LISTENING AND SPEAKING SKILLS OF STUDENTS IN ENGLISH LANGUAGE: WHAT DOES RESEARCH SAY?

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Abstract: The four language skills i.e., listening, speaking, reading and writing are interconnected. These are considered as four pillars of learning English language. Proficiency in one skill ensures mastery in another skill. The two oral skills like listening and speaking are often not given due importance in curriculum transaction. This review is an amalgam of 35 researches, 24 studies from India and 11 studies from abroad, with the intent to ascertain the problems of learning listening and speaking skills in English language, strategies to develop listening and speaking skills and to appreciate the use of ICT in enhancing students' listening and speaking skills in English language. Some researchers found that English language teachers used translation method and didn't teach sounds, stress, and intonation in English which is the foundation of a language learning. Learners have agreed that doing practice of English speaking with teachers, friends, listening to music, watching English movies, attending English language courses could enhance their listening and speaking skills. This review also exposes that web-based simulation instruction, blended learning, different online applications, smart phones, Computer Assisted Language Learning, whatsapp group, movie clips, audio-visual cassettes and different websites have facilitated the listening and speaking skills of English language learners.

Index terms- **English Language, listening skill, speaking skill, Problems, Use of ICT**

INTRODUCTION

Language learning is a paramount component of education for harmonious development of a child. India's dream of becoming a developed nation can be achieved by its educational system and educated human resources. For the development of the wholesome personality of a child, language learning is vital and it is well known that English language introduces the world to the learners. English from being a language of a region to a lingua franca is going through phenomenal globalization. After world-war II, towering augmentation in the field of science, technology and communication internationally provoked the need of an international language which was catered by English. It is enormous in its literature and culture. A number of

career opportunities is open for those who are efficient in English language. A person, having the knowledge of English language, earns a prestigious position in the society. If a person has the mastery over the English language, he/she can be with the flow of global knowledge. Considering the importance of this, English has been made a compulsory subject in the curriculum. It is taught with an aim to make the learners efficient to communicate and to learn four language skills.

In the Secondary Education Commission (1952), NPE (1986), NCF (2005) and NPE (2020), it has been declared that English will be taught in the light of its national and international importance and to encourage the learners to acquire the skills. The Secondary Education Commission (1952-53) recommended compulsory teaching of English in the secondary school curriculum. The Central Advisory Board of Education (CABE, 1956) included English in the three-language formula and the Education Commission (1964-66) in its modified version of the formula. The National Policy of Education (1986) and its revised versions (1990 and 1992) have emphasised the need for an effective instruction in the language (Himangani, 2017). The Inclusion of the English language in the curriculum has been there, in all education boards existing in India.

CURRENT SCENARIO OF LISTENING AND SPEAKING SKILLS IN ENGLISH LANGUAGE

It is a source of concern that students still fight to attain the basic skills of English language. English, as other languages, is never considered teaching as a skill but only as a subject in schools (Himangani, 2017) and the emphasis is on syllabus completion and not on skill enhancement. In India, English now exists as a second language and it should be taught as a language, not only as the literature. The teaching of English in India aims at enabling the learners to read, write and listen to English with adequate abilities in comprehension and to speak in English with clarity, precision and appropriateness (Lakshmi, 2017). So, the teaching is to help students to understand spoken English, to be efficient in communicating in English, read English and write English (Sharma, 2022). But it has been observed that teaching English as a second language emphasize more on developing reading and writing skills rather than listening and speaking skills. This is because the learners are mostly assessed on the basis of their writing skills whereas other language skills are rarely tested in the examinations (Dorathy, 2019).

It is well-known that the English language skills i.e., listening, speaking, reading and writing are inter-related. The ultimate goal of English language teaching is to enable student's performance in the linguistic task of reading, writing, listening and speaking (Himangani, 2017). Listening skill improves speaking, reading and writing skill. If a child has the calibre to listen well then, it is believed that he/she could speak, read and write diligently. But Annual Status of Education Report (ASER) 2022 presented a very alarming status of reading ability of children in English at different levels in India. The percentage of children of grade V in government or private schools who can read simple English sentences is only 17.5% and 40.7% in 2022. The proportion of children of Standard VIII in government or private schools who can at least read English sentences is 47.2% and 65.1%. Overall, only 1 out of 4 children in Grade V and almost half the children in Grade VIII in India can read simple English sentences. Out of those who can read sentences, 62.3% can comprehend their meanings. This reveals how the students lack in listening skill which ultimately leads to students' dearth of performance in reading skill in English language.

