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IMPACT OF USE OF LISTENING STRATEGIES (LSS) ON THE LISTENING COMPREHENSION SKILL OF ESL LEARNERS

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Abstract

Listening skill is the most basic skill for acquisition and learning of any language. Mendelsohn (1994) has described that listening takes up 40-50% of the communication whereas the other basic skills take up to 25-30% speaking, 11-16% reading and about 9% writing. This study is meant to calculate the use of Listening Strategies (LSs) and its impact on the listening comprehension of ESL learners. This quantitative study falls in the domain of Quasi-experimental study so far as the procedure of the research is concerned. It is also descriptive study so far as the objectives of the study are concerned. It is also longitudinal research as pre-test and post-test is used for the collection of data. Convenient sampling technique is used to select a representative sample of ESL learners from Government College of Technology Burewala. Data collection involves administering pre-test and post-test assessments to measure the use of LSs and its impact on the listening comprehension of the participants before and after the interventional teaching and practice of listening strategies. A structured intervention protocol based on CAMBRIDGE IELTS ACADEMIC 16 (2016) comprising various listening tasks along with introduction of LSs including Negotiation for Meaning while Listening LSs (NML LSs); Scanning LSs (S LSs); Getting the Gist LSs (GG LSs); and Word Oriented LSs (WO LSs) as described by Nakatani (2006). Data analysis includes simple percentage and Paired Sample T-test in order to compare the results of pre-test and post-test before and after the interventional/experimental teaching of LSs for 8 weeks. A listening comprehension test has also administered as pre-test and post-test in order to determine the level of listening comprehension skills of the ESL learners before and after the interventional/experimental teaching of LSs for 8 weeks. Data were analyzed by using SPSS-26 version. Findings of the study show that use of 4 types of LSs based on simple percentage and Paired Sample T-test show that almost, half of the sample of the ESL learners is found to use of LSs in 'low frequency' and 'medium frequency' in pre-test and the use of LSs is increased in post-test by almost 100% to 'high frequency'. The results of Listening Comprehension Test show that Listening Strategies (LSs) has significant positive impact on listening comprehension skill of the participants.

Keywords: Listening Strategies (LSs), Listening Comprehension Skill, Second Language Learning.

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Introduction

The study aims to highlight the importance and even the necessity of listening skill in learning ESL. Listening is a crucial aspect of effective communication and has numerous benefits in personal, social, and professional contexts. Listening skills are essential in learning a second language. By developing strong listening skills, language learners can improve their comprehension, pronunciation, vocabulary, cultural awareness, and fluency in the language. But unfortunately, not only the students but teachers are also unaware of that aspect of listening skill. 'Ear blockage is to tongue blockage' as listening out of two major input devices is a factor that plays a vital role in developing the growth of mind. As stated by Khan (2019), English stands as one of the official languages of the country and is integral to the educational curriculum from primary to graduate levels. Its application extends beyond academic realms, permeating various professional and social spheres (Ali, 2018). In the ESL context, individuals acquire English as a subsequent language alongside their mother tongue, which may include Urdu, Punjabi, Sindhi, Balochi, Pashto, or other regional languages (Memon, 2017). Despite being spoken by a minority in daily interactions, English carries

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connotations of prestige and social status (Ali, 2018). Conversely, in EFL settings, English is learned by individuals who do not utilize it in their everyday lives, particularly prevalent in rural areas where regional languages predominate (Khan, 2019). Nonetheless, English proficiency remains highly esteemed, often perceived as crucial for socioeconomic advancement and career prospects (Memon, 2017).

Listening; speaking; reading; writing are the four basic skills of any language. They play an important role to make an ESL learner a proficient user of English. Sharma (2011) has argued "to develop complete communication capability, mastering the four language skills of listening, speaking, reading and writing are profoundly important for effective exchanges of information and ideas." It is very common phenomenon that ESL leaners hardly exhibit equal level of proficiency for all the four basic language skills. ESL students may have different levels of weaknesses and strengths in the basic language skills. In some case, an ESL learner may have high level proficiency in reading skill and lower level of proficiency in writing, speaking and listening skills. Same can be the case with other language skills. Moreover, according to different requirements and demands of the workplace and the use of language, sometime the ESL learners are needed to be more proficient in a particular skill e.g. a professional proof reader should be more proficient in reading and writing skills as compared to listening and speaking skills. On the other hand listening and speaking skills are more important for a professional interpreter as compared to reading and writing skills. So it can be conclude safely that all the four basic language skills are equally important as per the demand and requirement of the learners. In our educational system, all the four language skills should be given equal importance to make the learners equally proficient in all the language skills. But unfortunately, this is not the case in Pakistani ESL teaching and learning system. Pakistani educational system focusses more onto reading and writing skills as compared to speaking and listening. The listening skills are the most neglected area in both ESL teaching and learning perspective.

According to Ghani (2003), Pakistan's low English proficiency standard is not a recent problem. As a matter of fact, most of the learners, however having study English as (ESL) up to university level, find themselves unable to understand a native speaker during a face to face conversation or watching an English movie or listening English news bulletin.

As an ignored dimension, listening in L2 is underestimated in L2 research. The study is based on the fact that listening, along with speaking, composes an important part of oral communication in L2 context. The study has grown out of interest in teaching practice at college level in Pakistan. It aims to investigate ESL learners' listening problems in English language. These issues are investigated in this study and are preceded by explanation of the ESL learning and teaching context in Pakistan. The studies show that although the ESL listeners share many background features of the teaching contexts, they have different views about the actual practice of teaching listening. These views can be categorized into three broad groups of listeners. The first group focuses on form and micro skills of listening. The second group balances form with content. The third group focuses more on fluency and listening extended pieces of communication.

