



# A Survey on Enhancing English Language Listening and Speaking Skills using Electronic Resources

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## Abstract:

Listening and Speaking play an important role in language acquisition. It is very important to excel in these skills to be successful in this competitive world. Electronic media has many advantages which changed the facet of education in 21<sup>st</sup> century. The use of E media helps in improving the listening and speaking skills of students. Emphasizing on this, a detailed survey was conducted by the researcher at St. Ann's College for Women, Mehdiptnam, Hyderabad. A structured questionnaire was submitted to students of different streams and the results of the survey are analyzed and interpreted to know the impact on Electronic Media.

## Keywords

Listening, speaking, electronic media, questionnaire

Over the decades, the internet and electronic networks have made many achievements such as electronic learning. Through e-learning, one can comprehend complex topics very comfortably; it has also bestowed learners around the world with varied electronic resources to improve language skills.

On the 17th of November 2022, a survey on the subject of, "Enhancing English listening and speaking skills using electronic resources" was conducted. A total of 100 students from various streams, such as B. A, B.Com, B.B.M, and B.Sc, were surveyed. The primary objective of the survey was to ascertain the different views and perspectives of pupils from distinct environments on "cohesive language learning through electronic aids." we extend our appreciation to all the students for their sincere contribution to the survey.

The outcomes of the survey and their breakdown, interpretation, evaluation is detailed below in the analysis report along with diagrammatical illustrations.

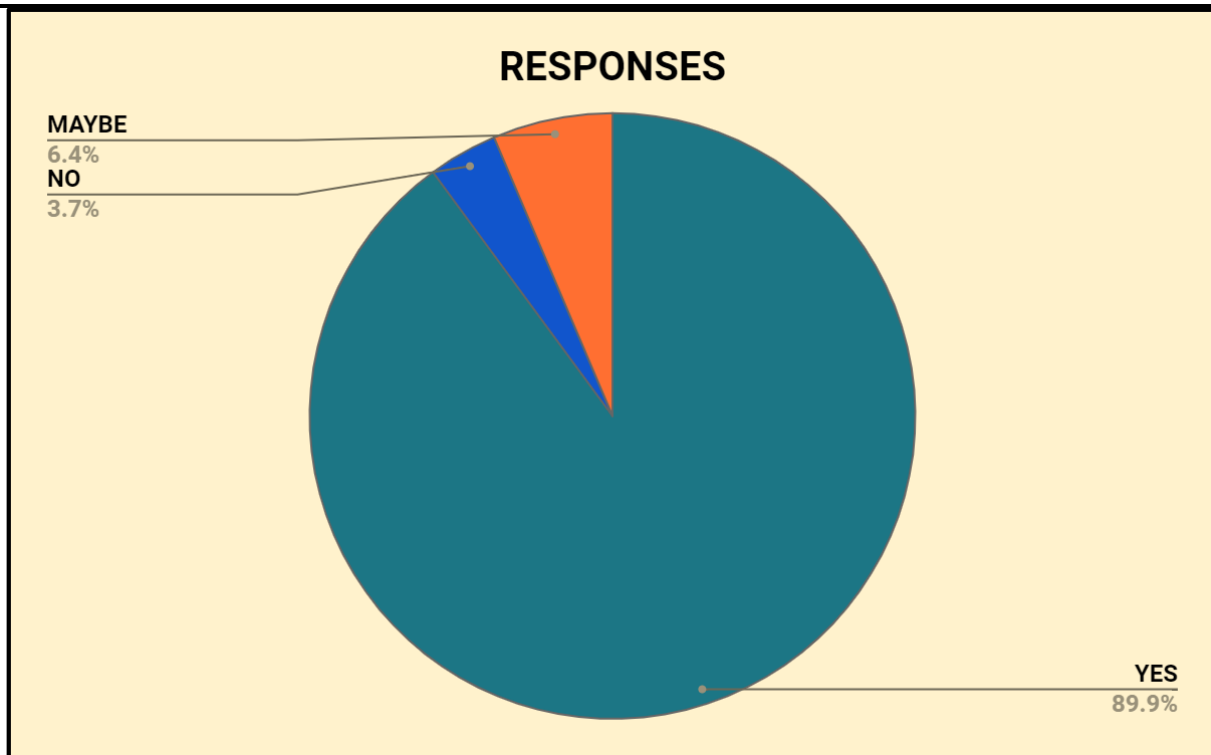
## Results:

### Question: 1

1. Do you enjoy learning new languages?

The answer was to be chosen from three options of:

1. Yes
2. No
3. Maybe



### **ANALYSIS:**

#### **Objective:**

The purpose of asking this question is to see how many students enjoy discovering new languages around the world, which can benefit them in many ways in the future. It also shows us how many students are intrigued to study the varied cultures, values and traditions new places around them hold.

#### **Interpretation:**

As depicted by the pie chart above, a majority of students i.e. 89.9 per cent of them are interested and have a liking towards exploring new languages and concepts as languages open doors to diverse cultures, heritages and ideals. It allows people to explore and discover new things around them, making their lives more exciting and colorful. This is due to the fact that language acquisition can improve an individual's intellectual, rational, and memory functions, and one of the most best ways to learn a language is to converse in the foreign language with native speakers to quickly build on the good pronunciation and vocabulary.

As rightly stated by Federico Fellini, “A different language is a different vision of life” I couldn’t agree more, as learning a new language almost provides learners with a new lens to look through the same old world.

