Assessing the Level of Students' Listening Proficiency in English Language at Intermediate Level

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Abstract

The study entitled, "Assessing the Level of Students Listening Proficiency in English Language at Intermediate Level". The objectives of study were; to assess the level of listening proficiency in English at intermediate level, to measure students' understanding about English grammar, vocabulary, fluency and pronunciation at intermediate level and to recommend effective teaching strategies for students at intermediate level. The study was survey and descriptive in nature. The quantitative as well as qualitative (QUAN-qual) method was used. The explanatory sequential approach was adopted. Population of the study comprised; English teachers of public and private colleges serving in District Rahim Yar Khan. The sampling of study comprised 16 college of public private sector from Tehsil Liaquatpur and Khanpur from District Rahim Yar Khan. 80 English teachers of public private sector from Tehsils Liaquat pur and Khanpur and 370 college students of public private sector from Tehsil Liaquatpur and Khanpur. The questionnaire was focused on observing listening skills of students. The listening skill was assessed through questions, arranged in order of increasing difficulty, focusing on language learning and teaching. The validity and reliability of research tools was insured as follows. The validity of questionnaire and interview were insured through Expert's opinion. The reliability of questionnaire was calculated through Choronbach Alpha. Findings of the study were 66% (5% teachers and 61% students) opined that they did not enjoy listening to English news. Mean score 3.15 and standard deviation 0.928 the observed variability. Furthermore, 51% (73% and 29%), support those who find it challenging to remember the information during the lesson. Mean score 3.251 and standard deviation 0.907 supported. The study concluded that the enjoyment in listening to English news may be helpful in improving proficiency in English.

Keywords: Assessing, Listening proficiency, English language, Intermediate level.

Introduction

Education can help to boost self-esteem by demonstrating knowledge and empowering with a community of their thoughts and opinions. It is helpful for getting the human right and one the strongest vehicles for diminishing poverty in the society and also good for improving the health of people. It is also very important to mention here that education is very important to gain deeper knowledge and understand the daily life subjects. It's not just learning a book or lesson but important to practical exam as well. Education provides stability in human life and it offer to learn something which no one take away from human mind (Lone et al., 2011; Ramzan et al., 2023; Saleem et al., 2024). When individual get a degree from collage, he will get opportunities and that knowledge opens the new door of success for individual. Education helps the individual to get the higher paying jobs and provides financial security in today's world.it encourage the self-dependence and reduce social class gap and providing everyone an equal chance at higher paying jobs (Bhutto et al., 2023; Moazzam et al., 2024). According to Nelson Mandela "Education is incredibly powerful and can be used by individuals to change the world. Leaning is the process of gaining new abilities, information, critical thinking, concepts and behaviors through comprehension and experiences. This is the process that includes building human brain development and also allowing individuals to remember and apply what they gained (Shakir et al., 2011; Mohiman et al., 2021; Zafar et al., 2023; Maitlo et al., 2024).

Education also serves as a vehicle for the dissemination of all the knowledge and skills that each of us has acquired throughout the years. Being part of a community rather than living along suggest that we may benefits from education rather than having to start from zero when learning new abilities and information (Mumtaz et al., 2024). They also disseminate the attitudes behaviors, and common ideas that we have chosen to display. For instance, education has aided in the growth and maintenance of the widely held belief that people who commit particularly heinous crimes have a right to a fair trial, regardless of the nature of the crime. Simply said learning and education are essential to the survival of both western culture and human existence. They are what we use to make our communities better for ourselves, our neighbors and future generation. Education is essential for individual growth, fostering intellectual, emotional, and social development and plays a crucial role in shaping societies by promoting innovation, cultural understanding, and economic progress (Yousaf et al., 2021; Arshad et al., 2024).

Literature Review

English holds significant importance in Pakistan due to its historical, socio-economic, global relevance and educational. In Pakistan, both English and Urdu are acknowledged as official languages. A national minority of roughly 3 million people who make up about 133 million people speak English as a second language, according to linguist Tom Mc Arthur. Not only are human's individuals, but they are also social creatures that need to engage with one another. Thus, mastering language and using it for communication are crucial. Therefore, English, which is seen as a universal language, is essential everywhere, particularly in the fields of education and language acquisition (Ahmad, Iqbal & Rao, 2023; Mukhtorova & Ilxomov, 2024).

