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The Effect of Pre, While, and Post Listening Activities on Developing EFL Students' Listening Skills

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Abstract—**Listening is important in communication since it takes up 40-50 percent of overall communication time, while speaking takes up 25-30 percent, reading takes up 11-16 percent, and writing takes up around 9 percent (Mendelsohn, 1994). This study focuses on Pre, While, and Post Listening Activities which assist EFL students in developing their listening abilities at the graduate level. The current study was conducted using a pre-test and post-test equivalent group method. This study enlisted the participation of 60 female students. The researcher devised an assessment test to examine the level to which the participants' listening abilities had progressed. This test was given to the participants twice: a pre-test before the experiment and a post-test after the experiment. A pre-test was given to all the participants to make sure that the individuals in the experimental and control groups had an equal level of knowledge about the listening competency under evaluation. The post-test was given after the experiment. The data were analyzed using the Statistical Package for Social Science (SPSS). The independent sample t-test was employed by the researcher to determine the significance of the difference in mean scores between groups at the 0.05 level. The quantitative data analysis and evaluation of the mean scores of the two groups on the post-test demonstrated that learners who were exposed to pre-listening, while-listening, and post-listening activities outperformed the learners in the control group. Also, qualitative analysis was done by interviewing the students and recording their responses to the implementation of the experiment.**

Index Terms—**effect, pre-listening, while-listening, post-listening, EFL Students**

I. Introduction

A. What Is the Listening Skill?

Listening is a process in which individuals focus on a particular region of sensory input, build meaning from passages, and relate what they hear to existing knowledge, according to O'Malley et al. (1989). Hearing is a complex mechanism that enables humans to comprehend spoken words, according to Rost (1994). Anderson and Lynch (1988) describe listening as the means of instantaneous oral creation, the copying of uttered forms. To completely comprehend the message, listeners take in the information as well as actively evaluate it. The purpose of listening comprehension is for pupils to be able to discuss and write about what they have heard. The authors stress that the "mental model" that is produced as a representation of a spoken message is the result of our combining fresh information from what we just heard with our past knowledge and experience. Listening, according to Buck (2001), is an active means of developing meaning by applying knowledge to the incoming sound, which includes both linguistic and non-linguistic information.

B. Importance of Listening Skill

Listening is a fundamental ability, along with speaking, reading, and writing, that is used in daily communication. It's crucial since it's the first skill people learn or acquire, and it's the most widely used communication skill. Listening is a crucial part of communication; it is estimated that listening accounts for 40-50 percent of overall communication time, whereas speaking accounts for 25-30 percent, reading accounts for 11-16 percent, and writing accounts for roughly 9 percent according to Mendelsohn (1994). He also adds that listening comprehension though has long been a neglected

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and under-taught component of English in many EFL programs; it is now widely recognized as a far more significant skill in EFL courses. Nunan (1998) found that listening is a process of actively analyzing and building meaning from both verbal and nonverbal signals. As a result, labeling listening as a passive skill is deceptive. This misunderstanding may stem from the fact that pupils appear to do little more than sit quietly in a language lab, listen to pre-recorded talks, and respond to questions regarding the oral stimulus. As a result, it is evident that listening is not as "passive" as initially assumed, as it demands a range of sophisticated activities on the learners' part. Listening, thus has gotten a lot of attention lately since the need for listening skills among EFL English language learners is increasing.

C. Teacher's Role in Teaching Listening

Gardner and Lambert (1972) assert that in order to engage students, teachers must convey content in a vibrant and engaging manner. Teachers should also identify activities and employ a variety of tactics. Brown (1994) believes that the teacher should assist students to create a schema for what they will listen to before class. Rost (1994) states that language teachers should provide different types of assistance to their students to help them enhance their listening skills. Communicating with learners in the target language, improving the understanding of their listening styles and techniques, and offering a diversity of materials, communication styles, and listening situations are all part of this. Underwood (1989) says that teachers should provide systematic chances for pupils to learn how to detect the purpose of an expression or discussion, ascertain who is speaking and to whom, and recondite the mood and disposition of the speakers.