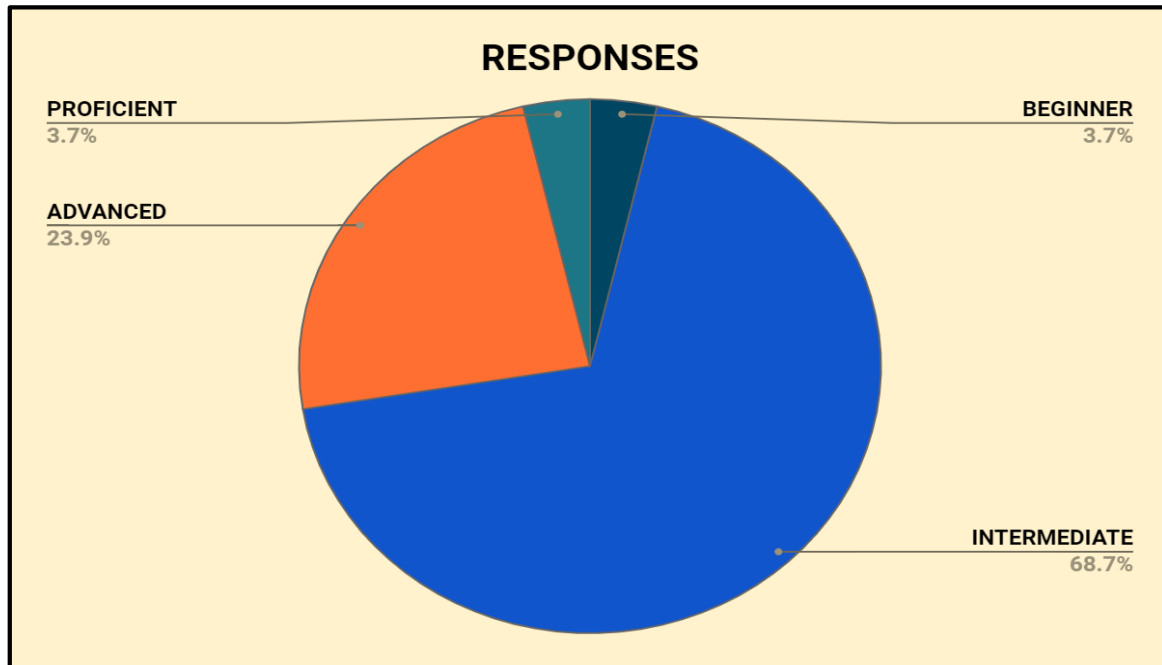
On the contrary, 3.7 per cent of students (4 pupils) do not seek to learn new languages, while 6.4 per cent of them remain conflicted with the idea. Learning a new language can prove to be quite challenging if continuous and consistent commitment is not given. Pupils might think that a language is too easy or sometimes overestimate their learning abilities, leading to a lack of motivation and eventual fallout. The students conflicted should assess their pros and cons before taking up a new language.

**Question: 2**

2. What is your English language proficiency level?

The answer was to be chosen from given options of:

1. Beginner
2. Intermediate
3. Advanced
4. Proficient

**ANALYSIS:****Objective:**

The rationale behind asking this question is to assess how many students can comprehend their current level of English proficiency, which can further encourage learners to invest time in their language skills improvement, as efficient use of the English language can open multiple avenues in various fields in the future for them.

**Interpretation:**

According to the results illustrated above, more than half of the students, i.e. 75 of them advocate that they are at the intermediate level of English language proficiency, while 26 students (23.9 per cent) claim that they are at an advanced level. Advanced and proficient language users (3.7 per cent) can understand and use the English language with ease and speak fluently. At these levels, students can improve their speaking and listening skills much faster when compared to others and in no time will be able to excel in the English language.

However, a small percentage (3.7 per cent) of the pupils are at the beginners level, which is justifiable as every individual has their own pace of learning and understanding different concepts and rushing through them due to peer pressure can be detrimental to the growth of students. It can also be noted that many students are at their intermediate level, which means can comfortably generate and describe texts on their own.

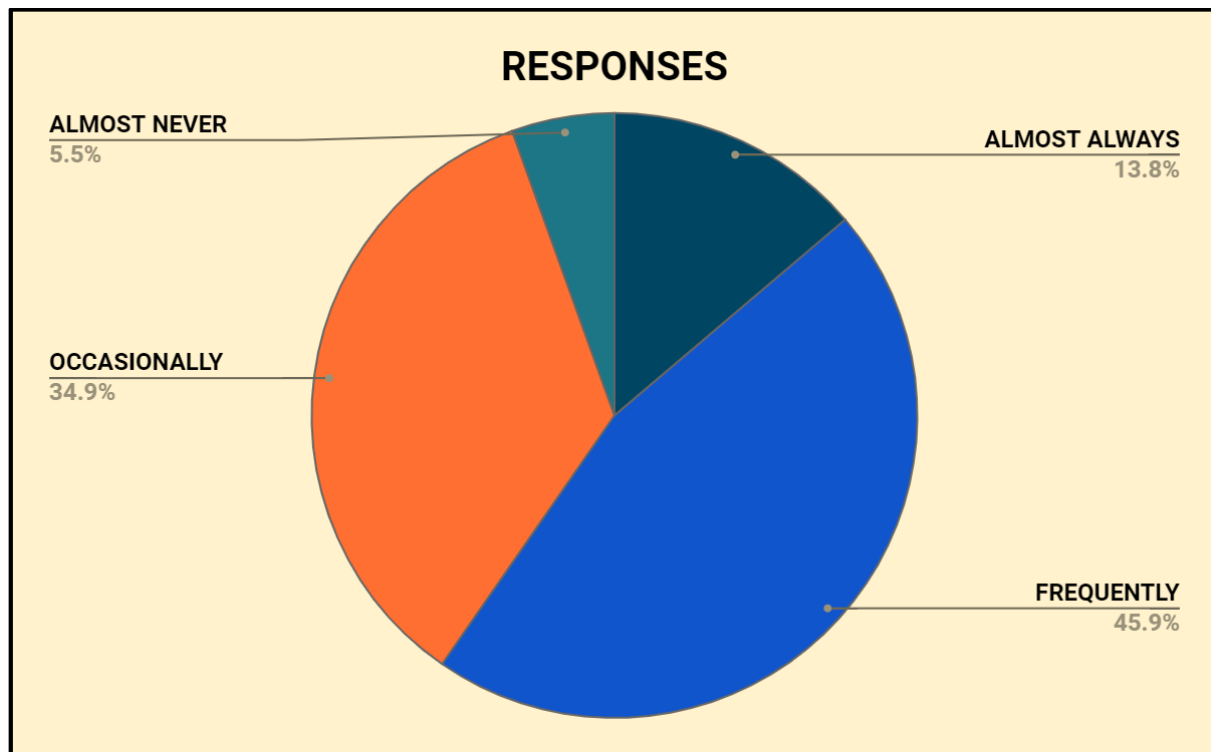
The teachers and classmates around should motivate each other when deflecting from the goal of language learning, as this will help students realize that mistakes are absolutely fine and are part of the process.

