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Use Of Listening Strategies (Lss) By Pakistani ESL Learners

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Abstract

In Pakistani ELT setting, listening skills are neglected because of overemphasis on reading, writing and speaking skills. The purpose of this study is to find out the frequency of use Listening Strategies (LSs) by Pakistani ESL learners. This is descriptive research according to the objectives of the study. This is also quantitative research according to the mode of data collection. The[l] university students of BS level studying at the Islamia University of Bahawalpur were the population of the study. Data were collected form 375 respondents from 15 departments selecting one department from each Faculty. The questionnaire was based on Oral Communication Strategy Inventory (OCSI) Part-B (Strategies for coping with Listening Problems) developed by Nakatani (2006). SPSS-20 was used for data analysis by calculating the value of mean, standard deviation and simple percentage. The findings of the study showed that almost half of the population (51%) used LSs in medium and low frequency against almost half of the population (49%) that used LSs in high frequency. 7 types of LSs are also ranked according to their use on the basis of mean value: NSL LSs (M=3.57) got the 1st position; S LSs (M=3.46) got the 2nd position; WO LSs (M=3.38) got the 3rd position; FM LSs (M=3.33) got the 4th position; LAL LSs (M=3.21) got the 5th position; GG LSs (M=3.14) got the 6th position; NML LSs (M=3.13) got the 7th position. It is suggested that effort should be made to bring the half of the population that used LSs in medium and low frequency to the level of high frequency with more satisfactory percentage of 80%, 90% or 90%-100%.

Key Words: *ESL/EFL; Listening Skill; Listening Strategies (LSs); Oral Communication Strategy Inventory (OCSI).*

Introduction

Pakistan is a multilingual country where many local languages are preferable means of communication for everyday interaction. In this situation, ESL/EFL learners very rarely get an opportunity to interact in English language in ESL classroom as well as in real life situation. Because of this, Pakistani ESL learners show very poor performance in oral communication consequently speaking and listening skills are neglected. Reading and writing skill remain the focus of both the teachers and the students. As a result students show somewhat satisfactory performance regarding reading and writing skills.

The present study is an effort to shift the focus of ESL teachers and learners to the importance of listening skills which as a result may increase the use of English for successful oral communication. In the area of language planning for academic purpose in Pakistan, there is a big research gap about the teaching and learning of listening skills and

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this study will try to bridge this gap. This study is designed to calculate use of listening strategies (LSs). This study has main aim to calculate the frequency of use of LSs as described by Nakatani (2006) in Oral Communication Strategy Inventory (OCSI). Part-B of OCSI has described 26 listening strategies (LSs) coping with listening problems which are further categorized in 7 types. This study will play significant role to improve the current level of use of LSs by ESL learners/teachers by investigating how frequently these 26 LSs (coping with listening problems) are used by the Pakistani (ESL) learners studying at BS level.

This study is designed to estimate how frequently LSs are used by Pakistani ESL/EFL learners studying English at BS level at the Islamia University of Bahawalpur, Pakistan. Different researchers have proposed different listening strategies LSs that are used by ESL learners during any listening task but this study investigates the frequency of using LSs those are described by Nakatani (2006) in his (OCSI). OCSI has described 26 LSs (Coping with speaking problems) which are further categorized in 7 types i.e., Negotiation for Meaning While Listening LSs (NML LSs); Fluency Maintaining LSs (FM LSs); Scanning LSs (S LSs); Getting the Gist LSs (GG LSs), Nonverbal Strategies while Listening (NSL LSs); Less Active Listener (LAL LSs); Word-oriented LSs (WO LSs). The investigation in this study determines which of the 26 LSs are more or less frequently used by the Pakistani ESL learners.

Problem Statement

Listening and speaking are the basic language skills for successful oral communication. In recent yours, the speaking skills has been focused a little bit more with growing trends among ESL/EFL learners to join English Speaking Courses offered by different institutions. Still, it can be seen that unfortunately, listening skill is still the most neglected area in the field of English language learning and teaching environment in Pakistan. If we look at the natural order of language learning skills, listening comes at the first position as language learning starts with listening but in Pakistani ELT environment reading and writing are given more importance as compared to listening and speaking. Pourhosein Gilakjani (2011) argued that listening comprehension is very important during communication process. They also described that listening is the most significant skill for communication among the other basic skills as writing, reading and speaking. But in Pakistani ESL context, learners are not equipped with listening skills for better English language comprehension and successful oral communication. Being a multilingual country, Pakistani ESL learners perform excellently in reading and writing in comparison with listening and speaking. Language experts believe that during second or foreign language learning, all four aforementioned language skills are acquired and during the process of learning any language as a second language (L2), equal significance ought to be given to all these language skills in order to make the L2 students proficient language learners . But in Pakistani ESL/EFL context, out of these four skills, reading and writing skills are given much importance in comparison with rest of the two skills (Mahmood, Ghani, Daud, & Saqlain, 2020). Coleman (2010) also argued that the teaching of English neglects speaking and listening. Maitlo, S.K. et.al (2022, p.1) has tried to reflect the sorrow state of listening skill in Pakisatn as, “Regretfully, these very basic skills are often neglected by the students and are less emphasized by the teachers in Pakistani context.”

Coleman (2010) has described that in Pakistan, the ESL/EFL learners’ main focus is to pass the examination with good grades. As it is an general perception that by passing the exams with good grades, they can avail a good opportunity to find a good career (Coleman, 2010). That is why, students and teachers focus on preparation for the exam and opt for selected studies based on certain paper pattern. In this situation listening skills are not given due importance. Pakistani examination system mostly focuses on written assessment not on

verbal tasks. Ghani (2003) also examined that ESL teachers in Pakistan mostly focus on written work only.

L2 listening capability is an expertise and it should be learnt and dominated like other language skills for example reading, writing and speaking. In Pakistan, Text-based teaching of English through Grammar Translation Method (GTM) is the most important reason of this imbalance among the four language skills. The field of teaching of listening skills in English in Pakistan has not undergone a significant change. It is a supposition that it is because of absence of appropriate learning and utilization of Listening Strategies (LSs) by ESL leaners. In Pakistan, English is taught till graduation level as a compulsory subject. Therefore this study is designed to evaluate the existing trends of Pakistani ESL/EFL learners in using Listening Strategies (LSs). It also explores the awareness of ESL/EFL learners about the use of LSs. This study will help ESL/EFL learners in developing listening proficiency in ESL classroom. It will calculate which of the LSs are more or less frequently used by the ESL learners.

Research Questions

1. What is the level of use of Negotiation for meaning while Listening LSs (NML LSs) by ESL learners?
2. What is the level of use of Fluency Maintaining LSs (FM LSs) by ESL learners?
3. What is the level of use of Scanning LSs (S LSs) by ESL learners?
4. What is the level of use Getting Gist LSs (GG LSs) by ESL learners?
5. What is the level of use of Nonverbal Strategies while Listening LSs (NSL LSs) by ESL learners?
6. What is the level of use Less Active Listener LSs (LAL LSs) by ESL learners?
7. What is the level of use of Word Oriented LSs (WO LSs) by ESL learners?
8. Which of the 7 types of listening strategies (LSs) are more or less frequently used by the ESL learners?

Research Approach and Procedure

Survey research method is opted for this quantitative and descriptive study.

Population

The population of the current study consisted of all BS students studying at the Islamia University of Bahawalpur. The population had previously studied English (ESL) as a compulsory subject for 12-14 years.

Sample for This Study

Sample is selected by using simple random sampling technique (SRS) and the respondents will comprise of:

- Total number of Faculties at the Islamia University of Bahawalpur=15
- Total number of departments (one department form each faculty of the Islamia University of Bahawalpur)=15
- Total number of students (25 students form each department)=375

Total Sample Size: 15 Faculties; 15 Departments; 25 students from each department; 375 students.

Research Tool

A survey questionnaire with a 5-point Likert scale based on OCSI designed by Nakatani (2006) Part-B (Strategies for coping with listening problems) is used a data collection tool. Data is collected form the selected sample in order to collect the required information to determine the frequency of use of 26 LSs which are further classified into 7 types.

Validity and Reliability

Reliability and validity of the (OCSI) is already maintained and measured by Nakatani (2006) as the value of Cronbach's alpha of 26 items (Coping with listening problems) was calculated as 0.85 and their value of mean was 3.59 and standard deviation was 0.96 which refer to highly acceptable internal consistency.