Background of the Study

The main objective of English language teaching and learning is to enable the ESL learners to communicate in English and to become proficient user of the target language. In this era of globalization, English is playing significant role in educational, economic, and social growth of a country and become a bench mark to estimate the level of progress and development of a country. English is regarded a reliable path to progress and advancement of a nation. Shamim (2011) states that English is also 'the passport to success' and 'key to the national progress in Pakistani ESL context.' As English has got the status of lingua franca in Pakistan and also

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has become an international language, its importance cannot be denied as the language of technology, science, business and communication around the globe. Therefore, English is taught as a compulsory subject in Pakistani educational system so that students can master the necessary ESL skills to compete in the local and international job and business markets.

Nakatani (2006) has identified 26 Listening Strategies LSs for 'Coping with Listening Problems' and has classified them into 7 types as: 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 order to share information, thoughts, feelings and ideas during a communication act, LSs are very helpful to tackle the listening comprehension deficiencies in a better way. The ability to use LSs makes the ESL users and learners able to communicate effectively and successfully. Many researchers have tried to explore and identify LSs. Studies on the definition, identification, role and use of communication strategies include Brown (2004); Brown (2006); Nation & Newton (2009); Lorena Manaj (2015); Wishwanath Bite (2013); Johnson (1951); Hampleman (1958); Herbert Walberg (2004); Field (2003) and (Nakatani, 2006 & 2010). They all concluded that LSs are helpful for ESL learners during the process of successful listening comprehension process. In second/foreign language learning, LSs play a vital role as listening strategies allow even the slow learners to get inspiration to show better performance during any listening comprehension task or any conversation. If ESL learners don't have any know how of these strategies, it can lead to non-effective or unsuccessful communication. On the other hand, better understanding and knowhow of listening strategies can be very much helpful for learners. Nakatani (2006 & 2010) suggests that teaching the use of LSs increases knowledge of learners about LSs and resultantly it improves their communication skills. It is a common assumption that no much attention had been paid to analyze whether these LSs are being used by ESL/EFL learners and to what extant the ESL/EFL learners have awareness about these LSs. The speakers who have the ability to use listening strategies effectively can overcome their deficiency in target language listening comprehension can successfully communicate in a better way.

The purpose of this study is to calculate the use of listening strategies (LSs) by ESL students during any listening task for successful communication. This study also focuses on the issues of ESL learners for effective communication and identifies how and which of these listening strategies help them to communicate successfully in target language. (Nakatani, 2006 & 2010), believe that if an ESL learner develops the ability to solve listening issues and problems by properly using certain LSs, he/she can improve his/her communication proficiency. There can be lot of LSs that the ESL learners utilize using English as ESL during any communicative task. Yet, this study is based on LSs included in Nakatani's Oral Communication Inventory (OCSI) (2006). Nakatani categorized 26 LSs Strategies for Coping with Listening Problems into 7 types described in Table 1 below.

Table 1: Listening Strategies LSs for Coping with Listening Problems developed by Nakatani (2006)

Sr #	Listening Strategies (LSs) developed by Nakatani (2006)
1.	Negotiation for Meaning while Listening LSs (NML LSs)
2.	Fluency Maintaining LSs (FM LSs)
3.	Scanning LSs (S LSs)
4.	Getting the Gist LSs (GG LSs)
5.	Nonverbal Strategies while Listening LSs (NSL LSs)

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6.	Less Active Listener LSs (LAL LSs)
7.	Word-oriented LSs (WO LSs)

Moreover, fostering learner autonomy, whereby learners take ownership of their learning processes, is conducive to the development of effective listening skills (Benson, 2001). Learners who are intrinsically motivated and autonomous are more likely to actively seek out listening opportunities and employ strategies to improve their listening comprehension (Goh, 2017).

Statement of the Problem

In Pakistan, it is a common practice that cultural diversity does not encourage L2 learner to communicate in English. Therefore, it leads to absence of listening English that ultimately causes problems in listening comprehension. Listening is considered the most challenging element to contribute to communication process. Out of four language skills, listening is the most important skill as the percentage of use of listening is higher than other language skills. Mendelsohn (1994) has described that listening takes up 40-50% of the communication whereas the other basic skills take up to 25-30% speaking, 11-16% reading and about 9% writing (Mendelsohn, 1994) as shown in Table 2.

Table 2: Language skills and their contribution to communicative use of language based on Mendelsohn (1994)

Sr #	**Language Skill**	**Contribution to Communication**
1.	Listening	40-50%
2.	Speaking	25-30%
3.	Reading	11-16%
4.	Writing	9%

It has been observed in many ESL learning programs that listening comprehension is the most neglected aspect (Mendelsohn, 1994, p.9).

English in Pakistan is treated as a foreign language as there is no English-speaking community in the country. Even the teachers are non-native and treat language as a foreign language. This diversity emerges problems in listening comprehension.in developing the listening comprehension definite decreases the level of willingness to communicate. And the use of listening strategies can ultimately increase the level of listening comprehension.

Significance of the Study

The proposed study aims to investigate the effectiveness of listening strategies in enhancing listening comprehension among English as Second Language (ESL) learners. As listening constitutes a crucial component of communication alongside speaking, this study seeks to address this research gap by focusing specifically on the role of listening strategies in fostering listening comprehension among ESL learners.

