ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

EXPLORING THE LIVED EXPERIENCES OF JUNIOR HIGH SCHOOL ENGLISH TEACHERS IN IMPROVING THE LISTENINGSKILLS OF STUDENTS: AN INQUIRY

Celesty L. Oboy; Lucena O. Asidoy, Ed.D

Article DOI: https://doi.org/10.36713/epra18215
DOI No: 10.36713/epra18215

ABSTRACT

The purpose of this phenomenological study was to unveil the lived experiences of junior high school English teachers in improving the listening skills of students in the Division of Davao de Oro. Using a purposive sampling technique, seventeen (17) cooperating teachers from four public schools participated in the virtual interviews. Themes related to their lived experiences emerged: providing students with different listening strategies, integrating technology in language learning, catering the needs in improving their listening skills, and having difficulty in using appropriate methods. Consequently, their coping mechanisms include the following: endeavored to advance instructional competence, engaged in collaborative initiatives, employed interactive and engaging activities, utilized research-based strategies and materials, and overcame environmental distractions and cognitive barriers. Moreover, the following were the insights of the participants: embodiment of good values, provision of positive reinforcement, determination to do the right action, and utilization of diverse strategies. The study results suggest that educators should recognize the potential of multimedia tools as dynamic and authentic resources for enhancing listening skills. Instructors should guide students in purposefully navigating multimedia and technology in language learning, developing critical listening skills to discern important information, and promoting active engagement during listening activities.

KEYWORDS: *Phenomenological study, Listening skills, Effective teaching practices, Holistic approach, Multimedia and technology, Instructional techniques, Davao de Oro.*

INTRODUCTION

The COVID-19 pandemic began in 2019 and was gradually followed by changes, particularly in schooling, which were referred to as the "new normal." There are numerous alternatives to continuing the students' studies when in-person instruction is no longer permitted. For around two years, the widely utilized instructional method in public schools is the use of printed modules. Several learning skill problems were found to have grown more likely during this transition period. Studying at home on their own had lessened the listening skills of students. As one of the macro skills and a gateway to effective communication, listening skill needs to be cultivated and should be mastered by students. And, being able to listen is a crucial skill for the learner to be more adept at comprehending (Khoiriyah, 2020).

Education, from the global perspective, still goes on despite the difficulties faced during the pandemic. Learning continues through several modalities and the majority of educators everywhere battled up in finding strategies to improve the listening skills of their students. As a matter of fact, in Saudi Arabia, listening, speaking, reading, and writing are the skills necessary for learning a foreign language (Akhter, 2020). When practice opportunities are limited in the present pandemic situation, listening skills are regarded as problematic, particularly in a second language context. Consequently, this has affected the methods of education and learning (Nematillokizi, et al., 2020). Moreover, in Indonesia, students are encouraged to communicate in English, they were eager to learn English, but they struggled with their poor listening skills; thus, difficult for them to give correct responses. Additionally, they could not catch the context of the text, and hardly discern proper pronunciation. In Uzbekistan, university students had to deal with insufficient vocabulary and paralinguistic problems due to listening problems. When they faced difficulty in breaking down unusual terms, they usually miss the next portion of the speech. Similarly, paralinguistic characteristics such as accent, loudness, tempo of delivery, pronunciation, and intonation made listening activities challenging for learners (Rashidova, 2021).

In the Philippines, teaching English listening is complicated. These problems included not just teaching correct pronunciation, vocabulary, tone, and phonemic variety, but also a lack of current listening apparatus and equipment. This phenomenological study investigated if listening to English music and lyrics may enhance students' listening skills. (Solano et al, 2020). According to Bautista (2020), the acquisition of language skills is fundamental to the development of students' academic capabilities. Bautista emphasizes that neglecting this crucial aspect of education can significantly impede students' communicative competence and overall academic growth. Therefore, prioritizing language skills acquisition is essential for fostering students' ability to effectively communicate and succeed in their academic endeavors.Furthermore, in Maco North District in the Division of Davao de Oro, I observed when in-person classes were permitted in the school, I have seen in my English classes that my students have poor listening skills,

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

particularly in English. This could be because there was no interaction between teachers and students inside the classroom for two years due to the pandemic. And learning experience could be different when there is actual interaction within the class because we can still hone the student's ability to listen during the class. I believe that students' listening skills should be improved by paying attention to this issue.

Several studies on improving listening skills have been conducted during the pandemic. Nhat (2021) underpins the impact of a small EFL hearing lesson on how to use online applications as a platform for both language acquisition and instruction. Additionally, a study about the method of enhancing students' listening skills and language aptitude through contextual education and instruction (CTL) through the use of online learning was also conducted (Ghonivita et al., 2021). Nevertheless, the acquisition of listening skills is already a problem; and it's made even worse by the fact that there are fewer opportunities for interactions between teachers and students during the pandemic. In my study, the focus is on the listening skills of students that needed attention and to be addressed by their teachers.

The results of this study can be a great help in addressing the critical issue of improving listening skills among students in the Philippines, especially in the context of public schools that currently use a combination of in-person and modular classes. By assessing the listening skills of students based on the experiences of English teachers, this study can provide valuable insights into the challenges faced during face-to-face instruction.

The common experiences and difficulties reported by the study's participants will shed light on the underlying problems and suggest potential solutions. Consequently, the Department of Education can use these findings to develop strategies and interventions aimed at enhancing the listening skills of students. This, in turn, can contribute to the overall improvement of the Philippine educational system.

To ensure that the results of this study reach the broader community, the findings will be disseminated through various channels. These may include academic publications, presentations at educational conferences, workshops for teachers, and collaborations with educational policymakers. By sharing the results widely, this can help educators and policymakers better understand the issues at hand. This could also be a basis on working towards effective solutions for improving students' listening skills which will eventually help them gain success in their educational endeavor.

Purpose of the Study

The purpose of this phenomenological study was to explore and understand the lived experiences of junior high school English teachers in improving the listening skills of their students in the district of Maco, Division of Davao de Oro.

At this stage of research, the lived experiences of junior high school English teachers in improving the listening skills of students are generally defined as the practical and personal encounters of educators as they strive to enhance students' listening abilities. These experiences encompass the strategies employed, the challenges faced, the successes achieved, and the reflections made by teachers in their efforts to develop students' listening abilities.

Research Questions

1. What are the lived experiences of English teachers in improving the listening skills of students?
2. How do English teachers cope with the challenges they encountered in improving the listening skills of students?
3. What are the insights of English teachers in improving the listening skills of students that can be shared with others?

Theoretical Lens

This research is gleaned from Carrell and Eisterhold (1983) schema theory, which describes the schema as a preexisting knowledge framework. According to Carrell and Eisterhold, a schema is an abstract knowledge structure that readers or listeners can employ to comprehend what they are reading or listening to. A schema represents the natural accumulation of prior information and serves as the cognitive foundation for thought. Students possess a limited number of schemas in their minds and to enhance their schema knowledge, teachers must assist them in creating more schemata. In addition, teachers can provide relevant background information directly in class to help students develop new schemata. Implementing schema-based listening instruction can enhance students' motivation and innovation in learning, and the teacher's guiding role in the classroom can contribute to improve teaching effectiveness.

This study also draws from Liubinienė's (2009) theory that educating learners on effective listening strategies is both a process and a product. Learners assume responsibility for their learning and gain control over the listening process. The instruction of common learning techniques can further improve listening skills. Moreover, when teaching listening, it is crucial to make learners aware of how to select and employ techniques that will aid them in achieving favorable outcomes. The instructor's involvement is pivotal as they not only guide learners through the listening process but also motivate them and empower them to take charge of their own learning. Enhancing effective listening abilities is an integral part of the overall learning process.

In addition, this research is based on concept of Goh (2008) on metacognition which serves as basis for a more comprehensive strategy to assist L2 students in creating meta-cognitive strategies that can enhance their listening skills. Metacognitive instruction can improve L2 listening that evokes and strengthens knowledge of students on developing their listening ability. Teachers help learners utilize efficient methods to enhance their understanding and overall listening development. Furthermore, teachers would be better equipped to absorb and assess the numerous technological advancements available today if they have awareness and comprehension of how listening occurs.

For this study, the theory will be utilized to examine how teachers use metacognitive instruction to enhance and help students to become effective listeners. By learning metacognitive strategies for comprehension, learners' listening

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

abilities can be improved. Teachers can incorporate this instructional method when planning classroom activities that emphasize the use of language learning instructions, especially meta-cognitive strategies.

On the whole, the theories mentioned above will be used to thoroughly analyze the lived experiences of teachers which can be instrumental in enhancing the methods of improving the listening skills of students and implementing them in this new normal era. By reflecting on earlier experiences and studies and with the cited theories, there could be a better grasp to these methods. Lastly, paying attention to other people's experiences becomes a valuable means of learning and making discoveries.

METHODOLOGY

This study utilized the qualitative research design in exploring the lived experiences of Junior high school English teachers in improving the listening skills of their students. Qualitative research will be utilized to comprehend and explore the lived experiences of public Junior high school English teachers through in-depth interviews. Creswell highlights that the goal of qualitative research is to explore and understand the significance that people or groups attach to social or human issues (Lhadon et al., 2023). The design procedure includes new queries and techniques; records collected in the participants' context; inductive document analysis, progressing from particular to general principles; and data readings are analyses of the significance of data.

