

Students' Listening Skills and Psychology Awareness in a Pandemic An ESL Perspective

ABSTRACT

Whether or not listening skills can be used to measure grammatical ability has been a hot topic of controversy in the language learning community. However, existing study results aren't satisfactory in and of themselves. As a result, considering the current research gap, this study was carried out to solve the issue. To begin, the researchers used a mean listening score to assess the listening skills of 50 ESL first-year students at a public institution. Second, frequency and sentence analysis were used to identify the students' most frequent mistakes and difficulty in listening for grammatical differences. When hearing comprehension outcomes were being evaluated, a written composition activity was used to verify them. There was a strong correlation between the degree of skill of the respondents in listening for grammatical differences between the single and plural forms of subjects and predicates, as well as in the ability to distinguish between the present and past tense verbs. However, more complicated syntactic formulations were discovered to have specific issues. According to the results, the listeners get disoriented and disturbed when the test sentence contains intermediate words, phrases, or subordinate sentences. These difficulties in remembering what they learned at school may result from socio-psychological issues—the intervening words impaired their ability to concentrate and recall information when they were not in a classroom. As a result of the COVID 19 epidemic, instructors and students alike have been compelled to adapt to a new learning environment: the virtual classroom. Online testing and results processing was done under this, considering that electronic platforms are a moderating factor. EFL and ESL specialists like (Shao et al., 2019) and (Walsh & Rsquez 2020) have recognized that this alteration in the modality of teaching influences methods of learning that have not necessarily been delineated previously. While not the primary focus of the research, this work still underlines the new socio-technological component as an essential mediator of listening evaluation for greater grammatical competence.