The study is motivated by the observed challenges faced by ESL learners in Pakistan, particularly in relation to English language listening comprehension. These challenges are contextualized within the broader educational landscape of Pakistan, where English holds substantial linguistic and sociopolitical significance. Despite its status as one of the official languages of the country, English proficiency remains unevenly distributed, with disparities evident across different regions and demographics. The study seeks to explore the use of listening strategies by ESL learners in Pakistan and its effect to enhance the level of listening comprehension

Research Questions

For this study following research questions are framed to set the direction of the research process:

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1. What is the impact of use of Negotiation for Meaning while Listening LSs (NML LSs) on listening comprehension?
2. What is the impact of use of Scanning LSs (S LSs) on listening comprehension?
3. What is the impact of use of Getting the Gist LSs (GG LSs) on listening comprehension?
4. What is the impact of use of Word Oriented LSs (WO LSs) on listening comprehension?

Design of the Study

This quantitative study falls in the domain of Quasi-experimental study so far as the procedure of the research is concerned. It is also descriptive study so far as the objectives of the study are concerned. It is also longitudinal research as pre-test and post-test is used for the collection of data. Each of 7 types of quasi-experimental designs i.e. One-Group Posttest-Only Design; One-Group Pretest-Posttest Design; Non-Equivalent Groups Design; Time Series Design; Regression Discontinuity Design; Propensity Score Matching and Interrupted Time Series Design. One-Group Pretest-Posttest Design best suits the current study and the researcher have applied this type of quasi-experimental research design in order to execute all the procedures of the current study including experimental/interventional teaching, data collection and data analysis.

All the ESL leaners studying at intermediate level in Pakistan are the decided population of the study. As it is an experimental study, the researcher has conveniently selected 25 intermediate students studying at Government College of Technology Burewala.

Survey questionnaire is used as research tools based on Nakatani (2006) the 17 LSs which are further categorized into 4 types i.e. LSs i.e. Negotiation for Meaning while Listening LSs (NML LSs); Scanning LSs (S LSs); Getting the Gist LSs (GG LSs); and Word Oriented LSs (WO LSs). This survey questionnaire is used to collect data as Pretest and Post-test in order to compare the use of LSs before and after the interventional/experimental teaching of LSs for 8 weeks. A listening comprehension test is taken as pre-test and post-test to measure the level of listening comprehension of the participants before and after the interventional/experimental teaching of LSs for 14 weeks. This test is based on CAMBRIDGE IELTS ACADEMIC 16 (2016).

The data has been analyzed by Statistical Package for Social Sciences (SPSS-24). All the process of data analysis is presented by using simple percentage and Paired Sample T-test.

Intervention

Interventional or experimental teaching plan consisted of 8 weeks teaching and training of the use of LSs. The teaching and training of 4 types of LSs were scheduled as per 2 weeks for the introduction and practice of each type of LSs. This interventional/experimental teaching and training of LSs was based on CAMBRIDGE IELTS ACADEMIC 16 (2016).

Delimitation of the study

Nakatani (2006) has introduced Oral Communication Strategies Inventory OCSI which include 32 Oral Communication Strategies (OCSs) and 26 Listening Strategies (LSs). Out of 26 LSs, the focus of the current study remained on the 17 LSs which are further categorized into 4 types i.e. Negotiation for Meaning while Listening LSs (NML LSs); Scanning LSs (S LSs); Getting the Gist LSs (GG LSs); and Word Oriented LSs (WO LSs). 32 OCSs are also beyond the scope of this study.

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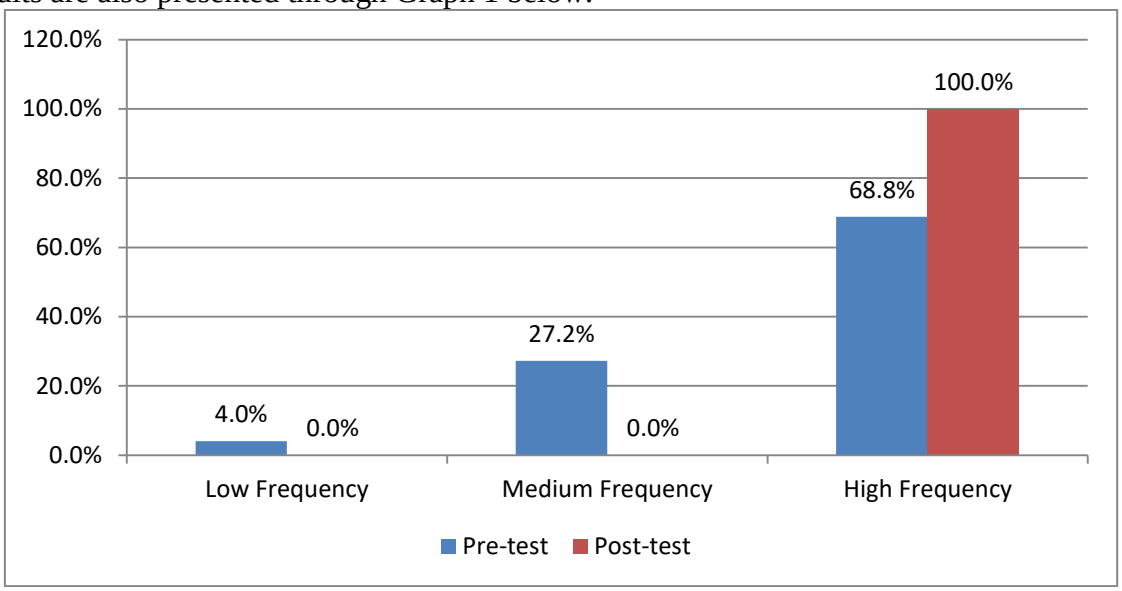
Participants' Response Analysis

Use of NML LSs (NML LS-1 to NML LS-5) based on the results of Pre-test and Post-test

Table 3: Use of NML LSs (NML LS-1 to NML LS-5) based on the results of Pre-test and Post-test

NML LSs					
		Pre-test		Post-test	
		Frequency	Percent	Frequency	Percent
Valid	Low Frequency	1	4%	0	0%
	Medium Frequency	6.8	27.2%	0	0%
	High Frequency	17.2	68.8%	25	100%
	Total	25	100.0%	25	100.0%

The Table 3 shows that 4% (f=1) participants used NML LSs in 'low frequency' in Pre-test as compared to 0% (f=0) participants in Post-test. 27.2 % (f=6.8) participants used it in 'medium frequency' in Pre-test as compared to 0% (f=0) participants in Post-test. 68.8 % (f=17.2) participants used it in 'high frequency' in Pre-test as compared to 100% (f=25) participants in Post-test. Overall results showed an inclination of higher percentage towards Post-test as compared to Pre-test in terms of 'high frequency' for the use of NML LSs. These results are also presented through Graph 1 below.