**Question: 3**

3. Can you comprehend different English language articulations?

The answer was to be chosen from the given options of:

1. Almost always
2. Frequently
3. Occasionally
4. Almost never

**ANALYSIS:****Objective:**

In this modern era, where the world is reduced to a global village, it is essential to understand varied accents to communicate coherently. The intent of asking this question is to determine how many students can comfortably recognize and differentiate diverse articulations, which can help in understanding their peers around the world but can also help them access e-resources available in other accents.

**Interpretation:**

Based on the pie chart above, 15 students (13.8 per cent) claim to be able to understand distinct English accents, while 45.9 per cent of learners can often vary with multiple vocabularies. The benefit of being able to articulate and recognize varied accents is that it surges one's comprehension aptitude and this leads to effortful listening where there is focus and concentration involved. As a result, speakers may communicate more intelligibly.

However, a small percentage (5.5 per cent) of the pupils do not understand accents other than their own, while 34.9 per cent of them can comprehend accents sometimes. One of the reasons for the above is that students were not exposed to different accents early on in their life. Being sensitized to different accents is crucial in not only apprehending them but also comparing and telling them apart. Students should be made aware that language learning can be quickly improved by regular enunciation and practice.

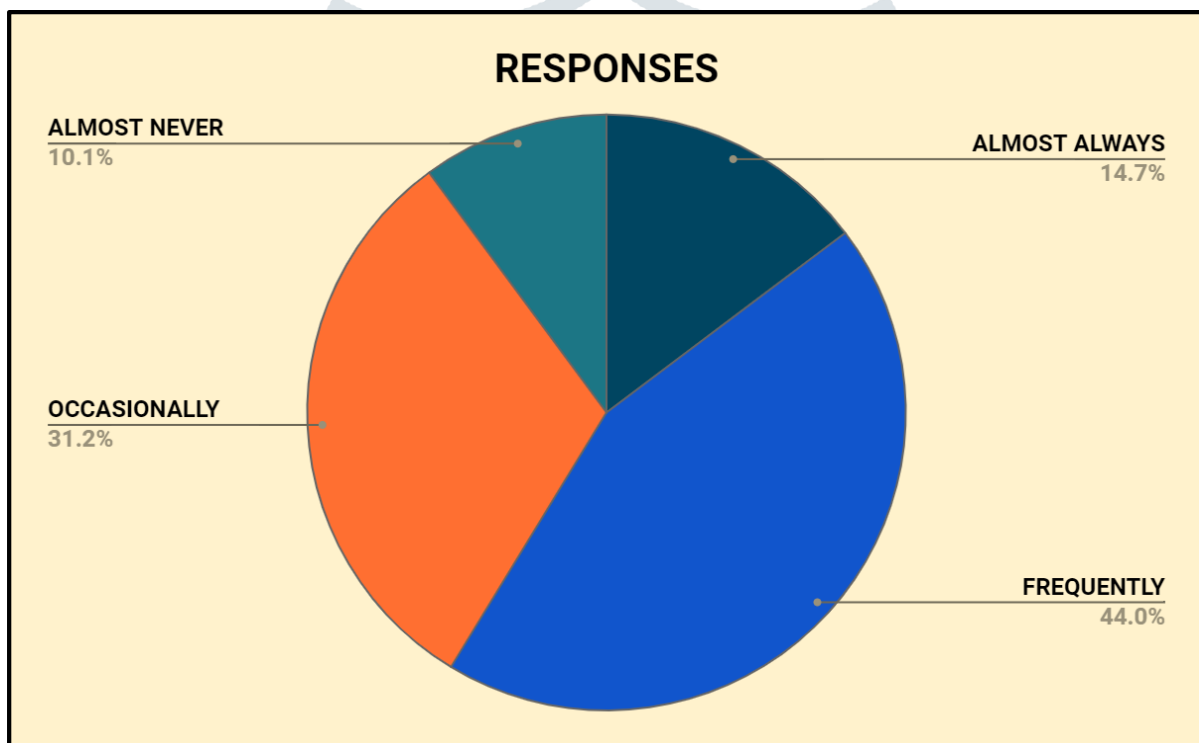
Students should also be assured that having an accent is not a bad thing as it reflects that they're part of a rich culture and civilization. As long as the accent does not interfere with understanding or communication, it is not something to be ashamed of.

#### Question: 4

4. Do you listen with undivided attention even if the topic doesn't interest you?

The answer was to be chosen from the given options of:

1. Almost always
2. Frequently
3. Occasionally
4. Almost never



#### ANALYSIS:

##### **Objective:**

The basis of asking this question is to see how many students believe they exert themselves to pay attention to a conversation even if they aren't quite fond of it. It shows us their ability to accurately interpret information which consequently helps them in constructive communication.