There are many reasons of teaching listening skill, one of them is to make the students involve in the spoken English and active throughout the teaching learning process (Qaid, 2007). Efficient listening in English helps in smooth communication and hinders misunderstandings. When a student listens well and understands and comprehends; it ensures that the instructions in the classroom have reached him/her. Effective listening in the classroom has a positive effect on student's academic achievement (Himangani, 2017). In addition to this, speaking skill in English is being equally used for both higher order communication and everyday social interaction in today's India (Lakshmi, 2017). The motto of teaching English in the classroom is to make the learners efficient and skilled enough to grasp what is spoken and to speak in English language with proper pronunciation, stress, pause, intonation and clarity. A global 21st century citizen should possess effective language skills for better interpersonal relationships through skills of listening attentively, communicating effectively with others and sharing various perspectives and information with others.

REVIEW OF RELATED LITERATURE

From the above points, it is clear that taking the need of the day into account, many investigators have come forward to explore more. This review is the collection of those researches, 24 researches from India and 11 researches from abroad. From these, the researchers of 26 studies have adopted quantitative approach, 5 studies qualitative and 3 researches mixed method approach. This review has been elaborated by focusing on the following dimensions.

I.   Problems of Learning Listening and Speaking skill in English Language
II. Developing Listening and Speaking skill in English Language
III. Use of ICT for Listening and Speaking skills in English Language

I.   PROBLEMS OF LEARNING LISTENING AND SPEAKING SKILL IN ENGLISH LANGUAGE

It is a known fact that listening is the first stage for learning any language. It is a prerequisite for developing linguistic ability of a child. But this skill is being ignored in many circumstances. For instance, Giang's (2022) qualitative research on training basic listening and speaking skills of English language students by shadowing learning, teaching and practice methods at elementary level reflected how the students' listening skill is bad, only few were confident to hear and stated how more than half of the student rarely had the opportunity to communicate with English people and nearly half never had the opportunity. The data collected in the experimental study of Khan & Karim (2014) disclosed that the practices of the English teacher in the classroom, lack of proper attention, lack of proper strategies, not making use of electronic media are some of the reasons for poor listening skill of the students. Varghese and George (2013) revealed that majority of teachers used translation method for teaching and felt negative attitude towards English. All teachers reported that they did not teach intonation, distinct sounds, word stress and sentence stress in English.

Similarly, From the descriptive analysis of the data collected by Qaid (2007), it was found out that, the students in the experimental group did not perceive the pronunciation of some sounds at the end of the words

such as /s/, /z/, /t/, /d/ and /dʒ/. One major problem of the learners is the intonation and the stress patterns because they had poor background of the language and needed more training and drilling. Also, contractions such as /He's/ /They've/ /I'd/ were lacking and they confused the students in Listening comprehension. Kaur (2014) has also observed that many students commit errors in listening due to the lack of exposure in listening. The students were also taught through vernacular language in schools in teaching and learning process, they were not aware of the importance of listening and the learners neglected certain difficult words not properly pronounced and carried off with wrong meaning.

The research of Abraham (2019) proved that the teachers and the students were in favor of using language lab and ICT while learning listening skill in English but lack of equipment, lack of maintenance of equipment and overcrowded classrooms hindered this. Hadijah & Shalawati (2016) had explored students' challenges in listening activities at tertiary level, the students' perspectives on listening subject, and factors influenced for students' success in listening. Descriptive qualitative research framework was used for the study. The research also said about 5 factors which influence the students' problems in listening like lack of practice, limited vocabulary mastery, native speakers' accent, pronunciation and uninteresting learning materials. Mathumathy (2014) tested the listening skill of the students and came to know that sometimes words were misspelled by the students because of lack of knowledge in the pronunciation. Likewise, Jahara (2013) studied on developing listening skills in professional students and investigated on 56 students. It was observed that some of the learners had problems in processing and comprehending the listening tasks given for test. The learners were not able to discriminate between sounds, guess the unfamiliar words from the context and understand different accents. It was observed that many of the learners were able to comprehend the text of the listening task if the input was slow-paced and repeated many times. The subjects faced less difficulty if the accent was not native.