Data Analysis

Statistical Package for Social Sciences (SPSS) software version 26.0 was used to analyze the collected data. Data analysis included descriptive statistics, simple percentage, and value of mean, frequency and standard deviation. Researcher also pilot tested the questionnaire to 10 students.

Delimitations of the Study

Current research has following delimitations:

- The ESL learners studying at BS level at the Islamia University of Bahawalpur are included in this study.
- In this investigation, OCSI, developed by Nakatani (2006), was used. This OCSI is based on two parts which includes 58 strategies in all. Part-A deals with 32 strategies for "coping with speaking problems" while Part-B covers 26 strategies for "coping with listening problems.". Present study focuses on only Part-B of OCSI which deals with only 'listening problems' while Part-A of OCSI which deals with 'speaking problems' is not part of the study.
- This study focused on only ESL learners while ESL teachers are not included in this investigation.

Literature Review

Listening and reading are receptive language skills while speaking and writing are productive skills. The ability to receive language input through receptive skills affects the ability to produce language as output through productive skills. If ESL learners know how to listen and understand ESL, they can respond and master productive skills easily through speaking. Chastain (1971) has described that understanding of a message is only possible through listening comprehension skills. According to Hamouda (2013), understandable language input through listening skill is utmost necessary for learning ESL.

Definition of Listening

Listening is the ability to successfully understand what is said by a speaker and respond to the information provided about the topic under discussion and provide proper feedback to the speaker. As a result, the speaker confirms that the message has been rightly understood. Being very complicated process in terms of nature and description, it is very challenging to give a complete and comprehensive definition of listening. Listening include certain aspects from acoustics, psychology, cognition, coding and decoding of the message during a communicative task and supra-segmental phonology etc. Dehaam (2016) has supported this argument as "the definition of listening continues to be in the developing stage". However, some of the linguistics and language experts have defined listening such as:

1. Lynch (2008) defined listening as "the ability to receive and decode oral communication by processing a language sample. Listening is a two-way process, involving reception, or the decoding of input." It means listening is the basis of communicative function of language where listening comprises if input of language and speaking is the result of that input in the form of output. Therefore, it can be concluded that listening, as an input, is very important during any communicative task as we know without an input, we can expect no output.
2. Ryczek (2012) pointed out that "listening is the expertise of understanding communication."

3. According to Johnson (1951) and Hampleman (1958), listening is the process which enable the ESL learner to distinguish words from recognizing other words.
4. Brown (2006) has defined listening as a spoken or written response from the listener that indicates correct (or incorrect) auditory processing during any communicative task. He defines listening as a complex activity, and we can use prior knowledge to help students understand what they are hearing.
5. Jonathan (2009) has described, "Listening is the natural precursor to speaking; the early stages of language development are dependent on listening."
6. According to Lorena Manaj (2015) listening is not just hearing. Listening is a state of receptivity that allows understanding of what is being heard and allows the listener to fully participate in the communication process.
7. Vishwanath Bite (2013) identifies the ability to listen as the key to receiving messages effectively. It is a combination of the ability to listen to what another person is saying and the ability to engage psychologically in the conversation with that person.

Types of Listening

Types of listening as described by Brown (2006)

Brown (2006) has described some general types of listening as described below:

1. **Intensive Listening:**
   During intensive listening, the listener tries to perceive different linguistic and phonetic components of large sentence e.g. words; discourse markers; phonemes and intonation etc.
2. **Responsive Listening:**
   During responsive listening, the listener tries to perceive and understand a relatively short sentence e.g. a greeting; question; command and comprehension check etc. and gives a short response.
3. **Extensive Listening:**
   Extensive listening is apposite to responsive listening. It includes listening to long lectures; long discussions and conversations. Here listener tires to understand key ideas and come to certain conclusion.
4. **Selective Listening:**
   Selective listening is very close to scanning. Here listener tries to "scan" for specific information or fact from a short discourse or short monologue. The purpose of such listening is to focus on the required information or facts out of a sentence.

Types of listening described by Nation and Newton (2009):

1. One-way listening is normally related with the transfer of information from one source to the other person e.g. documentary, news on TV or movies etc. It is also called transactional listening.
2. Two-way listening normally related with maintaining social relations as conversation or debate or discussion etc. It is also called interactional listening.

Listening Processes

Throughout our lives, we remain busy in listening and responding. For a successful oral communication speaking and listening skills should be integrated and balanced. Liu (2015) described three stages of listening comprehension: perceptual processing; analyzing and utilization:

Firstly, the listener uses his/her language knowledge to understand the message.

Secondly, he/she store the new words in his/her short-term memory.

Thirdly, the listener compares those new words in his/her background knowledge to finalize the understanding of the message.

New learners need to pay more attention to language details during listening. On the other hand, the listeners with good language proficiency start understanding the context and other relevant details about the communicative situations.

Listening Process described by Anderson (1983, 1985)

Anderson (1983, 1985) has described three stages of listening process:

1. Perceptual Processing Stage

During this the stage, information is processed in order to start the encoding of the acoustic or written message. In the perceptual processing, listeners focus attention to the listening materials as input. They identify the units of the message i.e. sounds, words and sentences and store them in their short-term memory at the same time. During this process, pauses and acoustic also provide clues to segmentation of phonemes (O'Malley & Chamot, 1990).

2. Parsing Stage

During this phase, the sounds stored in sensory stores or short term memory are segmented into words, phrases, clauses and sentences which provide the basis to construct meaningful mental representation of the message. The listener tries to match the heard words with a type of dictionary that is a part of permanent memory that enables the listeners to identify the meanings of individual words and go for the complete comprehension of the message. Variations of information retained in permanent memory of the listener contribute to the listening and comprehension of the message.

3. Utilization Stage

During this stage, the information heard is related to the existing knowledge that will make interpretation of the meaning of message. When existing knowledge is stored in permanent memory is matched with the new information in working memory resultantly comprehension takes place.

Five steps of listening process described by Vishwanath (2013)

Vishwanath Bite (2013) has described the following five steps of process of listening:

1. Step-1 Receiving (Hearing/Listening):

Hearing is the perception of sound waves. The sound waves stimulate the sensitive receptors in the ear. The human brain filters out stimuli. This filtered and selective perception is called attention which is a vital requirement for effective listening. Hearing depends on attention. We need to hear to listen, but we don't have to listen to hear.

2. Step-2 Understanding (Learning):

The Listener must understand the meaning and the context of conversation for successful interpersonal communication. This step helps the listener understand the symbols which the listener sees and hears, and need to analyze them in order to perceive the meaning of the stimuli. Symbolic stimuli are not necessarily words, but they include sounds e.g. claps, clinks and jangles etc. and shapes e.g. blue shapes which have symbolic meaning attached.

3. Step-3 Remembering (Recalling):

Memorization is an important process of listening because it means that the person not only received and interpreted the message, but also added it to their mind's memory bank. Our attention hears selectively, as does our memory. What is remembered may be very different from what was initially seen or heard.

4. Step-4 Evaluating (Judging):

During evaluation stage, only active listeners participate in the listening process. The active listener evaluates the evidence presented through message. He/she identifies and separates the fact from opinion, and decides whether the message is biased or unbiased.

5. Step-5 Responding (Answering):

This is the step that through which the sender of the message can confirm the success of the communication process. Responding is stage that requires the recipients to complete the process with verbal and/or non-verbal response as a feedback.

The purpose of listening is to socialize with the people around us. Listener must be able to perceive the message and understand the information presented. Then the listener can compare the current message with already stored information in his/her mind. After evaluation of the message, the listener decides to respond properly. ESL learners can develop their listening skills by the proper use of listening strategies that can increase the perception and understanding of language input for successful communication.

Data Analysis and Discussion

The main focus of this study is to calculate the level of use of Listening Strategies (LSs) by BS level students in Pakistani ESL context.