##### **Interpretation:**

According to the findings of the survey, the majority of the students, i.e. 44 per cent can concentrate completely when in conversation while only 16 pupils (14.7 per cent) listen to all speech with full attention and integrity. Listening is an essential skill to master to improve English language proficiency. The key to being a good listener is to understand that active listening involves more than just "hearing". It is when you completely entrust your ears to somebody to be able to decipher their words easily. Active Listening skills can help learners partake in cohesive communication as it reduces the chances of conflicts or miscommunications.

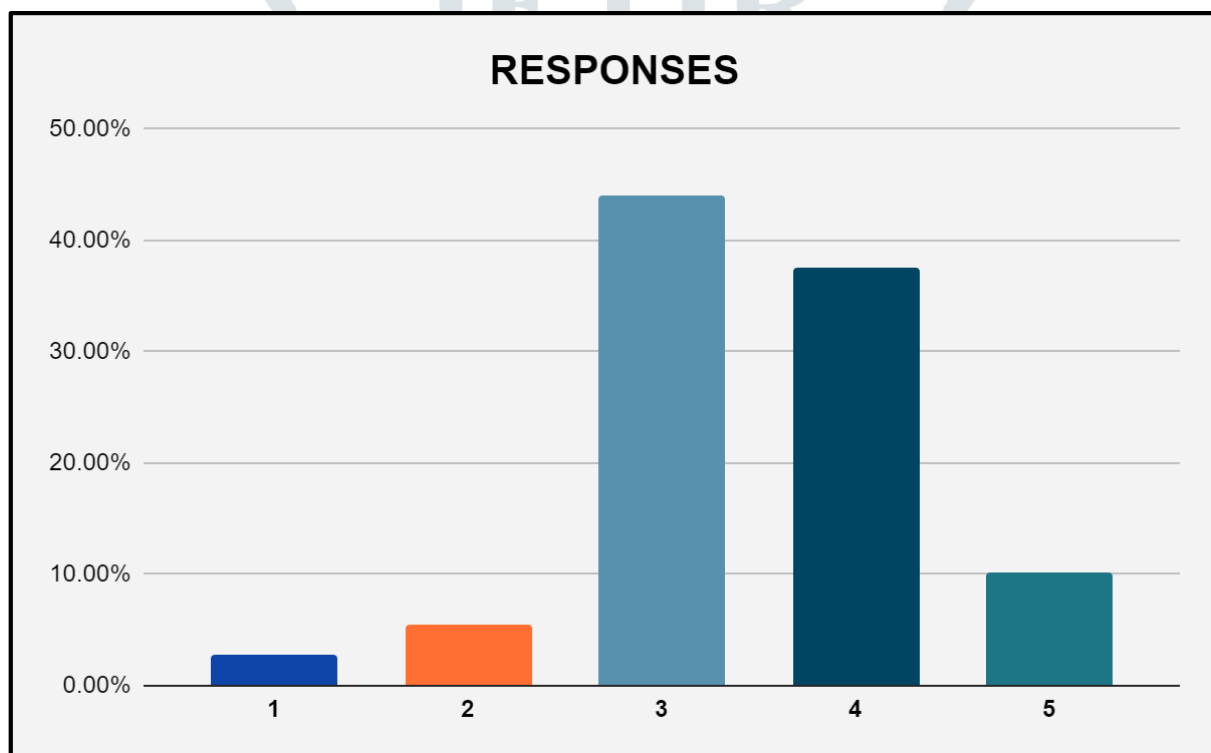
Furthermore, a minority of students, i.e. 10.1 per cent of them do not provide undivided engagement when conferring a topic bland to them while 31.2 per cent of the students focus occasionally. The former could be because of the reduced attention span of students today and it can also be because of personal bias. These factors could be detrimental to the growth of the students as active listeners and can also impact their future ambitions.

Students should be uplifted to practice active listening through games and activities. They should be taught about valuing the speaker by lending them a focused ear. As stated by Bryant H. McGill, “One of the most sincere forms of respect is actually listening to what another has to say.”

### Question: 5

5. How fluently can you converse in English Language?

The answer was to be rated on the bandwidth of Strongly Disagree to Agree Strongly. Strongly Disagree was in blue while Strongly Agree was in teal.



### ANALYSIS:

#### **Objective:**

The reason behind asking this question is to see how many students find it unchallenging or even convenient to communicate in English with their counterparts without being overly concerned or cautious about their diction and pronunciation. It also shows us the number of children who have positive outlooks and self-confidence in their ability to enhance English-speaking skills, even if they aren't well-versed in the language.

#### **Interpretation:**

According to the outcomes demonstrated above, 44 per cent of the scholars i.e. 48 of them affirm that they can converse effortlessly on occasion while 10.1 per cent of students wholly claim that they can do the same at all

times. The significance of speaking skills cannot be emphasized anymore as it's crucial in any and every field. Although speaking is not limited to professional or career ambitions, it can enhance one's all spheres of life. Active Speaking skills let one speak with confidence and effectiveness without much effort or energy.

However, a minority (2.8 per cent) of the pupils are not well-equipped to articulate the English language competently, which is admissible as every pupil has their own growth wave length and strengths to showcase. However, it is vital to impart the importance of quality speaking skills as not only can they help learners navigate life through negotiation, diplomacy, and the right words with ease, but they can also encourage them to learn from other people's perspectives, experiences, thoughts and opinions, which can only be achieved through conversations and discussions with other earth dwellers!