D. Advanced - Teaching Methods

It is widely accepted that teachers should place a premium on their students' ability to listen and that this is where teachers should spend their efforts to improve their teaching. As learners' listening levels differ, it is critical to address these differences. The employment of the most modern listening teaching methods is one of the most significant things that should be highlighted in order to overcome these differences. To meet the expectations of learners, a new teaching approach should be used. This innovative approach is known as Activity-Based Language Teaching. When students are taught about the factors that influence listening, the degrees of listening, and the aspects of the listening process, they are more likely to recognize their listening abilities and participate in activities that help them become better listeners. According to Karakas (2002), listening activities strive to avoid failure so that the learner's comprehension of the text can be supported. Pre-listening, while-listening, and post-listening are three common categories for listening activities. Students can use these activities to help them improve their listening skills.

E. Stages of Teaching Listening Skills

Pre-listening, while-listening, and post-listening exercises are all effective ways to teach the listening text. Each level does have its own set of objectives and activities to complete.

(a). Pre-Listening

The pre-listening stage provides students with all they need to listen to and understand the listening text. This stage is critical because it directs students to the listening passage to which they will listen, piques their curiosity, and informs them about the goal of listening. Pre-listening is the step before while-listening. At this stage, the most important thing is to provide enough context to mirror what is accessible in real life and to inspire drive. It would be unfair to throw them right into the listening without first explaining the topic or the sort of task they would be working on. As a result, students should be provided extensive pre-listening assistance which enables them in becoming more self-assured and effective. Pre-listening exercises emphasize on

- providing a proper general framework for the activity, as well as examples of well-structured texts
- breaking the activity into simple, well-sequenced learning steps
- briefing
- activating previous knowledge
- relating to previous task experience
- relating to previous levels of achievement
- sharing learning goals
- explaining listening behavior

(b). While-Listening

The objective of this level is to improve students' listening skills and assess their understanding. The teacher assigns the students activities to complete while they are listening. Sometimes, students will have to listen to the text more than once to complete their while-listening exercises. After reviewing the students' responses, the instructor should highlight the main aspects of the book and clarify any difficulty with language or structures that the students face while listening. Teachers must ensure that students do not have access to the tape script of the listening text. The success of the while-listening assignments is also determined by the material of the listening text and the students' interests. If the same tasks are done over and again, students may become bored. As a result, a range of activities should be carried out on various

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occasions. While-listening exercises should be tailored to students' various levels and requirements to help them to listen more effectively.

While – listening activities primarily focus on

- contextualizing
- explaining
- teacher modeling strategies to monitor understanding
- teacher modeling of appropriate listening behaviors
- questioning of/by pupils while on task
- seeking clarification

(c). Post-Listening

Post-listening exercises are planned to broaden the topic or language of the listening material. Following the completion of the hearing, post-listening actions are carried out. Post-listening exercises that are well-planned allow pupils to relate the content have heard to their feelings and experiences, as well as develop interpretive and critical listening and reflective thinking. Furthermore, post-listening exercises allow not only the teachers to test and review students' knowledge and assess their comprehension but also the students to expand understanding beyond the literal level to the interpretative and critical levels.

Post–Listening Activities Primarily focus on

- reflecting
- evaluating
- encouraging transfer of skills
- valuing different levels of achievement

II. Study

A. Problem Description

In almost all the courses offered in the English language in B. Tech. study, focus is laid upon all the four skills. Most of the time students face difficulty in terms of listening. The researchers have discovered that their pupils have numerous difficulties speaking in English and that their listening competence is low when compared to their other language abilities. To enhance listening comprehension, students should be motivated and encouraged to apply all four language skills to learn English communicatively, properly, and effectively. Therefore, to improve the performance of students in listening comprehension, the researchers have designed a strategy by focusing on pre, while, and post listening activities.

B. Research Questions

The study aims to answer the following three questions:

1) Is there any significant difference between the mean scores of the experimental group and the control group in the pre-test?
2) Is there any significant difference between the mean scores of the experimental group and the control group in the post-test?
3) What are the opinions of students regarding the pre, while, and post-listening instructional strategies in developing their listening skills and their suggestions to enhance them?

C. Participants in This Research Study

A total of 60 female EFL students from a private engineering college were chosen as research participants. They were all in their fourth semester at the time. To generate groups of equivalent language skills, the students were separated into two groups (30 students in the experimental group and 30 students in the control group). Both sets of students attended English classes as part of the program.