Many individual particular goals, such as developing their professions, traveling, and making friends overseas. Both formal and informal groups have developed a variety of methods due to the widespread desire among indivuals to learn English and its relevance. Why study English when you can learn any of the other 6,500 languages that are currently spoken in the

world? English is widely used as a business or diplomatic language and is the third most spoken language in the world. More than 118 countries speak and teach it. It is used in science, aviation, computers, diplomacy, and tourism (Hong, 2016; Milliner & Dimoski, 2024). The language that is utilized in the media, on the internet, and in international contact is not the least of these. Because of its historical, social economic, global, and educational significance, English is highly valued in Pakistan. Here is the analysis of his in various fields.

Historical Context English Language

English rose to prominence during British colonial and continued to play a significant role in Pakistan legal, administrative, and educational frameworks following its independence in 1947.english is connected to the majority of other languages spoken in European and western Asia, ranging from Iceland to India, because it is a member of the indo European language family. Nomads said to have wandered the plains of southeast Europe about 5,000 years ago spoke the parent language, known as Indo-European (Eng et al., 2013; Vergara Espinoza, 2023).

English as Administrative and Official Language of Pakistan

English is the official language of Pakistan; it is used in government documentation, judicial proceedings and legislative activities. Urdu is the national language of Pakistan but coexist with English in formal domains. Developing nations, particularly those with colonial pasts, confront difficulties with language policy and planning, including language instruction. Pakistan is a developing nation that was a part of the British colonial empire. It had several problems with language planning and policy both during and after independence (Wang 2015; Jalbani et al., 2023; Wasir, 2024). In Pakistan, there is no official document as far as the language policy is concerned. (Vandergrift, 2006; Sadaf et al., 2024). However, the language policy is mentioned in a number of documents, including the nation's constitution, the education policy, and rulings from the Supreme Court and High Courts, and policy declarations made by lawmakers in parliament. The problem of language planning has never been settled in the nation's history and has fluctuated from one extreme to the other over time. With over 77 different languages, including regional and local ones, Pakistan is a multilingual nation. (Islam & Stapa., 2021; Ahmad, Rao & Rao, 2023).

Urdu Is Pakistan's Official Language

Urdu is the official language of Pakistan; Urdu is deeply ingrained in the country literature, culture and social structure. Its origins are in the indo Aryan language family, which has developed over millennia with influences from Arabic, Turkish and Persian (Rao et al., 2024). An indication of the regions strong cultural fusion is the evolution of Urdu. Literature in Urdu is made more readable and original by its script, which is modeled on the Persian script.

Communicate Effectively to Succeed Professionally

On the professional side, effective communication helps to build strong business relationships. Another point to note is that clear communication with your partners, clients, and stakeholders is a huge step towards building trust, which is vital because trust and reliability are important components of your security; need to be established and rewarded in a long-term professional relationship. Good communication enhances the efficiency of the team and makes sure that everyone is on. Globalization and in particular worldwide mobility must be taken into account in any study of English globalization or evolution. Here we will examine three facets of worldwide mobility working migrant's international tourism and international student's mobility (Hashemi et al., 2015; Farhat, 2019; Iqbal et al., 2023).

It is widely acknowledged that English is important for international travel. English language instruction offered as part of tourist training programs and the release of language course materials created especially for individuals working in the industry represent a dynamic, commercially driven response to the need.

Importance of English Language Proficiency

Language competency is the capacity to speak listen read and write in a language in order to communicate effectively and appropriately in everyday contexts.it evaluates a person capacity to understand use and communicate in a certain language in a range of contexts from informal everyday interactions to professional and academic settings. The common European framework of reference for language, which separates language proficiency into six levels from AI (starting) to C2 (proficient user) is used to test language competency (Council of Europe, 2020). These levels provide a uniform method of evaluating language proficiency worldwide.

Communicating effectively through language is essential for human understanding. Whose clear and precise language would ensure that the intended message is received and comprehended accurately, thus creating a stronger base for a meaningful interaction. Such clarity minimizes misunderstandings, reducing the risk of confusion and misinformation that could trigger conflicts or mistakes. In addition, clear communication improves collaboration as team members can collaborate more easily to build ideas and introduce solutions.

English language proficiency is quite essential in context of academic, business and even social interactions. Over the years as English has developed into the global language, it has aided in international communication, trade and education (Crystal, 2003). Proficiency includes much aspect as competence, fluency, cultural literacy, and theories, assessment techniques, and communication skills (Bachman & Adrian, 2022).

