

Impact of Direct Method on Enhancing Listening Skills of the Students at Grade 10 at Authentic Public School Rawalpindi

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Abstract

The current study aims to find out the challenges and the methods to reduce and ultimately eliminate those difficulties. The researcher used experimental research design to collect data through pretest and posttest methods. The data for factors behind the methods of students listening skills was gathered through purposive sampling of questionnaire. The collected data were analyzed with lenses of thematic analysis (Braune & Clark, 2014). The findings of the study indicated that the students had problems in listening and responding. The direct method of grammar teaching was applied all the post test indicated that the students showed improvement in the challenges identified in pretest. The findings of this study imply that the methods on enhancing listening skills of students can be addressed through direct method of teaching grammar.

Keywords: challenges, research design, grammar, improvement, listening skills

Introduction

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into message that mean something to us. Listening in any language requires focus and attention. It is skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus.

Kinds of Listening

There are several types of listening students can develop them at school.

- Informational Listening
- Discriminative Listening
- Sympathetic Listening
- Comprehensive Listening

Informational Listening

When you want to learn something you will use informational listening to understand and retain information. It usually takes a high level of concentration to perform this type of listening. That's because you need to be highly engaged to understand a new concept. You also need to apply critical thinking to what you are learning (Oxford Press. UK.1992). This is so you can understand what you are learning within the context of relevant information. Some examples of information listening.

- Working training
- Self-paced learning at home or at work
- Listening to an educational eBook Coaching

Discriminative Listening

Discriminative listening is the first listening type that you are born with. Everyone innately has discriminative listening skills. You use this type of listening before you even know how to understand words. Instead of relying on words, discriminative listening uses tone of voice, verbal cause, and other changes in sound (Longman Handbook for language teachers, 1993). Discriminative listening is how babies understand the intention of a phrase before they can understand words. If someone speaks to them in a happy and amused tone of voice, they will smile and laugh back.

Sympathetic Listening

Imperative Sympathetic listening is driven by emotion. Instead of focusing on the Message spoken through words, the listener focuses on the feelings and emotions of the speaker. By using sympathetic listening, you can provide the support the speaker needs. You can understand how they are really feeling, not what they say they are feeling. The speaker will feel heard and validated when you take the time to pay attention in this way. Sympathetic listening is crucial if you want to build a deeper relationship with someone in your life.

Comprehensive Listening

Unlike discriminative listening, comprehensive listening requires language skills. This type of listening is usually developed in early childhood. People use comprehensive listening to understand what someone is saying using words (Cambridge University Press, UK 1992). Several other types of listening build on comprehensive listening. For example, you need to use comprehensive listening to use informational listening and learn something new. At work and in your life, you will use a combination of comprehensive and discriminative listening to understand the messages people are giving you. Listening is the first of the four language skills, which are:

- Listening
- Speaking
- Reading
- Writing

To become a fluent speaker in English, you need to develop strong listening skills. Listening not only helps you understand what people are saying to you. It also helps you to speak clearly to other people. It helps you learn how to pronounce words properly, how to use intonation, and where to place stress on words and sentences. This makes your speech easier for other people listening to you to understand.

In our own language, listening is usually the first language skill that we learn. Listening is a multifaceted and active process and not the passive perception of spoken communication. According to Rivers and Temperley (p.63) listening comprehension is not a passive but an active process of constructing a message from a stream of sounds with what one knows of the phonological semantics, and syntactic potentialities of the language. Listening comprehension is as an active process in which the individual focuses on selected aspects of aural input, constructs meaning from passages, and relates what they hear to existing knowledge. Listening, as a major language skill that naturally develops faster than speaking and influences the development of reading and writing skills in a new language was not brought to prominence until the late 20th century. Listening at the time was defined according to successful transmission and reception of messages.

Background of the Study

Listening is a receptive skill that a child must learn at school level, because he must learn to read in order to be able to write. But, unfortunately, the school children are not serious to learn the ability to read. Children do not take interest in listening skills books at school level. Teachers and parents do not help them to form writing habits. They themselves do not try to acquire the ability.

