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**AN ERROR ANALYSIS OF LISTENING L2: A CASE STUDY OF DAANISH
SCHOOL DERA GHAZI KHAN**



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Abstract

In language acquisition, listening skills along with other three skills is considered an important one. In the government schools and colleges, listening does not get proper attention from the teachers and administration. The ESL learners do not have many opportunities to interact with the native speakers and listening materials. The ESL teachers and learners face problems in L2 listening. This study was conducted to investigate the problems faced by the ESL learners in L2 listening at Daanish School Dera Ghazi Khan. It was conducted to dig out the ESL learners' problems in listening L2. The researcher used an IELTS test along with a questionnaire as research tools to collect data from the students of Daanish School Dera Ghazi Khan. Data was interpreted through statistics i.e SPSS. The results showed that the main reason behind poor listening of the ESL was lack of practice and exposure to the listening materials. Furthermore, there were many other reasons such as limited vocabulary of the ESL learners, lack of practice and limited access to the listening material such as native English programs, talk shows, and discussions. Mostly, in Daanish schools do not have necessary equipment such as tape recorders and other Audio Visual aids for L2 listening. These findings would be useful and helpful for the ESL teachers, students and administration to understand their listening problems. The findings of study may be used by the policy makers and schools, colleges and administration for teaching English as a second language.

Key Words: language acquisition, listening problems, poor listening, Daanish School, learners

Introduction

English enjoys the status of second language after Urdu and mother tongues in Pakistan. Punjab Daanish School authority realized the significance of English as by incorporating English as a key subject in the syllabus. All the four language skills, i.e. Reading, Writing, Speaking and Listening are learnt by the ESL learners in Pakistan. Listening skills is considered an important skill among others. The field of second language L2 learning is wide-ranging and has been a productive field for researchers. The ESL learners in Pakistan acquire English as a second language after their mother tongues and Urdu. The learner of English however, face problems in learning English generally and particularly in listening skill as this skill is not tested directly for promotion to next class as they move to next classes without being tested in listening skill.

Error analysis in particular is one of the aspects of L2 learning processes which received much attention from the researchers in 1960s and 70s (Makoni, 1993; Eun-pyo, 2002; Kasanga, 2006). It is the branch of applied linguistics concerned with the correction of errors made by L2 learners. Error analysis is closely related to inter language and compares the learners' data with L2 and hinders out the real complications in that material. Error analysis is the process through which all types of mistakes are judged. The lacking of learners is keenly observed through it.

The ESL learners especially at school level do not have particular capability in English. They commit many mistakes while learning English as the second language.

As a result, they produce the same results which they got with their limited competency. In learning different skills of languages, especially listening, students make errors. They may be because of numerous causes. Among others in the listening skills, there might be listening language because of phonic substance of essential to the ESL language teachers. Listening is an important language skill, but it is often ignored by the foreign and ESL teachers. This research would explain the complexity and the importance of listening skill, summarizes research on L2 listening as the skill is used most frequently. Humans use most of their time listening to others. We may say that listening is the most important skill in learning any knowledge. Every school and college keeps their students bound to speak in English. Speaking skill is totally linked with listening because the more one listens the more one can speak. Spoken English requires the students to have a good listening skill first then they can be able to learn L2 with its actual charm. Yet many ESL students make mistakes during the learning process due to their social problems. However, the ESL learners do not recognize the levels of efforts in developing listening ability. Since 1970, listening comprehension has become an important part in foreign language methodology. In 1980s, listening was given special focus and it was included into new instructional frameworks in communicative approaches. Throughout 1990s, attention to listening in ESL language teaching increased a lot. It became an integral part in language instruction. Now-a-days listening comprehension is now regarded as a prerequisite for oral proficiency.