D. Research Design

The current study used a quantitative methodology with a pre-test-post-test analogous group experimental design. Also, qualitative analysis was done by interviewing the students and recording their responses. The experiment was carried out in a controlled atmosphere within a language laboratory, using audio-visual assistance.

E. Research Instrument

The researcher devised an achievement test to assess the amount to which the participants' listening abilities had progressed. The participants were given this test twice, once as a pre-test and once as a post-test. A pre-test was given to all participants to make sure that the students in the experimental and control groups had the same level of understanding of the listening competency being tested. The post-test was used at the end of the research. Considerable attention was made to match the complexity and subject of the pre-test and post-test items.

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The lesson plan was created in accordance with the ABL technique, with an emphasis on pre, while, and post-listening exercises for use in the experiment group. The study was carried out in six language laboratory sessions, one each week. As tools, the researcher utilized TED talks from YouTube. To address issues with accent and intonation, TED talks offered by Indian speakers were chosen with consideration. To determine the learner's uniformity in listening comprehension before the research, a TED Talk by Kiran Bedi: 'How I remade one of India's toughest prisons?' with 20 objective questions was utilized as a pre-test. After listening to the presentation, the students were to write the answer on sheet that was provided to them. In the second, third, fourth, and fifth sessions, four TED talks were used: 'The gift of words' by Javed Akthar, 'How to construct a life of service' by Raminder Dhillon, 'How my challenges made me who I am?' by Vikas Khanna, and 'Everyone deserves to be safe' by Jasmeen Patheja. The standard teaching approach was employed for the control group in these four sessions, while the pre, while, and post-listening method was used for the experimental group. In the last session, Shreyans Jain's TED Talk: 'Figure It Out — The Art of Problem Solving' was taught to both the groups as done previously. On completion of the teaching, in the same session, a post-test was given with 20 objective questions on the same topic to assess the comprehension levels of the students.

At the end of the experiment, the researchers conducted semi-structured interviews with the students in the experimental group to assess the success of the experiment. Individually, the interviewees responded to the questions, and their responses were recorded and examined qualitatively.

III. Findings

In this section, statistical analyses carried out to address the study's topic, as well as the data analysis results in light of the research questions were discussed. The findings of the data analysis were presented and tabulated in this part in an attempt to answer the study question. Tables were also used to display the findings of the pre-test and post-test.

A. Data Analysis

The data from the two groups were compared to examine the data and answer the research question. The crucial value of t was used to analyze the data. The data were analyzed using the Statistical Package for Social Science (SPSS). To establish the significance of the difference in mean scores across groups at the 0.05 level, the researcher used an independent sample t-test. The researcher had to guarantee that the learners in the experimental and control groups had the same quantity of knowledge about the listening ability under investigation for the groups to be comparable and for a study like this to be meaningful. All participants were given a pre-test to check their listening capacity to meet this requirement.

Table 1 reflected the descriptive data for the participants' mean pre-test scores across the two groups. Following the scoring of the exams, the findings were statistically analyzed to provide responses to the study questions.

TABLE 1
DESCRIPTIVE STATISTICS OF LEARNERS' PRETEST SCORES

Group	N	Mean	Std. Deviation	Std. Error Mean
Control	50	32.97	3.335	.472
Experimental	50	33.03	4.106	.581

The mean scores for the two groups were statistically quite similar (32.97, 33.03), as shown in table 1. As a result, it was possible to infer that the learners in the two groups did not differ significantly in terms of their understanding of the target forms in consideration. That is, before the study, the participants' previous knowledge of the target forms was statistically nearly identical, but a paired sample t-test was performed to ensure the close uniformity of the two groups. The results of the first study question showed that there was no statistically significant difference in the mean scores of the experimental group and the control group in the pre-test.

The findings of descriptive statistics on the posttest scores of the two groups are presented in Table 2.

TABLE 2
DESCRIPTIVE STATISTICS OF LEARNERS' POSTTEST SCORES

Group	N	Mean	Std. Deviation	Std. Error Mean
Control	50	33.24	3.212	.455
Experimental	50	36.42	4.717	.668

Given the data in Table 2, it was evident that the experimental group's mean post-test score (36.42) was greater than the control group's (33.24). The response to the second study question was that the experimental group and control group had a significant difference in the mean scores in the post-test.