Research Objectives

The major aim to conduct this research is:

1. To know the impact of Direct Method on the listening of students at grade 10th
2. To enhance the listening skills of students by using Direct Method

Research Questions

1. What is the purpose of Direct Method for students of grade 10th in school?
2. How does Direct Method enhance the ability to command listening skills?

Statement of the Problem

In our institutions students face listening problems because we are not native speakers of English. English is our second language. The native speaker of English has imbibed the language with the mother's milk but we have to face difficulties in listening, speaking, reading and writing. To learn Direct Method is the need and requirement of the domain of the students.

Significance of the Study

Students face many problems related to listening skills such as confusion and embarrassment; students do not know at all where to take pause and where to stop while listening short grammar lesson, students do not learn writing lessons at the schools, and face difficulty in pronouncing the words. The study stresses on the listening ability at the basic level, for it is step by step process and such competencies and performance cannot be improved abruptly.

Hypothesis of the Study

Direct Method improves the listening skills of students at grade 10th.

Literature Review

To start with, it is essential to have some knowledge of the Direct Method. Without the basic knowledge process, we cannot set up an organization writing program and we cannot provide students the kind of listening activities that really promote the skills. A careful study of the listening process is essential for both, the course designers and the teachers.

The Listening Process

As stated Lynch, listening is a continuing process of constructing and modifying an interpretation of what a specific text in a particular situation is about, based on whatever information seems pertinent at the time. The listener, as a result takes the incoming data by means of acoustic signals, and making use of a great variety of knowledge, interprets the incoming data for a specific communicative purpose. Listening is a recurrently used of communication in each communicative event. Subsequently, listening has appeared as a significant and indispensable constituent of language pedagogy to foster facilities for the language learners to maximize their development in the transmission of reciprocal information in a speech event and make the appropriate communication based on that. Listening is face to face interaction, listening entail complex interpretive processes. (Meskill, C.1996).

Current Understanding of Listening Comprehension

The current advancement in the area of L2 listening comprehension owes much to the efforts made by aforementioned scholars in the field such as Anderson, McLaughlin et al. Bialstok and Negle and Sanders. However, looking back over the 20 years, it can be ascertained how the focus on L2 listening has changed. More recently, the role of strategy training has been evident in changing the course L2 listening comprehension. The significance of training in L2 comprehension lies in three research based conclusions: the frequency and type of

the used strategies distinguishes successful from unsuccessful learners. According to Anderson second language learning strategies used in other skills such as problem solving and reading.

Through the 1960s and in the wake of the influence of behaviorism on language, listening was defined as analyzing and classifying input, so that it could be stored and retrieved efficiently. Perception and decoding of the sounds phonemes, words stress, and sentence level intonation were all the focus of instruction back then. The main listening activities included drills for discriminating sounds at word and sentence levels on the basis of a linear processing of information. Language learning was regarded as a near mechanical response to stimuli.

In the 1970s and 1980s definition of listening is interpreting the cultural significance of speech behavior earned acceptance. The interactionist and sociolinguistic movements were the main theoretical paradigms of learning and comprehension.

Methodology

This chapter deals with the population, sample and technique of data collection which are chosen and selected to conduct the research work.

Population

In this research, the researcher has used experimental design because this method helps to get reliable results. The population of this study consists of 10 students of at Grade 10th at Authentic Public School Murree Road, Rawalpindi.

Sample

In this study the researcher has used pretest and posttest techniques. The researcher aims at to place its finger at the right pulse and bring out the clear picture so that teachers may get benefit from it. The researcher has used different kinds of tools for data collection.

Out of total population of 80 students, 10 students are selected for the research and they are kept in experimental group and chosen for the control group. The experimental group is taught by using listening skills and the control group was taught in a traditional way.

Technique of Data Collection

Keeping in view about the level of students, achievement tests are used as tools of data collection. Some tests are prepared for both the groups (one is experimental and second is control group). All the students are Urdu medium. A pretest is given to two groups (experimental and control) before teaching October 10, 2023 and performance tools are graded. After this the experimental group is taught through using the listening skills and control group is taught the content in a traditional way.