The field of second language (L2) learning is broad and has been rich for the researchers. Error analysis specifically is one of the aspects of L2 learning. Recently it has received much attention from the researcher. There are different ways of thinking about error in listening L2 for the most part contains shifting degrees of syntactic and logical errors. Myles (2002) contends "Depending on capability level, the more substance rich and innovative the content, the more noteworthy the likelihood there is for errors at the transform syntactic level" (p.10). These types of errors are particularly basic among L2 listeners who do not have enough language abilities to express what they need to listen.

The present research is the L2 listening errors of the higher secondary learners. This research of error analysis has been one of the significant concerns in the Second Language Acquisition (SLA). It was by and large thought about that the second language (L2) learners' errors were the consequence of native language (L1) interference. Nonetheless, later there came a response against the view and a few analysts thought of that 'vast majority of mistakes' were not because of L1 interference yet rather they were a result of their 'unique linguistic framework' which Selinker (1972) named as 'Inter-language. Inter-language, however an error type of language, as it may be a fundamental piece of L2 learner' language acquisition and language development. Subsequently, it is vital not only to see the learners' errors and inter-language emphatically however to remedy them intelligently with the goal that they are not settled in the students' brain as a fossilized type of language.

Statement of Problem

Since English is considered a greater part in peoples' life these days, the ESL learners need to develop competence and mastery in all the skills of English. Listening is by all accounts the most essential ability since in the event often the ESL

learners do not comprehend what the native speakers say. It is observed that most secondary level learners at Pakistan especially in backward areas consistently feel awkward when they try to speak with the speakers of English even though the fact that they do not comprehend what native say. From this case, it can be expected that the ESL learners have poor English listening competence at secondary level which is considered the major problems in learning second language. Complaints had been put against that problem. Either the ESL teachers were blamed; or the education system. Who was responsible for that lacking? This major problem had been raised by the ESL learners at Danish School.

Objectives of the Study

The purpose of the research would be to find out English listening issues and listening proficiency of the ESL learners.

1. The types of difficulties faced by the ESL learners in oral communication comprehension at secondary level and how psychological and social factors are involved in learning listening skill effectively.
2. The researcher also determined the tactics and solutions to overcome the problems befalling in listening English at Secondary level.
3. Additionally, the findings of this research on psychological and social issues that hinder in listening skill, regarding its nature, sources, effects and treatment into the existing literature would be underlying considerations of the study.
- 4.

Research Questions

The following questions clarify research agenda:

1. How do the ESL learners face problems in listening English and why do they lack proficiency in Listening Skill at secondary level in Daanish School Dera Ghazi Khan?
2. Why do the ESL learners misinterpret English spoken by the native speakers and other native like speakers of English at secondary level in Daanish School System Dera Ghazi Khan?

Significance of Study

Listening assumes a vital role in L2 acquisition for many causes (Rost, 2002). It is considered the basic source that the learners acquire. It gives establishment to other parts of language such as intellectual improvement, and it has been assumed lifelong function during listening process. Wilt (1950) discovered that a person spends 45% time while listening when he communicates, 30% correspondence time on speaking 16% as well as 9% on reading and writing respectively. In schools, the ESL learners focus speaking, reading, and writing skills.

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Listening is considered an active process to acquire second language when the listener listens he/she tries to grasp feelings and facts of the listening data. Listening plays key role in learning foreign language because it gives input to the language learners. Rankin (1930) was the first person who found it frequent mode of communication within the humans.

Research Design

To find out the errors in listening skill at Daanish School Dera Ghazi Khan at secondary level was the main objective of my study. The researcher wanted to dig out why the learners could not understand while listening L2. In this purpose the researcher used questionnaire as a tool. As in quantitative research, the questionnaire is considered a better source of data collection at larger scale. All the students had been studying English for 7 to 10 years in Daanish School. They should have a good command before they were going to work.

Population and Sample

The participants of this test were 15 boys and 15 girls of Daanish School Dera Ghazi Khan Campus. It was not possible to include the total strength of students in the entire study population, so 30 research participants from both the genders were contacted. All the volunteers were chosen as they were instructed to perform all the activities including questionnaire. The purpose, selecting secondary level students was that they had been studying in the school since last six years. Moreover the students were familiar to every English skill either it was reading, writing or listening. Hence, in all courses English was being followed strictly by the teachers.

