

Challenges Faced by Teachers to Enhance Listening Skills in English in the High and Low Income Schools in Lahore

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Abstract

This study is aimed to investigate the challenges faced by teachers to enhance listening skills in English at the high income and low income schools in Lahore using interpretivism. Interpretivism as a paradigm assumes that reality is subjective and can differ considering different individuals. (Alharahsheh, 2019) To achieve the objective of this study, this paper elaborates the importance of the challenges faced by teachers using two instruments: a questionnaire for teachers and informal interviews. The questionnaire was intended to explore the challenges that teachers face in teaching listening skills, the acquisition and importance of syntactic knowledge of teachers, engaging a new model and incorporating top-down processing skills. 5-6 teachers from each type of school were requested to fill it. Another convenient option planned was through informal interviews of volunteer teachers, ideally 2-3 from each type of school. The results derived from the questionnaire revealed details from three targeted domains. The questionnaire was filled by high and low income school teachers with 5-12 years of experience. The interview funneled it down to the issue of how parental support and improvement of teachers own syntactic knowledge can support the purpose. Applying the interpretivist approach in this qualitative study would help in gaining the in-depth knowledge regarding the challenges. Qualitative research is aimed to attain deep understanding of a specific issue to enable finding quality responses throughout the research (Creswell, 2002; Easterby et al., 2008; Biggam, 2008). The findings of the study will benefit teaching practice and curriculum development for listening skills.

Keywords: Listening skills, syntactic knowledge

Introduction

English language learning is an important factor of life, its acquisition holds high importance as its adaptation in each sector and the dealing with other cultures and knowledge helps today's global citizen. According to the words of wisdom shared by the research aspects explored by Hamouda (2013), he stated that in order to acquire an understandable input, it is essential to attain listening skill as a very important skill for language understanding and acquisition. Learning does not occur if there will not be any input. (Hamouda, 2013), as cited in (Abbas Pourhosein Gilakjani, 2016). English is used on every platform, especially the fact being the lingua franca online different social media and other communication modes, it is a must to be acquired.

English is not our mother tongue; it is being used by a good number of people quite successfully yet it is still considered a foreign or second language. Therefore, we do not have native English language

speakers but teachers and experts who have training in the field are putting in a lot of effort with TEFL Teaching English as a Foreign Language, ELT - English Language Teaching, TESOL - Teaching English as a Secondary Language, etc. as their major course of study, helping others to reach a certain standard to learn English as a second language. (Rao, 2019) However, teachers face different sort of issues that make it difficult to reach the required proficiency level of learners. These issues make it very difficult for the teachers to support their learners.

There are four language skills; listening speaking, reading and writing with listening holding a major chunk of communication. As stated by Mendelsohn, 1994 in (Nawaz, et.al. 2021), Communication majorly done through the skill of listening, the major chunk of almost 50% of the communication is taken by it while the rest of the three skills divide the other half with speaking dominating up to 25-30%, yet the skill of listening is still the most neglected.

Researches on this topic have been done, mainly targeting secondary or higher secondary students, the root cause that may lie at primary or early years' level has not come across my observation so far. My study focuses on targeting the identified gap of why the due attention is not given by teachers, lack of authentic material impacts the learners and teachers in what way, the application of top-down or bottom-up approach, how does lack of syntactic knowledge challenges learners and teachers and how to do other external factors impact learning. This research will help teachers enhance the listening skills and help encounter difficulties faced by them to concentrate on the problems faced by teachers at Beaconhouse Newlands, Akhuwat and Dar e Arqam schools while examining the target issue.

Rotational Station Model approach is a proposed solution that would organize the classroom into different listening stations, each focusing on a specific aspect of listening such as comprehension, vocabulary, syntax or pronunciation to increase the attention span, use of gadgets in a more productive way and inculcation of pre listening activities, while listening activities and post listening activities in a way that keeps students' attention undivided towards the task only. Integration of technology by adding different resources including exposure to native language speakers through videos and audios.

