

*Teachers' Role in Enhancing Listening Skills of English at Elementary Level in AJ&K, Pakistan*

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### **Abstract**

This research aimed to develop an experimental investigation into the impact of elementary school teachers in AJ&K, Pakistan, on improving students' English listening skills. The researchers utilised a pre-test and post-test equivalent group design for this purpose. The study population comprised all 2334 eighth-grade pupils enrolled in Government Boys Schools in District Sudhnuti, AJ&K, Pakistan. Forty eighth-grade pupils from Government Boys High School Talawari, District Sudhnuti, AJ&K, constituted the study sample. A self-designed pre-test was used to select students for the experimental and control groups. A post-test was created and given to the experimental and control groups after the investigation concluded. Proficient individuals in English language instruction and pedagogy validated the research instruments. Approximately 12% of the material was denied based on the expert judgmental validity. Pilot testing was conducted with ten eighth-grade pupils not included in the sample. Materials deemed excessively basic or complex were eliminated by the findings of the pilot testing. To assess the internal consistency of the items, the Kuder-Richardson formula was utilised in conjunction with SPSS (version 21) in this investigation. Experimental findings indicate that English instructors in AJ&K do not employ the Direct Method to improve English listening skills at the elementary level. Therefore, empirical evidence suggests that English

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instructors at the elementary level in AJ&K use the Direct Method of English Instruction to improve students' listening skills. Furthermore, it is recommended that English instructors employ CAI and CBL in conjunction with Direct Methods instruction to enhance the listening proficiency of elementary students in AJ&K, Pakistan.

**Keywords:** Listening Skill, English, Second Language

### **Introduction**

English language capability is an overall event since it is the language of innovation and science. One of the four principal language abilities close by perusing, composing, and talking is hearing. Notwithstanding this, the capacity to go to remains viewed as quite possibly of the most difficult capability in the English language. By and by, neither the teachers nor the understudies have managed the cost of adequate chances to bore the four abilities. The appraisal exclusively assesses perusing and abilities to compose, dismissing hearing and talking abilities. To impart oral skills in English, creating listening skills is fundamental (Nation and Jonathan, 2009).

To be fluent in English, one must be able to read, write, listen, and speak the language. Of the four skills necessary for fluent language use, listening accounts for the utmost importance (Renukadevi, 2014). According to Hamouda (2013), paying attention in class is the most undervalued skill even though it's crucial.

This article aims to highlight the role of teachers in improving attention skills. In all learning activities, the teacher plays the most important role. A major obstacle facing policymakers and university administrators in AJ&K, Pakistan is the shortage of qualified English teachers who can impart knowledge effectively at the elementary level. Helping students learn is the number one priority for effective educators (Azizulloev, 2000).

Hamouda (2013) said that most of our knowledge is gained by listening. In the realm of education and training, educators are regarded as a goldmine of knowledge. Students should have the opportunity to go and receive cognitive feedback, which involves making sense of the information through the process of integration. The role of the teacher is evident at this time, as he does his work in the classroom by sending messages in the form of messages.

In order for students to fully grasp a language, Smith (2018) argues that they must actively listen to native speakers while they study. Hismanoglu (2005) says that developing students' listening skills is very important in improving other skills. Because of the informal nature of listening skills, their teaching methods differ from those for introducing other skills. Listening skills are considered hidden skills because of everything that happens in the students' consciousness during the lesson of listening. To reduce the formal nature of listening skills, English teachers use materials and activities that give students a better understanding of this skill. Well-designed and effective teaching tools and methods help teachers deliver more effective lessons.

Engaging in the act of listening requires the mind to work hard to construct meaning. Therefore, the teacher must ensure that the lesson is conceptually sound, simple and compatible with the intellectual abilities of the students. Good listening takes a lot of effort, patience and can be stressful; therefore, for the learner's language acquisition to reach its full potential, the teacher must ensure that the student is not anxious and enjoys the entire class experience. (Hasan, 2000).

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A significant problem exists in AJ&K, Pakistan, where elementary school instructors fail to emphasise the development of listening skills. They only impart knowledge in the classroom and do not emphasise attentiveness. Thus, this research set out to investigate how elementary school teachers in AJ&K, Pakistan, influenced their students' growth as English language listeners.

### **Objective of the Study**

The objective of the study is;

1. To identify teachers' role in enhancing English listening skills at the elementary level in AJ&K.

### **Hypothesis**

It was hypothesized: "Do English teachers play an effective role in enhancing the listening skill of English at the elementary level in AJ&K, Pakistan?".