Bhaskar (2018) cleared his aims to probe the learners' perceptions on speaking skills as well as the teachers' perception on both speaking and TBLT and decided to analyse and interpret the responses of professionals working in various organizations regarding the use of English in workplace situations. The analysis of the responses of the teachers revealed that speaking skills were not given adequate importance in the syllabus. The survey conducted among students showed that they did not seem to use English extensively for speaking in both formal and informal situations. The research carried out by Jamir (2019) to administer innovative activities to promote speaking skills of students of tertiary level offered three phases such as pre-intervention, intervention and post-intervention upon 250 subjects and it was found out that majority of the subjects do not perform well. Some common problems, while speaking, were grammar, pronunciation, fluency, inhibitions (lack of confidence). The Indian students` speaking behaviour within group included more language fluency, accuracy and critical thinking abilities than others. Although most Indian teachers were experienced and enthusiastic in teaching, they did not have the genuine background of group work implementation. The students` speaking problems could be classified into different types like psychological as in shyness, fear as in speaking publicly, instructional as in the teacher-centred approach and contextual as in the fixed seating arrangements, teaching spans and classroom interrelationships (Karthiresan, 2019).

Gudu (2015) stated about teaching speaking skills in English language using classroom activities in secondary level using mixed method research design. The researcher had the curiosity about the classroom practices exercised by the teachers to promote learners' active participation in speaking skills lesson. From the students' perspectives, it was declared that discussion, story-telling, poem recitations are mostly used, dramatization, debate, songs, role-play are moderately used and impromptu speeches and oral drills are rarely used.

David (2014) investigated the existing methods of teaching speaking skills of English language to rural students and administered an experiment to evolve an effective alternative method of teaching speaking skills. The rural students, due to their fear and reluctance and other economic factors paid less attention to speaking skills. It was clearly observed that learning English within the classroom was not actually sufficient and adequate. This research had the similarity with the study of Bashir, Azeem & Dogar (2011) who sought the factors effecting students' speaking skills in English at secondary level. Most of the students disagreed that teacher used English as the medium of instruction for teaching English. Both teachers and students were of the same view that students didn't respond in English and about half of the students denied the English learning environment. Most of the students also declared that teachers did not use TLMs in the English classroom.

Khan & Ali (2010) had analysed improving the speaking ability in English by considering the students' perspective. The researchers determined to know English as a subject and as a language, the quality of the textbook, opportunities of listening to good English with correct pronunciation and the status of various activities like seminars, group discussion and debate competition. The study was basically descriptive in nature. Most of the students denied that they were given enough time for the improvement of speaking ability in the classroom. It was also found that the students were not given different exercises for the speaking ability. More than half of the students opined that they couldn't speak in English on a given topic in limited duration. Some students said that teachers scold in the class for not speaking in English correctly while more than half of the students did not think the same. Another point was that the students were shy to speak in English because of fear of humiliation. More than half of the students said that the teachers did not use English most of the time while teaching in the class. Most of the students responded that various activities like seminars, debates and group discussions were not regularly organised.

It can be stated that students in schools and colleges face many difficulties while learning English language. In some cases, students were unable to listen attentively, to distinguish among English sounds, to understand stress and intonation. In some cases, the students are ignorant regarding the importance of listening in English language. The students misspelled some English words as they have lack of knowledge regarding pronunciation. In some cases, English language teachers faced problems due to lack of infrastructure, over-crowded classroom and lack of equipment. Some researchers found that English language teachers used translation method and didn't teach sounds, stress, and intonation in English which is the foundation of a language learning. Regarding speaking skill, it was proved that it is not given due position in the syllabus, for which the English language teachers also ignore this. Some common problems like lack of grammar knowledge, pronunciation, fear of speaking in public, shyness and lack of confidence were spotted. In another

point, teacher-centered approach, not using TLMs, teaching span and teacher-student relationships hinder in enhancing such a practical skill of the English language learners.