Research Objectives

- To assess the level of listening proficiency in English at intermediate level
- To measure students' understanding about English grammar, vocabulary, fluency and pronunciation at intermediate level
- To recommend effective teaching strategies for students at intermediate level

Research Questions

1. How to assess the level of listening proficiency in English at intermediate level?
2. What is the level of students' understanding about English grammar, vocabulary, fluency and pronunciation at intermediate level?
3. What are the effective teaching strategies of English for students at intermediate level?

Methodology and Design

The study was survey and descriptive in nature. The quantitative as well as qualitative (QUAN-qual) method was used. The explanatory sequential approach was adopted.

Population

Population of the study was comprised;

- All English Teachers of Public and Private colleges serving in District Rahim Yar Khan.

- All students of intermediate studying in public and private colleges in District Rahim Yar Khan.

Sampling, Sample and Sample Size

It is generally believed that the accuracy of the survey demand large sample size. However, the small size sample was desired because it was easy to manage observable and low cost involved. So, the cluster random sampling technique was adopted and Populations of the study were divided in to three clusters based on three tehsils. Researcher was collected desired data from three clusters based Liaquatpur, Khanpur of District Rahim Yar Khan sampling of the study was comprised;

- Sixteen (16) college of public private sector from tehsil Liaquat pur and Khan pur, Rahim Yar Khan
- Eighty (80) college teachers of public private sector from tehsils Liaquat pur and,khan pur and Rahim Yar Khan
- Three hundred and twenty (370) college students of public private sector from those Tehsils Liaquat pur , khan pur and rhim yar khan

Sample Chart

Cluster	Respondents	Public		Private		Total
		Male	Female	Male	Female	
District Rahim Yar Khan	Teachers	20	20	20	20	80
	Students	92	93	92	93	370
Total		112	113	112	113	450

Research Tools

The study employed both quantitate and qualitative approaches. A survey questioner was designed for students, teachers and college principals. this questioner was administered to the selected sample to observe and analyzed English language learning and teaching skills. The questionnaire focused on observing four skills

- Listening skills

All the skills were assessed through questions, arranged in order of increasing difficulty, focusing on language learning and teaching.

Pilot Study

The validity and reliability of research tools was insured as follows.

- The Validity
  The validity of questionnaire and interview were insured through Expert's opinion.
- The Reliability
  The reliability of questionnaire was calculated through Chorron Bach Alpha.

Data Collection

The collected data was analyzed through SPSS-24 using Frequency, mean, Percentage and Standard deviation.

Data Analysis

The demographic change was examined via data analysis. The obtained data was analyzed using the Statistical Package for Social Sciences (SPSS) version 24 software. Data analysis is going to be done.

Data Analysis

Table. Indicator: Listening Proficiency

RSP	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
LP-1	F	75	246	13	98	18	450	0.814	3.008
	%	10%	36%	5%	40%	9%	100%		
LP-2	F	57	229	34	96	34	450	0.928	3.15
	%	8%	33%	13%	30%	16%	100%		
LP-3	F	98	146	13	166	27	450	0.907	3.251
	%	13%	20%	6%	51%	10%	100%		
LP-4	F	70	211	3	135	31	450	0.833	3.217
	%	10%	30%	1%	49%	10%	100%		
LP-5	F	12	47	4	348	39	450	0.738	3.925
	%	2%	7%	1%	76%	14%	100%		
LP-6	F	9	25	5	307	104	450	0.655	4.333
	%	1%	4%	2%	47%	46%	100%		
LP-7	F	8	40	58	294	50	450	0.668	3.407
	%	2%	13%	35%	43%	7%	100%		
LP-8	F	32	238	32	133	15	450	0.998	2.699
	%	5%	49%	20%	21%	5%	100%		
LP-9	F	21	176	10	195	48	450	0.942	3.451
	%	3%	25%	7%	54%	11%	100%		
LP-10	F	27	284	5	112	22	450	0.803	3.101
	%	5%	39%	3%	47%	6%	100%		
LP-11	F	66	286	22	68	8	450	0.720	2.808
	%	10%	40%	14%	32%	4%	100%		
LP-12	F	56	327	2	61	4	450	1.030	2.274
	%	22%	53%	2%	20%	3%	100%		
Total	F	531	2255	201	2013	400	5400	0.890	3.223
	%	8%	29%	9%	42%	12%	100%		

The above table presents data on first indicator which was included (1-12) question. According to the data analysis of responses regarding listening proficiency revealed these

findings 42% of respondents agreed (A) on the importance of listening proficiency in language learning, 8% disagreed (DA), and 29% strongly disagreed (SDA) while 9% of respondents were undecided (UD). The mean score of 3.223 and a standard deviation of 0.890 support these findings.