### **Review of Related Literature**

#### **Listening Skills**

Students can't learn anything about communication if they can't understand what they hear, which is why listening is so crucial to language learning. The ability to listen is very important because of its relationship with another powerful skill, namely the ability to speak. Dobinson (2001) defined communication as conveying one's thoughts, feelings, emotions, thoughts, laments and joys to others through language. In addition to learning the phonological properties, sentence structure, word structure and phonetic aspects of the foreign language, the student will also look at the context of the meaning of the word to understand its meaning. English is a subject that emphasizes skills rather than content. For a deeper understanding of the English language, students should pay equal attention to developing all four skills, especially listening skills (Richard, 2008). An integral aspect of learning a new language, says Roast (2001), is being able to understand what one is hearing. One of the most crucial aspects of learning a new language is honing your listening skills. Improving one's ability to understand what one hears requires practice and effort. Without the burden of research, students can concentrate on improving their listening skills via practice.

Morris and Leavey (2006) recognized that listening skills have a significant impact on learning and human development. The capacity to listen attentively is foundational to good communication; without it, miscommunications arise, relationships suffer, and the sender is more likely to experience negative emotions like anger and resentment. Shahid (2011) defined listening as the act of understanding and understanding. This process involves learning the message the speaker is conveying and listening carefully to each speech. Using context, listening involves making out or recording words and phrases that are not clear. It is important to understand what this entails. It involves understanding the speaker's situation and the degree of positive or negative aspects of his speech.

Hamouda (2013) emphasizes that the ability to succeed is an important factor in getting the entries heard. Without any information, learning will not happen. Listening comprehension, say Hassan (2000) and Hamouda (2013), creates an ideal setting for the growth of linguistic competence. Participation is a crucial skill because it is the foundation upon which the other

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three abilities—speaking, reading, and writing—rest (Brown, 2000). To acquire a second language, you must first know how it is spoken and then know its written rules. This concept shows the importance and importance of listening skills.

A person's ability to listen is related to their ability to speak, according to Roast (2002). Since listening is the most ubiquitous skill in daily life, he contends that it is also the most crucial ability for language learners to acquire. Kurita (2012) asserts that by increasing cognitive engagement, developing listening skills helps language learners in their quest for success. According to Hamouda (2013), listening serves as a learning tool in all teaching methods; its importance in student life is clear. Many English courses have neglected to include teaching in listening comprehension despite its importance in acquiring a foreign language.

### **Definition of Listening Skill**

Hamouda (2013) defined attention as knowing and understanding what others are saying. This process involves learning the meaning of messages as well as pronunciation, grammar and speakers' words. Being able to hear and understand what someone is saying is a crucial skill in any conversation.

### **The Difference Between Hearing and Listening**

Kline (2000) argues that in order to teach and learn to listen effectively, it is important to distinguish between hearing and listening. "Listening is not just receiving sounds; it also involves giving meaning to the sound. » Active listening, listening. Similarly, Rost (2002) explains differently: "Audition is a form of perception. Active and intentional listening is a process of understanding. Although listening and hearing both involve the perception of sound, each selection indicates a level of intent.

The capacity to hear is innate in all infants, according to Flowerdew and Miller (2005). Children start by listening before they start talking. Humans speak before reading, and writing follows reading. Therefore, listening is the first language skill to teach, preceding all others.

### **Importance of Listening Skill**

As one of the ways to acquire four languages, listening skills are important to the learning process. The practice of listening has great benefits not only in the academic environment but also in everyday life. While reading, speaking and writing are important in developing language skills, listening is a key contributor to language skills (Jeremy, 2007).

Ziane (2011) explains that in addition to requiring greater concentration, listening comprehension also demands a rapid mind. While listening, considerable attention should be paid to a variety of factors. However, the situation is distinct. The instructors refrain from instructing their pupils in the skill of listening. According to Listening is fundamental to everyday living (Hedge (2000). Writing accounts for 9% of people's communication efforts, reading for 16%, speaking for 30%, and listening for 45%. The importance of listening in communication is highlighted by these data.

Ziane (2011) adds that listening is crucial to the growth of communication. You can't hone your public speaking abilities unless you practice listening. Improving one's listening comprehension in English will facilitate one's ability to study, watch films, communicate, and

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understand content from other countries. Learners need to be exposed to and involved in a wide range of English language skills to develop this skill. There is a connection between language acquisition and listening skills.

Audio stimuli and constituents are quickly replacing printed media in today's society, claims Hedge (2000). The significance of attentiveness is, therefore, indisputable. The importance of listening skills, according to Tyagi, is also as follows:

- i. Proficient listeners are more productive.
- ii. Improve his comprehension of assignments and identify what is expected of him.
- iii. Establishing rapport with clients, supervisors, and colleagues.
- iv. Exhibit support.
- v. Perform more effectively in a team environment.
- vi. Resolve issues with superiors, consumers, and coworkers.
- vii. Respond to inquiries.
- viii. Decode the latent meanings conveyed by others (2013).