B. Investigation of the Assumption

As a part of investigating the effect of the experiment on the participants, a paired sample t-test was done as shown in Table 3. The purpose of the t-test was to realize the effectiveness of the experiment by comparing the acquired mean scores of the participants of the two groups. As the differences between the means were concerned, two-tailed significance was used.

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TABLE 3
PAIRED SAMPLE T-TEST

Paired Differences								
Group	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
Control	.280	1.691	.239	-.201	.761	1.172	29	.246
Experimental	3.400	3.725	.527	2.341	4.459	6.545	29	.000

In the control group, the statistical quantity of the t-test and the level of significant value were 1.172 and .246, respectively, indicating a p-value more than .05. As a result, there was no change in the control group learners' results. The statistical quantity of the t-test and the level of significant value in the experimental group, on the other hand, were 6.545 and .000, respectively. At the.05 levels of significance, the summary could be that there was a statistically significant difference in the experimental group before performing the pre-listening, while-listening, and post-listening activities and after performing the pre-listening, while-listening, and post-listening activities.

The f values were then evaluated at the.05 sig. level (p) and the data was analyzed using SPSS 20. Table 4 shows one-way ANOVA and the t-test used to examine the data from both the pre-test and post-test.

TABLE 4
LEVENE'S TEST FOR EQUALITY OF VARIANCES (ANOVA) AND T-TEST FOR EQUALITY OF MEANS

Levene's Test for Equality of Variances				t-test for Equality of Means						
		F	Sig.	Mean	Std. Error difference	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
						Lower	Upper			
Pre Test	Equal Variances Assumed	8.160	.005	-.060	.748	-1.544	1.424	-.080	58	.936
	Equal Variances not Assumed			-.060	.748	-1.545	1.425	-.080	54.050	.936
Post Test	Equal Variances Assumed	6.766	.010	-3.180	.807	-4.782	-1.578	-3.940	58	.000
	Equal Variances not Assumed			-3.180	.807	-4.782	-1.576	-3.940	56.403	.000

The F value for Levene's test for equality of variances was 6.766, with a significant value of .010. This number was higher than .05. In other words, both groups showed similar variance, indicating that they are independent of one another, indicating that the t-test and one-way ANOVA are appropriate for the research.

Furthermore, when compared to its pre-test mean score, the experimental group's post-test mean score had increased significantly, and it was much higher than the control group's post-test mean scores. As a result, we can confidently state that the experimental group's scores before and after performing pre-listening, while-listening, and post-listening activities differed. As a result, the answer to the second study question was that there was a genuine difference in performance between the two groups, and the experimental group outperformed the control group statistically.

To address the third study question, the researchers interviewed and recorded the replies of the experimental group members. The researchers listened to the responses and qualitatively examined them.

The students responded positively to the first interview question on their feelings about pre, during, and post-listening exercises, expressing that they enjoy the activities since they have increased their listening comprehension. They also mentioned that several of these exercises fostered group effort, which enhanced not just their listening abilities but also their other talents. The majority of students reported that the pre-listening activity helped them to comprehend the concept of the TED presentation and gave them a rough notion of what they would listen to. In terms of group work, the majority of students stated that taking notes while listening was extremely beneficial since it allowed them to reconstruct the entire conversation. There were a variety of responses to the second study question, which asked students to provide recommendations to improve the teaching of listening comprehension. Some students said that they couldn't comprehend Raminder Dhillon's presentations, while others claimed that they couldn't follow Jasmeen Patheja's talks because of her accent. They advised selecting speakers who talk in plain language. For higher levels of meaning and comprehension, some students proposed focusing on context-based activities rather than fact-based ones. A considerable proportion of students said that engaging in listening exercises utilizing a range of media such as sound files, podcasts, slideshows, and other digital information will help them enhance their listening comprehension. Some requested that listening comprehension be emphasized across all semesters since it would help them in the long term.

IV. DISCUSSION AND CONCLUSION

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Thus, pre-listening, while-listening, and post-listening exercises could help EFL learners to improve their listening skills. The fact that learners who got pre, while, and post-listening instruction performed much higher on the posttest implied that the experiment was helpful in encouraging learners to grasp the listening text. Furthermore, through the educational intervention, learners adapted the examples given during the experiment period to real-life circumstances. In summary, while the duration and breadth of this study were restricted, the findings clearly showed that pre-listening, while-listening, and post-listening activities expedite accomplishment and had a beneficial influence on some crucial aspects such as motivation and joy of the class.