Furthermore, a phenomenological technique was used in this study, which is an important tool for researchers to investigate and understand subjective human experiences. Based on people's actual experiences, it draws attention to the essential and shared elements of phenomena.

In this study, a qualitative phenomenological approach was used as it explored the lived experiences of the junior high school teachers and understood their challenges, coping mechanisms, and insights on how they helped students in developing their listening abilities in in-person classes.

Moreover, Phenomenology is a qualitative research approach that investigates an individual's life experiences. This essay explores the history, traits, and methods of phenomenology as a qualitative research methodology. Understanding people's living experiences is the fundamental goal of phenomenology. The participants genuinely communicate what they have seen and experienced firsthand. In conclusion, phenomenology is a qualitative investigation that focuses on people's actual experiences (Badil et al., 2023).

I applied a phenomenological method since it was well adapted to the study of actual experiences. It was an efficient instrument for gaining a clear grasp of human experiences, particularly the experiences of public junior high school teachers who had difficulty improving the listening skills of their students in in-person classes.

In this study, a qualitative phenomenological design was suitable as I collected data from public junior high school teachers, who were chosen through purposive sampling, and through in-depth interviews about their lived experiences in improving students' listening skills in in-person classes. All data acquired were utilized to evaluate, examine, and comprehend the findings while maintaining the study's credibility and ethical considerations in mind.

Additionally, the researchers intended to provide information about a problem by outlining the steps or rules used to develop, put into practice, and assess an idea. It also included a plan for addressing the issues or ideas raised by the researcher's study. To investigate people's perspectives, this research explored the way people interpreted and assigned meaning to various situations. Purposive sampling, FGD (group interview or discussion), IDI (one-on-one interview with the participant), thematic analysis, the validity of the study, and ethical considerations were some of the methods used in qualitative research that were presented in this study.

Research Participants

The qualified research participants in this study were the public junior high school English teachers in Maco North District in the Division of Davao de Oro. They were the ones who could most effectively offer information on their lived experiences, culture, awareness, knowledge, and expertise related to the topic under study. The research questions and theoretical vantage points informed the approach. In terms of the number of participants, this study adhered to Ellis' (2016) notion, which indicated that a sample size of 6 to 20 persons was an appropriate sample size for phenomenology (Karahan, 2022). Thus, the participants of this phenomenological study included 17 junior high school English teachers from schools in the Maco North District, Division of Davao de Oro. Among the 17 participants, ten (10) English teachers were subjected to in-depth interviews, and the other seven (7) English teachers underwent focus group discussions, with an even distribution of participants among the research schools in the Division of Davao de Oro. I selected three locations for my research from among the schools in the Maco North District. The interviews were performed via an online platform for the participants' safety since the pandemic had not yet ceased.

According to Nikolopoulou (2022), purposive sampling encompasses a collection of non-probability sampling methods where units are chosen based on attributes that are necessary for your sample. Put differently, purposive sampling involves "on purpose" unit selection. After the necessary data is identified, the researcher seeks people who can and are interested to provide it through their knowledge or experience. The most effective use of the resources at hand requires the identification and selection of the instances with the most data. Purposive sampling will be used in this study by locating and interviewing English instructors who are intensely involved or immersed in the issue under consideration. To provide genuine and dependable responses to the research questions.

Additionally, the researchers employed inclusion criteria to identify the significant characteristics of the target group and to address their study question effectively. Inclusion criteria commonly encompassed traits from demographic, clinical, and geographic domains (Capili, 2021). In this study, the following

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

inclusion criteria were used to select participants: 1) Participants had to be English teachers at the secondary level in public schools. 2) Participants should have a minimum of 3 years of teaching experience. 3) Participants had to demonstrate concrete ways, interventions, or activities aimed at improving the listening skills of their students. By focusing on public school teachers with specific qualifications and experience who actively engaged in improving listening skills, the study aimed to gather relevant data for the research question. Exclusion criteria included private school teachers, teachers with less than 3 years of experience, and teachers who did not implement specific interventions or activities targeting listening skills.

Data Analysis

The data were gathered through interviews with higher education and policymakers based on a suggested three-stage method, with administrators examined similarly. In the study (Creswell, 2007; Miles & Huberman, 1984), the preparation of the data for analysis is discussed. Transcribed, reduced the data into themes through a coding method, and represented the data.

Additionally, Braun and Clarke (2006) mention that patterns are discovered using strict data familiarization, data coding, and theme creation and revision processes. The procedure also saved time and proved effective. The methodologies utilized for the analysis largely followed the ones described by Braun and Clarke.

In this research, first, I was responsible for starting the thematic analysis by getting acquainted with the information. The interviews were translated, and their transcriptions were used to accomplish this. For appropriate translation and transcription, it was necessary to listen to the interview audio recordings several times. Verbatim translations of every interview into English were done without any editing. Second, the audio recordings and transcripts were imported to code the transcripts while listening to the audio as required. The objective was to examine transcripts from various perspectives.

The third stage was concept formation. One of the advantages of thematic analysis' versatility was that it allowed for various methods of determining the themes and their predominance (Braun & Clarke, 2006). Although the steps taken to analyze the data appeared to be sequential, they were quite repetitive and built upon one another. Additionally, as the researcher gained expertise, they utilized various methods to collect the desired data—the ultimate results they were seeking.

RESULTS

Experiences of Junior High School English Teachers in Improving the Listening Skills of Students

Table 1 displays the key themes identified from a thorough analysis. After an in-depth examination of the lived experiences of Junior High School English teachers in improving students' listening skills, here are the four significant themes that emerged: (1) Providing Students with Different Listening Strategies, (2) Integrating Technology in Language Learning, (3) Catering the Needs in Improving their Listening Skills, and (4) Having Difficulty in Using Appropriate Methods.

Table 1
Major Themes and Core Ideas on the Lived Experiences of Junior High School English Teachers in Improving the Listening Skills of Students

Major Themes	Core Ideas
Providing students with different Listening Strategies	• exposing students to differentiated listening activities • employing pre-listening and previewing vocabulary activities before topic discussion • asking HOT questions to analyze a topic • asking questions after reading short passages or selections • integrating pronunciation exercises in spelling activities
Integrating Technology in Language Learning	• using technology to improve lesson implementation and instruction quality • showing audio, videos or presentations related to the topic. • providing interactive listening exercises from technological tools or online platforms • utilizing relevant multimedia content on improving listening abilities in group discussions • getting the needed technological and instructional resources
Catering to the Needs in Improving their Listening Skills	• tailoring teaching strategies to suit different learning styles • employing a discovery learning approach • enhancing their vocabulary and spelling skills through student-centered approaches • being able to evaluate their effectiveness based on students' attentiveness and participation • being able to capture students' attention and awaken their knowledge

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Having Difficulty in Using Appropriate Methods	• encountering difficulties in determining the appropriate methods or techniques to employ • insufficient mental capacity for word recognition and auditory discrimination • difficulty in understanding and listening to unfamiliar words and English sounds

Providing Students with Different Listening Strategies

The participants expressed a collective appreciation for the diverse strategies employed to enhance students' listening skills. By integrating audio clips with various accents, dynamic and immersive learning environments are created, significantly benefiting students' listening and speaking abilities. The use of dictation not only improves listening skills but also bolsters vocabulary and spelling. Emphasis on repetition, concise listening activities, and second-quarter competencies such as stories, pronunciation, and songs, further solidify these skills. Techniques such as reader's theater, the inclusion of visuals and presentations, and one-on-one pronunciation practices build confidence and maintain student attention. The integration of videos and games adds an engaging and interactive dimension to the learning process.

Integrating Technology in Language Learning

Participants highlighted how integrating technology into language learning, specifically through online platforms and interactive exercises, greatly enhances teaching listening skills. They found that using audio technology and video activities not only makes the learning process more enjoyable and engaging but also effectively reinforces students' listening abilities.

Catering the Needs in Improving their Listening Skills

Participants discussed how their strategies for improving students' listening skills are tailored to meet individual needs. For fast learners, a constructivist or discovery learning approach is used, capitalizing on their natural independence. This method effectively aligns with their expectations and objectives. Participants also noted the challenges in selecting appropriate strategies, emphasizing the importance of analyzing students' needs to find the most effective ways to enhance their listening skills. This approach directly relates to the theme of improving listening skills by ensuring that teaching methods are responsive to students' specific requirements.

Having Difficulty in Using Appropriate Methods

The participants shared that one of their main challenges is determining the most effective methods to improve students' listening skills. They emphasized the need to first analyze and understand the specific needs and requirements of their students. This approach allows them to tailor their strategies more effectively, ensuring that their efforts are aligned with what will best support their students' listening development.

Coping Mechanisms of Teachers in Facing the Challenges they Encountered in Improving the Listening Skills of Students

Table 2 presents the identified themes and core ideas that resulted from a thematic analysis of the data taken from the in-depth interview and focused group discussion. After going through the experiences of junior high school English teachers in improving the listening skills of students, five major themes were developed, namely: (1) Endeavored to Advance Instructional Competence, (2) Engaged in Collaborative Initiatives, (3) Employed Interactive and Engaging Activities, (4) Utilized Research-based Strategies and Materials, and (5) Overcame Environmental Distractions and Cognitive Barriers. The specific core ideas in each theme are also shown in the table.