All the process of data analysis is divided into two parts:

In **Part-A**, presented the descriptive statics analysis of the questionnaire items by calculating the value of mean and standard deviation. Use of LSs and 7 types of LSs is described on three levels according to further distribution of five-point Likert scale based on the mean value as per following criteria:

Low Usage= (1.0-2.4)
Medium Usage = (2.5-3.4)
High Usage = (3.5-5.0)

In **Part-B**, research question wise analysis of the questionnaire items based on simple percentage is presented. Use of LSs and 7 types of LSs is described on three levels based on the simple percentage according to further distribution of five-point Likert scale as per following criteria:

Low Frequency= Never or almost never true of me + Generally not true of me
Medium Frequency= Somewhat true of me
High Frequency= Generally true of me + Always or almost always true of me

PART (A)

Descriptive Statistical Analysis of 7 Types of Listening Strategies (LSs)

Table 1: Use of 7 Types of Listening Strategies (LSs)

Sr. No.	7 Types of Listening Strategies (LSs)	N	Mean	S.D.
1.	Negotiation for Meaning While Listening LSs (NML LSs)	375	3.13	0.95
2.	Fluency Maintaining LSs (FM LSs)	375	3.33	0.72
3.	Scanning LSs (S LSs)	375	3.46	0.83
4.	Getting the Gist LSs (GG LSs)	375	3.14	0.92
5.	Nonverbal Strategies while Listening (NSL LSs)	375	3.57	0.99
6.	Less Active Listener (LAL LSs)	375	3.21	0.97
7.	Word Oriented LSs (WO LSs)	375	3.40	0.89
8.	Listening Strategies LSs	375	3.32	0.89

The Table 1 describes the use of NML LSs by 375 respondents. The score of S.D. is very small which means there is little variation in the responses and the results are very consistent. The 375 respondents obtained mean score (M=3.13), it means the use of NML LSs fell in the domain of 'medium usage' (M= 2.5-3.4).
The Table 4.4 describes the overall use of FM LSs by 375 respondents. The score of S.D. is very small which means there is little variation in the responses and the results are very consistent. The 375 respondents obtained mean score (M=3.33), it means the use of FM LSs fell in the domain of 'medium usage' (M= 2.4-3.4).
The Table 4.6 describes the overall use of S LSs by 375 respondents. The score of S.D. is very small which means there is little variation in the responses and the results are very consistent. The 375 respondents obtained mean score (M=3.46), it means the use of S LSs fell in the domain of 'medium usage' (M= 2.5-3.4).
The Table 4.8 describes the overall use of GG LSs by 375 respondents. The score of S.D. is very small which means there is little variation in the responses and the results are very consistent. The 375 respondents obtained mean score (M=3.14), it means the use of S LSs fell in the domain of 'medium usage' (M= 2.5-3.4).
The Table 4.10 describes the overall use of NSL LSs by 375 respondents. The score of S.D. is very small which means there is little variation in the responses and the results are very consistent. The 375 respondents obtained mean score (M=3.57), it means the use of NSL LSs fell in the domain of 'high usage' (M= 3.4-5.0).
The Table 4.12 describes the overall use of LAL LSs by 375 respondents. The score of S.D. is very small which means there is little variation in the responses and the results are very consistent. The 375 respondents obtained mean score (M=3.21), it means the use of LAL LSs fell in the domain of 'medium usage' (M= 2.5-3.4).
The Table 4.12 describes the overall use of WO LSs by 375 respondents. The score of S.D. is very small which means there is little variation in the responses and the results are very consistent. The 375 respondents obtained mean score (M=3.4), it means the use of WO LSs fell in the domain of 'medium usage' (M= 2.5-3.4).
The Table 4.16 describes the overall use of 7 Types of LSs by 375 respondents. The score of S.D. is very small which means there is little variation in the responses and the results are very consistent. The 375 respondents obtained mean score (M=3.32), it means the overall use of 7 Types of LSs fell in the domain of 'medium usage' (M= 2.5-3.4).

Discussion

The result showed that overall use of 7 Types of LSs fell in the domain of 'medium usage' (M= 2.5-3.4). So far as the use of 7 types of LSs is concerned, the results showed that out of 7 types of LSs, 6 types i.e. NML LSs, FM LSs, S LSs, GG LSs, LAL LSs and WO LSs fell in the domain of 'medium usage' (M= 2.5-3.4). While out of 7 LSs, only one type i.e. NSL LSs fell in the domain of 'high usage' (3.4-5.0). None of the 7 types of LSs fell in the domain of 'low usage'.

PART (B)
Research Question-wise Data Analysis

Research Question No.1

What is the level of use of Negotiation for meaning while Listening LSs (NML LSs) by ESL learners?

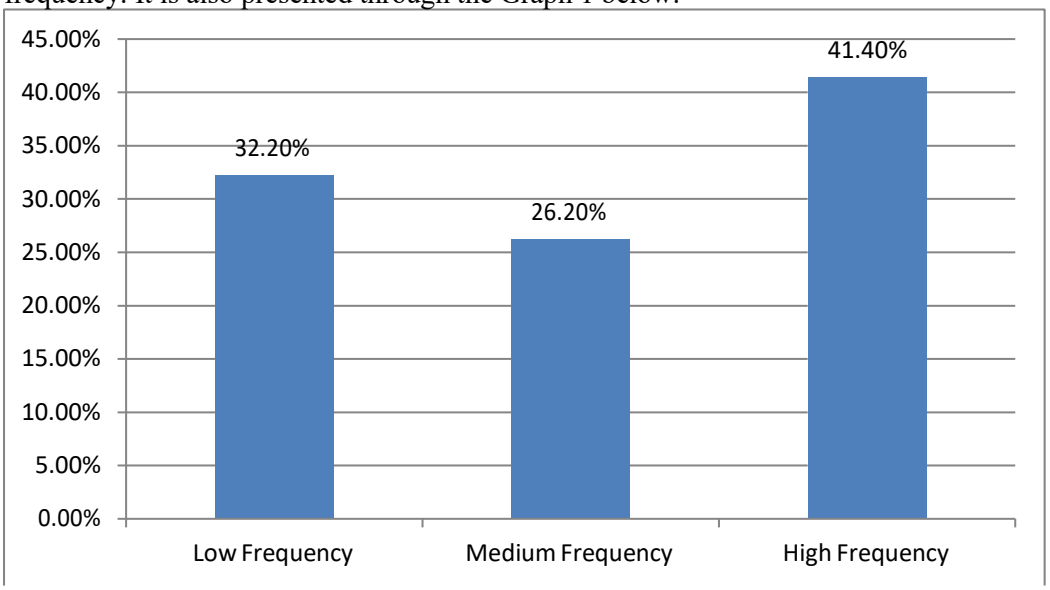
Use of NML LSs (Questionnaire Item-1 to Questionnaire Items-5)

Table 2: Use of NML LSs (NML LS-1 to NML LS-5)

	Low Frequency	Medium Frequency	High Frequency	Total
Frequency	120	98	155	375
Percent	32.2%	26.2%	41.4%	100%

Valid Percent	32.2%	26.2%	41.4%	100%

The Table 2 shows that 32.2% respondents used NML LSs in low frequency; 26.2% respondents use it in medium frequency while 41.4% respondents used this strategy in high frequency. It is also presented through the Graph 1 below.



Graph 1: Use of Negotiation for Meaning while Listening LSs (NML LSs**)**

Discussion on Research Question No.1

The results for the overall use of NML LSs show that number of respondents who use NML LSs in 'high frequency' with a percentage of 41.42% is higher than those who use them in 'medium frequency' with a percentage of 26.20%. While 32.2% of respondents use them in 'low frequency'. So far as the individual NML LSs are concerned, they are 5 in number ranging from NML LS-1 to NML LS-5. Percentage of respondents on high frequency scale ranges between (37% - 46%). NML LS-5 got the highest percentage (46%) of respondents while NML LS-4 has got the lowest percentage (37%) on the high frequency scale. The remaining three NML LSs remain between (37% - 46%). Percentage of respondents on medium frequency scale ranges between (24% - 31%). NML LS-2 got the highest percentage (31%) of respondents while NML LS-5 has got the lowest percentage (24%) on the medium frequency scale. The remaining three NML LSs remain between (24% - 31%). Percentage of respondents on low frequency scale ranges between (25% - 38%). NML LS-4 got the highest percentage (38%) of respondents while NML LS-2 has got the lowest percentage (25%) on the low frequency scale. The remaining three NML LSs remain between (25% - 38%).