Problem Statement

English is considered and taught as a compulsory subject in all high income schools from early years and primary years in government sector which leaves the low income schools to target the subject at their own pace. The problems that teachers come across especially in enhancing the listening skills is the target. Therefore, this study will focus on the challenges that teachers at high and low income schools face to enhance listening skills in students.

Theoretical Framework

Enhancing the listening skills among the student body and learners at all levels, teachers at both high and low income schools face various challenges. These challenges include: limited resources and access to teaching materials, language barrier for students with English as a second language, lack of training and professional development opportunities for teachers, large class sizes and limited individual attention, and a lack of alignment between the curriculum and students' interests and backgrounds (Fadilah, 2023) While trying to gain insight into the students experiences and the challenges faced by teachers, the Interpretivist paradigm integrated with the basic interpretive qualitative study followed by thematic analysis and inductive coding helped understand the experiences in the context of the development of listening skills.

Research Questions

The research questions of the study are:

- What are the main challenges faced by teachers in high income and low income schools of Lahore to enhance listening skills in English?
- How do teachers perceive the acquisition and importance of syntactic knowledge in teaching listening skills?
- What strategies do teachers use to engage students in learning listening skills, and how effective do

they perceive these strategies to be?

Literature Review

Listening comprehension has been an issue that needs to be fixed to enhance the listening skills of students. For improved productivity teachers need to be better equipped with knowledge, skill and authentic material.

Khan (2014) found out that the technique of reading aloud is followed by a handful of teachers only, the teachers who do so ensure modelling by reading aloud a paragraph or two for improving the listening skill of the students. This helps the students to identify the pronunciation and intonation along with improving their listening skills. Some of the teachers assign the task to students to listen to English news and watch English plays and movies – this exposure to the language in different forms helps students, but majority of the teachers do not assign this task. (Khan, 2014) Due time is not given to focus on the skill to enhance and improve listening skills taking support from available audio/visual tools available to most students yet it's not duly focused by all teachers. There is more need for effective techniques, combining new and old techniques can provide support.

According to the findings of Isam (2017) English language teachers believe that listening comprehension is a very important skill in teaching and learning the English language. Teacher's qualifications, teaching experience, attended training courses in teaching strategies and methodology related to listening comprehension are very important traits. (Alrawashdeh, 2017) Requirement of suitable trainings to upgrade the skills as per the different type of learners of the current gadget age. It would help in enhancement of listening skills with due training provided to support the students and teachers.

Dr Nawaz believes that students could not encounter unfamiliar terms while listening, they were forced to pause and consider its meaning, causing them to miss the remainder of the speech. Due to a lack of syntactic knowledge, learners found it challenging to put words and phrases together.

Moreover, there are many texts that do not give much attention to listening and speaking skills, and teachers do not give much attention to these skills in their classes. (Nawaz, 2021) Focusing on syntactic knowledge by using different techniques, improvising teaching techniques would support in enhancing listening skills. Discourse with native speakers is not possible for students of such countries that are not native English language speakers, although literature shows that listening skills require enhancement in young learners in every language and for all natives no matter what language they speak.

Challenges faced by teachers needs to be focused on the length and speed of listening, take care of the external factors, etc. to ensure students are catered in a better way to enhance their listening skills. (Handayani, 2023) Certain external factors can be taken care by ensuring a routine integration of lessons on listening skills this would help in improving language proficiency on the whole. Low income schools especially in third world countries are not very huge set ups and the noise and the humdrum of the surroundings distract the learners which may hinder their learning, for such special activities, it is important that the external factors obstructing learning should be looked into and a feasible solution is found to make sure students acquire the best of the provided tools.

