

# Listening Comprehension Skills of Elementary Levels: Basis for Improvement Program

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**Abstract**— The main objective of the study was to determine the listening comprehension skills among Elementary Pupils for School Year 2016 – 2017. The strategies used to enhance the listening skills of the learners, the problems encountered by the learners in the listening comprehension skills, and the advantages gained by the learners in developing their listening comprehension skills were also measured. The study used the descriptive normative survey method with the aid of a standardized questionnaire as the main gathering tool to obtain factual information and to arrive at accurate results. The data's main sources are the respondents' profile and responses to the different questions about listening comprehension skills. The participants were 52 Grades 5 and 6 learners of Ambuan Elementary School and 129 Grades 5 and 6 learners of Booy South Elementary School. The gathered data were statistically treated, computed, and tabulated using the weighted mean, t-test, and analysis of Variation of Correlation. Findings showed that the learners' listening comprehension skills in terms of problem encounters among learners has a significant level of significance while the listening comprehension skills in terms of advantages gained among learners have an insignificant level of significance. On the other hand, the participants were 6 teachers of Ambuan Elementary School and 13 teachers of Booy South Elementary School. The gathered data were statistically treated, computed, and tabulated using the weighted mean, t-test, and analysis of Variation of Correlation. The degree of difference in the Responses of the Respondents on their Strategies used to Enhance the Listening Skills of the Learners in terms of Instructional, Environmental, and Assessment has a significant level of significance. In a general average of the computed Problems encountered has a computed value of 3.24 with a df of 24 and a critical value of 2.064, thus the null hypothesis is rejected while the advantages gained has a computed value of 1.65 with df 18 and a critical value of 2.101, thus the null hypothesis is accepted. Given the result, it is claimed that the learners' listening comprehension skills have the same perception in terms of the problem encountered and advantages gained while the teachers' strategies come up with the set of strategies (Instructional, Environmental, and Assessment) that can help in the pupils' development. The finding suggests that teachers must use different strategies, make their classroom more comfortable for listening and free from any disturbance, provide a choice of assessment activities, motivate their pupils to listen carefully and make activities more interesting.

**Index Terms**— Listening Comprehension Skills, Listening Skills, Comprehension Skills, Reading, Instructional, Environmental, Assessment, Problem Encountered, and Advantages Gained.

## 1. Introduction

Listening is a crucial element in the language skills but is often forgotten. It is a complicated task involving many variables and yet very helpful to every individual. It is a channel that brings an individual to better success in life.

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others. It involves receiving language through the ears. It also involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm, and pauses) and we use our brain to convert these into messages that mean something to us.

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus (1:2009).

Listening is a lot like reading – it provides an opportunity to learn something new and it requires focusing on what's being said. You have to pay attention to the ideas and details that the speaker is talking about. Unlike reading, when you're listening, you have a chance to ask the speaker questions to help you understand or to get more information. Asking questions is an important part of listening. It tells the speaker what you've learned and what else you'd like to know and by answering your questions, the speaker can help you and others in the audience or class to learn more.

Listening is a good way to build friendship. Good listeners know that others like to be heard, that they enjoy sharing stories

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about themselves, and they like the sense of connectedness when they share information, confidences, and jokes with another person.

Listening to people when they're speaking to you shows them that you respect them. So, how do you learn to become an attentive listener? Start by looking at the behaviors of a poor listener and a good listener (2:2005).

This study aims to explore the strategies used, the problems encountered and the advantages gained by developing listening comprehension skills and hopes to find out what can be done to help the learners improve their listening comprehension skills. With the results of this study, the researchers will be able to implement a plan to develop the learner's listening comprehension skills.

#### A. Theoretical Background

This study is anchored on the Improving ESL Learners' Listening Skills which has been formulated by (Van Duzer, 1997). Listening is often claimed as a passive skill as in the classrooms, the learners seem to merely sit quietly and listen to dialogues or spoken text, trying to decipher meaning. Although the learner appears to be the only one involved in the decoding activity, other factors should be taken into account. He proposes four factors that determine the learners' success in comprehending ideas presented through the auditory channel; the listener, the speaker, the content, and the visual support.

The first one, the listener, probably holds a central role in the listening process. If he has a greater interest in the topic of the dialogues or the spoken texts, he is more motivated to learn and his comprehension may improve considerably. He often tunes out topics that are not of interest. In addition to interest, background knowledge can also facilitate comprehension. The listener who possesses sufficient knowledge of the topic usually understands the content better than those who do not.

Additionally, the speaker also affects the learner's success in listening comprehension. A speaker's rate of delivery may be too fast, resulting confusion on the part of the listener. He will have difficulties in making sense of an indistinct utterance that sounds like a mumble to him. Consequently, adjusting the speaker's speed to the listener's level is important.

Another factor determining comprehension is content, which is closely related to easier understanding. The listener can grasp meaning easily if he has adequate previous knowledge of the subject of the dialogue or the text that he hears. Moreover, the presence of visual support such as pictures, diagrams, gestures, facial expressions, and body language can improve his comprehension provided that he is able to correctly interpret it.