Research Question No.2

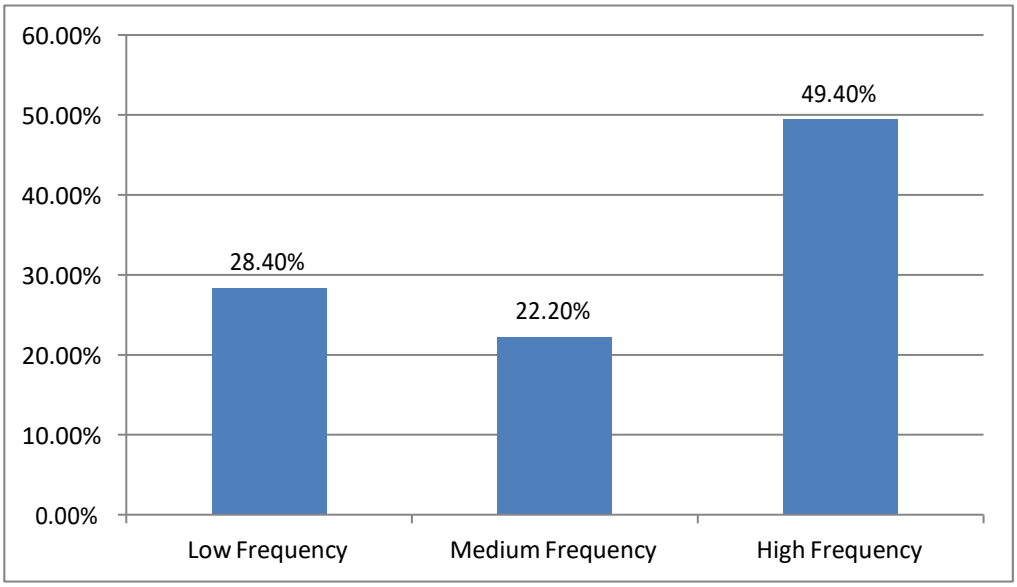
What is the level of use of Fluency Maintaining LSs (FM LSs) by ESL learners?

Over all Use of FM LSs (Questionnaire Item-6 to Questionnaire Item-10)

Table 3: Over all Use of FM LSs (FM LS-1 to FM LS-5)

	Low Frequency	Medium Frequency	High Frequency	Total
Frequency	106	84	185	375
Percent	28.4%	22.2%	49.4%	100%
Valid Percent	28.4%	22.2%	49.4%	100%

The Table 3 shows that %28.4 respondents used FM LSs in low frequency; 22.2% respondents use it in medium frequency while 49.4% respondents used this strategy in high frequency. It is also presented through the Graph 4.13 below.



Graph 2: Use of Fluency Maintaining Listening LSs (FM LSs)

Discussion on Research Question No.2

The results for the overall use of FM LSs show that number of respondents who use FM LSs in 'high frequency' with a percentage of 49.40% is higher than those who use them in 'medium frequency' with a percentage of 22.20%. While 28.40% of respondents use them in 'low frequency'. So far as the individual FM LSs are concerned, they are 5 in number ranging from FM LS-1 to FM LS-5. Percentage of respondents on high frequency scale ranges between (30% - 65%). FM LS-5 got the highest percentage (65%) of respondents while FM LS-3 has got the lowest percentage (30%) on the high frequency scale. The remaining three FM LSs remain between (30% - 65%). Percentage of respondents on medium frequency scale ranges between (17% - 27%). FM LS-3 got the highest percentage (27%) of respondents while FM LS-5 has got the lowest percentage (17%) on the medium frequency scale. The remaining three FM LSs remain between (17% - 24%). Percentage of respondents on low frequency scale ranges between (18% - 43%). FM LS-5 got the highest percentage (43%) of respondents while FM LS-5 has got the lowest percentage (18%) on the low frequency scale. The remaining three FM LSs remain between (18% - 43%).

Research Question No.3

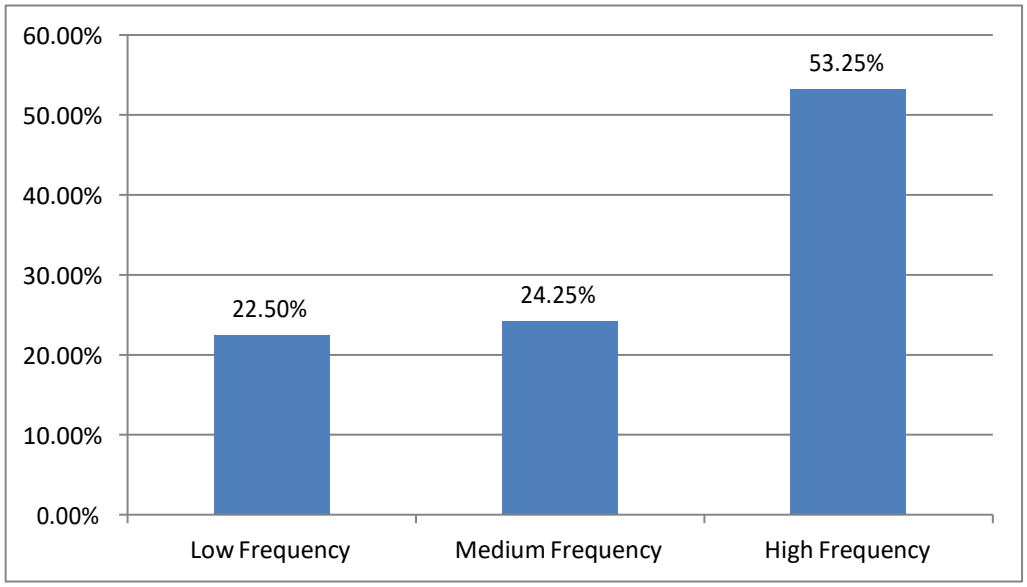
What is the level of use of Scanning LSs (S LSs) by ESL learners?

Over all Use of S LSs (Questionnaire Item-11 to Questionnaire Item-14)

Table 4: Over all Use of S LSs (S LS-1 to S LS-4)

	Low Frequency	Medium Frequency	High Frequency	Total
Frequency	85	91	199	375
Percent	22.5%	24.25%	53.25%	100%
Valid Percent	22.5%	24.25%	53.25%	100%

The Table 4 shows that 22.5% respondents used S LSs in low frequency; 24.25% respondents use it in medium frequency while 53.25% respondents used this strategy in high frequency. It is also presented through the Graph 4.18 below.



Graph 3: Overall Use of Scanning Listening LSs (S LSs)

Discussion on Research Question No.3

The results for the overall use of S LSs show that number of respondents who use S LSs in 'high frequency' with a percentage of 53.25% is higher than those who use them in 'medium frequency' with a percentage of 24.25%. While 22.50% of respondents use them in 'low frequency'. So far as the individual S LSs are concerned, they are 4 in number ranging from S LS-1 to S LS-4. Percentage of respondents on high frequency scale ranges between (47% - 65%). S LS-4 got the highest percentage (65%) of respondents while S LS-3 has got the lowest percentage (47%) on the high frequency scale. The remaining three S LSs remain between (47% - 65%). Percentage of respondents on medium frequency scale ranges between (19% - 32%). S LS-3 got the highest percentage (32%) of respondents while S LS-4 has got the lowest percentage (19%) on the medium frequency scale. The remaining three S LSs remain between (19% - 32%). Percentage of respondents on low frequency scale ranges between (16% - 27%). S LS-2 got the highest percentage (27%) of respondents while S LS-4 has got the lowest percentage (16%) on the low frequency scale. The remaining three S LSs remain between (16% - 27%).

Research Question No.4

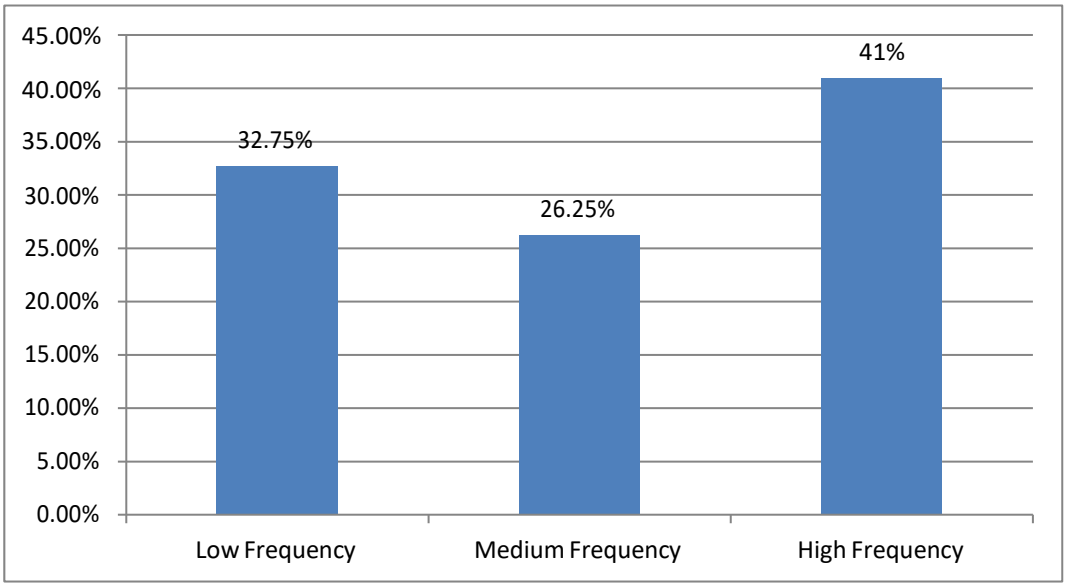
What is the level of use Getting the Gist LSs (GG LSs) by ESL learners?