As per the findings of (Assefie, 2020), it is clearly visible that English language teachers have failed to implement the different activities in a complete manner. In order to properly and fully implement the pre listening activities, while listening activities and post listening activities they need to plan things out properly. As per the findings, it is also visible that teachers' emphasis on grammar, teachers' preference to explanation and demonstration than to create students listening opportunities, teachers' preference to teacher-centered approach, teachers' reluctance to provide students opportunities to exercise listening were some of the challenges that were faced by the teachers inside the class room exercise of teaching the listening skill which as a result impeded the learning of language and the enhancement of listening skills in students. He further stated that a bottom-down approach should be paired with a top-down approach for better results. By altering the way of delivering a certain lesson content, making students in charge at a few points, things may lead to have a different impact on the

enhancement of listening skills. Focusing on vocabulary and gradually moving towards the mode of better learning in the form of syntax – was helpful by students having to identify the syntax and structure of sentences, in turn listening to an audio and asking students to make a prediction to look into a top-down approach enhancing listening and language skills simultaneously. Students this way learn from their peers as the level of indulging into activities from among their own age group is more infectious and it is also healthy in adding to their knowledge.

According to Tarigan (2015) researchers can deduce the definition of listening which is a stage related to the use of meaning. When a person listens or hears a phrase with patterns and intonations as well as the expression of sounds, also a person will easily imitate it. This would help students identifying the syntactic structure by focusing on the vocabulary, accent and tone by imitation leading to better knowledge of new vocabulary helping in understanding it better, teachers need to include this as a regular routine in their lessons.

Technological materials are helpful and expected to affect directly to listening instructions in the classroom according to Smidt and Hegelheimer (2010). It is imperative that they are implemented through a strategy-based approach so that listening can be enhanced. Different strategies help in learning for students that learn from different learning styles as a tool used to support teaching is reassuring. Using a technologically supported classroom to enhance the listening skills by issuing instructions that would help the students enhance their language skills and work on improving their listening comprehension, instructions need to clear and teachers may require support in the form of training and organisation support.

In spite of the fact that the process of language acquisition involves listening comprehension as the fundamental skill, learners seem unable to master that skill with proper accuracy. Furthermore, learners are subjected to face difficulty in the exchange of information for not having good oral listening comprehension (Rost, 2002; Underwood, 1989). However poor listening ability is considered one of the factors affecting communicative competence of learners in negative way (Anderson & Lynch, 2003; Nguyen & Tran, 2015; Ur, 1996). To enhance the listening skills teachers should use more oral listening comprehension skills that would support the listening skills and train the students alongside.

Hamouda (2013) stated that listening comprehension is one of the crucial problems that ESL learners have to face as much attention is paid to vocabulary, reading and grammar. Additionally, speaking and listening are not focused by teachers and these are also neglected to be the significant part of the books for the courses of ESL teaching. If listening skills are focused, students gain knowledge of vocabulary and syntax in a better way that would enhance their speaking skills as a positive result.

According to Osada (2004), listening is being treated as of less importance by teachers and listeners and this basic skill is subjected to be neglected by learners and teachers in the process of learning and teaching a language respectively. As a result of this, the listening comprehension cannot be developed among learners for enhanced learning. Despite being the most important skill, teachers need to focus this skill by integrating it within their day as a routine as listening is a key to enhancing language and the three skills as well.

Facing issues with not having the families on board due to multiple issues, especially language barrier takes the burden of guiding their child off their shoulders. Establishing a shared responsibility for family engagement requires school leaders to commit to learning from- and-with families about how to effectively engage with each other over time, rather than approaching engagement as a “top-down” initiative. (Jacques, 2018) However, there are parents who need to be trained especially in the low income categories by the schools to be able to support their children and learn alongside in some way or the other.

Keeping in view the different researchers’ viewpoints, it is important that the lack of importance to enhance listening skills by training teachers to use the correct equipment, inculcate syntactic knowledge and regulate top-down and bottom-up approach for better language skills.