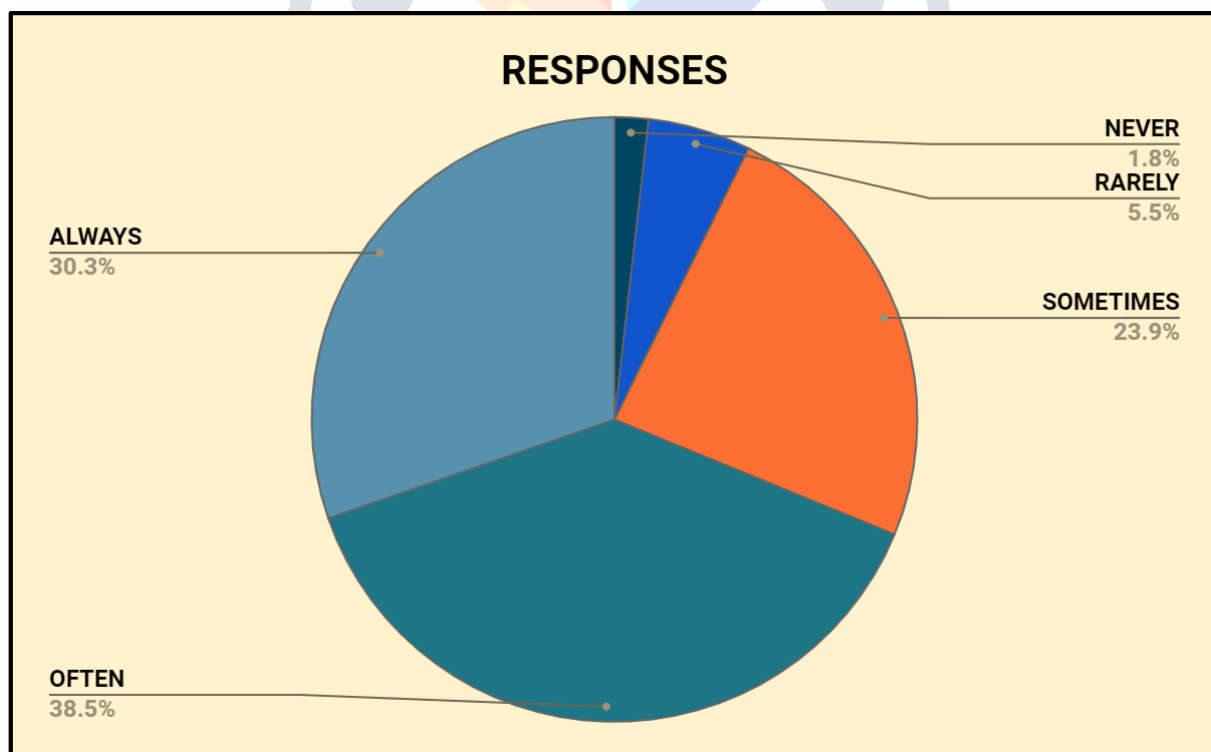
As rightly pointed out by Oliver Wendell Holmes(1952) who was a former justice of Supreme court, "Speak clearly, if you speak at all; carve every word before you let it fall."

### Question: 6

6. Do you practice English by speaking with others?

The answer was to be chosen from the given options of:

1. Never
2. Rarely
3. Sometimes
4. Often
5. Always



### ANALYSIS:

#### Objective:

The purpose of asking this question is to determine the number of students who believe that continual engagement, observation, and practice in the English language will increase their ability to communicate



effectively and accurately pronounce and enunciate. Furthermore, this will boost their capacity to communicate confidently.

### **Interpretation:**

Based on the results shown above, majority of the students i.e. 38.5 per cent of them converse with their peers or family frequently to enhance their discourse abilities while 30.3 percent of them do it regularly which is a positive sign as communicating with different people can sensitize learners to various accents, tones, vocabulary, personalities, temperaments, phrasing, colloquialism, delivery which can help rapidly form on the accurate pronunciation and word usage.

Working in a contributory environment where it is a need to communicate with others can serve to be a good place to improve one's speech as they save time and also increase comprehension abilities of the students.

However, a small percentage (1.8 per cent) of the students do not speak to the surrounding people to improve their interpersonal skills, while 5.5 per cent of them do it once in a blue moon. The reason behind it could be stemming from the fear of being judged by others on incorrect pronunciation and diction. Some might not be confident in speaking the language in front of others due to personal bias or because they are introverts. Others might feel that other accents and talking styles might further confuse them early on in their journey to learn the English language.

Students should be urged to speak in English to their peers despite their apprehensions to make them learn that fear, mistakes and slumps should be their stepping stones to progress and excellence in the English language.