Over all Use of S GG LSs (Questionnaire Item-15 to Questionnaire Item-18)

Table 5: Over all Use of S GG LSs (GG LS-1 to GG LS-4)

	Low Frequency	Medium Frequency	High Frequency	Total
Frequency	123	98	154	375
Percent	32.75%	26.25%	41%	100%
Valid Percent	32.75%	26.25%	41%	100%

The Table 5 shows that 32.75% respondents used GG LSs in low frequency; 26.25% respondents use it in medium frequency while 41% respondents used this strategy in high frequency. It is also presented through the Graph 4.23 below.



Graph 4: Overall Use of Getting Gist LSs (GG LSs**)**

Discussion on Research Question No.4

The results for the overall use of GG LSs show that number of respondents who use GG LSs in 'high frequency' with a percentage of 41% is higher than those who use them in 'medium frequency' with a percentage of 26.25%. While 32.75% of respondents use them in 'low frequency'. So far as the individual GG LSs are concerned, they are 4 in number ranging from GG LS-1 to GG LS-4. Percentage of respondents on high frequency scale ranges between (35% - 47%). GG LS-3 got the highest percentage (47%) of respondents while GG LS-4 has got the lowest percentage (35%) on the high frequency scale. The remaining three GG LSs remain between (35% - 47%). Percentage of respondents on medium frequency scale ranges between (21% - 30%). GG LS-2 got the highest percentage (30%) of respondents while GG LS-1 has got the lowest percentage (21%) on the medium frequency scale. The remaining three GG LSs remain between (21% - 30%). Percentage of respondents on low frequency scale ranges between (27% - 37%). GG LS-4 got the highest percentage (37%) of respondents while GG LS-3 has got the lowest percentage (27%) on the low frequency scale. The remaining three GG LSs remain between (27% - 37%).

Research Question No.5

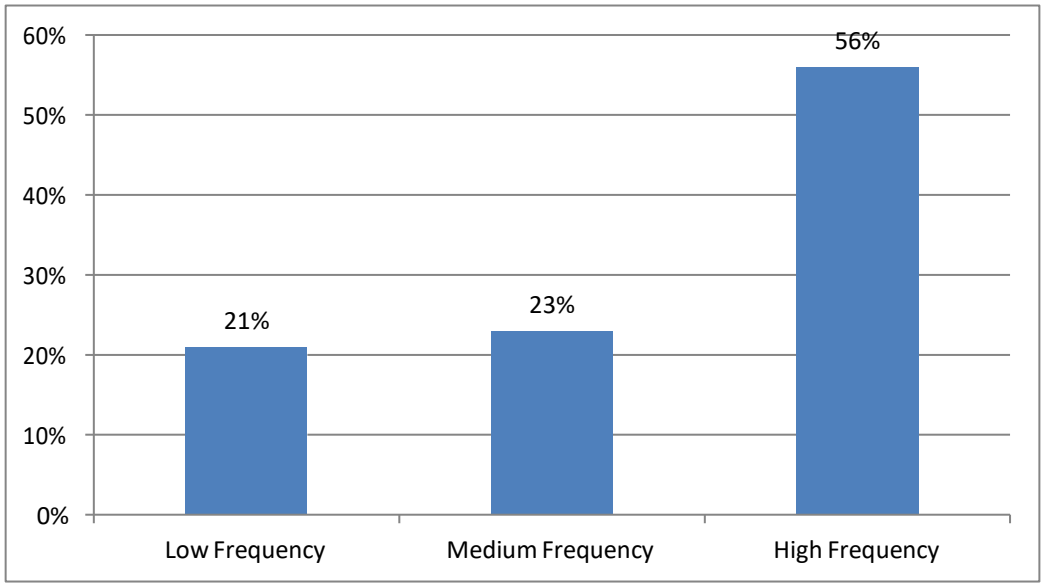
What is the level of use of Nonverbal Strategies while Listening LSs (NSL LSs) by ESL learners?

Overall Use of S NSL LSs (Questionnaire Item-19 to Questionnaire Item-20)

Table 6: Overall Use of NSL LSs (NSL LS-1 to NSL LS-2)

	Low Frequency	Medium Frequency	High Frequency	Total
Frequency	79	86	210	375
Percent	21%	23%	56%	100%
Valid Percent	21%	23%	56%	100%

The Table 6 shows that %21 respondents used NSL LSs in low frequency; 23% respondents use it in medium frequency while 56% respondents used this strategy in high frequency. It is also presented through the Graph 4.26 below.



Graph 5: Overall Use of Nonverbal Strategies while Listening LSs (NSL LSs)

Discussion on Research Question No.5

The results for the overall use of NSL LSs show that number of respondents who use NSL LSs in 'high frequency' with a percentage of 56% is higher than those who use them in 'medium frequency' with a percentage of 23%. While 21% of respondents use them in 'low frequency'. So far as the individual NSL LSs are concerned, they are 2 in number ranging from NSL LS-1 to NSL LS-2. Percentage of respondents on high frequency scale ranges between (49% - 63%). NSL LS-2 got the highest percentage (63%) of respondents while NSL LS-1 has got the lowest percentage (49%) on the high frequency scale. Percentage of respondents on medium frequency scale ranges between (17% - 29%). NSL LS-1 got the highest percentage (29%) of respondents while NSL LS-2 has got the lowest percentage (17%) on the medium frequency scale. Percentage of respondents on low frequency scale ranges between (20% - 22%). NSL LS-1 got the highest percentage (22%) of respondents while NSL LS-2 has got the lowest percentage (27%) on the low frequency scale.

Research Question No. 6

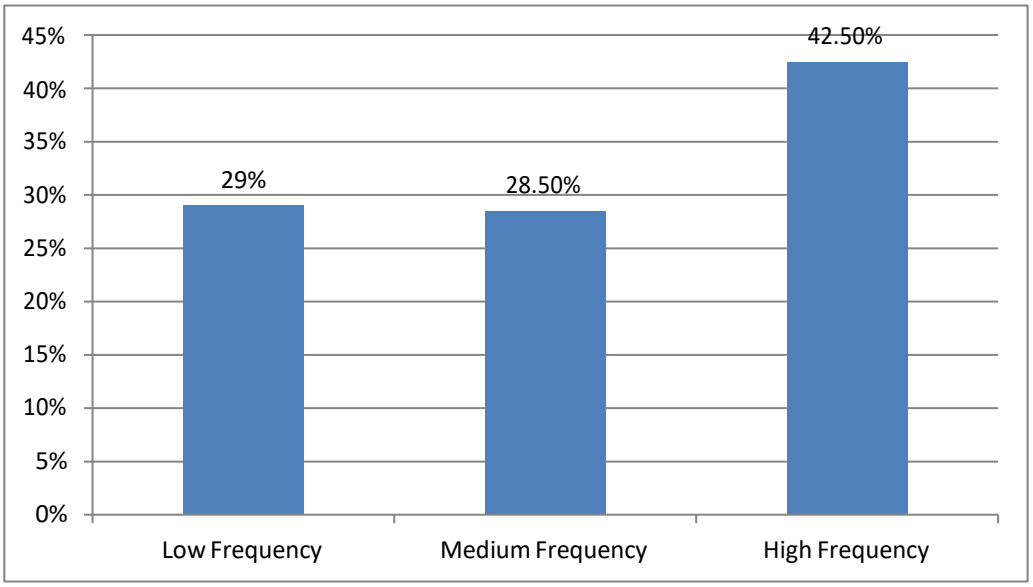
What is the level of use Less Active Listener LSs (LAL LSs) by ESL learners?