Table 2
Major Themes and Core Ideas on the Coping Mechanisms of Teachers in Facing the Challenges They Encountered in Improving the Listening Skills of Students

Major Themes	Core Ideas
Endeavored to Advance Instructional Competence	• staying informed on the latest educational trends and technology tools • employing innovation and evolving communication styles • explaining essential prerequisite concepts • doing self-reflection on teaching methods • acquiring a more profound understanding of students beyond their conduct in class • being sensitive and adaptable to students' listening difficulties
Engaged in Collaborative Initiatives	• promoting collaborative teaching and peer assistance • bench-marking and sharing of best practices • collaborating and learning current teaching methods from peers • seeking help from experts for updated techniques • seeking ideas from colleagues with similar experiences
Employed Interactive and Engaging Activities	• enhancing student listening skills through fun and interactive classroom activities • encouraging student participation and sharing of insights and experiences • using audio, video presentations and pronunciation exercises

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

	• making classes engaging by incorporating enjoyable activities and strategies into the lesson • using immersive listening experiences in the classroom • employing collaborative reading and paired or group activities • doing repetitive drills and pronunciation exercises
Utilized Research-based Strategies and materials	• doing research for fitted strategies and activities • employing strategies based on student needs analysis • assessing student feedback and needs before implementing teaching methods • identify areas of difficulty and simplify teaching methods • analyzing students' understanding and decoding processes during discussions • advocating for the creation of relevant textbooks
Overcame Environmental Distractions and Cognitive Barriers	• addressing learning gaps through a direct transcription method • doing remediation to address difficulties • reinforcing listening skills and creating immersive learning experiences through the use of technology • grabbing the attentiveness of students through diverse listening activities • encouraging students to have focus and to do practice exercises

Endeavored to Advance Instructional Competence
Staying informed on the latest educational trends and technology tools empowers teachers to enhance their instructional methods and stay relevant in a rapidly evolving educational landscape. This continuous learning ensures they can effectively integrate innovative resources and methodologies into their teaching practices.

Engaged in Collaborative Initiatives
Teachers cope with challenges in improving students' listening skills by promoting collaborative teaching and peer assistance, as well as learning current teaching methods from their colleagues.

Employed Interactive and Engaging Activities
Enhancing student listening skills can be effectively achieved through fun and interactive classroom activities. By engaging students in enjoyable and dynamic exercises, teachers can foster a more conducive learning environment.

Utilized Research-based Strategies and materials
Researching to identify fitted strategies and activities is crucial for effective teaching. By exploring and implementing well-suited methods, educators can significantly improve student learning outcomes.

Overcame Environmental Distractions and Cognitive Barriers
Addressing learning gaps can be effectively managed through a direct transcription method. This approach allows educators to provide precise and clear instruction, helping students to better understand and retain information.

Insights of Junior High School English Teachers in Improving the Listening Skills of Students
Table 3 presents the identified major themes and core ideas that resulted from a thematic analysis on the insights of junior high school English teachers in improving the listening skills of their students. Based on the analysis of their responses from the in-depth interview and focus group discussions, four (4) themes were developed, namely: Embodiment of Good Values, Provision of Positive Reinforcement, Determination to do the Right Action, and Utilization of Diverse strategies. These major themes also generated several core ideas reflecting the teachers' insights on how they work to improve students' listening skills.

Table 3
Major Themes and Core Ideas on the Insights of Junior High School English Teachers in Improving the Listening Skills of Students

Major Themes	Core Ideas
Embodiment of Good Values	• playing the vital role of bridging the learning gap in enhancing listening skills • emphasizing the value of commitment, determination, and enthusiasm in the classroom • being an embodiment of patience and understanding • being versatile and optimistic in improving students' listening skills • being resilient, and more creative in building rapport and relationships with students • instilling the habit of listening as essential for skill mastery • being approachable, reflective, and open-minded to effectively teach listening skills

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Provision of Positive Reinforcement	• motivating students by giving praise and recognition • providing support through constructive feedback and positive reinforcement • fostering open communication and dialogue for clarification • helping students prepare to listen and encourage them to reflect, and speak • guiding and reinforce learning by maintaining student engagement and focus • making listening activities more insightful and memorable. • using supportive teaching approaches, coupled with patience and ongoing evaluation
Determination to Do Right of Action	• promoting collaborative teaching and peer assistance • benchmarking and share best practices • collaborating and learn current teaching methods • seeking new strategies and interactive materials for students' engagement • employing tested techniques for improving students' listening abilities • real-life application of listening skills for deeper comprehension • to devise more effective strategies and interventions to address student's needs
Utilization of Diverse Strategies	• utilizing diverse engagement strategies to foster significant progress in students' listening skills • employing varied strategies tailored to accommodate diverse student preferences • implementing customized listening strategies and monitoring learning retention • utilizing flexible and adaptive teaching methods to validate diverse student responses
Importance of Assessment and Research	• assessing students' capacities and needs before implementing teaching methods • regularly conduct research for enhanced knowledge and effective strategy integration • struggles, problems, and listening skills improvement can be observed through the assessment of engagement and outputs • adopt output-based or performance-based methods for direct goal achievement • the need to evaluate the effectiveness of various approaches

Embodiment of Good Values

Teachers play a vital role in bridging the learning gap and boosting students' listening skills by embodying important values. Their dedication, enthusiasm, and commitment set a positive example, while their patience and understanding create a nurturing atmosphere. By staying adaptable and optimistic, teachers constantly find new ways to help students improve their listening, and their creativity and resilience build meaningful connections with their students. They teach the importance of listening as a key skill for success and remain approachable, reflective, and open-minded, making their guidance both effective and engaging.

Provision of Positive Reinforcement

The theme of provision of positive reinforcement, embracing the challenge of improving students' skills involves a commitment to patience and self-recognition. Teachers acknowledge and celebrate both their own progress and that of their students, regardless of its scale. This approach not only motivates students but also reinforces their development, making the learning process more encouraging and effective.

Determination to do the Right of Action

The theme of determination to do the right action, the idea expressed highlights the value of collaborative teaching and peer assistance. Teachers who are committed to improving students' listening skills actively encourage close classmates to support those who are struggling. This approach not only fosters a collaborative learning environment but also demonstrates a determined effort to ensure that every student has the opportunity to enhance their listening abilities through mutual support and shared effort.

Utilization of Diverse Strategies

Based on the response, utilizing diverse engagement strategies is crucial for making significant progress in students' listening skills. By accommodating various learning needs and styles, these strategies ensure that even small improvements are impactful and contribute to the overall development of each student, recognizing and addressing their diverse needs effectively.

Importance of Assessment and Research

According to the response, assessing students' capacities and needs before implementing teaching methods is crucial for delivering a tailored and effective learning experience. This initial evaluation allows educators to understand each student's strengths and areas for improvement, ensuring that teaching strategies are well-aligned with individual requirements. By ensuring that strategies fit students' needs and remaining authentic in their approach, teachers can provide the best suggestions and principles for effective teaching.

Importance of Assessment and Research

Assessing students' capacities and needs before implementing teaching methods is essential for providing a tailored and

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

effective learning experience. This initial evaluation helps educators understand individual strengths and areas for improvement, ensuring that teaching strategies are appropriately aligned with student requirements.

DISCUSSIONS

The objective of this phenomenological study is to explore the lived experiences of Junior High School English teachers in improving students' listening skills, focusing on their coping mechanisms and insights. This study also aims to reveal the experiences of Junior High School English teachers in enhancing students' listening skills in the Maco North District Division of Davao de Oro.

Experiences of Junior High School English Teachers in Improving the Listening Skills of Students

The thematic analysis of Junior High School English teachers in improving the listening skills of students has explored four overarching themes: 1) Providing Students with Different Listening Strategies, 2) Integrating Technology in Language Learning, 3) Catering the Needs in Improving their Listening Skills, and 4) Having Difficulty in Using Appropriate Methods.

Providing Students with Different Listening Strategies

Different listening techniques that improve students' abilities were emphasized by the participants. By exposing students to a variety of linguistic patterns through immersive audio experiences with varied accents, they help them become better speakers and listeners. Essential words are the emphasis of dictation, which is used to improve spelling and vocabulary. The second quarter of the program integrates written comprehension with listening skills abilities, which include stories, songs, and pronunciation. Students gain focus and confidence through one-on-one listening exercises for pronunciation. Repetition and weekly spelling exercises reinforce learning, while audio and video presentations also provide guidance on word pronunciation. When taken as a whole, these techniques produce a thorough and interesting setting for language learning.

The study by Daskalovska et al. (2023) reveals a perspective on how college and high school students understand and apply various listening tactics. It shows that although students are highly aware of and employ strategies that are necessary for good listening, such as directed attention, person knowledge, and problem-solving, they are only moderately aware of methods like mental translation and planning and evaluation. This shows that while students may have trouble translating spoken content or methodically organizing their listening approach, they are more skilled at actively participating in listening tasks and resolving pressing issues. These results highlight the necessity for teachers to concentrate on improving pupils' comprehension and use of a wider variety of listening techniques in order to guarantee a more thorough development of their listening abilities.