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

Paired Sample T-Test on Negotiation for Meaning while Listening LSs (NML LSs)

Table 4: Paired Sample T-Test on Negotiation for Meaning while Listening LSs (NML LSs)

			Mean	N	Std. Deviation	Std. Error Mean
Pair 1	NML LSs	Pre-test	19.4800	25	1.61038	.32208
	NML LSs	Post-test	23.2800	25	1.54164	.30833

The Table 4 indicates the results of Pre-test and Post-test based on the Paired Sample T-test for use of NML LSs in terms of Mean score and S.D. It can be observed that the average Pre-test Mean score for NML LSs is 19.48 and the value of S.D. is 1.61 with Standard Error Mean value of 0.32. On the other hand, the average Post-test Mean score for NML LSs is

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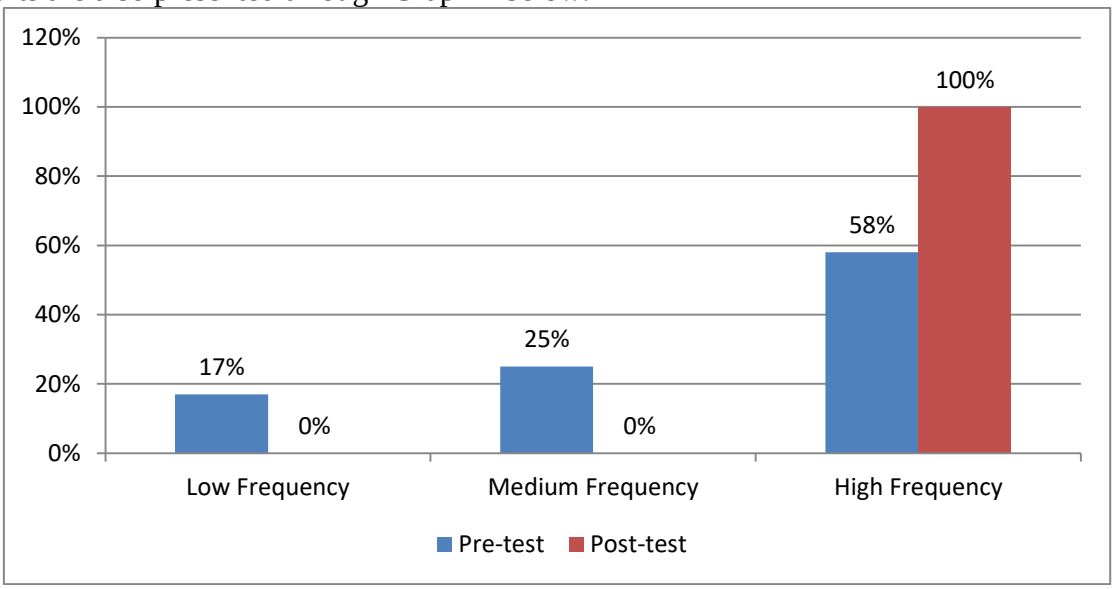
23.28 and the value of S.D. is 1.54 with Standard Error Mean value of 0.30. Over all, it can be seen that there is significant improvement in the results of Pre-test and Post-test.

Use of S LSs (S LS-1 to S LS-4) based on the results of Pre-test and Post-test

Table 5: Use of S LSs (S LS-1 to S LS-4) based on the results of Pre-test and Post-test

S LSs					
		Pre-test		Post-test	
		Frequency	Percent	Frequency	Percent
Valid	Low Frequency	4.25	17%	0	0%
	Medium Frequency	6.25	25%	0	0%
	High Frequency	14.5	58%	25	100%
	Total	25	100.0%	25	100.0%

The Table 5 shows that 17% (f=4.25) participants used S LSs in 'low frequency' in Pre-test as compared to 0% (f=0) participants in Post-test. 25 % (f=6.25) participants used it in 'medium frequency' in Pre-test as compared to 0% (f=0) participants in Post-test. 58 % (f=14.5) participants used it in 'high frequency' in Pre-test as compared to 100% (f=25) participants in Post-test. Overall results showed an inclination of higher percentage towards Post-test as compared to Pre-test in terms of 'high frequency' for the use of S LSs. These results are also presented through Graph 2 below.



Graph 2: Use of S LSs (S LS-1 to S LS-4)

Paired Sample T-Test on Scanning LSs (S LSs)

Table 6: Paired Sample T-Test on Scanning LSs (S LSs)

			Mean	N	Std. Deviation	Std.Error Mean
Pair 1	S LSs	Pre-test	14.0800	25	1.95619	.39124
	S LSs	Post-test	18.0800	25	.99666	.19933

The Table 6 indicates the results of Pre-test and Post-test based on the Paired Sample T-test for use of S LSs in terms of Mean score and S.D. It can be observed that the average Pre-test Mean score for S LSs is 14.08 and the value of S.D. is 1.95 with Standard Error Mean value of 0.39. On the other hand, the average Post-test Mean score for S LSs is 18.08 and the value of S.D. is 0.99 with Standard Error Mean value of 0.19. Over all, it can be seen that there is significant improvement in the results of Pre-test and Post-test.