Over all Use of S LAL LSs (Questionnaire Item-21 to Questionnaire Item-22)

Table 7: Over all Use of S LAL LSs (LAL LS-1 to LAL LS-2)

	Low Frequency	Medium Frequency	High Frequency	Total
Frequency	109	106	160	375
Percent	29%	28.5%	42.5%	100%
Valid Percent	29%	28.5%	42.5%	100%

The Table 7 shows that 29% respondents used LAL LSs in low frequency; 28.5% respondents use it in medium frequency while 42.5% respondents used this strategy in high frequency. It is also presented through the Graph 4.29 below.



Graph 6: Overall Use of Less Active Listener LSs (LAL LSs)

Discussion on Research Question No.6

The results for the overall use of LAL LSs show that number of respondents who use LAL LSs in 'high frequency' with a percentage of 42.5% is higher than those who use them in 'medium frequency' with a percentage of 28.5%. While 29% of respondents use them in 'low frequency'. So far as the individual LAL LSs are concerned, they are 2 in number ranging from LAL LS-1 to LAL LS-2. Percentage of respondents on high frequency scale ranges between (38% - 47%). LAL LS-1 got the highest percentage (47%) of respondents while LAL LS-2 has got the lowest percentage (38%) on the high frequency scale. Percentage of respondents on medium frequency scale ranges between (26% - 31%). LAL LS-2 got the highest percentage (31%) of respondents while LAL LS-1 has got the lowest percentage (26%) on the medium frequency scale. Percentage of respondents on low frequency scale ranges between (27% - 31%). LAL LS-2 got the highest percentage (31%) of respondents while LAL LS-1 has got the lowest percentage (27%) on the low frequency scale.

Research Question No. 7

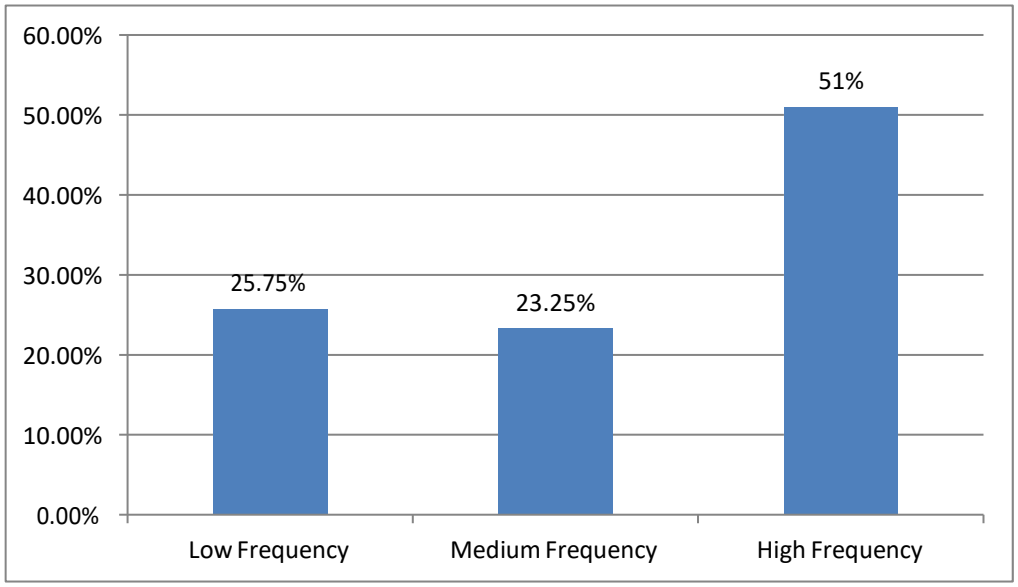
What is the level of use of Word Oriented LSs (WO LSs) by ESL learners?

Over all Use of WO LSs (Questionnaire Item-23 to Questionnaire Item-26)

Table 8: Over all Use of WO LSs (WO LS-1 to WO LS-4)

	Low Frequency	Medium Frequency	High Frequency	Total
Frequency	97	87	191	375
Percent	25.75%	23.25%	51%	100%
Valid Percent	25.75%	23.25%	51%	100%

The Table 8 shows that 25.75% respondents used WO LSs in low frequency; 23.25% respondents use it in medium frequency while 51% respondents used this strategy in high frequency. It is also presented through the Graph 4.34 below.



Graph 7: Overall Use of Word Oriented LSs (WO LSs)

Discussion on Research Question No.7

The results for the overall use of WO LSs show that number of respondents who use WO LSs in 'high frequency' with a percentage of 51% is higher than those who use them in 'medium frequency' with a percentage of 32.25%. While 25.75% of respondents use them in 'low frequency'. So far as the individual WO LSs are concerned, they are 4 in number ranging from WO LS-1 to WO LS-4. Percentage of respondents on high frequency scale ranges between (47% - 55%). WO LS-3 got the highest percentage (55%) of respondents while WO LS-4 has got the lowest percentage (47%) on the high frequency scale. The remaining two WO LSs remain between (47% - 55%). Percentage of respondents on medium frequency scale ranges between (18% - 26%). WO LS-4 got the highest percentage (26%) of respondents while WO LS-3 has got the lowest percentage (18%) on the medium frequency scale. The remaining two WO LSs remain between (18% - 26%). Percentage of respondents on low frequency scale ranges between (23% - 27%). WO LS-3 and WO LS-4 got the highest percentage (27%) of respondents while WO LS-2 has got the lowest percentage (23%) on the low frequency scale. The remaining one WO LS remain between (23% - 27%).

Research Question No.8

Which of the 7 types of listening strategies (LSs) are more or less frequently used by the ESL learners?

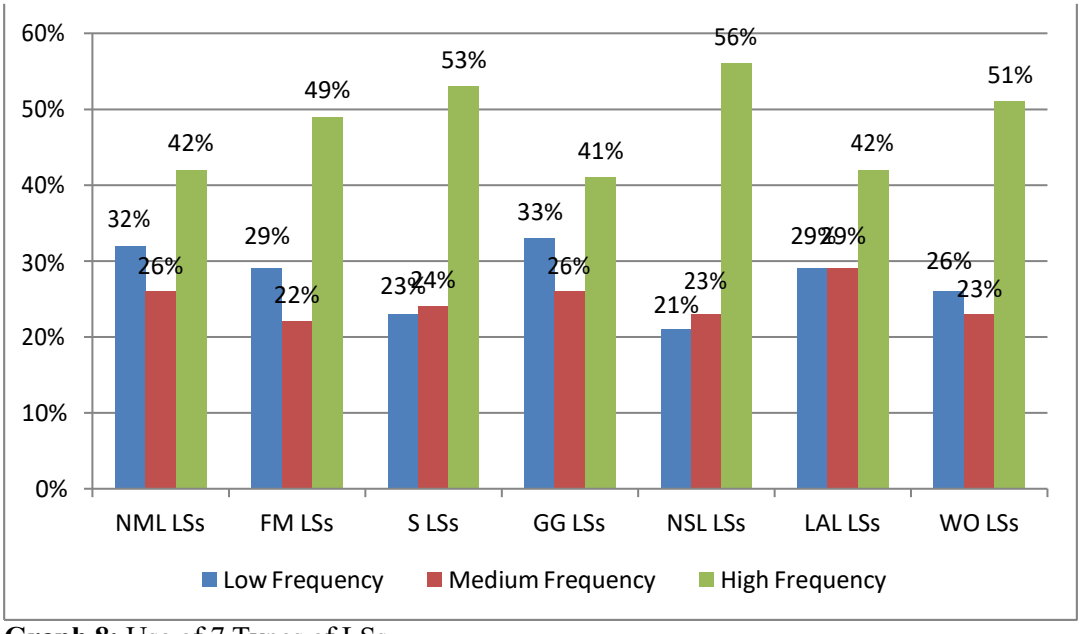
Use of 7 Types of LSs

Table 9: Use of 7 Types of LSs

		Low Frequency	Medium Frequency	High Frequency	Total
NML LSs	Frequency	120	98	155	375
	Percent	32%	26%	42%	100%
FM LSs	Frequency	106	84	185	375
	Percent	29%	22%	49%	100%
S LSs	Frequency	85	91	199	375
	Percent	23%	24%	53%	100%
GG LSs	Frequency	123	98	154	375
	Percent	33%	26%	41%	100%
NSL LSs	Frequency	79	86	210	375
	Percent	21%	23%	56%	100%
	Frequency	109	106	160	375

LAL LSs	Percent	29%	29%	42%	100%
WO LSs	Frequency	97	87	191	375
	Percent	26%	23%	51%	100%