In addition, Extensive listening, where students select their own resources, is a fun and successful method for developing listening abilities, according to research by Dea Pebrianti et al. (2021). This method emphasizes the topic of various listening techniques by showing how giving students a variety of options and latitude in their expectations can improve their engagement and skill development. The study emphasizes the significance of using a variety of listening techniques to accommodate personal preferences and requirements, which will ultimately result in more efficient listening skill development.

Integrating Technology in Language Learning

The analysis highlights that English teachers who integrate multimedia and technology into language learning improve lesson implementation and instructional quality. They incorporate topic-related videos or presentations, songs, and YouTube materials, and use video or audio guides for word pronunciation. Interactive listening exercises from technological tools or online platforms, combined with relevant multimedia content, significantly enhance students' listening abilities, especially in group discussions.

This is supported by Uskanovich and colleagues (2024), it is emphasized that multimedia resources play a crucial role in not just learning new words but also in promoting attentive listening. Attentive listening entails complete focus, comprehension, and interaction with the spoken content, which is essential for successful communication. By incorporating podcasts and films into the educational plan, teachers can offer students real-life listening opportunities that are informative and interesting.

In addition, Cardenas (2023) emphasizes the advantages of incorporating multimedia materials to enhance the listening abilities of young students. Through offering genuine language input, catering to various learning preferences, promoting active participation, and boosting motivation, multimedia resources are essential in improving listening comprehension among young learners. Teachers can utilize these resources to establish engaging and productive learning settings that facilitate the growth of crucial language skills.

Relevant to this, Namaziandost et al. (2020) emphasize the impact of innovative technologies on listening courses, providing interactive, customized, and adaptable learning experiences. Through the utilization of these technologies, teachers can establish immersive learning settings that maximize students' active learning time and aid in the advancement of critical listening abilities.

Moreover, Mulyadi and colleagues (2021) emphasize the advantages of combining genuine and technological learning resources in teaching English for Specific Purposes (ESP) to improve students' ability to understand spoken language and communicate orally. By utilizing these materials and blending role-playing with technology-supported Task-Based Language Teaching (TBLT), teachers can establish engaging and efficient learning settings that equip students for effective communication in their specialized academic or professional domains.

To sum up, multimedia materials are essential for vocabulary acquisition and attentive listening, crucial for effective communication. Using films and podcasts in lessons provides engaging real-world listening experiences. Multimedia caters to

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

various learning preferences, boosts motivation, and promotes active engagement, enhancing young students' listening skills. Cutting-edge technology in listening courses offers interactive, customizable learning experiences, creating immersive environments that foster active learning and crucial listening skills. Integrating technology and authentic resources in English for Specific Purposes (ESP) instruction, combined with technology-enhanced role-playing and Task-Based Language Teaching (TBLT), creates dynamic environments that prepare students for effective communication in specialized fields.

Catering the Needs in Improving their Listening Skills

The significance of designing techniques to meet the needs of each individual student was highlighted as participants explored several methods for enhancing students' listening abilities. As a way to effectively satisfy their goals and objectives, one participant highlighted the use of constructivist learning or discovery learning for fast learners. In order to identify the most effective techniques for improving listening skills, a participant also discussed the difficulty in identifying appropriate strategies and suggested conducting an initial examination of students' needs. A other participant addressed the problem of student distractions and emphasized the significance of developing engaging strategies in spite of the numerous distractions that make it difficult to concentrate. To draw students in and help them comprehend the material more thoroughly, one useful tactic suggested is to use videos paired with specific questions. The importance of flexibility and involvement in enhancing listening skills is shown in these many approaches.

To support this idea, Zhang and Graham (2020) showed that the suggested method's time efficiency, low resource requirements, and flexibility in terms of both geography and time make it an efficient means of assessing listening skills. Additionally, this method might increase students' excitement and involvement in the educational process. In order to effectively address the needs for increasing listening skills, it is imperative that these methods be supported by the learning resources they require, such as a dependable internet network, to ensure seamless implementation. This emphasizes how crucial it is to provide students with the tools and infrastructure they need in order to effectively meet their requirements and advance the development of their listening skills.

According to Satrio and Setyana (2024), students' listening skills were considerably enhanced by seeing English-language movies, as shown by the rise in the proportion of students who met the Minimum Mastery Criteria (MMC) from 30% in the pre-test to 97% in the post-test II. This progress emphasizes how important it is to have practical methods for improving listening comprehension. Teachers can address the unique needs in enhancing students' listening skills and increase the effectiveness and enjoyment of learning by incorporating engaging strategies like English movies.

Having Difficulty in Using Appropriate Methods

The difficulty of using appropriate methods to enhance students' listening abilities was brought up by the participants. Finding the appropriate solutions can be difficult, as one participant brought out, highlighting the significance of assessing students' needs in order to develop practical tactics. Another person mentioned how difficult it is for students to absorb language because they have to grasp what they hear in order to move forward, which is a big obstacle. A participant also related their experience teaching eighth-grade students, who frequently have trouble distinguishing sounds. These thoughts highlight the challenges teachers encounter while trying to improve students' listening skills and the need for specialized, student-centered approaches.

Qizi and Umida (2024), emphasize that students' communication abilities, interpersonal relationships, academic achievement, and overall success in life can be significantly transformed by strong listening skills. Educators have the opportunity to empower students to positively contribute to their academic, social, and professional communities by focusing on the enhancement of listening skills.

According to Alzamil (2021) highlighted the challenges that students have when they are learning to listen to English, including problems with speech rate, pronunciation, anxiety, vocabulary limitations, and a lack of foundation knowledge. These difficulties highlight how difficult it is to develop listening skills using the right techniques. Notwithstanding, the affirmative dispositions of students towards enhancing their listening proficiencies indicate that tackling these challenges via customized teaching approaches may prove advantageous. Teachers can improve the efficacy of their teaching strategies by better supporting students' listening comprehension through the understanding and resolution of these obstacles.

In addition, Nushi and Orouji (2020) highlighted that it is difficult and time-consuming to overcome listening difficulties without using particular listening tactics. This research highlights how challenging it may be to employ the right techniques, indicating that setting out time in the classroom to teach and practice these techniques can be extremely advantageous for both teachers and students. Teachers can more successfully address the difficulties students encounter by implementing structured listening tactics into the curriculum, which will increase the efficacy and efficiency of listening education.

Coping Mechanisms of Teachers in Facing the Challenges they Encountered in Improving the Listening Skills of Students

The thematic analysis of Junior high school English teachers in their coping mechanisms for facing the challenges they encountered in improving the listening skills of students has identified five key themes: Endeavored to Advance Instructional Competence, Engaged in Collaborative Initiatives, Employed Interactive and Engaging Activities, Utilized Research-based Strategies and Materials, and Overcame Environmental Distractions and Cognitive Barriers.

Endeavored to Advance Instructional Competence

Advancing instructional competence involves enhancing a teacher's ability to deliver effective, engaging, and impactful lessons by staying informed on the latest educational trends and technology tools. To make learning more dynamic and accessible, teachers must constantly look for professional

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

development opportunities, participate in workshops, and incorporate digital resources like learning management systems, interactive whiteboards, and educational applications. It is imperative to use innovation and changing communication styles because they require investigating novel pedagogical approaches such as gamification, project-based learning, and modifying communication to engage students from a variety of backgrounds.

Making sure students understand the fundamentals before moving on to more complicated material through formative assessments and tailored instruction is a crucial component of instructional competency. Teachers should keep teaching journals, observe their peers, and engage in professional learning communities as a means of promoting continual growth through self-reflection on their approaches. Building trusting connections, taking into account students' emotional, social, and psychological needs, and adapting instruction to suit these requirements are all essential to developing a deep understanding of students beyond their behavior in the classroom.

Instructors must be aware of and responsive to their students' hearing impairments. This means providing extra time for digesting information, using visual aids, and fostering a safe space where students can voice their concerns. Teachers can improve the quality of their education and establish a more productive and encouraging learning environment for their students by incorporating these fundamental concepts into their everyday practice.

In a study conducted in 2023, Kara used SPSS 26 and NVivo to analyze data obtained from exams and surveys. The results indicated that the integration of Google Trends into teaching had a substantial positive impact on the listening scores and speaking performance of students in the experimental group. Conversely, there was no such improvement observed in the control group. Furthermore, the experimental group displayed a noteworthy increase in motivation toward learning English, while minimal change was observed in the control group. These findings suggest that educators can improve student engagement and performance by integrating Google Trends to incorporate authentic materials into their curriculum.

As highlighted by Torres and Alieto (2019), the participants' modest confidence level in executing English writing and speaking activities can be stated that in the Filipino language classes, the two most disregarded communication skills are listening and speaking. As a result, whenever English teachers can assist learners to achieve a high level of confidence in applying speaking and writing-related activities, the reading skills and teaching of listening, as well as the preparation of classroom tasks to guarantee mastery of the two skills, must be emphasized in the teachers' teaching methodologies.

Moreover, Wah (2019), emphasizes that listening is a vital element; yet, Learners who are learning English have difficulty listening owing to anxiousness and a lacking of listening methods. Through appropriate strategies and capabilities, this study aims to eliminate listening issues and successfully increase listening abilities for EFL learners. Some successful listening tactics, abilities, and the application of new approaches are also provided in this study.