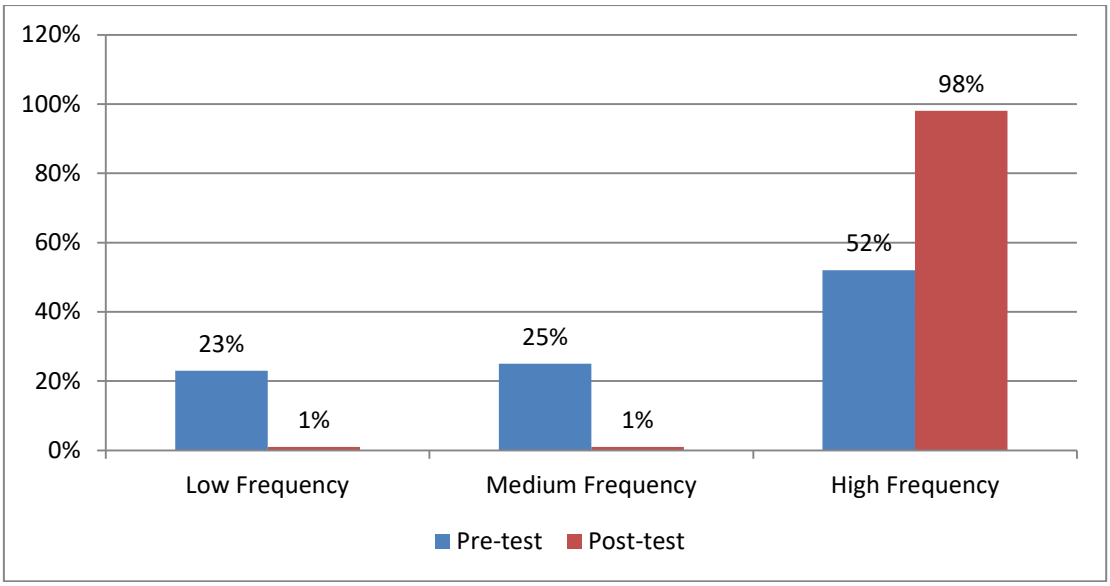
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Use of GG LSs (GG LS-1 to GG LS-4) based on the results of Pre-test and Post-test

Table 7: Use of GG LSs (GG LS-1 to GG LS-4) based on the results of Pre-test and Post-test

GG LSs					
		Pre-test		Post-test	
		Frequency	Percent	Frequency	Percent
Valid	Low Frequency	5.75	23%	0.25	1%
	Medium Frequency	6.25	25%	0.25	1%
	High Frequency	13	52%	24.5	98%
	Total	25	100.0%	25	100.0%

The Table 7 shows that 23% (f=5.75) participants used GG LSs in 'low frequency' in Pre-test as compared to 1% (f=0.25) participants in Post-test. 25 % (f=6.25) participants used it in 'medium frequency' in Pre-test as compared to 1% (f=0.25) participants in Post-test. 52% (f=13) participants used it in 'high frequency' in Pre-test as compared to 98% (f=24.5) participants in Post-test. Overall results showed an inclination of higher percentage towards Post-test as compared to Pre-test in terms of 'high frequency' for the use of GG LSs. These results are also presented through Graph 3 below.



Graph 3: Use of GG LSs (GG LS-1 to GG LS-4)

Paired Sample T-Test on Getting the Gist LSs (GG LSs)

Table 8: Paired Sample T-Test on Getting the Gist LSs (GG LSs)

			Mean	N	Std. Deviation	Std. Error Mean
Pair 1	GG LSs	Pre-test	13.8400	25	2.92518	.58504
	GG LSs	Post-test	18.1600	25	1.06771	.21354

The Table 8 indicates the results of Pre-test and Post-test based on the Paired Sample T-test for use of GG LSs in terms of Mean score and S.D. It can be observed that the average Pre-test Mean score for GG LSs is 13.84 and the value of S.D. is 2.92 with Standard Error Mean value of 0.58. On the other hand, the average Post-test Mean score for GG LSs is 18.16 and the value of S.D. is 1.06 with Standard Error Mean value of 0.21. Over all, it can be seen that there is significant improvement in the results of Pre-test and Post-test.

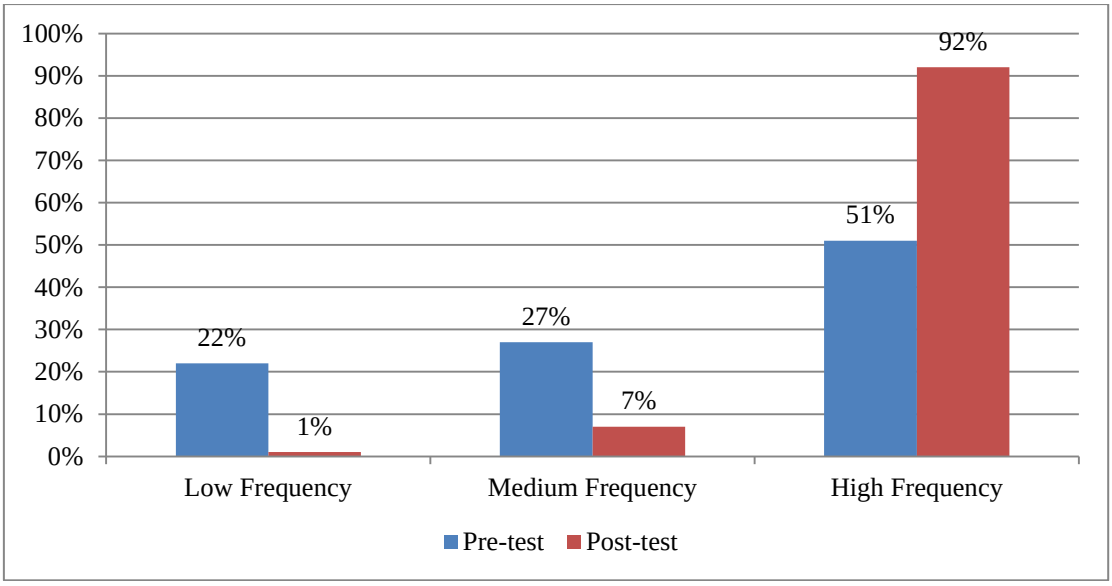
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Use of WO LSs (WO LS-1 to WO LS-4) based on the results of Pre-test and Post-test