Table 9 presents the comparative usage of 7 types of LSs. The results show that 32.2% respondents used NML LSs in low frequency; 26.2% respondents use it in medium frequency while 41.4% respondents used this strategy in high frequency.
The results show that %28.4 respondents used FM LSs in low frequency; 22.2% respondents use it in medium frequency while 49.4% respondents used this strategy in high frequency.
The results show that 22.5% respondents used S LSs in low frequency; 24.25% respondents use it in medium frequency while 53.25% respondents used this strategy in high frequency.
The results show that 32.75% respondents used GG LSs in low frequency; 26.25% respondents use it in medium frequency while 41% respondents used this strategy in high frequency.
The results show that %21 respondents used NSL LSs in low frequency; 23% respondents use it in medium frequency while 56% respondents used this strategy in high frequency.
The results show that 29% respondents used LAL LSs in low frequency; 28.5% respondents use it in medium frequency while 42.5% respondents used this strategy in high frequency.
The results show that 25.75% respondents used WO LSs in low frequency; 23.25% respondents use it in medium frequency while 51% respondents used this strategy in high frequency.
So far as three levels of use of LSs i.e. low frequency, medium frequency and high frequency are concerned, the results show that percentage of use of 7 types of LSs on low frequency ranges between (21%-33%). On the other hand, percentage of use of 7 types of LSs on medium frequency ranges between (22%-29%) and percentage of use of 7 types of LSs on high frequency ranges between (41%-56%). These results are also presented through the Graph 8 below.



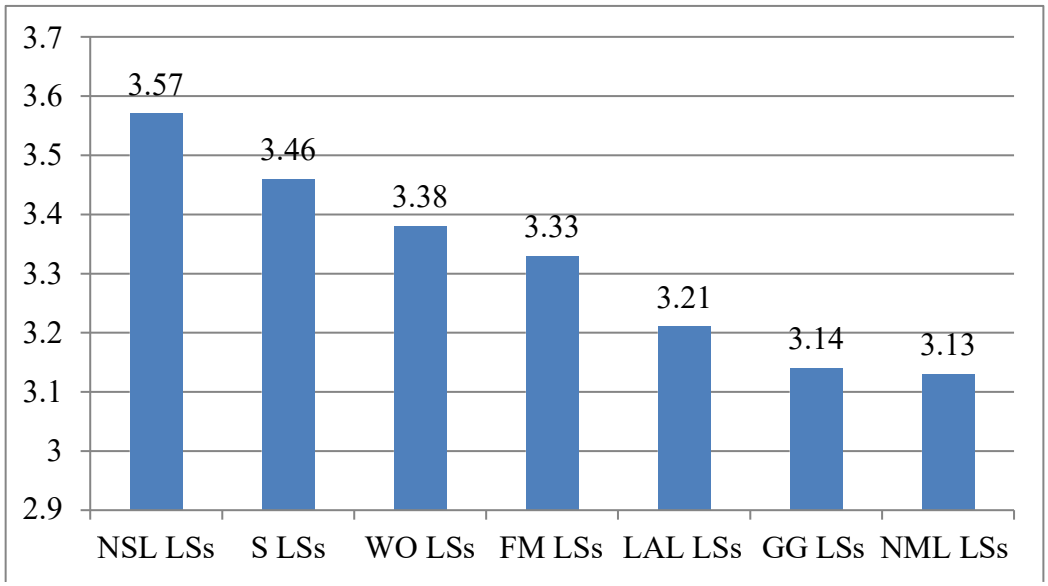
Graph 8: Use of 7 Types of LSs

Ranking of 7 types of LSs based on their usage according to Mean score

Table 10: Ranking of 7 types of LSs based on their usage according to Mean score

Sr. No.	Name of 7 Types of LSs	Mean	Ranking
1.	NSL LSs	3.57	1
2.	S LSs	3.46	2
3.	WO LSs	3.38	3
4.	FM LSs	3.33	4
5.	LAL LSs	3.21	5
6.	GG LSs	3.14	6
7.	NML LSs	3.13	7

The Table 10 presents the ranking of 7 types of LSs according to the value of mean score they obtained. It describes that among 7 types of LSs, NSL LSs got the 1st position on the basis of their usage by the respondents with a mean value (M=3.57). S LSs got the 2nd position on the basis of their usage by the respondents with a mean value (M=3.46). WO LSs got the 3rd position on the basis of their usage by the respondents with a mean value (M=3.38). FM LSs got the 4th position on the basis of their usage by the respondents with a mean value (M=3.33). LAL LSs got the 5th position on the basis of their usage by the respondents with a mean value (M=3.21). GG LSs got the 6th position on the basis of their usage by the respondents with a mean value (M=3.14). NML LSs got the 7th position on the basis of their usage by the respondents with a mean value (M=3.13). These results are also presented through the Graph 4.36 below.



Graph 9: Ranking of 7 types of LSs based on their usage according to Mean score

Discussion on Research Question No.8

The results for the use of NML LSs show that number of respondents who use NML LSs in 'high frequency' with a percentage of 41.42% is higher than those who use them in 'medium frequency' with a percentage of 26.20%. While 32.2% of respondents use them in 'low frequency'. NML LSs got the 7th position on the basis of their usage by the respondents with a mean value (M=3.13). These results are also presented through the Graph 4.36 below.

The results for the use of FM LSs show that number of respondents who use FM LSs in 'high frequency' with a percentage of 49.40% is higher than those who use them in 'medium frequency' with a percentage of 22.20%. While 28.40% of respondents use them

in 'low frequency'. FM LSs got the 4th position on the basis of their usage by the respondents with a mean value (M=3.33).

The results for the use of S LSs show that number of respondents who use S LSs in 'high frequency' with a percentage of 53.25% is higher than those who use them in 'medium frequency' with a percentage of 24.25%. While 22.50% of respondents use them in 'low frequency'. S LSs got the 2nd position on the basis of their usage by the respondents with a mean value (M=3.46).

The results for the use of GG LSs show that number of respondents who use GG LSs in 'high frequency' with a percentage of 41% is higher than those who use them in 'medium frequency' with a percentage of 26.25%. While 32.75% of respondents use them in 'low frequency'. GG LSs got the 6th position on the basis of their usage by the respondents with a mean value (M=3.14).

The results for the use of NSL LSs show that number of respondents who use NSL LSs in 'high frequency' with a percentage of 56% is higher than those who use them in 'medium frequency' with a percentage of 23%. While 21% of respondents use them in 'low frequency'. NSL LSs got the 1st position on the basis of their usage by the respondents with a mean value (M=3.57).

The results for the use of LAL LSs show that number of respondents who use LAL LSs in 'high frequency' with a percentage of 42.5% is higher than those who use them in 'medium frequency' with a percentage of 28.5%. While 29% of respondents use them in 'low frequency'. LAL LSs got the 5th position on the basis of their usage by the respondents with a mean value (M=3.21).

The results for the use of WO LSs show that number of respondents who use WO LSs in 'high frequency' with a percentage of 51% is higher than those who use them in 'medium frequency' with a percentage of 32.25%. While 25.75% of respondents use them in 'low frequency'. WO LSs got the 3rd position on the basis of their usage by the respondents with a mean value (M=3.38).

Findings, Conclusion and Recommendations

Findings

Following are the key findings which are made after a detailed data analysis.

1. NSL LSs got the 1st position on the basis of their usage by the respondents with a mean value (M=3.57). The results show that 56% respondents use NSL LSs in 'high frequency' against 44% respondents who use NSL LSs in 'medium frequency' and 'low frequency'. The number of respondents who use NSL LSs in 'high frequency' is higher than those who use them in 'medium' and 'low frequency' with a difference of 12%.
2. S LSs got the 2nd position on the basis of their usage by the respondents with a mean value (M=3.46). The results show that 53.25% respondents use S LSs in 'high frequency' against 46.75% respondents who use S LSs in 'medium frequency' and 'low frequency'. The number of respondents who use S LSs in 'high frequency' is higher than those who use them in 'medium' and 'low frequency' with a difference of 6.5%.
3. WO LSs got the 3rd position on the basis of their usage by the respondents with a mean value (M=3.38). The results show that 51% respondents use WO LSs in 'high frequency' against 49% respondents who use WO LSs in 'medium frequency' and 'low frequency'. The number of respondents who use WO LSs in 'high frequency' is higher than those who use them in 'medium' and 'low frequency' with a difference of 2%.
4. FM LSs got the 4th position on the basis of their usage by the respondents with a mean value (M=3.33). The results show that 49.40% respondents use FM LSs in 'high frequency' against 50.60% respondents who use FM LSs in 'medium frequency' and 'low frequency'. The number of respondents who use FM LSs in

'high frequency' is less than those who use them in 'medium' and 'low frequency' with a difference of 1.20%.

