sense of value. a person involved in the communication spends his/her 40-50% time in listening, 25-30% in speaking; 11-16% in reading and 9% in writing (Al-Twairqi, 2017). Spoken language is an easy form of input a language during the process of spoken language, and listening makes learners able to comprehend the interworking system of language at different stages to establish a base point for productive skills. Despite daily life listening plays a prominent role in classroom environment. We gain knowledge about prominent features of listening when we listen unconsciously about any language in which we are not proficient. Many people consider that a person able to speak and write knows about language, but he is lack in listening ability then it is impossible to participate in communication. Listening is an important skill in learning a second language and half of the time is spent in listening while learning a foreign language (Kareva & Qorri, 2020).

Skinner (2019) explains the importance of listening in language Classroom as follows:

1. Listening is an important input skill in the language learning classroom. Without the knowledge of input no learner can initiate his/her learning in a proper way.
2. For learners language spoken in a classroom is a mode of interaction to learn and understand language. Learners' inability understanding the language is impetus to learn and interact.
3. Actual spoken language challenges the learners to comprehend Language like native language speakers uses it.
4. Listening practice provides language teachers to draw the attention of learners toward new learning forms such as (grammar, vocabulary and pattern for new interaction) in the language learning process.

Summarizing the importance of listening it is obvious that listening is playing a vital and significant role in the process of learning language as well as daily life. For a successful communication, listening is important as speaking itself because without listening cannot be able to communicate. Through listening learners become able to gain information which helps them to communicate.

2.3 THE PROCESS OF LISTENING

Brown (2006) defines listening process as "by using prior experience and knowledge, we learn about particular things, situations and topics and with the use of that knowledge we understand Simply listening is understanding based upon our past knowledge, experience and schemata about any specific topic. In other words, learners use their background knowledge, experience and schemata to understand fully what a speaker speaks (Cervetti & Wright, 2020).

(Das, 2017) states there are four major steps in the active listening process of face to face verbal communication.

1. The signals of spoken language should be recognized from the centre of surrounding sounds.
2. Larger chunks of speech should be separated making units and these units are named as known words.
3. The speaker's utterance should be grasped to understand the intended meaning of speaker.
4. A listener applies his linguistic knowledge to form an appropriate and correct response for what is said by the speaker.

Cooke, Slee, and Young (2020) emphasizes differentiates between code breaking and decoding in the listening process. Code breaking is the process of language which helps getting the rules of language whereas Decoding is the process of language for getting the message. In teaching students decode the message from the spoken language as well as to code break the system of language which is heard by the listener.

2.4 TEACHING LISTENING to ESL learners

In present time there is much emphasis on listening in communication during language teaching. Due to its importance in language learning process listening was given a special status in ESL programs. Listening is an important factor because a language learner receives input through listening in language learning process (Gaffas, 2019). English is an international language and many people of different countries speak English for their communication whose native language is other than English. Despite this it is a challenge for language teacher to teach listening to the students. Listening is not being taught as a separate language teaching skill for a long period of time. The people who support this idea argue that learner can learn the listening skill during the process of teaching a language by the language teacher (Haidar & Fang, 2019).

Supporters of the idea argued that language learners would improve their listening skill. On their own while they are listening to the teacher during the day. Secondly, teachers felt insecure about teaching listening. And finally, the traditional materials for language teachings were not efficient enough to teach listening. Teachers of foreign language face many challenges to teach listening due to its continuous development for many years (Amiryousefi, 2019). When researchers and teachers become aware of the importance of listening skill in language learning process then they would pay attention to increase listening skill. The more a teacher is efficient to know the importance of listening the more he will teach their students to seek the listening skill in language learning process (Hwang & Fu, 2019).

3. Research Methodology

To analyze the importance and impact of the listening habit of ESL Learners' speaking skill, the researcher designed a descriptive quantitative methodology to conduct this research. The researcher used Questionnaires in this research to collect data from the chosen sampling. No experimental manipulation were conducted by the researcher for this purpose. Only questioners were distributed among the ESL learners to analyze their listening habits in language learning process. A likert scale questionnaire was used to ask the students for their response. All the instructions to fill the questionnaire were given on the questionnaire. Questionnaire was designed following all the aspects of Rosidi's indicators. (Tampubolon 1993). Questionnaires were designed on listening habits, learners writing attitude of the learners, and writing difficulties, and impact of reading on learners' writing skills in ESL classroom at graduation level.,

3.1 Data Collection Tools

The main data collection tools for this research were questionnaire. In the questionnaire the researcher categorized the listening habits, importance of listening habits while developing the questionnaire. The researcher observed the responses by the learners and found mean, standard deviation and their scores following all the set parameters of the research.

3.2 Population

All ESL learners of post graduate classes at Khawaja Fareed Government college District Rahim Yar Khan were taken as the population of this research.

3.3 Sampling

For this research, the researcher selected 120 ESL Learners by using random sampling approach. Both male and female learners were included in this sampling. All the participants of this research were from twenty to thirty years of age approximately.

4.Data Analysis

The researchers categorized the responses of the participants. The researcher also examined the data collected from the participants by using SPSS method to answer the research questions of the research study.

Statement	Category	SD	D	N	A	SA	Total
A language teacher considers listening more important than speaking.	Frequency	4	7	0	34	75	120
	percentage	3.33	5.83	0	28.33	62.5	100

Table no:1

This table shows that 4 students' responses are strongly disagree whereas 7 students agree with the above statement. 34 ESL learners agree and 75 strongly agree with the statement. Not only a single learner was uninterested. 3.3% students strongly disagree, 5.58% disagree, no one is uninterested, 28.33% agree and 62.5% strongly agree.