Teaching Procedure

The aim of the research work is to expose the difference of achievement between the two groups which are one group with using listening skill and one is a traditional way. The control group is taught is a traditional way but the experimental group following steps:

Lesson plan is prepared daily in which more and more listening skills are introduced to teach content of the study.

The students are asked to following the Listening skills

They were encouraged to ask question if they face any problem

Sometimes they are asked to read silently and sometimes they are asked to listening slowly.

Research Design

The following instruments were used for the study:

- 1) Pre Test
- 2) Post Test
- 3) Lesson Plan

Validation

The chosen test items are validated by the group of experts' English departments in Authentic Public School Murree Road, Rawalpindi.

Scores

The marks are awarded after taking written test from the student. Tests are of 40 marks maximum.

Statistical Analysis

After tabulation, the results of the control and experimental groups are calculated. The following formula for both the groups in the pre as well as post test is applied.

- Mean score of pre- test control group (XC)
- Mean score of post- test control group (XC)
- Mean score of pre- test experimental group (XE)
- Mean score of post- test experimental group (XE)

The Data Analysis and Interpretation

This chapter deals with data collection and analysis of data obtained from the students with the help of pre and post test of both control and experimental groups. The data obtained in the form of scores from the control and experimental group were kept into two tables.

Table 1: Data obtained from control group

Table 1 :Performance of the Students of Control Group in Pre and Post Test

S#	Name of students N	Scores in pre test Y1	Scores in post test Y2	Gain=Y2-Y1 Y
01	Ahmed	11	12	01
02	Mustaqeem	11	14	03
03	Abdullah	11	19	02
04	Unzeela	15	17	02
05	Ibrahim	13	16	03
06	Subhan	11	12	01
07	Musa	20	22	02
08	Midhat	11	16	05
09	Hassan	16	16	00
10	Saleem	12	12	00
	N=10	Y1=131	Y2=156	=19

Table 2: Data obtained from experimental group Where

N= Number of students in each group

Y1=Sum of pretest score of students in control group

Y2=Sum of posttest students in control group

Y=Sum difference of pre and post scores of students in control group

X1=Sum of pre scores students in experimental group

X2=Sum of post scores of student in experimental

X=Sum difference of pre and post test scores of students in experimental group

=Sum of scores in each group

Mean scores of pre test =Y1=Y1/N

$$=131/10$$

$$=13.1$$

$$\text{Mean of post test} = Y2/N$$

$$= 156/10$$

$$= 15.6$$

$$\text{Difference of mean} = Y - Y/N$$

$$=19/10$$

$$=1.9$$

The data mentioned in Table 1 shows the score of students of the control group in pre test and post test. Mean score of control group in pre test is 13.1. In a post test this group has mean score of 15.6 so the difference of mean in pre test and post test is 1.9. This shows that using Direct Method improve the listening skills of students at grade 10th with proper use of listening skills did not show any positive because different latest listening skills makes the process of reading more effective and fruitful. The difference in mean pre test and post test clears the need of using latest listening skills at Grade 10th.

Table 2 : Performance of the Students of Experimental Group in Pre and Post Test

S#	Name of students N	Scores in pre test X1	Scores in post test X2	Gain=X2-X1 X
01	Ayesha	10	21	11
02	Sadia	11	19	08
03	Babar	11	23	12
04	Ali	12	26	14
05	Bilal	12	23	11
06	Saeed	20	36	16
07	Hamza	18	34	16
08	Akber	16	30	14
09	Waseem	15	32	17
10	Naseem	13	23	10
	N=10	X1=138	X2=267	X=129

$$\text{Mean scores of pre test} = X1 = X1/N$$

$$=138/10$$

$$=13.8$$

$$\text{Mean score of post test} = X2/N$$

$$= 267/10$$

$$=26.7$$

$$\text{Mean score of X} = X/N$$

$$=129/10$$

$$=12.9$$

The Table 2 reveals the scores of the 10 students of the experimental research group in pretest and posttest. Mean scores of experimental group in a pretest is 13.8. After using English Direct Method to improve the listening

skills of students at level six the mean scores in post test for the same group became 26.7.