Teachers have used a number of cutting-edge tactics to help students develop their language abilities, particularly in speaking and listening, in order to enhance instructional competency. For example, there have been notable improvements in students' speaking and listening scores when Google Trends and other similar tools are used in the classroom. This method uses resources from real-world situations to improve instruction while also increasing motivation.

Speaking and listening skills are frequently neglected in Filipino language studies, thus it's critical for teachers to help students become more comfortable in these domains. Teachers can assist students in mastering these crucial skills by emphasizing comprehensive teaching strategies that incorporate well-planned classroom assignments. Furthermore, addressing common problems like anxiousness and a lack of useful listening techniques can have a big impact. Teachers can significantly improve students' listening skills, increasing both the effectiveness and enjoyment of the learning process, by implementing innovative and appropriate tactics. These initiatives highlight how important cutting-edge, empirically-based teaching strategies are to improving student learning results.

Engaged in Collaborative Initiatives

Collaborative initiatives in English education emphasize the promotion of collaborative teaching and peer support, the establishment of benchmarks, and the sharing of best practices. Educators also learn about current teaching methods from their peers, seek updated techniques from experts, and exchange ideas with colleagues who have similar experiences. These collective efforts contribute to the improvement of teaching effectiveness by nurturing a supportive community that continuously enhances its practices through shared knowledge and resources**.**

In line with this, González Guale and Quimí Pérez (2023), emphasized the importance of cooperative learning in enhancing students' listening abilities and investigated possible links between it and higher motivation. The study also concentrated on identifying obstacles and enablers in the application of cooperative learning for the improvement of listening abilities. Through a consideration of student viewpoints, the research revealed obstacles impeding cooperative learning's efficacy and pinpointed elements that augment its potential as a formidable instrument for cultivating listening skills.

In addition, the most significant barrier to effective listening was identified as an absence of vocabulary. Students in the current investigation utilized cognitive techniques to tackle their listening issues than social-affective, meta-cognitive, or memorization strategies. Students have been proven to be adept at avoiding new vocabulary and concentrating on key elements while listening. Those with stronger self-efficacy, on the other hand, employ more memory methods to expand their

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

vocabularies and are less impacted by learners and instructor characteristics (Yang, 2020).

Collaborative learning, when combined with other collaborative initiatives, is a key factor in improving students' listening skills since it increases motivation and helps students overcome challenges when applying it. Through examining the perspectives of students, studies have shown important obstacles like vocabulary gaps and emphasized the superiority of cognitive tactics over other approaches like social-affective or meta-cognitive procedures. As they concentrate on essential components and skillfully steer clear of unfamiliar terms, students who possess higher levels of self-efficacy use memory techniques to increase their vocabulary, demonstrating a reduced reliance on learner and teacher attributes. These findings highlight how cooperative learning may be a game-changer when it comes to developing excellent listening skills through teamwork.

Employed Interactive and Engaging Activities

To improve students' listening skills, junior high school English teachers used interactive and interesting activities. Their approach involved promoting student engagement and encouraging them to share their thoughts and experiences. They utilized audio, video presentations, and pronunciation exercises to keep classes lively. By integrating enjoyable activities and techniques, like immersive listening experiences and collaborative reading, the teachers created a dynamic learning environment that facilitated active learning and the development of listening comprehension skills.

In connection, Hikmatova and Hakimova (2021), listening is a dynamic, two-way process in which listeners actively combine and interpret auditory information to create meaning rather than just being a passive activity. Teachers might modify their lesson plans to improve their students' listening comprehension in the classroom by taking into account the interactive character of listening. The purpose of this article is to explore useful approaches and strategies that make use of this knowledge to maximize students' learning outcomes when it comes to listening skills.

Additionally, Xalmurzayevna and Zairjanovich (2021) stress that the best way to build listening skills is through short, interesting tasks that put learning ahead of the end result. This method works well for both big and small classes of students since it lowers anxiety related to traditional listening exercises and promotes active involvement. Critical listening abilities can be fostered in a dynamic learning environment by educators by implementing a variety of tactics, including interactive storytelling, role-playing, and listening to different audio clips. These exercises improve students' understanding and retention while also making studying more pleasurable and less daunting.

Furthermore, Aritonang et al. (2022) that some researchers discovered that improving listening skills while fostering critical thinking in learners was a highly effective way to increase their knowledge. Several of the students who were the subject of this study felt that this learning is straightforward to comprehend and that the process of learning is equally straightforward and engaging. It's quite beneficial to add to and enhance students' mindsets by improving listening skills by utilizing a pragmatic approach.

Interactive and engaging activities are essential in turning listening into an active and dynamic process. Instead of viewing listening as a passive task, these activities invite students to actively interpret and make meaning from what they hear. By designing lessons that consider this interactive nature, teachers can significantly boost students' listening comprehension. Using short, interesting tasks helps lower the anxiety that often comes with traditional listening exercises, making the learning experience more enjoyable and less intimidating. Methods like interactive storytelling, role-playing, and listening to various audio clips can transform the classroom into a lively space where students are not only learning but also having fun. These activities not only enhance understanding and retention but also foster critical thinking, making the whole process straightforward and engaging for students.

Utilized Research-based Strategies and Materials

Teachers used research-based strategies and resources by researching to identify appropriate strategies and activities. After conducting needs analyses, they tailored methods to meet the needs of their students, assessing their abilities and requirements before using teaching approaches. They recognized challenging areas and adjusted teaching methods, accordingly, evaluating students' understanding and decoding processes during conversations. Moreover, they promoted the development of appropriate textbooks to enhance effective teaching practices in line with educational research and the learning needs of students.

According to Nurhuda et al. (2024) discovered several key points from their needs analysis: (1) both teachers and students need listening materials that can present audio or audiovisual content and be accessed from any device, anytime; (2) they developed web-based teaching materials in three stages: designing, registering a domain, and creating the content using WordPress; and (3) the validation results were positive. Linguists found the materials highly feasible (88%), material experts rated them even higher (92%), and media experts deemed them suitable (80%). Teachers also found the materials useful (80%), and students rated them as very effective (82%).

In addition, Pylypyshyna and Palamarchuk (2024) used a questionnaire completed by the experimental group to identify some challenges, like issues with speakers' speed and accents. Despite these obstacles, students responded positively to the authentic materials. This shows that while there are ongoing challenges with using such materials, students generally appreciate them. The study also found that regularly using authentic listening and viewing materials helps reduce anxiety and boost students' confidence when working with real-world videos.

Research-based strategies and materials are essential for improving students' listening skills. A needs analysis showed that both teachers and students require listening materials that are easy to access anytime and anywhere, and that can present both audio and audiovisual content. This led to the creation of web-based teaching materials using WordPress, which received

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

high praise from experts and users alike. Linguists, material experts, media experts, teachers, and students all found these materials effective and practical.

Another study pointed out challenges like dealing with different speaker speeds and accents, but students still appreciated the authenticity of the materials. Regular use of real-world listening and viewing content not only helps students improve their listening skills but also reduces anxiety and boosts their confidence. These findings underscore the importance of creating accessible and authentic listening resources to make learning more effective and enjoyable.

Overcame Environmental Distractions and Cognitive Barriers

The goal of addressing environmental distractions and cognitive barriers is to help students overcome the obstacles that impede their ability to listen. Through the use of direct transcribing, we assist students in making up lost time and dispelling uncertainty brought on by interruptions or mental barriers. Remediation helps pupils overcome obstacles by focusing on the areas in which they struggle.

Engaging technology in the classroom with interactive movies and activities helps children stay focused while also reinforcing listening skills. While promoting focus and regular practice increases their concentration, a variety of listening exercises help them maintain their focus and minimize distractions. Together, these initiatives produce a nurturing learning environment that aids students in navigating and overcoming barriers to good listening.

In line with this, listening is among the most difficult linguistic abilities for foreign language students to master. The purpose of this research is to comprehend the effect of fear on English acquisition to identify its cause of tension, assist students in successfully eliminating or reducing their anxiety in English learning, and accomplish the goal of increasing the standard of English teaching (Pu et al., 2021).

Moreover, Nurul et al. (2020), mentioned that anxiety is thought to be a negative aspect of the method of teaching listening, leading to the students' poor listening comprehension and likely the emotional effect that most consistently impedes the learning process. Thus, analyzing its presence and diving into its components is important to assist pupils in overcoming various listening-learning barriers.

Environmental distractions and cognitive barriers can make it really tough for students to master listening skills in a foreign language. Anxiety is a major issue, often causing students to struggle with listening comprehension because it creates emotional tension that disrupts their learning. Understanding and addressing the root causes of this anxiety can help students overcome these barriers.

Moreover, cognitive obstacles like preconceived notions and expectations also interfere with effective listening. When students come to a listening task with certain expectations or distractions, they often miss or misinterpret the speaker's actual message. These challenges underscore the need to create a supportive learning environment that reduces anxiety and minimizes distractions, helping students improve their listening skills and enjoy a better learning experience.

Insights of Junior High School English Teachers in Improving the Listening Skills of Students

The thematic analysis presented the insights of Junior high school English teachers in improving the listening skills of students has revealed five significant themes: Embodiment of Good Values, Provision of Positive Reinforcement, Determination to Do Right of Action, Utilization of Diverse Strategies, and Importance of Assessment and Research.