II. DEVELOPING LISTENING AND SPEAKING SKILL IN ENGLISH LANGUAGE

Giang (2022) conducted research on training basic listening and speaking skills of English language students by shadowing learning, teaching and practice methods at elementary level. The result clarified that all students choose all the four methods such as practice with teachers, friends, English language course, listening to music, watch English movies and watch English vlog channels in the survey but the most chosen methods were listening to music and watching English movies. Devi (2019) intended to explore the way how the College students can develop their listening skills through Mixed Method listening strategies and how far their involvement in it affected their listening skills by employing quasi-experimental research design on 100 students. The result affirmed that mixed-method (metacognitive, cognitive and socio-affective) listening strategies based on visual and audio-visual contextual assisted in recall of information, strengthening their listening comprehension performance, the listening competency of the respondents in the identification and recognition of the words in conversation context was improved by top-down processing strategies, the semantic level of the students and their knowledge was improved in identifying the vocabulary by the target listening strategy and the listening skill of the students in understanding the fast speech rate of conversation was enhanced by socio-affective strategy.

Varghese (2013) intended to prepare Instructional Material and to study its effectiveness in developing listening comprehension in English at the high school level and to examine the views of high school teachers of English regarding teaching of listening comprehension in specific. The experiment cleared that there was significant difference between the two groups in terms of post-LCT (Language Comprehension Test) scores and that the experimental group is superior to control group with regard to post-LCT scores. Comparison of the overall mean scores of the experimental group on pre-LCT and post-LCT scores revealed that there was significant difference between the pre-test and post-test scores. The difference was in favor of the post-LCT scores. This research recommended that Instructional materials with simple, interesting passage and exercises should be provided in order to motivate the pupils to learn English, audio-visual materials suitable in realizing the objectives of teaching English should be made available and well-equipped language labs should be set-up for listening skill development.

Khan & Karim (2014) experimented on strategies for improving English language listening skill. The experimental research design was adopted by the researcher. It was found that the application of the innovative strategies in the experimental group played a significant role in improving the listening skills and gave positive result. Similarly, Qaid and Mahmood (2007) took the step to teach listening skill with an aim to improve the best classroom methods and techniques for teaching the English Listening skills and to help the students to develop their ability for the English Listening Skill as is spoken by the native speaker. The model course for the experimental group was designed according to the students' needs, interests and choices. Experimental group, which was taught with new methods and recent techniques, performed better than the control group.

Jahara (2013) studied on developing listening skills in professional students and found out that repeated practice in listening helped them gain proficiency in language skills as well as sound system.

Jamir (2019) decided to administer innovative activities to promote speaking skills of students of tertiary level, to integrate speaking strategies to overcome the drawback during speaking and to identify the effectiveness of the speaking strategies employed in improving students' speaking skills. The researcher focused on heterogenous group (rural and urban) with 250 subjects. The research was carried out in three phases: Pre-intervention, Intervention and Post- Intervention. Based on the problems and needs, various modules were designed to be implemented in class. It was seen that after the intervention period, there had been significant improvement among the students in their speaking skills which was further validated by the questionnaire, discussion and written feedback.

Kumar (2021) did experimental research to test the effect of written visual materials in the development of speaking skills in English language. 82 secondary school students are divided into two groups, the first group in which visual teaching material was used for the sub-dimensions of comprehensibility, grammar, vocabulary and fluency and the second group in which written-visual teaching materials are used in teaching English. A statistically significant difference was found between the mean achievement of the groups and it was in favor of the group in which written-visual teaching material was used. When examining the students' views on the materials used to gain speaking skills, when the answers of the students in the group using visual-written materials were examined, it was seen that the combination of the text and the picture made it easier to remind.

Dorathy A (2019) attempted to examine the effect of Task-based Language Teaching (TBLT) for developing the speaking skills and to provide EFL teachers a specific language teaching procedure to be incorporated in the classroom to enhance the speaking skill of students. The comparison of performance and scores of pre-tests and post-tests of the students in the experimental group reported that the learners had showed a significant improvement not only in the spoken fluency but also an increase in confidence level. The quality of the speaking in English improved with respect to vocabulary, grammar and fluency. The researcher also observed that all the students enthusiastically participated in the task-based learning activities without any fear and tried to utilize every single opportunity to speak in the public without bothering about any mistake.