In this way the difference in the pretest and post test is 12.9. This result shows a great difference in learning process of experimental group due to using Direct Method to improve the listening skills of students at Grade 10. So, their result is comparatively low. The difference in scores of pretest and post highlights the need of listening skills.

Table 3 shows the performance of the both group (Control and Experimental). Difference of means in both groups is also mentioned in the table. The difference of scoring between control and experimental group show that experimental group is comparatively better than the control group.

Table 3: Mean Score of the Students of Control And Experimental Group in Pre and Post Test

Control group			Experimental group		
Pre test Y1	Post test Y2	Gain Y2-Y1	Pre test X1	Post test X2	Gain X1-X2
13.1	15.6	1.9	13.8	26.7	12.9

Result Discussion

The Pretest was given to both groups (experimental & control group). The Pre test is prepared according to check the difference before using listening skills techniques. In other words, we found a minor difference between pretest and posttest. The experimental group was taught by latest listening skills. As SQ3R, silent listening technique, using context, listening in chunks, quit-vocalization and so on. The objectives of using these techniques in language so much capable that they can get the key meanings of text, they can easily understand writer's purpose of listening, ability to understand critical view, ability to get information and to create interest in students.

It is very difficult achieved almost all the objective which are set before research but research's research he achieved almost all the objectives. During the researcher the researcher met with some experiences which he wants to share. He found that parental atmosphere plays a vital role in children upcoming life. Proper guidance, motivation and investigation for achieving the goal play a vital role. In the same way the teacher plays a vital role. It is truly said that a good teacher tells the students, better teachers teaches the students. A best teacher explains the students but an ideal teacher motivates the students by creating interest towards achieving the goals. In our education department such teachers are very rare who teach the students from heart not from books. Now, we come to result of both the groups (experimental and control). Control group was taught in a traditional method but the experimental group was taught by using latest listening skills and these techniques would help them to make good readers. These reading techniques bring good and better changes in students for making good readers who can also recreate their knowledge in other situation also and these techniques would help them in extensive reading as well as intensive reading to get key information and enjoy.

As researcher is hoping that experimental group will show a better result after teaching latest reading skills. They scored better marks in posttest comparatively to in pretest. There were great changes in their results. The control group showed almost the same result. No changes came in them. The students of experimental group were more confidence and clear in their concepts comparatively to the control group. In the end it is clear that using listening skills is better successful and fruitful method to make the process of listening more affected and positive.

Justification of the Hypothesis

The researcher hypothesis was study listening skills can enhance students listening ability and interest. After conducting the research, the researcher found that most of her hypothesis was correct and it has become reality, no more. It has become crystal clear reality that using latest listening skills students take more interest and in motivated towards listening.

By using different techniques students get more knowledge from the text and they can recreate this knowledge in other situations. The experimental group showed a better result in posttest because they benefit from latest listening skills at Grade 10th. Now, researcher can surely say that result of experimental group confirms here a hypothesis and makes it reality.

Findings

In every research, findings are very important. In pre-test both the groups go almost the same. But after the experimental group by using latest listening skills the marks of the experimental group showed better results because of using different listening skills in the class room. The control group was directed by the traditional way so their scores remained the same in the post test.

The motivation and proper guidance play a vital role in child career. So, there is need of competent teachers should be there to help students in solving every problem of their lives. Majority of the teachers are not aware of the time. They do not know about the demands of the time. They are stick to the teaching methodology which was used before 50 or 60 years ago. They are not willing to change their teaching methods. They do not know how to use and devise listening skills and activities. They even do not know new active vocabulary and exact pronunciation of the words then how they can teach these things to the children.

There is lack of proper motivation and guidance in our education system. Listening has no place in our education system. There is no proper guidance either it is intensive listening or extensive listening.

Conclusion

The researcher finds on the basis of results the groups that use of listening skills is very effective and result full. The uses of listening skills make the learning effective, interesting and fruitful. The participation of the students makes the students active and develops confidence in students. The experimental group showed the above mentioned qualities in their selves in their results.

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