Embodiment of Good Values

Participants discussed the embodiment of good values in improving students' listening skills. The urgency of addressing learning gaps was acknowledged, and it was underlined that teachers are in a position to assist students in strengthening their areas of weakness, including listening skills. Regarding listening difficulties, one participant emphasized the value of showing tolerance and commitment, emphasizing the need for diligence and devotion. Another said that being resilient and developing relationships with students might help them feel cared for and appreciated. Because listening is a skill that takes mastering, participants also agreed on how important it is to establish in students the habit of listening. The importance of reflective listening by educators was also highlighted, emphasizing the necessity of being receptive to the needs of students in order to effectively teach listening skills.

Relevant to this, Abali and Yazici's (2020) study provided support for this, as it demonstrated a noteworthy correlation between listening skills and the sub-dimensions of social and emotional learning skills—communication, problem-solving, stress coping, and other skills enhancing self-worth. These results emphasize the value of listening abilities in acquiring critical skills necessary for productive communication and personal development. Strong listening skills help people communicate and solve problems more effectively, manage stress better, and feel better about themselves. As a result, they can represent moral principles in both their social and personal lives.

Another study which was conducted by Tinh et al. (2024) underlined the importance of assisting students in forming effective study habits and enhancing their English listening skills in a different study. Teachers who specialize in teaching English as a second language might provide assistance to students who are having difficulty in other courses. Teachers may give children the tools they need to thrive in a variety of courses by emphasizing the development of listening skills. This will also reinforce virtues like perseverance, determination, and the pursuit of excellence.

Provision of Positive Reinforcement

Teachers offer positive reinforcement by motivating students through praise and recognition while also giving constructive feedback and support to improve learning. They encourage open communication and dialogue for clarification and help students develop active listening skills by preparing them to listen attentively and promoting reflection and speaking. By guiding and reinforcing learning, teachers keep students

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

engaged and focused, making listening activities meaningful and memorable. They use patience and continual assessment to employ supportive teaching methods, creating an environment conducive to the effective development of students' listening skills.

According to Tevetoğlu and Korkmaz (2024), the benefits of integrating digital educational games into the classroom for foreign languages and other subjects indicate that doing so will enhance students' attitudes and academic performance. These games can be a useful tool for positive reinforcement since they offer an enjoyable learning environment. This presents a compelling argument in favor of utilizing digital educational games to support learning-reinforcing exercises in elective English and other subjects, as this will increase student motivation and engagement through positive reinforcement.
Additionally, Dzulkurnain et al. (2024), teachers are essential to the success of CLIL programs and need regular professional development in addition to specialized training in order to successfully integrate language and subject instruction. Adequate resources are crucial for maximizing learning experiences and meeting the different requirements of learners, while institutional support is necessary to create environments that are favorable for the implementation of Content and Language Integrated Learning (CLIL). Positive reinforcement helps teachers grow as professionals and adjust to the changing requirements of their pupils, which in turn creates a more productive and interesting learning environment.

Determination to Do Right of Action
The theme of efficiently improving students' listening abilities was covered in a variety of ways. In order to enhance general skills, teachers promoted peer assistance, in which classmates help individuals who are having trouble listening. Gaining insights into successful teaching techniques was thought to be facilitated by benchmarking with other educators and exchanging best practices. It was underlined that teaching listening frequently requires group engagement and that cooperative efforts and group discussions are crucial to its success. Teachers also spoke about their ongoing efforts to find fresh approaches and engaging resources that address a variety of macroskills while grabbing students' attention. They also emphasized how important it is to use listening skills in real-world contexts, including comprehending and considering morally-infused stories, in order to make learning more relevant and meaningful.

A study conducted by D.m et al. (2024) provides an explanation of how the communicative method aids in the improvement of critical language abilities such as speaking, listening, reading, and writing. The results show notable gains in learners' accuracy, fluency, and general capacity for meaningful communication in the target language. To maximize language-learning outcomes in a variety of educational contexts, educators can optimize language acquisition outcomes by incorporating communicative methods into their teaching practices in an effective and practical manner. This shows a commitment to taking the proper action by providing teachers with efficient teaching strategies that support their students' meaningful and useful language acquisition.

Moreover, Alisher and Khayrulla (2024), teachers can boost students' listening, speaking, reading, and writing abilities in a significant amount by exposing them to real-world language use through the use of authentic resources. By tying the classroom into real-world circumstances, the inclusion of these materials enhances students' language ability, cultural awareness, and overall educational experience. By ensuring that students obtain relevant and practical education, this method shows a commitment to doing the right thing by giving them the tools they need to succeed in real-world scenarios.

Utilization of Diverse Strategies
Teachers emphasized the value of using a variety of approaches to accommodate students' differing learning styles. They underlined the importance of adaptability and the utilization of a variety of techniques to successfully meet the needs of various individuals. It was felt that making courses interesting was essential because, even if the entire lesson is not understood, memorable experiences can have a lasting effect. Educators also mentioned that improving listening and involvement skills can be fostered by validating students' responses. To improve student engagement and learning outcomes, they recommended trying out a variety of tactics, even ones that had nothing to do with the subject matter.

In the study conducted by Aguilar and Victoria (2022) suggested that in order to improve English listening abilities, a guide incorporating cooperative work activities and methodological techniques be used. According to their investigation, students' listening skills were positively benefited by this strategy, as seen by their enhanced confidence and security in short-statement tasks and class-related knowledge. Students' comprehension of brief discussions was improved by working in groups as they developed their cooperation abilities and sharpened their ability to recognize important terms and broad ideas. This illustrates how using a variety of strategies, such cooperative learning, can help language learners' listening abilities grow and be supported.

According to Paulinsyah et al. (2024), listening skills can be practiced in a flexible and easy trend with modern platforms like podcasts, which have been shown to significantly increase learners' listening abilities. The need for a variety of teaching approaches is highlighted by the recognition of individual differences. To further enhance language acquisition, more research on the topic of podcasts and English listening abilities is necessary. This emphasizes how important it is to use a variety of strategies in the classroom to accommodate students' different learning preferences and styles. By doing this, you can make sure that every student gets the benefit of modern, custom-fitted teaching strategies.

Importance of Assessment and Research.
Educators discussed the role of assessment and research in improving students' listening skills. They emphasized the importance of ensuring that teaching strategies are tailored to meet students' needs and the value of being authentic in applying effective methods. There was a consensus on the need for ongoing research to discover and implement new strategies for enhancing listening instruction. Educators suggested that adopting output-based or performance-based methods might be

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

more effective in achieving goals directly. They also highlighted the importance of allowing students to engage in activities and experimenting with various techniques to assess their effectiveness, ensuring that approaches remain relevant and impactful.

This is supported by Afriyuninda and Oktaviani (2021) employed qualitative research methodologies to analyze data obtained from questionnaires given to 100 students in order to evaluate the development of students' listening skills. The findings, which were based on tabulated data, showed that listening abilities had significantly improved. The results of the study demonstrated that English songs were very successful in improving these abilities, highlighting the significance of using a variety of assessment techniques and research to pinpoint and validate efficient teaching tactics in language learning.

According to Krivosheyeva et al. (2020), interactive activities and multimedia resources are just two examples of the different ways that contemporary, successful methods for teaching listening skills entail. Researchers discovered that the most effective way to improve listening abilities is to use short, interesting tasks that put learning ahead of production. This methodology emphasizes how crucial it is to use a variety of research and assessment techniques in order to modify and maximize instructional tactics aimed at enhancing listening skills.

In their study, Sah and Shah (2020) emphasized the significance of conducting research to encourage teachers to reflect on their beliefs and teaching methods. This act of reflection is essential as it enables teachers to synchronize their instructional strategies with their pedagogical beliefs, ultimately resulting in improved teaching. Through reflecting on their beliefs and practices, teachers can pinpoint areas that may require adjustments, especially in the instructional strategies for teaching and improving the listening skills of students.

Implications for Teaching Listening Skills

Multimedia and technological integration into listening skills training has a lot to offer educational practices, particularly in English classes for junior high school students. A more engaging learning environment is produced by using songs, films, and presentations. This keeps students' interest and captures their attention. Teachers provide students varied and authentic listening experiences by including Online resources and audio guides, exposing them to a range of accents, speech patterns, and circumstances. This diversity improves students' comprehension of spoken language in everyday contexts and helps them have a more thorough grasp of the English language.

The interactive nature of multimedia resources encourages active listening and critical thinking. Engaging in interactive exercises and group conversations centered around multimedia content encourages students to actively process and react to what they hear. Improved learning and comprehension of the subject matter are encouraged by this interaction. Furthermore, the cooperative nature of group discussions enables students to hone their listening abilities in a friendly setting while picking up tips from their peers and getting quick feedback. In addition to increasing listening comprehension, this method boosts students' confidence in their communication skills.

Furthermore, Technology integration in listening instruction is in line with current educational trends and gets students ready for the needs of the digital age. Building good listening skills using multimedia materials gives students the tools they need to succeed academically and professionally in the future as technology becomes more and more ingrained in society. Introducing students to digital tools and platforms improves their listening skills and their technology knowledge. This dual advantage highlights how important it is to use technology and multimedia in education, making it an essential part of modern teaching methods.