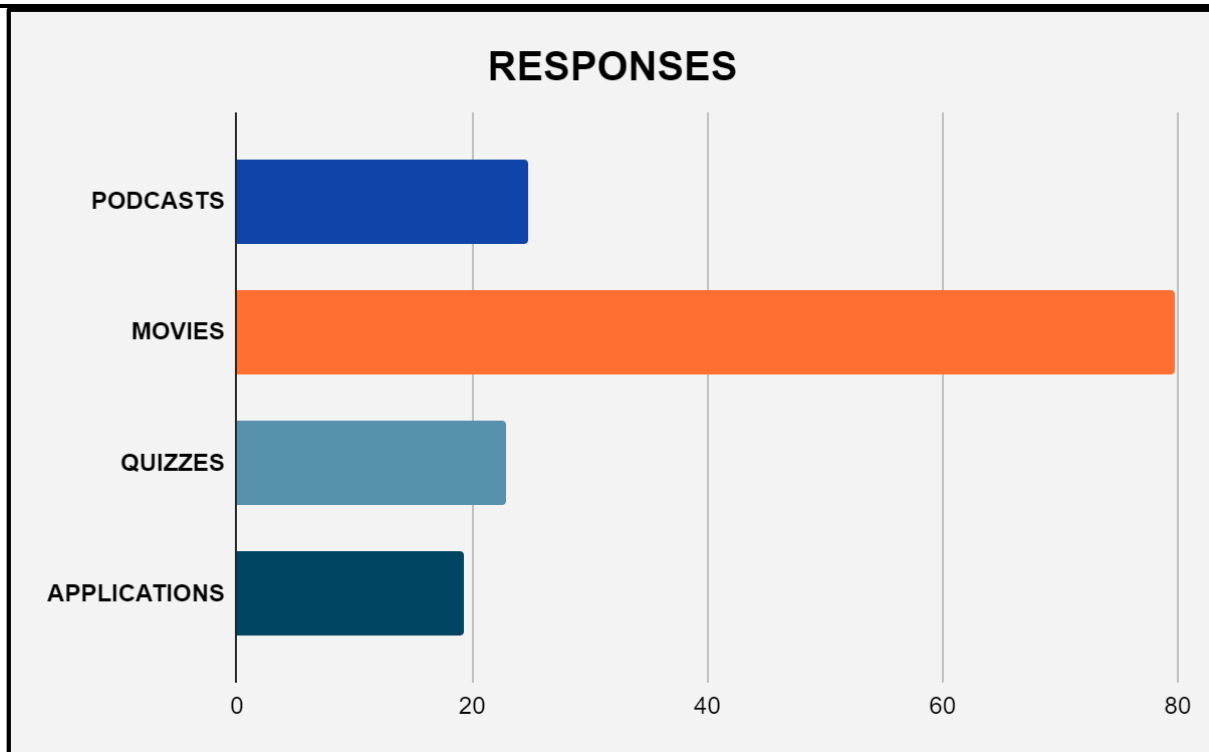
### **Question: 7**

7. Which of the following E-resources do you use to improve your listening skills?

The answer was to be chosen from the given options of:

1. Podcasts/ TedEx talks
2. English movies/ Dramas
3. Quizzes and tests
4. Language learning applications





### **ANALYSIS:**

#### **Objective:**

The reason behind asking this question is to determine how many students require an external stimulation, interactive content, and enjoyment to regulate their enthusiasm to strive for effective speaking skills. It also assists us in determining why the majority of students are drawn to a specific form of learning e-medium.

#### **Interpretation:**

According to the above results, a majority of students i.e. 87 (79.8 per cent) of them prefer watching films and dramas to enhance their listening skills which is a beneficial move as the internet now has made it possible to watch anything from anywhere, especially through OTT platforms like Netflix and Amazon Prime. Students have a chance to discover diversified cultures, traditions, accents, new vocabulary and slang from movies and what's more, it also provides them with much-needed entertainment so the English language learning process is not dull, monotonous and tough.

Furthermore, 27 students (24.8 per cent) utilize podcasts as a tool to improve their listening skills. Listening to a podcast is another great way to foster and grow our listening skills as it engages only the auditory function of our body in a way it compels us to pay thorough attention as well as use our imagination to create the picture being narrated. Doing so helps our brain retain such imagery for a longer period when compared to video education. An added benefit to the students is that they can cut their screen time to avoid much deterioration to their eyes from a younger age.

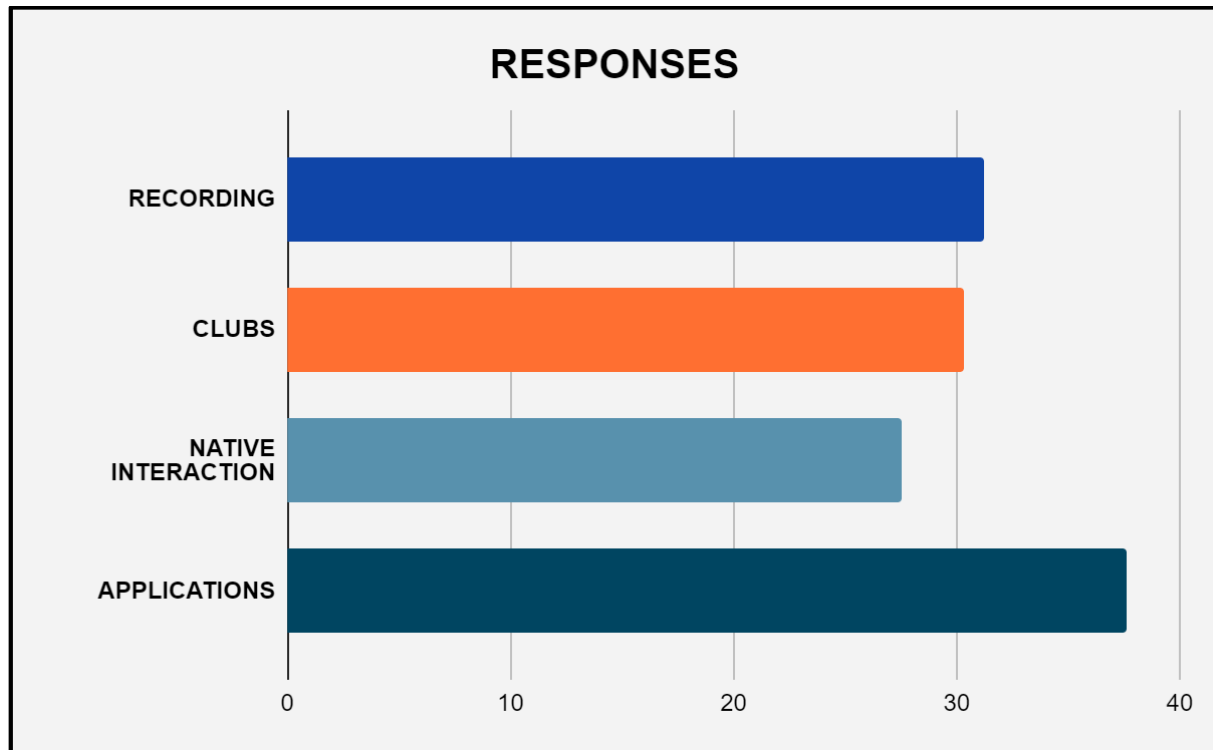
A minority of the students i.e. 22.9 per cent of them claim that quizzes and tests help them advance their listening skills while 19.2 per cent of them use language learning applications to do the same. The former could be because tests are a very convenient tool to measure our ability and to check where we stand in comparison to the score required. Language learning applications are now becoming popular as they have a detailed coursework structured for every student based on their proficiency level.