The students' responses to the interview questions demonstrated their enthusiasm for the before, during, and post-listening exercises that improved their listening comprehension. They also expressed gratitude for the activities that made learning simpler for them by allowing them to listen to the material and take notes. According to the interview questions, the activities enhanced group collaboration and assisted students in expanding their networks.

Several options for further research are open in light of the current study's findings: The current study may serve as a foundation for future research to see whether the same results are produced when pre-listening, while-listening, and post-listening studies are conducted in connection to other areas of listening comprehension. Given that this study is conducted with two groups of female graduate students from a private engineering college, it is proposed that comparable studies with mixed-gender subjects can be duplicated to examine the effects of topic, memory, and text length on listening comprehension. Language teachers and syllabus writers are expected to incorporate a variety of pre-listening, while-listening, and post-listening activities, as well as shift the emphasis of listening lessons from testing listening to teaching listening, to assist language learners in improving their listening performance.

APPENDIX A

Pre-test

The listening text for this test is a TED Talk by Kiran Bedi: 'How I remade one of India's toughest prisons?'
You are going to listen to the text twice and then take the test.

1. --------- is a product of a visionary mother and father?
2. The 1950s and 60s belonged to girls. *True/False*
3. Kiran Bedi had …… siblings. (1/2/3/4)
4. Kiran Bedi's father defied his grandfather because he decided to ……..(marry/ educate) the girls.
5. --------- would be dolled up to get married in the 1950s and '60s.
6. "I'm going to spread my 4 girls to the 4 corners of the world."- these words were told by ……
7. "Life is on an incline. You either go up, or you come down." – these words were told by ……..
8. Out of 100, Thirty are nature-sent over which you can't do a thing. True/False
9. Kiran Bedi is a product of ----------.
10. Policing according to Kiran Bedi is ……
11. The two unique journeys in Kiran Bedi's life are ……. and …….
12. Kiran Bedi was not sensitive to injustice. True/False
13. Kiran Bedi was given the prison assignment to …….
14. ---------- criminals were there in the den when Bedi got prison assignment.
15. Bedi was able to convert the prison to an ashram through…….(meditation/ education)
16. In Madras prison, the concept of vision of education happened. True/False
17. The movement and ambition of Kiran Bedi's life at moment are……..
18. Crime is not a product of a distorted mind. True/False
19. ---------- prisoners sat in meditation When Kiran Bedi took as a prison governor.
20. "Do you pray?"- these words were said by …….. to ……..

Post-test

The listening text for this test is Shreyan Jain's TED Talk: 'Figure It Out - The Art of Problem Solving'

1. The organization run by the speaker is ……..
2. The speaker inherited his problem-solving skills from _____.
3. The third step in the problem-solving cycle is to ____.
4. The two parts of the problem according to the speaker are _____.
5. There are five steps in the problem-solving cycle. (True/False)
6. Inefficient problem solvers look at ____. (Problem/Solution)
7. Efficient problem solvers take a lot of stress and cannot remain cool. (True/False)
8. The problem faced by the speaker's father was ……
9. Do efficient problem solvers seek the help of others? (Yes/No)
10. The first step of "Figure it Out 101" is……..
11. Whenever there is a problem, instead of worrying, we should focus on the _____.
12. The phrase that guided Shreyan Jain's life in more ways than one is …….
13. The two types of problem solvers are …….. and ……...

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14. Inefficient people go through the entire cycle of problem-solving with a truckload of stress especially on …… (step 1&2/ step 2&3/ step 3&4/ step 4&5)
15. In problem-solving, the power of …….. (Solution/ visualization/ planning/ analyzing) is absolutely incredible.
16. Every problem has a pinpoint solution. (True/ False)
17. Problems are ……..(ideas/ solutions/ plans/ consequences) waiting to be found.
18. The words "This is my source of trouble" belong to …….. (Declaration/ Consequence) part.
19. The words "My failure is the reason for my unhappiness" belong to …….. (Declaration/ Consequence) part.
20. For inefficient problem solvers, the consequence happens in the …… stage. (identify/ analyzing/ generate solutions/ plan/ implement)

APPENDIX B

The Interview Questions

1) What is your opinion about the effectiveness of pre, during, and post listening exercises?
2) Do you have any recommendations to improve the teaching of listening comprehension?

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