#### B. Related Literature

The following readings were incorporated into the study in order to provide significant information that can help gain deeper insights into the study.

Probably the simplest way to start thinking about listening is to break down the process into stages. In practice, no one would

keep strictly to these stages, but reflecting on them should improve a person's listening skills.

The first step is to open yourself to the "incoming message" by letting down your defenses as far as possible and trying to sense the real, underlying meaning of what is being said. Listen for ideas, implications, and feelings, as well as the facts being conveyed. As well as being able to hear, you must also want to, or at least be willing to listen. Taking brief mental notes may help to focus your attention, but it can also distract you from the real meaning. If in doubt, don't. Also, giving undisturbed eye contact with the other person shows a real commitment to them and their specific message.

The second step is to begin to interpret, or reconstruct, what is being said, remembering always that words have different meanings to different people. Keep asking yourself whether you really understand the message. Do your best to listen with full attention, and withhold judgment, assumption, and criticism at this stage. Don't jump to conclusions before the story is complete. Allow the other person to finish their message before attempting to begin speaking.

The third step is to evaluate what is being said, only after you have made a reasonably objective interpretation of the message. At this point, you should reflect on the information and options being presented, and sift through the evidence. Unfortunately, judging often starts far too early in the listening process, especially when the topic has emotional implications or when there has been a long history of painful conflict. It is a fact that many people will judge according to their own personal life experiences and this may have a negative implication on the message. Unskilled listeners close their ears to words they do not want to hear and only hear the words they want to hear.

The fourth stage is responding. Here you demonstrate that you have truly been listening. Reassuring the speaker that you have been giving him full attention is a critical aspect of constructive listening. Feedback is usually given by asking for clarification or for more information, or at least giving some visible acknowledgment by smiling, nodding, or frowning. Even making small remarks such as "Ah ha" during the message conveys a real interest in what the other person is saying (4:2011).

There are two distinct processes involved in listening comprehension. Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized). Listeners use content words and contextual clues to form hypotheses in an exploratory fashion. On the other hand, listeners also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower-level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message. Listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive

process where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners use one process or the other will depend on their knowledge of the language, familiarity with the topic, or the purpose for listening. For example, listening for gist involves primarily top-down processing, whereas listening for specific information, as in a weather broadcast, involves primarily bottom-up processing to comprehend all the desired details (5:2008).

Active listening is a particular communication technique that requires the listener to provide feedback on what he or she hears to the speaker, by way of restating or paraphrasing what they have heard in their own words. The goal of this repetition is to confirm what the listener has heard and to confirm the understanding of both parties. The ability to actively listen demonstrates sincerity, and that nothing is being assumed or taken for granted. Active listening is most often used to improve personal relationships, reduce misunderstanding, and conflict, strengthen cooperation, and foster understanding. When engaging with a particular speaker, a listener can use several degrees of active listening, each resulting in a different quality of communication with the speaker. This active listening chart shows three main degrees of listening: repeating, paraphrasing, and reflecting. Active listening can also involve paying attention to the speaker's behavior and body language. Having the ability to interpret a person's body language lets the listener develop a more accurate understanding of the speaker's message (6:2016).

### C. Related Studies

The following studies were reviewed for the they have relation to the study conducted.

According to the study of Andrew Weiler, your listening skills will undoubtedly have an enormous impact on your ability to learn a new language. Of course, you can study the grammar, practice the pronunciation, and work at remembering new vocabulary but unless you're listening skills are good (at the very least) your speaking skills will inevitably be constrained. This is because listening informs you about so many things including what you say and what other people say and mean (Weiler, 2012).

Improving listening skills must be a top priority for anyone who wants to become good at speaking a second language. Some seem to have retained really good skills. We all develop exceptional listening skills when we learn our first language. That is one key reason why we all master our first language. For a variety of reasons, these skills can atrophy. Whatever the reason may be, it is important to understand that listening skills are just that, skills. They can be, like any other skill, improved. Many people may believe we are stuck with the skills we have. That is why we hear things like, "I have no ear for languages". Well, you may not know, but there is no reason why one can't be redeveloped!

Gebhard (2009) states that listening comprehension activity involves two distinct processes, bottom-up and top-

down processing. Bottom-up processing in listening refers to a process of decoding a message that the listener hears through the analysis of sounds, words, and grammar. The top-down process in listening refers to the process of using background knowledge to comprehend a message. The background knowledge can be in the form of previous knowledge about the topic, in the form of situational knowledge, and in the form of 'schemata' or plans about the overall structure of events and the relationship between them.