### **Teachers' Role in Listening Activities**

Some of the responsibilities of educators, according to Wahab, are:

- In the role of an organizer, educators ought to elucidate the objectives of their students, furnish unambiguous directives, and offer constructive criticism. Instructors ought to organise the listening lesson and provide students with direction.
- A teacher is accountable for coordinating the activities of students, the timing of their discussions, and the language they employ. Educators delineate the desired actions of students during the listening phases.
- The Role of the Teacher as an Evaluator: Instructors assess the progress of their students and provide them with appropriate feedback regarding their achievements. They ought to determine the proficiency level of their students.
- A teacher who is also a resource for their students: Teachers help their students overcome obstacles by guiding them and explaining complex ideas, such as new words or grammar rules.
- The Tutoring Function of the Teacher: Instructors guide their students in developing concepts. It is the responsibility of educators to assist students in anticipating absent information.
- The Role of the Instructor as a Prompter: Instructors inspire and provide feedback on the progress of their students' initiatives. Teachers must assist students at each listening activity stage to ensure their success. (2013).

In the lives of their pupils, educators play a crucial role. Their educators most securely guard students. Students engage in learning interactions with their instructors. The establishment of a positive relationship between instructors and learners is imperative. A teacher is an imparter of knowledge. Teaching is the only profession that consistently considers a student's future development and transforms them into decent people for life (Zhao, 2001). A practical method for instructors to foster the growth of their pupils' listening abilities is to read aloud a selection of texts and subsequently facilitate a class discussion and reflection on the material.

Reza (2019) noted that numerous instructors attempt to omit listening activities from the

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curriculum for various reasons, including lack of resources, tools, or electricity. Students become familiar with developing their reading, writing, and speaking skills but struggle more with listening due to a lack of experience with the skill.

All of the aforementioned academic reasons point to the same conclusion: fluent listening skills greatly impact one's linguistic comprehension in English. Given its significance, it was essential to conduct research in AJ&K regarding improving elementary-level English listening skills.

### **Research Methodology**

Given the experimental nature of the study, a group design that included both pre- and post-tests was employed. This design called for the random assignment of subjects to either an experimental or control group.

This design's symbolic representation was;

R E = O1 T O2

R C = O3 O4

R = Randomly Selected C = Control Group

T = Experimental Treatment E = Experimental Group

O = Observation or measurement O1 and O3 Pre-test observation  
O2 and O4 Post-test observation

An experiment was conducted within the classroom for this purpose. Before students were assigned to the practical and control groups, they were given a pre-test that the teacher had created in order to compare the two. The Direct Method was used to instruct the experimental group for eight weeks, while the Grammar Translation Method was used to instruct the control group. A teacher-made post-test was given to the students at the conclusion of the treatment. Although the two assessments were identical before and after, the post-test featured different item arrangements. The exact circumstances were organised for both groups (experimental and control). All factors were equated. For example, the time duration of treatment, the same teacher was instructing each group, and the same instructional materials were being introduced to each group. The experiment lasted for eight weeks, with forty minutes daily.

### **Population**

The research included 2,334 eighth graders from the government-run boys' schools in the Sudhnuti district of AJ&K, Pakistan.

### **Sample of the Study**

The study sample comprised forty 8<sup>th</sup>-grade students of Government Boys High School Keemar, District Sudhnuti, AJ&K.

### **Research Instruments**

To make sure the two groups were similar, teachers gave their students a pre-test before dividing them up into the experimental and control groups. Both the experimental and control groups benefited quickly after the intervention ended from a post-test that the instructor had created. While both the pre- and post-tests were identical, the post-test had



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new questions. The control group and the experimental group were both given precisely the same set of circumstances. The length of treatment, the teacher supervising each group, and the course materials were all kept constant. During the eight weeks of the experiment, each day lasted forty minutes. In contrast to the control group, which received instruction using the Grammar Translation Method, the experimental group was given instruction using the Direct Method.

### **Validity and Reliability of the Instruments**

Professionals in the fields of education and English language testing helped the researcher ensure the reliability of the research tools. About twelve per cent of stuff was rejected because of the judgmental validity of experts.

After that, pilot testing was administered with ten students of the 8<sup>th</sup> class who were not a part of the sample; too simple and tricky instructional materials were dropped in the light of the pilot testing. At this phase, 20% material was dropped. Then, the final shape of the test items was set. To ensure everything was consistent internally, we used the Kuder Richardson formula in SPSS (version 21).