Research Methodology

The research methodology applied is through the interpretivist paradigm and the basic interpretive qualitative approach is based on two basic things; a questionnaire and informal interviews of volunteer teachers. Focusing on the paradigm the data was triangulated through a survey questionnaire in qualitative form, backed with informal interviews of volunteers who volunteered through the inquired question within the questionnaire itself. Keeping in mind the ethical considerations, the first thing was to meet the school admin. Meeting all three school headmistresses was a very positive experience as they were very happy and keen to have their teachers participate in such a research work. A special consent form was already issued from the department head of the university that requested the same, the headmistresses signed the forms. This proved to be the most convenient and useful way of handling the beginning of the research journey. Triangulation of data was done to remove any potential bias and ensure the issues identified were in line with the question and topic understudy. Focusing on a small group of teachers from high income and low income educational institutes was challenging as accuracy of data was risked, yet the details received were quite thought provoking. The first tool used was a questionnaire that stated the purpose, target and details of the researcher, it also shared the details of how the volunteer can walk away without any repercussions. The questionnaire was filled as anonymous and no name or email address was mandatory until the very end where they were given an option to opt for an interview.

The questionnaire focused on 5 issues that were identified while research, including;

- challenges faced by teachers
- lack of syntactic knowledge and listening skills
- importance of listening skills
- invention of a new model
- top-down and bottom-up approaches

It was shared via WhatsApp with the school head who disbursed the link with the required teachers to ensure anonymity. The questionnaire included 10 sections with a total of 13 questions. The last section was the requisition of details for the ones who volunteered for the interview. Three schools were taken into consideration to gather data; 6 teachers from Beaconhouse Newlands filled the form and 3 volunteered for interview for the high- income school. Akhuwat Foundation and Dar e Arqam Jia Bagga branch were targeted for the low – income category. 3 teachers from each school filled the form and 2 teachers from Akhuwat and 1 from Dar e Arqam were interviewed.

The volunteer teachers from the high income school were all skilled and experienced in their respective field and grade level with a minimum M.A degree and multiple accredited qualification for IB schooling. The low income school teachers had also completed their 16 years of education which is a master’s degree or an M.A. The age of all volunteers was between 30-45 years holding 5-12 years of experience. These questions will help in bridging the gap in the researches done earlier that did not focus on this age bracket and the focus on syntactic knowledge especially for the enhancement of listening skills. Also it was very visible that all the teachers were experienced and had ample experience in their field to understand the depth of the research gap understudy. This was actually helpful where their knowledge and suggestions were required, also the interviews conducted later further peaked into their knowledge and experience banks to support the study.

Results/Findings

This paper will focus on the qualitative results received from the questionnaire focused on the issues, teachers training requirements, the environment of the school and the required teaching aids. The questionnaire was based on qualitative approach and the received responses helped in further identifying the issue and analysis of data. These responses clearly stated how teachers need to be more passionate, effective training workshops for teachers should be conducted, focus on phonetic awareness and minute details should be focused for a bottom-up approach. They also focused that a top-down approach should include making eye contact with the students, role play conversations after

listening to a dialogue should be done, making predictions and facilitating post listening discussions should be an integral part to enhance listening skills. Suggestions for a new model in the form of multi-sensory learning, speaker sessions, using a variety of audio visuals and using rotational listening stations would further help enhancing listening skills. Moreover, most teachers under study believe that students learn to listen for a variety of purposes which helps in assessing the effectiveness of the students listening skills. Teachers from this particular high income school were generally aware of syntactic knowledge and were incorporating it by using Myon activities (audio books usage), identifying parts of speech, analysing sentences, predicting upcoming words to engage discussions, prompting questions to engage in healthy discussions for better enhancement. Yet some believed that it is not targeted on a daily basis, which identifies that the listening that is happening otherwise is not considered a part of enhancing the skills in any way.

Low income school teachers of the two schools focused, faced the main challenge of less literate parents, language barrier, mother tongue influence, habit of translation, difference of dialect and a poor to no vocabulary. They lacked syntactic knowledge and found it difficult to incorporate it in their students due to mother tongue and second language barrier.