Findings

Findings of the study were;

- The study found that 36% of respondents disagreed, 10% strongly disagreed, reported no trouble in understanding English, whereas a significant proportion of respondents indicated that they face issues. Majority agreed 40% (70%+11% as claimed) support those difficulties exits in listening to and hearing English for many respondents. Mean score 3.008 and standard deviation 0.814 supported the results.

- The study found that 13% of respondents were undecided, and 8% strongly disagreed with the statement that they enjoyed listening to English news. However, a significant proportion of respondents indicated that they did enjoy listening to English news. Interestingly, a majority of respondents disagree: 33% (5% teachers + 61% students, as claimed) suggested that many respondents did not enjoy listening to English news. 30% of respondents suggested that they enjoy listening to English news. Mean score 3.15 and standard deviation 0.928 supported the observed variability in responses.

- The study found that 13% of respondents strongly disagreed that they found it challenging to remember information during lessons, 20% disagreed, and 6% were undecided about-facing challenges in remembering information, whereas a significant proportion of respondents indicated that they face challenges in remembering information. The majority agreed, 51% (73% + 29% as claimed), support those who find it challenging to remember the information during the lesson. Mean score 3.251 and standard deviation 0.907 supported the results.

- The study found that 30% of respondents disagreed, and 10% strongly disagreed, indicating they did not face difficulties in understanding English. However, the majority 49% (30% teachers + 19% students) reported experiencing issues with comprehension during class. Mean score of 3.217 and standard deviation of 0.833 further support these finding.

- The study found that 7% of respondents disagreed, and 2% strongly disagreed, indicating that teachers did not evaluate students listening skills in the classroom. However, the majority, 76 % (75% 0f teachers and 78% of students), agreed that teachers evaluate their students listening skills during class. Additionally, 14% strongly agreed with this assessment. Mean score of 3.925 and a standard deviation of 0.738 further support these findings.

- The study found that 4% of respondents disagreed, and 1% strongly disagreed, indicating that students did not take notes during lectures. However, the majority, 47% agreed that student's takes notes during class, and 46% strongly agreed that note taking helps improve students listening abilities. Mean score of 4.333 and a standard deviation of 0.655 support these findings.

- The study found that 13% of respondent disagreed, and 35% were undecided about the importance students place on listening skills. However, the majority, 43% agreed that students emphasize the significance of listening in English, while 7%strongly disagreed. Mean score of 3.407 and a Standard deviation of 0.668 support these findings.

- The study found that 21% of respondents agreed, and 5% strongly agreed, indicating that students understood their teacher's instruction during class. However, the majority, 49 % (44% of teachers and 55% of students), disagreed suggesting that many of that respondent's struggled to translate their teacher lectures effectively. Mean score of 2.699 and Standard deviation of 0.988 supports these findings.

- The study found that 25% of respondent disagreed, and 3% strongly disagreed, indicating they did not face difficulties with English listening during class. However, the majority, 54%, agreed and 11% strongly agreed that many respondents experiencing listening challenges. Meanwhile, 7% of respondents were undecided about their English listening abilities. Mean score of 3.451 and a standard deviation of 0.942 support these findings.

- The study found that 39% of respondent disagreed, and 5%strongly disagreed, indicating that students do not face significance challenges in this area. However, the majority, 47%, respondents reported agreed, that students experience issues with proper sentence construction. Additionally, 3% of respondents were undecided about their ability to arrange sentences correctly. Mean score of 3.101 and a standard deviation of 0.803 support these findings.

- The study found that 32% of respondent agreed, and 4% strongly agreed, indicating that students face difficulties in understanding and summarizing the key point of a lesson. However, the majority, 40%, disagreed, that students do not experience significant benefits. Additionally, 14% of respondents were undecided, about their ability to correctly write any three key points of lessons correctly. Mean score of 2.808 and a standard deviation of 0.720 support these findings.

- The study found that 20% of respondents agreed, (A) and 3% strongly agreed, (SA) that students use audio content to improve listening skills. Majority, 53% disagreed and 22% strongly disagreed, indicating that students do not utilize audio content to improve their listening abilities. Mean score of 2.274 and a standard deviation of 1.030 supports these results.