### **Data Collection**

In the course of the investigation, two distinct treatment approaches were implemented. Based on what was covered in class, the goal of the lessons for both the control and experimental groups was to reach the same learning outcomes. A post-test was quickly given to both groups after the eight-week treatment period ended to evaluate their progress. The study's sample included twenty students per cohort. The model's pre-test scores served as the data used to compare the experimental and control groups. Conversely, the post-test scores were used to evaluate the students' progress after the treatment.

### **Data Analysis and Interpretation**

Statistical Package for the Social Sciences (SPSS, version 21) was used for data analysis. To check if the research hypothesis was correct, the t-test was used. Following is an explanation of the analysis and its details:

### **Results**

Table 1

**Table 1: There is a statistically significant difference between the two groups' mean scores on the pre-test measuring listening skills after receiving English language instruction.**

Groups	N	Mean	SD	t	p
Experimental group	20	15.00	4.780	.765	.449** Pre-test
Control group	20	15.00	2.262		Pre-test

Table 1 shows the mean values of the experimental and control groups were 15.00, respectively. It also shows that the P value (.449) is more significant than the significance

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value of 0.05, so the difference between the two means was not statistically significant at 0.05 levels. Therefore, "there is no significant difference between the mean scores of experimental and control groups on pretest regarding listening skill of teaching English" was accepted. Both groups could be treated as equivalent on the pretest variable in English.

**Table 2: There was a statistically significant change between the pre- and post-test scores of the control group on an assessment of listening skills relevant to ESL instruction.**

Control Group	N	Mean	SD	t	p
Pre-test scores	20	15.65	3.100	-1.674	.000*
Post-test scores	20	16.55	3.517		

A significant statistical difference could be seen in Table 4.7 regarding listening skills in the control group towards the Grammar Translation Method with t-value = -1.674, p= .0001 < 0.05. It displays a noteworthy variance between the mean scores of both the control group tests after being treated by the Grammar Translation teaching method.

**Table 3: There was a statistically significant change in the experimental group's mean listening test scores between the pre- and post-tests.**

Experimental Group	N	Mean	SD	t	p
Pre-test Score	20	14.70	4.612	-10.570	.000*
Post-test score 20	19.95	2.946			

A significant statistical difference could be seen in Table 4.6 regarding listening skills in the experimental group towards the Direct Method with t-value = -10.570, p= .0001 < 0.05. It shows a significant difference between the mean scores of both tests of the experimental group after being treated by the Direct Method of teaching.

**Table 4: Significant Difference between Mean Scores of the Experimental Group and Control Group on the Post-Test Regarding Listening Skills in Teaching English**

Groups	N	Mean	SD	t	p
Pot-test scores of Experimental group	20	20.05	2.946	3.314	.002*
Post-test scores of Control group	20	16.55	3.516		

According to the above table, the experimental group's mean score was 20.05 regarding listening skills, and the control group's mean score was 16.55 on the post-test. Therefore, the



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mean scores of the experimental and control groups were not statistically significant on the post-test regarding listening skill on a value of  $P = .002$ , which is less than 0.05 significance of level. A vital difference occurs between the mean scores of the post-test of both groups regarding listening skills in teaching English.

These results favour the result presented by Petty (1996), as cited in Hussain (2005), that students learn listening skills efficiently by Direct Method if the teachers are trained.

### **Discussions**

This study's primary purpose was to explore teachers' role in enhancing students' listening skills at the elementary level in AJ&K. The hypothesis of this study was to investigate the influential role of teachers in improving listening skills in English at the elementary level in AJ&K. It was found that neither teacher uses a direct method of teaching English to enhance the listening skill of English nor they use CAI, CBL while teaching through Direct Method, to improve their listening skill of English. The study results were like the findings of Hussain (2005). The study of Khan (2014) also favours the results of the present study.

### **Conclusions**

The conclusions are as follows:

- i. While teaching English, English teachers do not use the Direct Method of teaching English at the elementary level to enhance listening skills in English.
- ii. Teachers do not use CAI CBL while teaching through the Direct Method to enhance their listening skills in English.
- iii. There is a lack of training using the Direct Method of teaching English to enhance the listening skill of English.

### **Recommendations**

The following recommendations were made based on the findings and conclusions:

1. To enhance listening skills in English at the elementary level in AJ&K, teachers should teach the class using the Direct Method.
2. Teachers should use CAI and CBL while teaching through the Direct Method to enhance their listening skills in English.
3. There is a need for training on the Direct Methods for English teachers to enhance listening skills in English.
4. Teachers should assign the task to students to listen to English news and watch English plays to enhance their English listening skills.

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