Statement	Category	SD	D	N	A	SA	Total
I listen to improve my speaking skills.	Frequency	15	21	6	34	44	120
	percentage	12.5	17.5	5	28.33	36.66	100

Table no:2

The statement of the above table shows that 15 students strongly disagree and 21 students disagree. 6 of the students were disinterested. 34 students agree and 44 disagree. 12.5% students strongly disagree, 17.5% disagree, 5% are neutral, 28.33% agree and 36.66% strongly agree.

Statement	Category	SD	D	N	A	SA	Total
I listen to improve my speaking skills.	Frequency	15	21	6	34	44	120
	percentage	12.5	17.5	5	28.33	36.66	100

Table no:3

From the above table it is observed that 15 learners show the tendency of strongly disagree toward this statement, 21 students disagree, and 6 students don't show their interest toward any option. On the other hand 34 students agree and 44 students strongly agree. 12.5% students strongly disagree, 17.5% disagree, 5% are neutral, 28.33% agree and 36.66% strongly agree.

Statement	Category	SD	D	N	A	SA	Total
I gain much knowledge from listening which helps me in speaking English.	Frequency	2	1	0	53	64	120
	percentage	1.66	0.83	0	44.16	53.33	100

Table no:4

Statements of the above table show that 2 students strongly disagree and 1 student disagrees. None of the student was disinterested.53 students agree and 64 disagree. 1.66% students strongly disagree, 0.83% disagree,0% are neutral ,44.16% agree and 5.33% strongly agree.

Statement	Category	SD	D	N	A	SA	Total
Listening improves my vocabulary.	Frequency	16	24	5	28	47	120
	Percentage	13.33	20	4.17	23.33	39.16	100

Table no:5

Statement of the above table shows that 16 students strongly disagree and 24 student disagree.5 students were disinterested.28 students agree and 47 disagree. 13.33% students strongly disagree ,20% disagree,4.7% are neutral ,23.33% agree and 39.16% strongly agree.

Statement	Category	SD	D	N	A	SA	Total
When I listen I try to speak.	Frequency	9	24	6	45	36	120
	Percentage	7.5	20	5	37.5	30	100

Table no:6

In this table it is clear that 9 students strongly disagree,24 disagree, 36 students strongly agree,45 students agree and 6 students are uninterested to show any response with this statement.7.5% students strongly disagree,20% disagree,30% strongly agree,37.5agree and 5% students are uninterested to show any response to this statement.

Statement	Category	SD	D	N	A	SA	Total
Listening is helpful in getting extra knowledge.	Frequency	5	7	2	33	73	120
	percentage	4.16	5.83	1.66	27.5	60.83	100

Table no:7

In this table it is clear that 5 students strongly disagree, 7 disagree, 333 students agree, 73 students strongly agree and 2 students are uninterested to show any response with this statement. 4.16% students disagree, 5.83% disagree, 27.5% agree, 60.83% strongly agree and 1.66 students are uninterested to show any response to this statement.

Statement	Category	SD	D	N	A	SA	Total
I spend my extra time in listening than speaking.	Frequency	18	7	2	39	54	120
	percentage	15	5.83	1.66	32.5	54	100

Table no:8

In this table it is clear that 18 students strongly disagree, 7 disagree, 39 students agree, 54 students strongly agree and 2 students are uninterested to show any response with this statement. 15% students disagree, 5.83% disagree, 32.5% agree, 54% strongly agree and 1.66 students are uninterested to show any response to this statement.

5. Conclusion

The results of this study present that most of the students of Khawaja Fareed Government College were able to listen English during ESL program. They feel pleasure while listening they face some difficulties in speaking process. Most of the learners show that active listening helps a lot in learning English as a second language.

Listening has a greater role on ESL learners' learning skill. Critical listening makes a listener able to think what he listens and tries to respond it. Furthermore, adopting it a lifetime speaking habit will enhance the ESL students' learning capacity. Active listening makes the listener more active and creative. Listening is an essential part for ESL learners while learning a foreign language. Speaking process involves listening, thinking and responding. A language teacher aided ESL learners in the processes of listening. Listening is considered as a role model to follow and a language teacher is termed as a language facilitator. The listening material helps the students in expanding their knowledge of understanding the way a language functions.

6. Recommendation

The present study is based on the importance of listening habit on ESL learners' speaking skill, so in this way some suggestions can be proved very helpful:

- A language teacher should use creative techniques to teach English language as a second language.
- Language learning environment should be joyful for the ESL learners.

- Listening material should be suitable for ESL learners during language learning process.
- Provided listening material to students should be appropriate according to the caliber and mental level of the ESL learners.
- College students' should be made aware that listening English is not so much difficult process and developing listening habit will improve their speaking ability.

Because the current study is on reading habits in English, some of the following suggestions can be made: 1) Instructor. The instructor should use a more creative teaching technique, particularly when teaching reading strategy, to create a learning environment that is not boring for the students so that reading becomes a joyful pastime for them. Later, the reading material provided to children should be appropriate for their level to find reading to be an exciting process. Later, the reading material provided to students should be appropriate for their level, allowing them to comprehend the message better and developing the students' perception that reading in English is not as challenging as they previously believed. 2) College students, as EFL learners, college students should be well aware that developing an English reading habit is critical since it will make it simpler for them to grasp English texts and create any English writing, whether academic or non-academic. References [1]. Armstrong-Carroll, J. and E. E. Wilson (1993). ACTS of teaching, how to teach

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