Skillset of teachers is compromised due to lack of training, non-availability of resources and non-cooperation of parent body due to language barrier.

Teachers need to update their skills, targeted training opportunities should be available and a livelier and targeted approach towards this skill should be made. Different tools including visual and aural aids should be included on a regular basis to determine the importance to improve student focus especially when they are engrossed in using gadgets for a more impactful teaching process. The division of the lesson should be done in such a way that the learners do not feel monotonous and the element of interest and curiosity is used to enhance the skill. Parents should be taken on board for a more practical and supportive approach by conducting regular meeting, three way conferences with the students in charge are a strong support. Having the parent body on board keeps them abreast with the child's progress, also helps in identifying the lacking and providing support from home – it all over helps in changing the culture of listening to different media channels and getting engaged with native speaker tools using different mediums.

Discussion

The questionnaire was divided into five sections.

Discussion of the findings of Section I:

The first section of the questionnaire focused on the demographics that included the role in education and the years of experience. It was visible that most of the teachers were experienced and no one was a novice which was a strong point in ensuring that the questionnaire was answered by teachers who had a knowhow regarding the importance of the enhancement of listening skills and they knew the struggles teaching this strand followed.

Discussion of the findings of Section II:

This section focused on the main challenges and the received responses mainly focused on weak comprehension skills, short concentration span and language barrier that teachers faced. They also commented on the fact that high income schools are better equipped and the students have a better exposure yet the academic pressure on teachers to complete the targeted curriculum and non-familiarity with the language spoken as mother tongue is spoken at most homes were some of the things that the teachers pointed out. Since the teachers had years of experience in teaching they were not only aware of the issues faced academically, on the basis of curriculum but also the importance of student issues as per their knowledge absorption and the attention span issues that are faced by them in concentrating on different tasks.

Discussion of the findings of Section III:

Syntactic knowledge and listening skills were focused in this section and the responses included only three things; learners find it challenging to put words and phrases together due to lack of syntactic knowledge, mother tongue interference leading to translation and the ability to understand the text is weak due to a weak foundation. The teachers believe that the inculcation of syntactic knowledge among their learners is a painstaking and continuous effort that needs to be paired with a skillful approach and audio/visual aids. Using different tools would support the students especially when paired with authentic material from native speakers as that would help in adding to the exposure of the students. Understanding the importance from the level of students and the issues faced by the teacher community were well pointed out by the teachers who filled the questionnaire.

Discussion of the findings of Section IV:

This section was based on the importance of listening skills for students, teachers believe that listening skills are the fundamentals and it is the core base to be able to grasp vocabulary and grammatical structure which are play a crucial and vital role for communication and language proficiency. Majority teachers stated that learners listen for a variety of purposes including listening and reading and to use other language arts hence it is important to enhance this skill. This understanding of the teachers regarding the importance of listening skills and that the purpose of listening being in variety for students helped gauge the understanding of the importance of the strand in itself, it also showed that the teachers are well aware how their students respond or suffer due to various reasons that obstruct the enhancement of listening skills for learners.

Discussion of the findings of Section V:

New models suggested were for a better exposure, reinforcement of listening skills through a variety of methods, targeting Rotational Listening Station and using top-down approach. Integration of listening skills with the other three skills like using background knowledge, role plays, making predictions, etc. The bottom-up approach was also focused by ensuring the linguistic details are kept in mind, working from general to specific issues and focus on phonetic awareness by practicing vocabulary exercises for word recognition were useful. They believe that this would ignite the passion among students and make it easier for the teachers to enhance listening skills among their learners from a very young age. These new models are a positive approach which is easily accessible for high income schools, it has to be a planned effort for low income schools to ensure these models are introduced, maybe through improvisation in as less as possible budget.