Conclusions

The study concluded that majority of the respondents agreed that support those difficulties exits in listening to and hearing English for many respondents. While some of respondents disagreed, few of the respondents strongly disagreed, reported no trouble in understanding English, whereas a significant proportion of respondents indicated that they face issues. Mean score and standard deviation supported. The study affirmed that majority of the respondents disagreed that many respondents did not enjoy listening to English news. While some of the respondents suggested that they enjoy listening to English news, few of the respondents were undecided, and very few were strongly disagreed with the statement that they enjoyed listening to English news. However, a significant proportion of respondents indicated that they enjoyed listening to English news. Mean score and standard deviation supported the observed variability. The study illustrated that majority of the respondents agreed that they supported those who found it challenging to remember the information during the lesson. While some of the respondents strongly disagreed that they found it challenging to remember information during lessons, few of the respondents disagreed, and very few of respondents were undecided about-facing challenges in remembering information. Whereas a significant proportion of respondents indicated that they face challenges in remembering information. Mean score and standard deviation supported. The study described that majority of the respondents

reported experiencing issues with comprehension during class. While some of respondents disagreed, and few of the respondents strongly disagreed, indicating they did not face difficulties in understanding English. Mean score and the standard deviation supported. The study concluded that majority of students agreed that teachers evaluate their students listening skills during class. Additionally, some of respondents strongly agreed with this assessment. Few of the respondents disagreed and very few of respondents strongly disagreed, indicating that teachers did not evaluate students listening skills in the classroom. Mean score of and a standard deviation of further support these findings. The study concluded that majority, agreed that student's takes notes during class and strongly agreed that note taking helps improve students listening abilities. While some of the respondents disagreed and few strongly disagreed, indicating that students did not take notes during lectures. Mean score and a standard deviation of supported. The study concluded that the majority agreed that students emphasize the significance of listening in English, while strongly disagreed. While few of the respondents disagreed and some were undecided about the importance students place on listening skills. Mean score and standard deviation also supported. The study concluded that majority of teachers and students disagreed suggesting that many of that respondent's struggled to translate their teacher lectures effectively. While some of the respondents agreed and few of the strongly agreed, indicating that students understood their teacher's instruction during class. Mean score and standard deviation supported. The study concluded that majority of respondents agreed and strongly agreed that many respondents experiencing listening challenges. Meanwhile, some of the respondents were undecided about their English listening abilities. Some of the respondents disagreed and few of the respondents strongly disagreed, indicating they did not face difficulties with English listening during class. Mean score and a standard deviation supported.

The study concluded that majority of the respondents reported agreed, that students experience issues with proper sentence construction. While, few of the respondents were undecided about their ability to arrange sentences correctly and some of the respondent disagreed and strongly disagreed indicating that students do not face significance challenges in this area. Mean score of and a standard deviation supported. The study concluded that majority of the respondents disagreed, that students do not experience significant benefits. Additionally, some of respondents were undecided, about their ability to correctly write any three key points of lessons correctly while some of respondent agreed and few strongly agreed indicating that students face difficulties in understanding and summarizing the key point of a lesson. Mean score and a standard deviation supported. The study concluded that majority of the respondents disagreed and some of the respondents strongly disagreed, indicating that students do not utilize audio content to improve their listening abilities. The study concluded that respondents agreed and strongly agreed that students use audio content to improve listening skills. Mean score and a standard deviation supported.

Recommendations

The study recommended that;

- The study recommended that professional trainings may be conducted for teachers to handle the listening difficulties exits in listening to and hearing English for many respondents.
- The study recommended that training workshops may be organized for English teachers and students to enjoy listening to English news.

- The study recommended that teachers supported those students who found it challenging to remember the information during the lesson.
- The study recommended that the teachers reported experiencing issues with students about the comprehension during class.
- The study recommended that teachers may evaluate their students' listening skills during class.
- The study recommended that students may take notes during class and helps improve students listening abilities.
- The study recommended that the teachers and students may know significance of listening in English at intermediate level.
- The study recommended that they translate their lectures effectively.
- The study recommended that the many respondents experiencing listening challenges.
- The study recommended that the students experience issues with proper sentence construction.
- The study recommended that the students do not experience significant benefits.
- The study recommended that the teachers utilize audio content to improve their listening abilities.

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