**Question: 8**

8. Which of the following E-resources do you use to improve your speaking skills?

The answer was to be chosen from the given options of:

1. Recording yourself to check mistakes
2. Online speaking clubs/activities
3. Native speaker interaction
4. Language learning applications

**ANALYSIS:****Objective:**

This question was asked with a cause to understand what type of E-resource tool motivates different pupils to advance their speaking skills. It is also to know how many students require an external boost or much more interactive/ engaging space to grow as independent, assertive speakers.

**Interpretation:**

The results delineated above indicate that 41 students (37.6 per cent) of them use language leaning applications to brush up their speaking skills which is a sound signal for learners looking for development and fine-tuning in their communication and interpersonal skills as applications provide students with mistakes and weaknesses which can be further worked upon by the students. They also provide students with observation and feedbacks to accelerate their growth.

Furthermore, 34 students record themselves speaking on their phone recorder to listen and correct their enunciation and collocation errors. It also helps students decide on their preferable pitch, tone and delivery. On the other hand, 33 students affirm that engaging in club activities such as the orators' club helped them improve their speaking abilities. Communicating with others can have a positive impact on students as they can learn more and better from other people's knowledge and perspectives. It can ease the pressure on the students when

they face their public speaking fears or stage fright as they start by interacting with their peers who are still learning too and make mistakes equally.

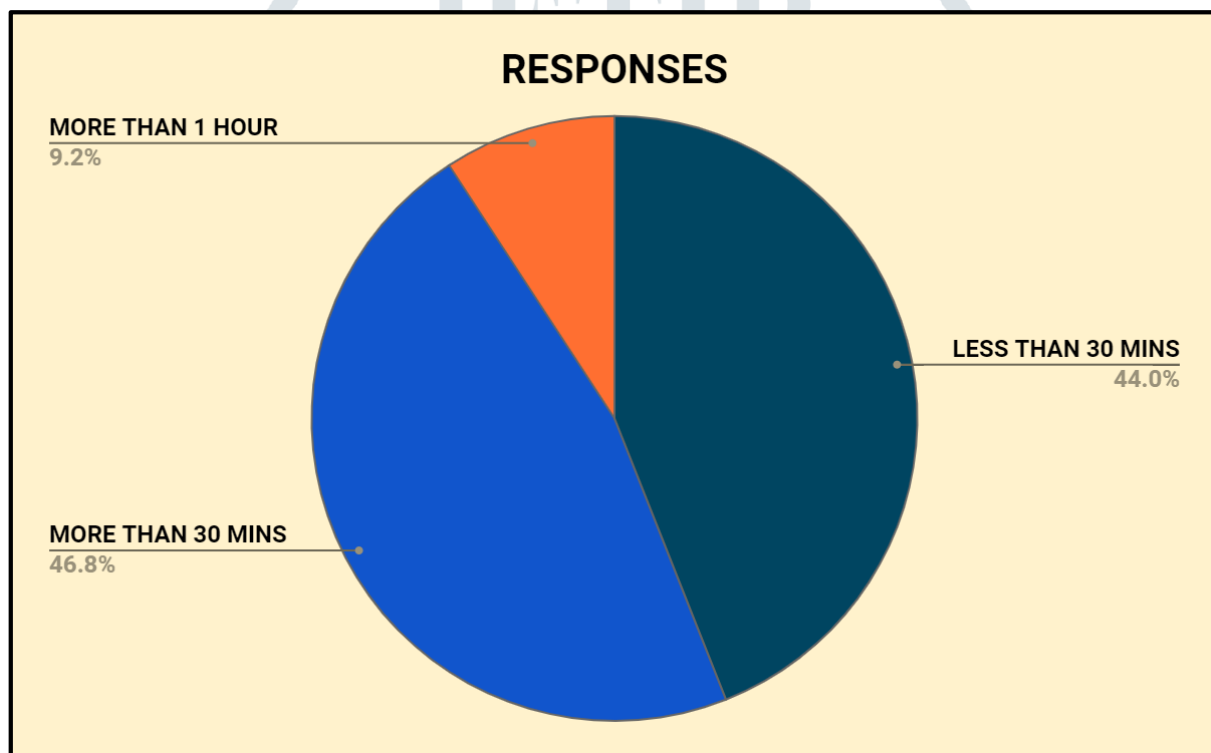
A quarter of the students chose native interactions to be more beneficial in English language education as there are making applications such as Busuu and Teldem that provide the service of interaction with native speakers, which assists students in the quick detection of pronunciation and grammatical errors. It can also aid students in understanding the different contractions, slang and colloquialisms used by native speakers.

### Question: 9

9. How much time do you spend using E-resources to improve your English?

The answer was to be chosen from the given options of:

1. Less than 30 minutes
2. More than 30 minutes
3. More than 1 hour



### ANALYSIS:

#### Objective:

The intention of asking this question is to see how much time students dedicate to learning different elements of the English language, such as listening, reading, writing, and speaking through ample e-resources available online. It can also be determined how much constant and consistent focus is required for a pupil to progress faster towards their target.