Neupane (2019) aimed to organize an experiment on the effectiveness of role play in improving speaking skill of students. He was of the view that a role play technique not only made the students fluent in speaking but also made them creative and confident. This study was based on experimental research among 40 secondary level students of grade X. After teaching one and half month to the experimental group in role play method by using various techniques, the result of the experimental group confirmed the improvement in students' accent, vocabulary and oral fluency more than the control group. Likewise, Chandrasena (2017) focused on enhancing oral communication skills of engineering students to acquire the basic interpersonal communication through role play and to study the effect of role play integrated with technology in motivating the engineering students to communicate effectively. The qualitative and quantitative analysis showed positive impact of role plays on the interpersonal and academic communication skills of the students.

Participating in role plays, the engineering students had enhanced their oral communication skills and acquired the nuances of interpersonal communication.

Köroğlu & Çakır (2017) worked on four dimensions like fluency, coherence, lexical resource, grammar, pronunciation and accuracy skills included in the implementation of flipped instruction in language classrooms of student teachers in English by utilizing quasi-experimental design. The results of the pre-test showed that experimental and control groups had no statistically significant results. But after the treatment, the results between the post-test scores proved that flipped instruction-based syllabus for developing speaking skills were remarkably effective to develop speaking skills in terms of the four dimensions. Ni & Jingxia (2017) carried out an empirical study on Task-Based Listening Teaching mode to test whether students' interest in learning English can be increased and their listening abilities can be improved by Take-based Approach, as well as probing into the best way of employing the theory in English listening teaching. After three months' experiment, it was observed that the students felt better and more confident in communicating and listening in public. The analysis of the questionnaire survey, pre-test and post-test clearly indicated that the task-based approach had a positive effect on students' interest in studying listening and their levels of English listening.

Bhaskar (2018) planned to design tasks on the basis of analysis and implement them to enhance the speaking skills of learners. The experimental study undertaken by the researcher concluded that language tasks used in classrooms had a positive impact on the speaking proficiency of the students from the experimental group. Gudu (2015) had stated about teaching speaking skills in English language using classroom activities in secondary level using mixed method research design. The study recommended students to be given chances to practise using authentic English language in context and teachers to integrate various activities in a lesson with curriculum to acknowledge learners' cultural backgrounds in order to enhance their learning outcomes.

David (2014) investigated the existing methods of teaching speaking skills of English language to rural students and administered an experiment to evolve an effective alternative method of teaching speaking skills. It was proved that when students were involved in the topic-based discussion activity, they were able to express their views about an event set by the researcher. Imitation and enactment made the students to participate interestingly and creatively and learned the speaking skills. Description of story made the students learn the speaking skills. Students were asked to tell the story taking place in the sequential pictures by paying more attention. Radhakrishnan C (2018) applied Task-based Communicative approach to construct a proposed program to develop the first-year senior secondary students speaking skills and to measure the effectiveness of the proposed program in developing first year senior secondary students overall speaking skill as well as speaking sub skills. At the beginning of the experiments, some students were found hesitant and shy to participate but after some time they enjoyed interacting with their peers, expressing opinions and making presentations. Task based instruction further enhanced the ability of the students to monitor and evaluate their performance as well as their peer groups. The results of the study further confirmed that task-based communicative approach instruction was highly effective in improving the overall speaking performance of the experimental group students.

Giang (2022) conducted research on training basic listening and speaking skills of English language students by shadowing learning, teaching and practice methods at elementary level. Qualitative method was applied for the study. Methods were listening to music and watching English movies. In the speaking practice, the number of students who chose to practise with teachers and friends was 6 times more than the listening practice. It showed that the students can be autonomous in listening practice, in speaking practices, they needed support from teachers and friends. All of the students were of the view that shadowing is suitable for practicing intonation in listening and speaking skill.

Several studies on the strategies for improving listening and speaking skills declare that the innovative techniques if is being implemented in the classroom with proper intention then these improve the students' language learning. There are many studies which have highlighted the effect of various strategies which can improve the listening and speaking skills in English language. Learners have agreed that doing practice of English speaking with teachers, friends, listening to music, watching English movies, attending English language courses could enhance their listening and speaking skills. Researchers have also proved that written-visual material, instructional materials with simple passages and exercises, repeated practice in listening, role play, Task Based Language Teaching and flipped instruction-based syllabus are very influential in developing the listening and speaking skills in English language.