5. LAL LSs got the 5th position on the basis of their usage by the respondents with a mean value (M=3.21). The results show that 42.50% respondents use LAL LSs in 'high frequency' against 57.5% respondents who use LAL LSs in 'medium frequency' and 'low frequency'. The number of respondents who use LAL LSs in 'high frequency' is less than those who use them in 'medium' and 'low frequency' with a difference of 15%.
6. GG LSs got the 6th position on the basis of their usage by the respondents with a mean value (M=3.14). The results show that 41% respondents use GG LSs in 'high frequency' against 59% respondents who use GG LSs in 'medium frequency' and 'low frequency'. The number of respondents who use GG LSs in 'high frequency' is less than those who use them in 'medium' and 'low frequency' with a difference of 18%.
7. NML LSs got the 7th position on the basis of their usage by the respondents with a mean value (M=3.13). The results show that 41.42% respondents use NML LSs in 'high frequency' against 58.58% respondents who use NML LSs in 'medium frequency' and 'low frequency'. The number of respondents who use NML LSs in 'high frequency' is less than those who use them in 'medium' and 'low frequency' with a difference of 17.16%.

Conclusions and Implications

375 Pakistani ESL students of BS Level participated in the study as respondents. The study was conducted in order to estimate the use of LSs by ESL learners. The main purpose of the study was to identify the actual use of LSs and 7 types of LSs and the gap between the ideal or desired use of LSs. 7 types of LSs selected for the current study are : Negotiation for Meaning While Listening LSs (NML LSs); Fluency Maintaining LSs (FM LSs); Scanning LSs (S LSs); Getting the Gist LSs (GG LSs), Nonverbal Strategies while Listening (NSL LSs); Less Active Listener (LAL LSs); Word-oriented LSs (WO LSs). In this context the study has come to the following conclusions:

1. Nonverbal Strategies while Listening LSs (NSL LSs) got the 1st position on the basis of their usage by the respondents. The results show that 56% respondents use NSL LSs in 'high frequency' against 44% respondents who use NSL LSs in 'medium frequency' and 'low frequency'. It can be concluded that the level of use of NSL LSs can still be enhanced to higher and more satisfactory percentage i.e. 80% - 90% or 90% - 100%.

2. Scanning LSs (S LSs) got the 2nd position on the basis of their usage by the respondents. The results show that 53.25% respondents use S LSs in 'high frequency' against 46.75% respondents who use S LSs in 'medium frequency' and 'low frequency'. It can be concluded that the level of use of S LSs can still be enhanced to higher and more satisfactory percentage i.e. 80% - 90% or 90% - 100%.

3. Word Oriented LSs (WO LSs) got the 3rd position on the basis of their usage by the respondents. The results show that 51% respondents use WO LSs in 'high frequency' against 49% respondents who use WO LSs in 'medium frequency' and 'low frequency'. It can be concluded that the level of use of WO LSs can still be enhanced to higher and more satisfactory percentage i.e. 80% - 90% or 90% - 100%.

4. Fluency Maintaining LSs (FM LSs) got the 4th position on the basis of their usage by the respondents. The results show that 49.40% respondents use FM LSs in 'high frequency' against 50.60% respondents who use FM LSs in 'medium frequency' and 'low frequency'. It can be concluded that the level of use of FM LSs can still be enhanced to higher and more satisfactory percentage i.e. 80% - 90% or 90% - 100%.

5. Less Active Learner LSs (LAL LSs) got the 5th position on the basis of their usage by the respondents. The results show that 42.50% respondents use LAL LSs in 'high frequency' against 57.5% respondents who use LAL LSs in 'medium frequency' and 'low

frequency'. It can be concluded that the level of use of LAL LSs can still be enhanced to higher and more satisfactory percentage i.e. 80% - 90% or 90% - 100%.

6. Getting the Gist LSs (GG LSs) got the 6th position on the basis of their usage by the respondents. The results show that 41% respondents use GG LSs in 'high frequency' against 59% respondents who use GG LSs in 'medium frequency' and 'low frequency'. It can be concluded that the level of use of GG LSs can still be enhanced to higher and more satisfactory percentage i.e. 80% - 90% or 90% - 100%.

7. Negotiation for Meaning while Listening LSs (NML LSs) got the 7th position on the basis of their usage by the respondents. The results show that 41.42% respondents use NML LSs in 'high frequency' against 58.58% respondents who use NML LSs in 'medium frequency' and 'low frequency'. It can be concluded that the level of use of NML LSs can still be enhanced to higher and more satisfactory percentage i.e. 80% - 90% or 90% - 100%.

8. The ranking of 7 types of LSs according to their usage is in fact an effort to arrange them according to their difficulty level and the preference of the leaners i.e. the type of LSs which is used more frequently may be considered easy to use and the types of LSs which is less frequently used may be considered difficult to use. It implies that 7 types of LSs are ranked according to their use, preference of the respondents and importance, therefore, proper attention should be given to design a program of ESL teaching and learning accordingly to enhance the use of these LSs.

Recommendations

Recommendations are suggested to the syllabus designers, ELT experts, ESL teachers and language education policy makers in the fields of their working and expertise.

- An awareness raising programme should be launched about the use of LSs and its 7 types. It will not only enhance the ESL leaners knowledge about the use of LSs and its 7 types but it will also motivate them to practice and use these LSs.
- For the teaching of oral communication skills, the teaching of listening skills through the teaching, training and practice of use of LSs should be combined with the teaching of speaking skills for more productive results.
- The findings of this study can be used by instructional materials developers and the syllabus designers to produce such text book that will include the instruction and training of LSs and its 7types. 7 types of LSs are ranked according to their usage by ESL students. Among these 7 types of LSs, NSL LSs are ranked at 1st position while S LSs at 2nd, WO LSs at 3rd, FM LSs at 4th, LAL LSs at 5th, GG LSs at 6th, NML LSs are ranked at 7th position. On the basis of this ranking of LSs and the 7 types, LSs can be scheduled to be taught to ESL student of various levels or classes. According to different levels such as early level classes, primary level classes, elementary level classes, higher level classes, or advanced level classes, the material authors can include these 7 types of LSs as per their ranking.
- ESL evaluation and assessment systems should place a strong emphasis on LSs. For listening abilities, there should be specific marks in the ESL study plan, evaluation and assessment system ranging from at least 10 to 30. It will be beneficial for ESL instructors and students to place an emphasis on the proper teaching of LSs.
- Professional development and training programs for ESL teachers should contain unique themes/ topics depending on the significance of 7 types of LSs. The practical exercises for using LSs will serve as the basis for these topics. By a proper practice to use LSs and learning about the 7 different types of LSs, ESL teachers can gain superior pedagogical abilities that will enable them use LSs more effectively.
- Steps should be taken by the government to establish language labs at educational institutions. These language labs will provide the ESL learners with an opportunity to learn and practice these LSs in an interactive environment. It will increase the use of 7 types of LSs.

Suggestions for Future Researchers

Future researchers are always encouraged to explore anything outside the scope of the current study. The researcher of this study has offered the following recommendations for future studies in order to maintain the continuity of the research process and help other researchers explore more horizons the specific field of study.

1. The present study is descriptive in nature, however other researchers may use an experimental approach based on instruction and training for the use of LSs. The information created for this purpose can be useful in establishing a thorough module for the instruction and training of LSs from the standpoint of constructing a curriculum.
2. Further study can be conducted in the perspective of the evaluation system based on various exercises and test questions that can be used to assess an ESL learner's skill and knowledge in using LSs.
3. The study used OCSI developed in Japanese ESL context by Nakatani (2006). A more appropriate OCSI can be developed in the Pakistani ESL setting in accordance with local cultural norms and student needs.
4. In contrast to the closed-ended questionnaire employed in this study, open-ended questionnaire items can be added to a closed-ended questionnaire to discover more LSs based on the individual experiences and usage of LSs by ESL instructors and learners.
5. A closed-ended questionnaire was employed as a research technique for the current study to collect data. The field of LSs can also benefit from the usage of additional research tools i.e. interview.

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