Recommendations for Further Research

This phenomenological qualitative study provides valuable insights into the experiences of junior high school English teachers in Davao de Oro regarding their efforts to enhance students' listening abilities. To build on these findings, future research should explore various listening strategies and their specific impacts on listening skills. Applying different research approaches, such as interpretative phenomenological analysis, could offer a deeper understanding of these educators' experiences.

Additionally, longitudinal studies examining the effects of these strategies on listening skills over extended periods, such as months or years, would provide insights into their lasting impact. Expanding the geographic scope beyond Davao de Oro to include other areas within Region XI or beyond could help determine whether the findings are consistent across different regions and educational contexts.

Furthermore, investigating the role of multimedia literacy interventions in educational settings could offer practical strategies for educators aiming to improve students' listening abilities. Addressing these areas would contribute to a more comprehensive understanding of how to effectively enhance listening skills.

Concluding Remarks

This study has provided valuable insights into the coping strategies and experiences of junior high school English teachers as they address the challenges of improving students' listening skills. The identified themes highlight the multifaceted approaches teachers use to explore and overcome these difficulties. It is evident that teachers actively seek ways to enhance students' listening comprehension through intentional efforts, collaboration with peers, and a discerning approach to online content.

Furthermore, the implications for improving listening skills underscore the necessity for educators to recognize and address the problem. Integrating interactive activities and effective teaching methods can significantly improve students' listening abilities. By incorporating multimedia and technology into lesson plans, educators can leverage powerful tools to create engaging and relevant learning experiences that align with the digital and linguistic realities of today's students.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

As we move forward, understanding and embracing effective strategies for enhancing students' listening skills can lead to more effective and student-centered in a digital language laboratory, students can engage with interactive listening exercises, audio-visual materials, and real-time feedback. This environment allows for personalized learning, where students can practice at their own pace and level, while teachers can monitor progress and provide targeted support. Additionally, the use of multimedia resources in a digital language lab helps to create an immersive and engaging experience, making the learning process more effective and enjoyable.

REFERENCES

1. *Abali, B. Y., & Yzici, H. (2020). An evaluation on determining the relation between listening skill and social emotional learning skill. Eurasian Journal of Educational Research, 20(89), 71–92. https://dergipark.org.tr/en/pub/ejer/issue/57497/815808*
2. *Afriyuninda, E., & Oktaviani, L. (2021). The use of English songs to improve English students' listening skills. Journal of English Language Teaching and Learning, 2(2), 80–85. https://doi.org/10.33365/jeltl.v2i2.1442*
3. *Aguilar, T., & Victoria, E. (2022, February 25). Cooperative learning strategies to improve listening skills in students from eight grade. Repositorio.utn.edu.ec. https://repositorio.utn.edu.ec/handle/123456789/12188*
4. *Akhter, T. (2020). Problems and challenges faced by EFL students of Saudi Arabia during COVID-19 pandemic. Rupkatha Journal on Interdisciplinary Studies in Humanities, 12(5), 1–7. https://www.researchgate.net/profile/Tawhida-Akhter/publication/344725300_Problems_and_Challenges_Faced_by_EFL_Students_of_Saudi_Arabia_during_COVID19_Pandemic/links/5f8becbf299bf1b53e2f1fb7/Problems-and-Challenges-Faced-by-EFL-Students-of-Saudi-Arabia-during-COVID-19-Pandemic.pdf*
5. *Alisher, F., & Khayrulla, T. (2024). Using authentic materials in English language teaching: Bridging the gap between classroom and real-life contexts. American Journal of Interdisciplinary Research and Development, 29, 132–136. https://www.ajird.journalspark.org/index.php/ajird/article/view/1213*
6. *Alzamil, J. (2021, October 30). Listening skills: Important but difficult to learn. Papers.ssrn.com. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3952957*
7. *Amankwaa, L. (2016). Creating protocols for trustworthiness in qualitative research. Journal of Cultural Diversity, 23(3), 121–127. Available at: Journal of Cultural Diversity (SCIRP).*
8. *Aritonang, N., Togatorop, R., Arsel, M., Purba, S., & Tarigan, S. N. (2022). Enhancing listening skills by using pragmatic approach. English Language Teaching Prima Journal (ELT), 4(1), 89–101. https://doi.org/10.34012/eltp.v4i1.2770*
9. *Badil, D. M., Aslam, Z., Khan, K., Ashiq, A., & Bibi, U. (2023). Phenomenology qualitative research inquiry: A review paper. Pakistan Journal of Health Sciences, 4(3), 09–13. https://doi.org/10.54393/pjhs.v4i03.626*
10. *Bautista, E. B. (2020). The mediating effect of students' perception towards social media on the relationship between vocabulary learning attitude and language skills development. International Journal of Advanced Research, 8(9), 444–452. https://doi.org/10.21474/ijar01/11678*
11. *Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101.*
12. *Capili, B. (2021). Selection of the study participants. AJN, American Journal of Nursing, 121(1), 64–67. https://doi.org/10.1097/01.naj.0000731688.58731.05*
13. *Carcary, M. (2009). The research audit trail – Enhancing trustworthiness in qualitative inquiry. Electronic Journal of Business Research Methods, 7(1), pp11 24–pp11 24. https://academic-publishing.org/index.php/ejbrm/article/view/1239*
14. *Cardenas, J. (2023). The use of multimedia resources to improve listening skills in young learners. Sinapsis: La Revista Científica Del ITSUP, 1(22), 7. https://dialnet.unirioja.es/servlet/articulo?codigo=9177906*
15. *Carrell, P. L., & Eisterhold, J. C. (1983). Schema theory and ESL reading pedagogy. TESOL Quarterly, 17(4), 553. https://doi.org/10.2307/3586613*
16. *Coughlan, M., Cronin, P., & Ryan, F. (2007). A step-by-step guide to critiquing research. Part 1: Quantitative research. British Journal of Nursing, 16(11), 658–663. https://doi.org/10.12968/bjon.2007.16.11.23681*
17. *Creswell, J. W. (2013). Qualitative Inquiry and Research Design: Choosing among Five Traditions (3rd ed.). Sage.*
18. *Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative Research Designs: Selection and Implementation. The Counseling Psychologist, 35(2), 236–264. https://doi.org/10.1177/0011000006287390*
19. *Daskalovska, N., Hadzi-Nikolova, A., & Jankova Alagjozovska, N. (2023). The use of metacognitive listening strategies by English language learners. European Journal of English Language Teaching, 8(1), 19–33. https://eprints.ugd.edu.mk/31050/*
20. *Dea Pebrianti, Movi Riana Rahmawati, & Nurmayasari, E. (2021). Exploring strategies employed by English department students in extensive listening: A narrative research. Bogor English Student and Teacher (BEST) Conference, 3, 82–90. https://pkm.uika-bogor.ac.id/index.php/best/article/view/1129*
21. *D. M., O., T. Zh., Z., & L. I., T. (2024). The contribution of the communicative approach to the development of language competence. Вестник науки, 2(7 (76)), 356–362. https://cyberleninka.ru/article/n/the-contribution-of-the-communicative-approach-to-the-development-of-language-competence*
22. *Dzulkurnain, M. I., Irianto, S., Rasmita, R., Uktolseja, L. J., Hartono, W. J., & Manurung, T. (2024). Understanding the benefits and challenges of content and language integrated learning (CLIL) in English education: A literature synthesis. Journal on Education, 6(4), 18941–18953. https://doi.org/10.31004/joe.v6i4.5876*
23. *Egamnazarova, F. A., & Mukhamedova, M. S. (2021). Improving English language listening skills. Academic Research in Educational Sciences, 2(Special Issue 1), 28–32. https://cyberleninka.ru/article/n/improving-english-language-listening-skill*
24. *Ekayati, R. (2020). Shadowing technique on students' listening word recognition. IJEMS: Indonesian Journal of Education and Mathematical Science, 1(2), 31.*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