III.   USE OF ICT FOR LISTENING AND SPEAKING SKILLS IN ENGLISH LANGUAGE-

Angelini & Carbonell (2021) particularised the aim to prove whether web-based simulation instruction, blended learning and flipped classroom contribute to significant progress in oral language production in English or not. Co-relational design was adopted by the researchers in terms of pre-test and post-test upon a group of engineering students. The post-test of experimental group provided evidence of positive relation between the pre-test and post-test and significant progress in oral language production in English. Students' progress was significantly shown in oral presentation and fluency (delivery) and pronunciation, variety of expression and grammar (language). These results suggested that students were somewhat conditioned by the pre-test because they are already familiar with the test dynamics when they take the post-test. However, it was also concluded that the students of experimental group did better because of the great exposure to audio-visual material and oral performance.

Fitria, Dwimaulidiyanti & Sapitri (2021) discussed the implementation of CAKE application in learning English speaking skills. The researchers decided to use this app in learning English and to draw the benefits of using along with students' response towards the app as a learning media. The research was qualitative in nature with questionnaire and interview. It was shown that students were enthusiastic during learning process and students tell their stories about memorable experience expressively and confidently in their learning activity. This showed students' positive responses toward learning speaking through cake application. The researchers argued that CAKE app could be used as a media in teaching Speaking skill because with this app one can check your students' pronunciation.

Mallampalli, Anumula & Akkara (2021) had conducted a case study on enhancing second language learning through smart phones (MALL and BYOD). The quasi-experimental research design was framed and applied on the experimental group who bring their own devices (BYOD). Lack of acceptance for mobile learning, lack of exposure to the latest development in learning and teaching, lack of technical skills and technical support, lack of suitable learning content, lack of infrastructure and BYOD and self-perception were some of the challenges that the faculty face in implementing MALL (Mobile Assisted Language Learning) in their respective colleges. More than half of the students perceived smart phone as suitable for enhancing listening skills by the end of the study. But majority of the teachers disagreed that smart phones were dependable alternative to personal desktop or laptop computers and they were against introducing smart phones in the language labs as it would be difficult to inspect students' activities on their smartphones.

Karkera (2019) implemented CALL (Computer Assisted Language Learning) to promote listening skills among engineering students. This study focused on demonstrating the efficiency of using CALL in developing student's listening skills, incorporating innovative strategies with different activities to improve students' listening skills through CALL, investigating the extent the learners could enhance their listening skills and finding the students' attitudes towards the activities implemented during the course in developing their listening skills. Researcher followed the pre-test, post-test method to assess 250 students' level of listening skills before and after involving in the listening practice sessions conducted in the language laboratory. The research concluded that there was noteworthy change in the performance of students in the post-test and the students had a positive attitude towards practicing listening skills using computers, internet and other online tools. Majority of the students agreed that they found the listening modules beneficial. Likewise, Lakshmi and Reddy (2015) did experiment to ascertain the effect of computer assisted language learning (CALL) on listening skills of high school students. The free software called ABA English course was used to train to the experimental group in listening after pre-test of both the groups. The researchers concluded that the software that was used to help the experimental group students develop their listening comprehension, using authentic materials raise students' motivation and interest, the CALL software make students focus on the comprehension of the communicative content of the message.

Bansilal (2018) worked on developing Computer Based Activities to teach and test the engineering and polytechnic students' listening and speaking skills in English. This study attempted to demonstrate how ICT can effectively and fruitfully be used for pedagogical purposes and to examine the potential of computer-based activities as teaching and testing devices and discussed ways and means of developing aural-oral skill for the teachers. The researcher designed a software package to reiterate the effectiveness and to show how to use ICT judiciously. Many computer-based activities and online platforms such as Google Drive, Moodle, WhatsApp group and mobile applications were used for the experimental group. After the training, the comparison between the experimental and control groups showed that there was significant difference between the two groups on English proficiency which clearly indicated the reliable gain in the case of the experimental group in English proficiency. The experiment of testing of the language skills through an online test proved successful in checking the proficiency level of candidates. Along with this, the researcher also found difficulty in the internet while applying various activities.