Discussion of the themes identified through Interviews:

Process

Semi-formal interviews were conducted for volunteer teachers from both high income schools and low income schools. Three teachers from Beaconhouse Newlands, while two teachers from Akhuwat Foundation and one teacher from Dar e Arqam junior school Jia Bagga branch gave interviews. These teachers had volunteered for the interviews from the questionnaires that were filled as an initial tool to gain knowledge about the formed question. The interviews were semi structured on the basis of the questionnaire and a few in depth questions were asked as per the teachers' responses.

Inductive Coding

All the interviews were recorded and transcription of each was done by hand. The coding process was followed in which the initial coding was done leading to multiples codes, they were then placed under the umbrella of axial coding by combining the common codes leading towards selection of coding to identify themes. The identified themes at the end were:

Clear and effective communication

Use of varied and engaging resources to support and enhance listening skills

Importance of motivation through parental involvement and engagement in enhancing listening skills

Using authentic material, exposure to native speakers using videos and audios would help in clear and effective communication. Most students are not able to pick up the native accent while listening to the audio especially at low income schools as they are less familiar, it is ideal that enough practice for each activity is done so that familiarity is developed. For this the teachers need to improve their own syntactic knowledge, repetition and regular reinforcement of tasks by inculcating them on a regular basis. Use of varied and engaging resources to support and enhance listening skills by using cartoons, videos, audios and movies to enhance listening skills by increasing exposure to native speakers. Importance of motivation through parental involvement by three way or student-led conferences with parents would not just help in engagement but would also support in enhancing listening skills. Interference of mother tongue and parent involvement would support in making language acquisition easier.

Conclusion + Recommendation

It is visible that teachers at the selected high and low income schools face a lot of problems to enhance the listening skills among their learners.

It was identified that the teachers of these schools lack continuous training and are burdened by the pressure of completion of the targeted curriculum which shows a lack of time dedicated for enhancement of listening skills. They have suggestions to improve these skills using different methods yet they require support from their institution in the means of providing them the required time, equipment and environment to ensure its practice. Using a top-down and bottom-up approach simultaneously and ensuring multiple tools application will help in bringing back the deviated approach of these teachers from other skills, back to the main goal of enhancing listening skills of their students which would in return benefit the other three skills as well.

Based on the results of the study, the gap lies in lack of syntactic knowledge which can be overcome using different strategies. Rotational Stations focusing on a targeted approach would be an easy approach in the given classroom space to begin with for these students. Parental support, exposure to language and targeted professional development would enhance the skill manifold in each schools' specific needs according to the areas culture and customs.

Moreover, it is ideal that an equal division of time is done for all the four skills by the curriculum developers of these schools to ensure better and a more targeted language learning approach. Syntactic knowledge is indirectly addressed in some of the statements, particularly those related to differentiation/grouping and support through resources. For example, providing differentiated assignments and leveled readers (differentiation/grouping) can help students develop their syntactic knowledge by exposing them to sentences and texts at their current language level. Similarly, using multimedia resources and exposure to different types of spoken language (support through resources) can also aid in the development of syntactic knowledge by providing diverse examples of sentence structures and language use.

Limitations & Future Directions

Reviewing literature and finding the gap between the already conducted researches was not too difficult. The target literature was from the past ten years which helped in identifying the gap in work on syntactic knowledge and top down and bottom up approach while working on listening skills. One more thing that was noticed was that all the previously done researches conducted were from the senior grades and primary levels were in a way neglected.