https://doi.org/10.30596/ijems.v1i2.4695

25. *Ghonivita, Y., Pahamzah, J., & Ayu Wijayanti, M. (2021). Improving students' listening skills and vocabulary mastery through contextual teaching and learning by using online learning. Journal of English Language Teaching and Cultural Studies, 4(1), 10–21. https://doi.org/10.48181/jelts.v4i1.10557*
26. *Goh, C. (2008). Metacognitive instruction for second language listening development. RELC Journal, 39(2), 188–213. https://doi.org/10.1177/0033688208092184*
27. *González Guale, G. G., & Quimí Pérez, V. E. (2023, October 19). The influence of cooperative learning to achieve the learning outcomes in listening skills of seventh semester at PINE major at UPSE. Repositorio.upse.edu.ec. https://repositorio.upse.edu.ec/handle/46000/10400*
28. *Guion, L. A., Diehl, D. C., & McDonald, D. (2011). Conducting an in-depth interview. Edis, 2011(8). https://doi.org/10.32473/edis-fy393-2011*
29. *Gundumogula, M. (2020). Importance of Focus Groups in Qualitative Research. The International Journal of Humanities & Social Studies, 8(11), 299–302. https://doi.org/10.24940/theijhss/2020/v8/i11/hs2011-082*
30. *Hikmatova, N. R., & Hakimova, H. H. (2021). The nature of listening as an interactive process and its application in the classroom. Scientific Progress, 1(6), 1218–1224. https://cyberleninka.ru/article/n/the-nature-of-listening-as-an-interactive-process-and-its-application-in-the-classroom*
31. *Kara, S. (2023). The use of Google Trends to improve students' listening and speaking skills. Problems of Education in the 21st Century, 81(5), 612–626. https://www.ceeol.com/search/article-detail?id=1191772*
32. *Karahan, E. (2022). The lived experiences of pre-service science teachers designing and teaching socioscientific issues-based units. Disciplinary and Interdisciplinary Science Education Research, 4(1). https://doi.org/10.1186/s43031-022-00064-z*
33. *Khoiriyah, K. (2020). CALL and SLA theory: Developing a framework to analyze web-based materials for teaching listening skills. Ideas: Journal on English Language Teaching and Learning, Linguistics and Literature, 8(1). https://doi.org/10.24256/ideas.v8i1.1296*
34. *Krivosheyeva, G., Zuparova, S., & Shodiyeva, N. (2020a). Interactive way to further improve teaching listening skills. Academic Research in Educational Sciences, 1(3), 520–525. https://cyberleninka.ru/article/n/interactive-way-to-further-improve-teaching-listening-skills*
35. *Lhadon, P., Daker, S., Wangmo, K., & Kelzang. (2023). Benefits of communicative method of teaching grammar in a Bhutanese higher secondary school: A qualitative study. Asian Journal of Education and Social Studies, 43(1), 20–31. https://doi.org/10.9734/ajess/2023/v43i1932*
36. *Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. Sage Publications.*
37. *Liubinienė, V. (2009). Developing listening skills in CLIL. Kalbos, 15. https://www.kalbos.lt/zurnalai/15_numeris/14.pdf*
38. *Mulyadi, D., Wijayatiningsih, T. D., Singh, C. K. S., & Prastikawati, E. F. (2021). Effects of technology enhanced task-based language teaching on learners' listening comprehension and speaking performance. International Journal of Instruction, 14(3), 717–736. https://eric.ed.gov/?id=EJ1304552*
39. *Namaziandost, E., Rezaei, Z., Etemadfar, P., & Alekasir, S. (2020). Implementing a flipped model of instruction in the EFL listening classroom: Impact on comprehension. Journal on English as a Foreign Language, 10(2), 385–401. https://doi.org/10.23971/jefl.v10i2.2065*
40. *Nematillokizi, K. N., Khabibulloevna, K. S., & Salimovna, N. G. (2020). Professional proficiency progress in a foreign language on the example of students of tourism. Journal of Critical Reviews, 7(6), 1–7. http://dx.doi.org/10.31838/jcr.07.06.221*
41. *Ngwoke, F. U., Ugwuagbo, W., & Nwokolo, B. O. (2022). Refocusing on listening skills and note-taking: Imperative skills for university students' learning in an L2 environment. Theory and Practice in Language Studies, 12(7), 1241–1251. https://doi.org/10.17507/tpls.1207.01*
42. *Nhat, N. T. H. (2021). Developing bottom-up listening skills in a Google Classroom-based EFL module. AsiaCALL Online Journal, 12(3), 47–57. https://asiacall.info/acoj/index.php/journal/article/view/45*
43. *Nikolopoulou, K. (2022, August 11). What is purposive sampling? | Definition & examples. Scribbr. https://www.scribbr.com/methodology/purposive-sampling/*
44. *Nurhuda, P., Kaniah, Wahyuni, D., & Harini. (2024). Development of Web-Based Indonesian Teaching Materials on Listening Materials for Grade X High School Level. Studies in Learning and Teaching, 5(1), 30–41. https://doi.org/10.46627/silet.v5i1.349*
45. *Nurul, A., Dewi, N. S. N., Nurhaedin, E., & Rosmala, D. (2020). Foreign language listening anxiety in an academic listening class. J-SHMIC: Journal of English for Academic Purposes, 7(2), 1–9. https://doi.org/10.25299/jshmic.2020.vol7(2).5241*
46. *Nushi, M., & Orouji, F. (2020). Investigating EFL teachers' views on listening difficulties among their learners: The case of Iranian context. SAGE Open, 10(2), 215824402091739. https://doi.org/10.1177/2158244020917393*
47. *Oxford Learner's Dictionaries. (2023). In-person adjective - Definition, pictures, pronunciation and usage notes. Oxford Advanced Learner's Dictionary. https://www.oxfordlearnersdictionaries.com/us/definition/english/in-person*
48. *Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. Health Services Research, 34(5 Pt 2), 1189–1208. https://pubmed.ncbi.nlm.nih.gov/10591279/*
49. *Paulinsyah, L., Damayanti, M. P., & Kosasih, N. A. (2024). The influences of using podcasts on improving English listening skills. Jurnal Intelek Dan Cendikiawan Nusantara, 1(3), 4891–4898. https://jicnusantara.com/index.php/jicn/article/view/749*
50. *Pawlak, M., Derakhshan, A., Mehdizadeh, M., & Kruk, M. (2021). Boredom in online English language classes: Mediating variables and coping strategies. Language Teaching Research. https://doi.org/10.1177/13621688211064944*
51. *Pu, Q., Shang, W., & Zhou, Q. (2021). Application of computerized cognitive behavioral therapy in depression: An empirical study on the causes of English listening anxiety and coping strategies; The mechanism of physical exercise releasing psychological pressure. Psychiatria Danubina, 33, 4–47.*
52. *Pylypyshyna, D., & Palamarchuk, A. (2024). The impact of*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

authentic listening-viewing materials on ESL university students' listening comprehension skills. English Studies at NBU, 10(1), 107–132. https://doi.org/10.33919/esnbu.24.1.7

53. *Qizi, B. M. J., & Umida, M. (2024). Enhancing listening skills in primary school students. American Journal of Interdisciplinary Research and Development, 28, 253–260. http://ajird.journalspark.org/index.php/ajird/article/view/1146*
54. *Rashidova, N. (2021). Potential difficulties in learning listening. 2(3), 1–5. https://fll.jdpu.uz/index.php/fll/article/view/1033/645*
55. *Sah, F. M., & Shah, P. M. (2020). Teachers' beliefs and practices in teaching listening.*
56. *Satrio, M. R. T. S., & Setyana, L. (2024). Improving students' listening skill through English movie (Study at the tenth grade of SMAN 6 Metro). Repository.metrouniv.ac.id. https://repository.metrouniv.ac.id/id/eprint/9464/*
57. *Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. Education for Information, 22(2), 63–75. https://doi.org/10.3233/efi-2004-22201*
58. *Solano, S., Idong, C. A., San Jose, A. E., & Concepcion, M. G. (2020). Heeding to English music and songs enhances listening skills. International Journal of New Economics and Social Sciences. https://ijoness.com*
59. *Tinh, D. C., Nam, N. T., & Bon, B. N. (2024). Students' strategies for improving their listening comprehension. International Journal of English Language Studies, 6(2), 117–123. https://doi.org/10.32996/ijels.2024.6.2.17*
60. *Tevetoğlu, K., & Korkmaz, Ö. (2024). The effects of digital educational games on secondary school students' attitudes towards elective English class and on increasing their English listening skills and vocabulary. Participatory Educational Research, 11(3), 79–97. https://doi.org/10.17275/per.24.35.11.3*
61. *Tobin, G. A., & Begley, C. M. (2004). Methodological rigour within a qualitative framework. Journal of Advanced Nursing, 48(4), 388–396. https://doi.org/10.1111/j.1365-2648.2004.03207.x*
62. *Torres, J., & Alieto, E. (2019). English learning motivation and self-efficacy of Filipino senior high school students. Asian EFL Journal, 22(1), 1–22. https://animorepository.dlsu.edu.ph/faculty_research/1293/*
63. *Uskanovich, X. F., Mirjalilovna, M. R., & Qizi, B. H. M. (2024). Effective ways of improving listening skills. International Journal of Scientific Researchers (IJSR) INDEXING, 5(2), 1027–1028. https://worldlyjournals.com/index.php/IJSR*
64. *Wah, N. N. (2019). Teaching listening skills to English as a foreign language student through effective strategies. International Journal of Trend in Scientific Research and Development, 3(6).*
65. *Xalmurzayevna, Y. S., & Zairjanovich, Y. S. (2021). Modern techniques in teaching listening. Archive of Conferences, 3–4. https://www.conference.com/index.php*
66. *Yang, Y. (2020). Study of factors affecting Chinese international students' lecture-listening comprehension at Thai universities, their coping strategies and self-efficacy. In Proceedings of the 2020 the 4th International Conference on Education and E-Learning. https://doi.org/10.1145/3439147.3439152*
67. *Yurko, N., & Styfanyshyn, I. (2020). Listening skills in learning a language: The importance, benefits and means of enhancement. Collective Monographs. https://doi.org/10.36074/rodmmrfssn.ed-1.04*
68. *Zhang, P., & Graham, S. (2020). Learning vocabulary through listening: The role of vocabulary knowledge and listening proficiency. Language Learning, 70(4). https://doi.org/10.1111/lang.12411*