Lakshmi K (2017) determined to identify the difference in the proficiency level of English in rural and urban learners, to investigate the exposure to technology with reference to English language learning in rural and urban learners and to hone the English sentences spoken by the target learners using m-learning (Mobile Assisted Language Learning). A total number of 120 students were randomly selected for the experiment, questionnaire, classroom observations, field observation. The learners were found to be more techno-friendly despite their differences in demography. It was found that both rural and urban learners are equally exposed to the current advancements in social networking. The analysis of pre-test and post-test figured out that there had been a comparatively high level of performance in the experimental group which demonstrated that m-learning can create a positive impact in enhancing English speaking skills. Meenal M (2017) looked for ICT based instructional strategies for studying the effectiveness of the same in developing speaking skills in English for secondary level students. The investigator followed the experimental method's pre-test post-test equivalent group design for conducting the research. The gain scores of students' English-speaking skills was significantly higher after employing the ICT based teaching strategies. In the process, it was observed that students learn the purpose of speaking, with whom, what to speak, and where to speak, and how to use suitable language. Using the ICT based instructional Strategies including English movies clippings, video clips and recording voice, with the dimensions like vocabulary, pronunciation, comprehension, grammar and fluency through the activities successfully helped for creating enjoyment and learning environment.

Kavitha (2017) studied the effectiveness of multimedia-based teaching to hone listening skills of students. This result was analyzed against the variables such as Gender, Medium of Instruction, Mother Tongue and Living Locality. The study depicted that there was a gradual increase of performance achieved by the students in every test. It was shown that the percentage of right answers is gradually increased which showed the students attitude and thriving activity of listening skill. Teachers of English should be aware of modernized methods in teaching listening skills. The investigator recommended that teachers can very well try new language teaching methods with the help of Computer as well as Audio–Video cassettes which will be useful to the students to acquire more listening skills. Kaur (2014) wished to examine the conditions of listening skills in a conventional class at secondary level, the Listening barriers in the same and whether computer aided teaching and testing contribute to developing listening skills of students or not. Experimental group and control groups were formed by putting 120 students into the variables like Gender, Medium of instruction, Locality and Mother Tongue. It was declared that in the CLT (Conventional Listening Test), the control group perform well in the results while in the CAIBLT (Computer Aided Instruction Based Listening Test), the Experimental group perform well. It was also proved that there was a considerable better increase in the performance of both Control and Experimental in the CAIBLT result.

Madhumathy (2012) had analyzed the effect of technology-based intervention in language laboratory to improve listening skills. Three websites (www.learnto-speak-english-esl.com, www.esl-lab.com, www. americanrhetoric.com) were selected for training students in listening. The aim of selecting these websites in this exploratory study was to motivate students, to draw participants' opinions about the selected ESL websites and to reduce their anxiety in English language listening in language laboratory. It was

found that there is significant change in students' attitudes towards listening in English after the training. Almost two-thirds of the participants agreed that usage of technology was user friendly and helped them to get rid of their anxiety. The post-test result reported that the students had improved from pre-intermediate level to low-advanced level skills in listening.

Today's world is the world of technology. ICT has its scope in every sphere of human life. It has a great impact on the teaching learning process also. In English language teaching, it can be applied to create fun and motivation and at the same time to provide meaningful learning. So many researchers have tried to open the scope of ICT in the learning of listening and speaking skills in English language. And it has been experimented that web-based simulation instruction, blended learning, different online applications, smart phones, Computer Assisted Language Learning, whatsapp group, movie clips, audio-visual cassettes and different websites have facilitated the listening and speaking skills of English language learners.

CRITICAL ANALYSIS-

Listening and speaking skills are vital yet underestimated parts in language learning. Many researches have been conducted to find out the problems of listening and speaking skills and the practices to improve the skills of the students in English. Researchers found out that lack of knowledge in the intonation and the stress patterns in English, lack of practice, limited vocabulary mastery, native speakers' accent, pronunciation and uninteresting learning material, lack of opportunities to communicate with English people, practices of the English teacher in the classroom, lack of proper attention, lack of proper strategies, not making use of electronic materials, and the lack of exposure in listening are some of the problems that hinder listening skill of the learners in English (Qaid, 2007; Hadijah & Shalawati, 2016; Giang, 2022; Khan & Karim, 2014). Similarly, the students` speaking problems can be classified into different types like, psychological such as, shyness, fear as in speaking publicly, instructional as in the teacher-centred approach and contextual as in the fixed seating arrangements, teaching spans and classroom interrelationships. The learners face problems in grammar, pronunciation, fluency, inhibitions (lack of confidence) while speaking. Some studies also talk about regional background or the native of the learners has a high influence on their exposure to English language and how there is no language game and songs, group work and oral drills are used (Karthiresan, 2019; Jamir, 2019; Lakshmi, 2017; and Gudu, 2015).