Development of listening skills is very important from an early age. As quoted by Gulec (2014), (Ozbay, 2005) believes that in order to understand any message, it is important to develop the listening ability which can be heard from anyone saying something or reading loudly reading. Listening is one strand of language learning that is an essential in education and the process of communication and should be developed from an early stage. The teachers at high income schools were aware but overwhelmed by the work load of all the different activities and it was difficult to gain time from them, yet it was a pleasure that they were kind enough to share their feedback through different methods

especially volunteering for the interview process. The teachers from the low income school were overwhelmed by the whole idea as they had different battles to fight including the lack of educated parent body and support system. They seemed to be the people who were facing the most difficulty as English is not the first language in the country where this study was done (Pakistan). The directions for inculcating listening into the curriculum as a more stronger skillset and taking the parent body on board to support their child at high income schools and low income schools are suggested below:

- Listening should be a part of the curriculum
- A minimum of two hours a week should be given to it
- Increase in school budgets for training and audio/video tools, upgradation of the curriculum to ensure listening is targeted from a junior level
- Native speaker authentic audios should be used to gain familiarity of native speakers' dialect for easier understanding of language
- Breaking down of words to gain syntactic knowledge
- Continuous professional development for teachers especially in low income schools targeting syntactic knowledge, top down and bottom up approach
- Taking parents on board through bi monthly panel discussions on the topics planned ahead to gain support from home
- Three way conferences to ensure parents and study body is engaged and on board
- Sharing useful videos with parents to gain confidence and support of the parent body

A brief detail for each point:

- Listening should be a part of the curriculum
Integrating listening within the curriculum would not just support teachers but would have a very positive impact on the students. Enhancing listening skills would be made easier in this manner.
- A minimum of two hours a week should be given to it
With a fixed time embedded within the curriculum and lesson plans, it would help in making it a norm and not something that is touched once in a while.
- Increase in school budgets for training and audio/video tools, upgradation of the curriculum to ensure listening is targeted from a junior level
Having cross culture meetings with native speakers, having debates or other contests that involve the use of multiple skills at a time would help for which the requirement of different tools especially internet access would aide.
- Native speaker authentic audios should be used to gain familiarity of native speakers' dialect for easier understanding of language
By using the easily accessible tools would also support the students learning.
- Breaking down of words to gain syntactic knowledge
Implementing strategies that would support in breaking down words and phrases would help in enhancing the language skills. This would also help the elementary level students to pick up new words and phrases quickly and more accurately.
- Continuous professional development for teachers especially in low income schools targeting syntactic knowledge, top down and bottom up approach
Investing in the professional development skills of teachers at a smaller scale; that is by the schools on their own and also on a larger scale where the state can step in and make it mandatory to have a certain number of hours accredited to training would help in enhancing teaching skills resulting in better enhancement of skills at the student level. This would also help in targeting the specific skills like the enhancement of listening skills in students with a more direct approach.

- Taking parents on board through bi monthly panel discussions on the topics planned ahead to gain support from home
Parent body, especially the ones who are sending their children to the low income schools, need to be kept on board. This is helpful in many ways, also listening skills are upgraded on a larger scale.
- Three way conferences to ensure parents and study body is engaged and on board
Keeping the parents abreast of their child's learning by having the child explain his/her situation in the target language is helpful and also increases the confidence level of students to be able to cater other important skills later.
- Sharing useful videos with parents to gain confidence and support of the parent body
Staying in touch with the parents by making use of the different applications that are the norm of the current time would help in keeping them abreast with the learning and the progress of the learner. This would also help them in keeping a check and a support system in tact from their homes.

Overall the whole research was a dive deeper into the already researched yet an ignored or less focused upon strand of language teaching definitely not by researchers but by the education sector. It is noticed that the literature reviewed also focuses on the lack of English language skills in non-native speakers especially in the countries where English is not a native language. Being an international language, and with the passage of time, the requirement of enhancing skills in English language it is important for people to know the importance of all four strands to ensure gaining a grip on it and the ideal time to begin this training is from a younger age and from the strand of Listening as the that are faced by teachers of secondary students are best to be countered at an early stage. Enhancement of listening skills is an issue that needs to be taken on board and much more seriously by educational institutes as it is impacting the performance and learning of students in all other strands. Including the skill of listening within the curriculum and making it mandatory would improve the foundations of acquiring and enhancing overall skills of proficiency in language and also add to the communication skills of learners.

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