Table 9: Use of WO LSs (WO LS-1 to WO LS-4) based on the results of Pre-test and Post-test

WO LSs					
		Pre-test		Post-test	
		Frequency	Percent	Frequency	Percent
Valid	Low Frequency	5.5	22%	0.25	1%
	Medium Frequency	6.75	27%	1.75	7%
	High Frequency	12.75	51%	23	92%
	Total	25	100.0%	25	100.0%

The Table 9 shows that 22% (f=5.5) participants used WO LSs in 'low frequency' in Pre-test as compared to 1% (f=0.25) participants in Post-test. 27% (f=6.75) participants used it in 'medium frequency' in Pre-test as compared to 7% (f=1.75) participants in Post-test. 51% (f=12.75) participants used it in 'high frequency' in Pre-test as compared to 92% (f=23) participants in Post-test. Overall results showed an inclination of higher percentage towards Post-test as compared to Pre-test in terms of 'high frequency' for the use of WO LSs. These results are also presented through Graph 4 below.



Graph 4: Use of WO LSs (WO LS-1 to WO LS-4)

Paired Sample T-Test on Word Oriented LSs (WO LSs)

Table 10: Paired Sample T-Test on Word Oriented LSs (WO LSs)

			Mean	N	Std. Deviation	Std. Error Mean
Pair 1	WO LSs	Pre-test	13.4000	25	2.66145	.53229
	WO LSs	Post-test	17.7200	25	1.36991	.27398

The Table 10 indicates the results of Pre-test and Post-test based on the Paired Sample T-test for use of WO LSs in terms of Mean score and S.D. It can be observed that the average Pre-test Mean score for WO LSs is 13.40 and the value of S.D. is 2.66 with Standard Error Mean value of 0.53. On the other hand, the average Post-test Mean score for WO LSs is 17.72 and the value of S.D. is 1.36 with Standard Error Mean value of 0.27. Over all, it can be seen that there is significant improvement in the results of Pre-test and Post-test.

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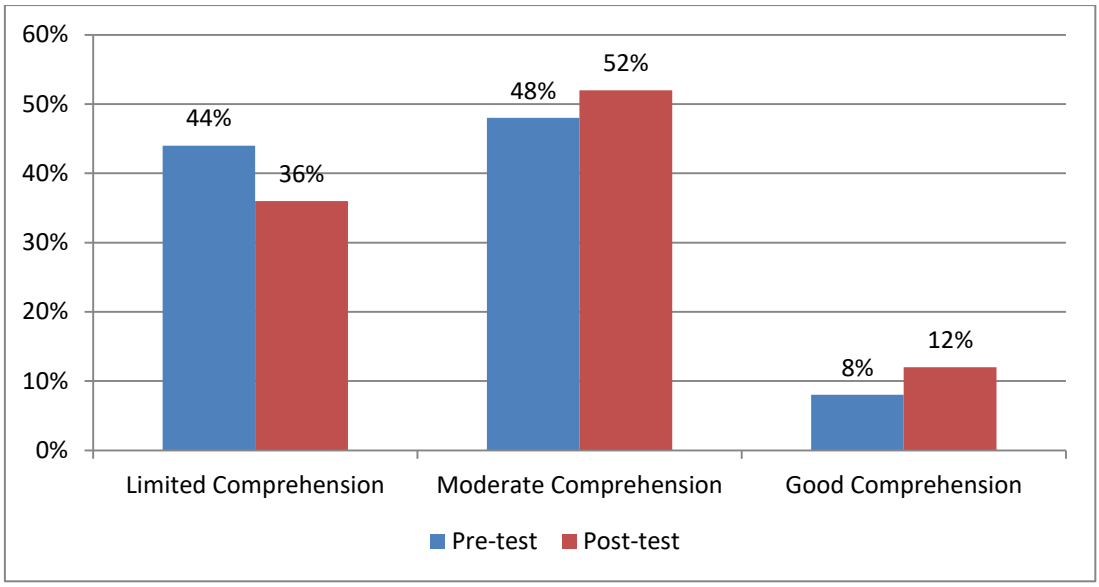
Analysis of Listening Comprehension Test

Results of Listening Comprehension Test for Pre-test and Post-test

Table 11: Listening Comprehension Test

Listening Comprehension Test					
		Pre-test		Post-test	
		Frequency	Percent	Frequency	Percent
Valid	Limited Comprehension	11	44.0%	9	36.0%
	Moderate Comprehension	12	48.0%	13	52.0%
	Good Comprehension	2	8.0%	3	12.0%
	Total	25	100.0%	25	100.0%

The Table 11 shows that 44% (f=11) participants scored the level of 'limited comprehension' in Pre-test as compared to 36% (f=9) participants in Post-test. 48 % (f=12) participants scored the level of 'moderate comprehension' in Pre-test as compared to 52% (f=13) participants in Post-test. 8 % (f=2) participants scored the level of 'good comprehension' in Pre-test as compared to 12% (f=3) participants in Post-test. Overall results showed an inclination of higher percentage towards Post-test as compared to Pre-test in terms of 'good comprehension'. These results are also presented through Graph 5 below.