Researches have been carried out to explore the strategies for developing listening and speaking skills. The mixed method (metacognitive, cognitive and socio-affective) listening strategies based on visual and audio-visual contextual has been proved very productive in case of boosting listening comprehension. Similarly, Language Comprehension Test (CLT), Model course based on students' needs and interest, English Language Courses, fun conversations with native speakers, watching English vlog channels, intervention modules, Task-based Communicative approach, role play technique, flipped instructional strategies, shadowing technique were operative and constructive for overall listening and speaking performance of the learners (Giang, 2022; Devi, 2019; Verghese & George, 2013; Khan & Karim, 2014; Jahara. 2013; Kumar, 2021; Jamir, 2019; Köroğlu & Çakır, 2017; Chandrasena, 2017; Bhaskar, 2018; Gudu, 2015; and David, 2014).

A number of experiments have been conducted to assure the role of ICT over traditional methods in the improvement of students' listening and speaking skills. Learners acted expressively and confidently when ICT was implied. Web based instructions, English learning applications like, CAKE, software like ABA English course, potential use of online plan of action like, Google Drive, Moodle, implementation of MALL (Mobile Assisted Language Learning), use of multimedia-based teaching, application of CAIBLT (Computer Aided Instruction Based Listening Test) and websites like www.learnto-speak-english-esl.com, www.esl-lab.com, www. americanrhetoric.com helped for the improvement in the listening comprehension, pronunciation, grammar, fluency, confidence level and vocabulary of English language learners (Kavitha, 2017; Kaur, 2014; Meenal M, 2017; Madhumathy, 2012; Bansilal, 2018; Lakshmi, 2017; Angelini & Carbonell, 2021; Fitria, Dwimaulidiyanti & Sapitri, 2021).

It is confirmed from the above studies that a lot of researches have been conducted in order to determine the use of various innovative strategies and ICT tools in the classroom in enhancing the listening and speaking skills in English language at secondary level (Kumar, 2021; Neupane, 2019; Himanagani, 2017; Verghese & George, 2013; Kavitha, 2017; Meenal, 2017;Gudu, 2015) and tertiary level (Devi, 2019; Jamir, 2019; Chandrasena, 2017 ; Köroğlu & Çakır, 2017; Karkera, 2019; Abraham, 2019). Some studies have also been undertaken by taking the sample of engineering students (Lakshmi, 2017; Mallampalli, Anumula & Akkara, 2021; Dorathy, 2019; Madhumathy, 2013). But there is the need of exploring how students of elementary school level are going to be benefitted from the listening and speaking strategies and use of ICT as there seems lack of studies (Giang, 2022) which have taken the learners of elementary level though it is the fundamental stage which can be a determinant of learners' future performance in English language. Researchers have focused to apply the strategies on the elementary school learners but have taken learners of tertiary level as sample (Giang, 2022). It has already been discussed that many researchers have adopted quantitative approach. Most of them have designed experiments to get the effect of strategies and ICT tools on listening and speaking skills (Devi, 2019; Ni & Jingxia, 2017; Radhekrishnan, 2018; Meenal, 2017; Lakshmi & Reddy, 2015; Dorathy, 2019; Jamir,2019). In addition to this, a correlational analysis of the sub-variables (like vocabulary, pronunciation, grammar, fluency and intonation) related to the listening and speaking skill could give a better picture of English language learning (Angelini & Carbonell, 2021). While using ICT in language skills learning, some experiments show some limitations of online testing such as lack creativity and low internet bandwidth. In this case, it is suggested that the teacher needs to become a learner of his teaching and the learner needs to become his own teacher (Bansilal, 2018). This review also reflects the requirement of studies executing qualitative and mixed method approach as very few studies have been found taking the same as proper design (Giang, 2022; Mallampalli, Anumula & Akkara, 2021; Bansila, 2018; Jahara, 2013; Gudu, 2015; Hadijah, S. & Shalawati 2016). Case studies and phenomenological studies should be taken into account for multi-faceted understanding and getting the reality of the problems that are faced by English language learners in learning listening and speaking skills.

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