#### Interpretation:

According to the results illustrated above, the majority of the students i.e. 46.8 per cent of them spend more than half hour to equip themselves with much needed knowledge which is a noble signal for students looking

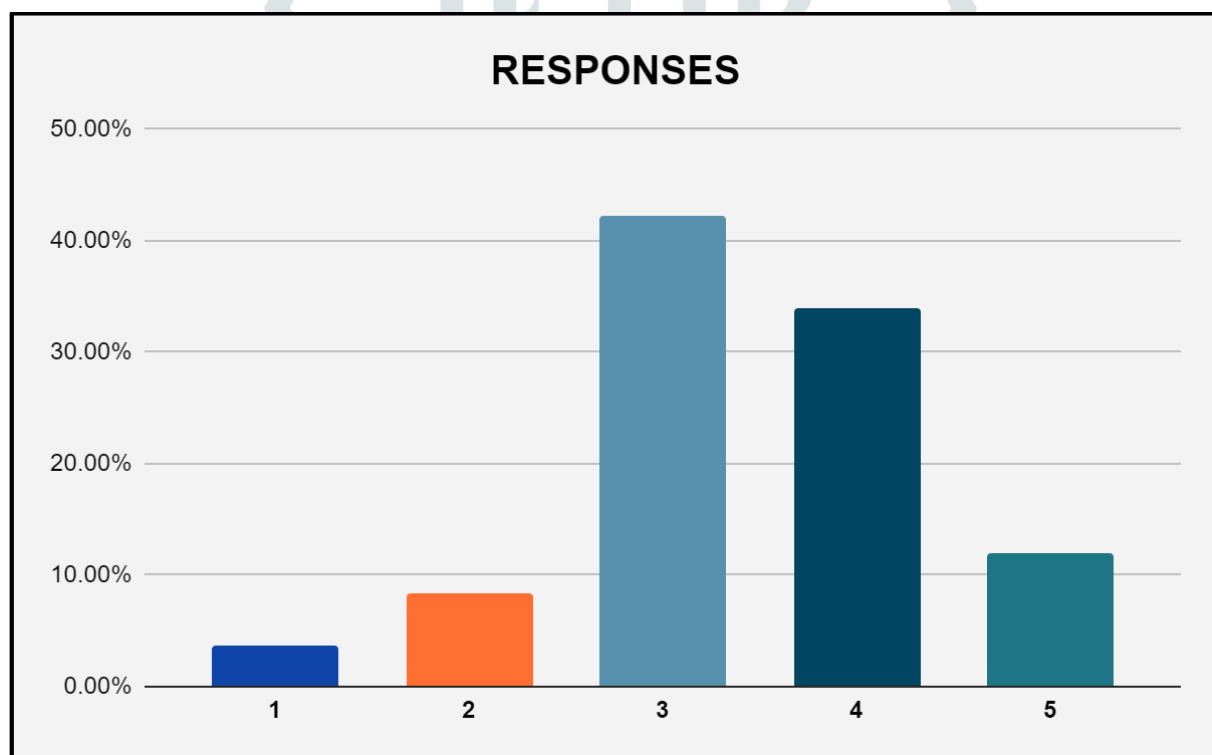
for progress in communication skills as language applications provide encouraging learning environments with animated educational videos, which not only hold the attention of a child longer but also reap higher productivity and comprehension in students.

However, 48 students (44 per cent) spend less than 30 minutes on the language learning applications which is reasonable because pushing through concepts out of peer pressure can be damaging to individuals' development and mind since everybody absorbs and understands things at their own pace. It could also be because they find books and physical resource materials to be far more helpful than online applications which can also further strain their eyes if looked at for stretched duration.

### Question: 10

10. How effective are different language learning resources in improving your vocabulary, grammar and fluency?

The answer was to be rated on a bandwidth from 1 to 5 where 1 is Not at all and 5 is that it helps exceedingly. Rating 1 was in blue while rating 5 was in teal.



### ANALYSIS:

#### Objective:

The rationale behind asking this question is to assess how many students find electronic resources obtainable on the internet to be beneficial and advantageous which makes it easier for students to grasp concepts better. The results also depict how many students dread or regret utilizing them in the first place.

#### Interpretation:

Based on the results illustrated above, most of the students i.e. 46 of them agree with the statement in question. They believe that using language learning applications for listening and speaking skills has enabled students to learn new words, and replace incorrect usage of grammar and words and it also saves time since students can learn English from anywhere around the world and they can do it at their own pace and time. Teaching methods

in these applications are more enjoyable for students as they involve fun-filled creative activities, video animations, and native-speaker interactions which enriches the overall learning process of the students.

However, a small percentage (3.7 per cent) of the pupils disagree, which shows that not everybody might like studying through a language learning application. This could be because of the vastness of content available on the internet, which can not only be too perplexing and excessive but also misleading. Another reason might be that educators have the appropriate knowledge and training to carry out the role of teaching. As a result, it's best to leave this hard task in the most experienced hands.

## **CONCLUSION:**

The outcomes of this student questionnaire show that most of the students are enthusiastic to learn the English language and find electronic resources to be quite helpful when used effectively with much needed dedication and consistency. Students should inculcate relentless perseverance and resilience to achieve their dream of learning a new language because understanding more than one language can open doors to wisdom of not just one tongue but more.

They should also be conscious about the fact that mistakes, failing, slump, quitting are all part of the process called learning. By overcoming these hurdles, one can truly begin to master their goal language through observations, repetitions and hard work. The secret is to stay on the track of persistent learning and observation, only then can one unlock your greatest potential. Electronic resources can help pupils achieve their goal of English language enhancement with much more ease, precision and accuracy.

E-resources accessible online cater to individual needs of the student by studying and observing their tests and activities. Students need not spend their time in vain doing something they already know or are good at, which is what can happen in a community class setting. Fitting all the students in a single box regardless of their interests, abilities and knowledge can be detrimental to their growth and comprehension.

However, some of their other friends do not favor using electronic resources for language learning much which is entirely acceptable as not all individuals have to apply the same strategy to develop and absorb because every person is made differently and can have methods that best suit them. The key is to believe in yourself and stay focused on the language learning journey, for languages open doors to families and values you are yet to meet.

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