Graph 5: Listening Comprehension Test

Paired Sample T-Test on Results of Listening Comprehension Test for Pre-test and Post-test

Table 12: Listening Comprehension Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	1.6400	25	.63770	.12754
	Post-test	2.7600	25	.66332	.13266

The Table 12 indicates the results of Pre-test and Post-test based on the Paired Sample T-test for Results of Listening Comprehension Test in terms of Mean score and S.D. It can be observed that the average Pre-test Mean score is 1.64 and the value of S.D. is 0.63 with Standard Error Mean value of 0.12. On the other hand, the average Post-test Mean score is

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2.76 and the value of S.D. is 0.66 with Standard Error Mean value of 0.13. Over all, it can be seen that there is significant improvement in the results of Pre-test and Post-test.

Findings and Discussion

1. Results for the use of NML LSs (NML-1 to NML LS-5) based on simple percentage describe that 68.8 % (f=17.2) participants used it in 'high frequency' in Pre-test as compared to 100% (f=25) participants in Post-test. The impact of interventional teaching and practice of Listening Strategies (LSs) shows an inclination of higher percentage of use of NML LSs towards Post-test as compared to Pre-test in terms of 'High Frequency'.

Results for the use of NML LSs (NML-1 to NML LS-5) based on Paired Sample T-test in terms of Mean score and S.D. describe that the average Pre-test Mean score for NML LSs is 19.48. On the other hand, the average Post-test Mean score for NML LSs is 23.28. The impact of interventional teaching and practice of Listening Strategies (LSs) show that there is significant improvement in the results of Post-test as compared to Pre-test.

2. Results for the use of S LSs (S-1 to S LS-5) based on simple percentage describe that 58 % (f=14.5) participants used it in 'high frequency' in Pre-test as compared to 100% (f=25) participants in Post-test. The impact of interventional teaching and practice of Listening Strategies (LSs) shows an inclination of higher percentage of use of S LSs towards Post-test as compared to Pre-test in terms of 'High Frequency'.

Results for the use of S LSs (S-1 to S LS-5) based on Paired Sample T-test in terms of Mean score and S.D. describe that the average Pre-test Mean score for S LSs is 14.08. On the other hand, the average Post-test Mean score for S LSs is 18.08. The impact of interventional teaching and practice of Listening Strategies (LSs) show that there is significant improvement in the results of Post-test as compared to Pre-test.

3. Results for the use of GG LSs (GG-1 to GG LS-4) based on simple percentage describe that 52% (f=13) participants used it in 'high frequency' in Pre-test as compared to 98% (f=24.5) participants in Post-test. The impact of interventional teaching and practice of Listening Strategies (LSs) shows an inclination of higher percentage of use of GG LSs towards Post-test as compared to Pre-test in terms of 'High Frequency'.

Results for the use of GG LSs (GG-1 to GG LS-4) based on Paired Sample T-test in terms of Mean score and S.D. describe that the average Pre-test Mean score for GG LSs is 13.84. On the other hand, the average Post-test Mean score for GGL LSs is 18.16. The impact of interventional teaching and practice of Listening Strategies (LSs) show that there is significant improvement in the results of Post-test as compared to Pre-test.

4. Results for the use of WO LSs (WO-1 to WO LS-4) based on simple percentage describe that 51% (f=12.75) participants used it in 'high frequency' in Pre-test as compared to 92% (f=23) participants in Post-test. The impact of interventional teaching and practice of Listening Strategies (LSs) shows an inclination of higher percentage of use of WO LSs towards Post-test as compared to Pre-test in terms of 'High Frequency'.

Results for the use of WO LSs (WO-1 to WO LS-4) based on Paired Sample T-test in terms of Mean score and S.D. describe that the average Pre-test Mean score for WO LSs is 13.40. On the other hand, the average Post-test Mean score for WO LSs is 17.72. The impact of interventional teaching and practice of Listening Strategies (LSs) show that there is significant improvement in the results of Post-test as compared to Pre-test.

5. Results for the level of Listening Comprehension Test based on the simple percentage show an inclination of higher percentage towards Post-test 12% (f=3) as compared to Pre-test 8 % (f=2) in terms of 'good comprehension'. Results based on the Paired Sample T-test for the level of Listening Comprehension Test in terms of Mean score and S.D. describe that the average Pre-test Mean score is 1.64 and the average Post-test Mean score is 2.76. The

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impact of use of Listening Strategies (LSs) on the level of Listening Comprehension Test shows an inclination of higher level of Post-test as compared to Pre-test.

Conclusions

1. Results for the use of NML LSs based on simple percentage and Paired Sample T-test show an inclination of higher level of use of NML LSs towards Post-test as compared to Pre-test. Almost, half of the sample of the ESL learners is found to use of NML LSs in 'low frequency' and 'medium frequency' in pre-test and the use of NML LSs is increased in post-test by almost 100% to 'high frequency'.

2. Results for the use of S LSs based on simple percentage and Paired Sample T-test show an inclination of higher level of use of S LSs towards Post-test as compared to Pre-test. Almost, half of the sample of the ESL learners is found to use of S LSs in 'low frequency' and 'medium frequency' in pre-test and the use of S LSs is increased in post-test by almost 100% to 'high frequency'.

3. Results for the use of GG LSs based on simple percentage and Paired Sample T-test show an inclination of higher level of use of GG LSs towards Post-test as compared to Pre-test. Almost, half of the sample of the ESL learners is found to use of GG LSs in 'low frequency' and 'medium frequency' in pre-test and the use of GG LSs is increased in post-test by almost 100% to 'high frequency'.