Research Setting

The data was collected in two different gender wise groups from the ESL learners of secondary level at Daanish School Dera Ghazi Khan. The questionnaire was distributed among the ESL learners in their classes in the presence of the researcher. The researcher was assisted and helped by the school administration and his colleagues. Ten students i.e. five from male and five from female were made the administration of the test and they also distributed the questionnaire among the students.

Tools

Questionnaire was used as a tool in this study. According to the purpose of the study the questionnaire was designed and it was divided into different parts with the relevance of the test.

Questionnaire Details

The questionnaire was divided into three parts with their sub details. These different parts had different information in it. The ESL learners were supposed to write down about themselves like the gender, education and their exposure of listening L2. In the second part listening questionnaire and listening strategies were introduced. In the third part, attendance of the students had been made in percentage. The total strength of the students had been mentioned.

Data Analysis

SPSS (Statistic Package for Social Science) had been used for the analysis of

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questionnaire data. In the study following statistic devices were used:

In the data analysis concerning the ESL learners' background information frequencies and percentages were used. To analyze the ESL learners' strategies on listening comprehension arithmetic means and standard deviations were used for the analysis. Listening comprehension test and standard deviations scores were calculated. For further discussion results were found.

4.2 THE ESL LEARNER'S FREQUENCY ON LISTENING COMPREHENSION PROBLEMS

	Always		Often		Sometimes		Rarely		Never		Mean	S.D	Opinion
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)			
I have listening problem when.....													
unfamiliar words	9	30.00	12	40.00	7	23.33	2	6.67	0	0	3.93	0.907	Agree
slang, idiom expression	11	36.67	13	43.33	3	10.00	2	6.67	1	3.33	4.03	1.033	Agree
difficult grammatical structures	1	3.33	12	40.00	12	40.00	4	13.33	1	3.33	3.27	0.868	not sure
unfamiliar situation	2	6.67	10	33.33	12	40.00	5	16.67	1	3.33	3.23	0.935	not sure
difficult to interpret the meaning of a long listening text	3	10.00	14	46.67	9	30.00	2	6.67	2	6.67	3.50	1.008	Agree
unorganized texts	2	6.67	6	20.00	18	60.00	4	13.33	0	0	3.20	0.761	Not sure
Total											3.52	0.636	agree

In table 4.2 it had been shown that average mean of unfamiliar words is 3.93 and most of the problems which were caused by slang and idiom expressions and the average mean of this factor is 4.03. The average mean of difficult grammar structure is 3.27. Moreover, the meaning of long listening text was difficult to interpret (mean score = 3.50). Unexpected circumstances were the other factors which caused difficulty for the ESL especially in unnatural situation (mean score = 3.23) and also the unfamiliar text was included in it (mean score = 3.20).

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Table No. 4. 3 Speaker's Related Listening Problems and their Frequency

	Always		Often		Sometim es		Rarely		Never		Mea n	S.D	Opini on
I've listening problem when ...	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)			
difficult to understan d natural speech which is full of hesitation and pauses	3	10.0 0	1 0	33.3 3	1 1	36.6 7	6	20.0 0	0	0	3.33	0.92 2	not sure
difficult to understan d well when speaker speak too fast	7	23.3 3	1 6	53.3 3	4	13.3 3	3	10.0 0	0	0	3.90	0.88 5	Agree
difficult to understa nd the meaning of word which are not pronoun ced clearly	5	16.6 7	1 7	56.6 7	7	23.3 3	1	3.33	0	0	3.87	0.73 0	Agree
difficult to understan d pitch and intonatio n of the speaker	1	3.33	1 1	36.6 7	1 4	46.6 7	4	13.3 3	0	0	3.30	0.75 0	not sure