4. Results for the use of WO LSs based on simple percentage and Paired Sample T-test show an inclination of higher level of use of WO LSs towards Post-test as compared to Pre-test. Almost, half of the sample of the ESL learners is found to use of WO LSs in 'low frequency' and 'medium frequency' in pre-test and the use of WO LSs is increased in post-test by almost 100% to 'high frequency'.

5. The respondents have reported that the use of LSs and its 4 types has increased after interventional teaching and practice of LSs. Almost, half of the sample of the ESL learners is found to use of LSs and its types in 'low frequency' and 'medium frequency' in pre-test and the use of LSs is increased in post-test by almost 100% to 'high frequency'. The interventional teaching and practice of LSs and its 4 types have shifted the students from the domain of 'low frequency' and 'medium frequency' of use of LSs and types of LSs to the higher level domain of 'high frequency'.

6. Results for the level of Listening Proficiency Test based on the simple percentage and the Paired Sample T-tests show an inclination of higher level towards Post-test as compared to Pre-test in terms of 'good proficiency'. The results of Listening Proficiency Test support the positive impact of interventional teaching and practice of use of Listening Strategies (LSs) on listening comprehension.

Policy Recommendations

Recommendations are framed in the areas of awareness raising program about the use of LSs and 4 types of LSs and the importance of listening comprehension, ESL teaching methodology, ESL class room environment and teaching facilities, curriculum development, syllabus designing, material development and evaluation and assessment system:

1. The results and findings of this quasi-experimental study describe the importance of use of LSs. Use of LSs has a positive impact on the listening comprehension. Besides encouraging and motivating the students for the use of English for oral communication, the ESL teacher should give awareness to the students about listening strategies (LSs). This awareness about the notion of LSs will not only build up students' confidence but also increase their strategic competence and use of LSs as supported by Dornyei & Ushioda (2013), Nakatani (2006 & 2010), and Goh (2017). This awareness about the notion of LSs, 4 types of LSs will help students use ESL with the help of good listening skills and listening comprehension for successful oral communication.

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2. The results and findings indicate that overall use of LSs has a positive impact on listening comprehension. The results indicate that over all use of LSs has a positive effect on listening comprehension. Therefore, besides encouraging and motivating the students for the use of LSs, the ESL teacher should give awareness to the students about the importance of listening comprehension. This awareness about the importance of listening comprehension will not only build up students' confidence but also increase their listening comprehension.

3. The use of ESL for listening comprehension is the point of focus among, LSs, and CLT (Communicative Language Teaching). It implies that CLT can be better choice as a teaching method as compare to DM (Direct Meted) and traditional GTM (Grammar Translation Method) for the teaching and practice of listening comprehension through the proper use of LSs. Therefore, the syllabus of ESL should be revised on the basis of CLT and new contents should be introduced with special focus on the use of LSs and listening comprehension for successful oral communication. A new set of SLO's (students learning outcome) should be framed which will be helpful to introduce the use of LSs, 4 types of LSs and listening comprehension to the students. It will be fruitful to include LSs, 4 types of LSs and listening comprehension in the communicative syllabus of ESL as suggested by different researchers (Vandergrift & Goh, 2012; Rost, 2016, Cohen (2017);. As a result, use of ESL for oral communication will be increased with the help of use of LSs and 4 types of LSs and the increased level of listening comprehension.

4. Teaching material developers can work according to the findings of this quasi-experimental study while designing a text book for the teaching and training of LSs and 4 types of LSs. The material writers can include these 4 types of LSs in the text books according to different levels of students or their classes e.g. junior level classes, senior level classes or higher level classes etc.

5. Listening skills should be a point of focus for ESL evaluation and assessment system. Marks should be specified in the scheme of study of ESL for listening skills ranging from at least 10 to 30. Division of marks or the scheme of study can be based on the 4 types of LSs. It will be helpful for the ESL teachers and learners to focus listening skills and they can seek help from the notion of LSs to help them make competent in the field of listening skills. It will help them to get good grades in the examination with increased level of listening comprehension skills and use of ESL for communicative purposes.

6. LSs should be practically taught to the students on the same pattern adopted for this study. This study has designed standardized lesson plans with the maximum use of multimedia especially audio recordings and the practice of LSs based on CAMBRIDGE IELTS ACADEMIC 16 (2016) comprising various listening tasks targeting LSs and listening comprehension.

7. The ESL teachers can use lesson plans on the pattern of this quasi-experimental to enhance students' use of LSs. For this purpose, teacher training program should be launched with a special focus on the notions of LSs, 4 types of LSs and listening comprehension. These training programs should enable the ESL teachers use LSs according to different class room and real life situations. ESL teacher's professional and training courses should include special topics based on the importance of LSs, 4 types of LSs and listening comprehension. These topics should be based on the practical exercises for the use of LSs. In this way, ESL teachers can be equipped with better pedagogical skills and practice of use of LSs and 4 types of LSs which can help increase the use of LSs and the level of listening comprehension among Pakistani ESL learners. In this way, teachers will be able to equip the students with the required strategic competence for the use of LSs and increased level of listening comprehension.

8. Government of Pakistan should take steps to equip the educational institutions with

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language labs. These language labs should be equipped with the facilities of language teaching soft wares, computer, internet connections, multimedia equipment, smart boards and other necessary material. These language labs can provide the students with interactive environment and LSs can be taught in the best possible way. It will not only increase the use of LSs and 4 types of LSs and the level of listening comprehension but also the use of ESL for better listening comprehension during any communicative task successfully.

9. Teaching of listening skills should be integrated with the teaching of speaking skills in order to enhance the listening comprehension skills and speaking skills of the ESL leaners.

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