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difficult to understand well when speaker with varies accents	5	16.6 7	1 7	56.6 7	5	16.6 7	1	3.33	2	6.6 7	3.73	1.01 5	Agree
difficult to understand the meaning of spoken text without seeing the speaker's body language	2	6.67	8	26.6 7	1 5	50.0 0	4	13.3 3	1	3.3 3	3.20	0.88 7	not sure
difficult to understand well when speaker peak wrong grammar	1	3.33	1 0	33.3 3	1 3	43.3 3	5	16.6 7	1	3.3 3	3.17	0.87 4	not sure
Total											3.50	0.57 9	Agree

Table No. 4.3

In table 4.3, it has been indicated the average mean to listening related to the speaker and problems of ESL learners were at “often” and the ESL learners felt difficult to understand it well. When the speaker spoke too fast and the most (mean score = 3.90) and the words which were not uttered clearly (mean score = 3.87). While there was some ESL learners who were unable to get well as the speaker spoke with different accents. (mean score = 3.73). However, the ESL learners were unable to get the natural speech sound that was full of nervousness as well as pauses (mean score = 3.33). The ESL learners were unable to understand the intonation and pitch of the native speakers (mean score = 3.30). To comprehend the spoken material, without watchingspeakers’ gestures and postures. (mean score = 3.20). When the speaker spoke wrong grammar it was difficult to comprehend for the ESL learners (mean score = 3.17).

CONCLUSION

Various programs in English from Punjab Daanish School suggested many ways to

improve listening. Many the ESL learners had evaluated English for 7-10 years living in the same environment. By the time then, listening to various kinds of speakers, a lot of new sources would have provided them to facilitate listening process. From this approach, many of them neither underwent any spoken based exams nor other English subjects. Some critical variables which effect listening identically in accordance with the content were colloquial, slang, competence and other programs on language. The ESL learners were not familiar to the structure and difficult content of listening. Only they utilized all these things in their class activity during the listening session. They did not find any chance to communicate with the non-native outside of their class. Undoubtedly, they had been listening all the stuff more often, no matter either it was from the motion picture or some film based data. More likely they would have availed every chance to communicate with the speakers with utmost fluency.

Occasionally, they had to interrupt the speakers for better understanding of the message they delivered. One more critical factor that was identified by the physical environment which caused listening problem it was noise. Such noisy environment played a vital role for this condition as it may disturb the learner while they were attentively listening in the class. Majority of the students, all of the view that they were unable to focus on the content with the deliberate purpose in the environment particularly for listening to some specific terms to which they were not familiar. They only had to do with such environment that they had to listen the part repeatedly in order to get a clear idea of the content.

This study highlights the listening issues of the learners of Daanish School Dera Ghazi Khan. It would be divided into the following research questions:

This study showed the listening issue of Daanish School Dera Ghazi Khan learners, it would be divided into two research questions as follows;

1. What problems the ESL learners face in listening English and why do they lack proficiency in Listening Skill at secondary level in Daanish School Dera Ghazi Khan?

After having long consideration, there were many variables which had influenced their listening skills. With the listening perspective slang idiom were at majority. It could be complex to comprehend due to the gap between the two different cultures those are the Eastern and Western cultures.

Some idiom and slang were not interpreted as they were due to their sense. Hassan (2000) identified that there was toughness in listening compression because of organized context or text. Many the ESL learners were unaware of this activity or procedure. In Hassan's research, there were new words, new grammar structure, new environment situation and formal setting incorporated in it. The organizer also decreased the listening part for its effectiveness. Because the speaker was speaking fluently; the respondent were unable to comprehend the text or data and they started bored. In this research, Hassan (2000) showed his worry that the respondent confronted many issues when the speaker talked too quick.

Recommendations

1. The ESL learner should be a consistent listener of English.
2. They should do extensive listening.
3. They should have excessive practices of listening native speakers.
4. They should use authentic material for listening.
5. A sound listening lab should be established in the school.

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6. They should listen as much as they can.
7. They should be quiet while listening.
8. They should work with the professionals.

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