Brown (2009) summarizes some of the listening teaching technique principles as elaborated in the following. First, in an interactive, four-skills curriculum, teachers should not overlook the importance of techniques that specifically develop listening comprehension competence. The second principle is that teachers should use techniques that are intrinsically motivating. To appeal to the students' interests and goals, teachers should take into full account the experiences, goals and abilities of the students in designing lessons. The next principle is utilizing authentic language and context to enable students to see the relevance of classroom activity to their long-term communicative goals. The fourth is carefully considering the form of listeners' responses to see whether or not their comprehension has been correct. Another principle is encouraging the development of listening strategies because most foreign language students are simply not aware of how to listen. The last principle in designing listening techniques is that teachers should include both bottom-up and top-down listening techniques because both of them can offer keys to determining the meaning of spoken discourse.

### D. The Problem

This research aims to determine the listening comprehension skills of the Elementary levels in Booy South Elementary School – Booy Annex, Tagbilaran City, Bohol and Ambuan Elementary School – Ambuan, Catigbian, Bohol as the basis for improvement.

1. What is the profile of the respondents in terms of:
  - A. Teachers
    - a. age;
    - b. sex;
    - c. years in service;
    - d. educational qualification; and
    - e. grade level handled?
  - B. Learners
    - a. age;
    - b. sex; and
    - c. grade level?
2. What are the strategies used to enhance the listening skills of the learners?
3. What are problems encountered by the respondents with regard to the listening comprehension skills despite the high technology?
4. What are the advantages gained by the learners in developing their listening comprehension skills?
5. Is there a significant degree of difference in the responses

of the respondents in the following aspects:

- a. the strategies used in order to enhance their listening comprehension skill;
  - b. problem encountered by the respondents with regards to listening comprehension skills despite of the high technology; and
  - c. the advantages gained by the learners in developing their listening comprehension skills?
6. What program could be proposed to improve the listening comprehension skills of the learners in Elementary Schools of Booy South Elementary School and Ambuan Elementary School?

## 2. Methodology

The study employed the descriptive normative survey method with the aid of a standardized questionnaire as the main data-gathering tool to obtain factual information and to arrive at accurate results. The main sources of the data are the profile of the respondents, and their responses to the different questions about listening comprehension skills.

The locales of this study are the learners and teachers of Booy South Elementary School at Booy Annex, Tagbilaran City, and Ambuan Elementary School at Ambuan, Catigbian, Bohol. The respondents involved in the study were the Grades 5 and 6 learners and teachers.

The standardized questionnaire focuses on the profile of the two groups of respondents along with their age, sex, and year level (for students) and the age, sex, years in service, educational qualification, and year level handled (for teachers).

The data gathered were analyzed and interpreted through projection and deduction inferred from the percentages. To obtain the percentages, the frequency of responses to each item was divided by the total number of cases and then multiplied by one hundred, thus, the following weights were assigned to the scales with their corresponding equivalents:

$$P = f/n \times 100$$

Where:

P = percentage

f = frequency

n = total number of respondents

The following weights were assigned to the scales with their corresponding equivalents:

Weights	Scale	Range
4	(SA) Strongly Agree	3.26 – 4.00
3	(A) Agree	2.51 – 3.25
2	(LA) Less Agree	1.76 – 2.50
1	(D) Disagree	1.00 – 1.75

The data gathered through the use of questionnaires were subjected to statistical treatment, computation, and analysis. The purpose was to determine the correlation of the two different responses of the respondents. It was subjected to a t-test using the formula.

## 3. Result And Discussion

This part of the research study presents the data gathered from the questionnaire. The presentation of the findings follows the order of the problems covered in the research for clarity. For a meaningful presentation of the data, percentage of the frequencies, and weighted mean, the analysis of Variation of Correlation was used in the study.

A brief description of the respondents of the study is given for a clear understanding for the findings and analysis of the data presented. Table.1 reveals the data.

Table.1 reports that one hundred ninety-eight respondents participated in the survey. The study covered one hundred seventy-nine pupils ranked 1 and nineteen teachers ranked 2.

Table 1

Distribution of Respondents

Respondents	School	F	%	R
Pupils	Ambuan Elementary School	50	25.25	2
	Booy South Elementary School	129	65.15	1
Teachers	Ambuan Elementary School	6	3.03	4
	Booy South Elementary School	13	6.57	3
<b>TOTAL</b>		<b>198</b>	<b>100%</b>	

Table.2 records the profile of the pupils and teachers at Booy South Elementary School and Ambuan Elementary School. For the pupils, a view was taken in the aspects of their age, sex, and grade level. For the teachers, a view was taken in the aspects of their age, sex, year in service, educational qualification, and year level handled.

### A. Profile of the Learners

Age. As displayed in the table, among the one hundred seventy-nine (100%) were elementary pupils, there were no pupils aged eight years old in Grades 5 and 6 in both schools, one hundred twenty-one (67.59%) were aged 9-11 years old, and fifty-eight (32.41%) were aged 12 years old and above. Therefore, the results that most of the elementary pupils were aged 9-11 years old.

Sex. As manifested in the table, among the one hundred seventy-nine (100%) elementary pupils, ninety-four (52.52%) were males and eighty-five (47.48) were females. The result showed that the majority of the pupils were males.

Grade Level. As revealed in the table, out of one hundred seventy-nine (100%) elementary pupils, one hundred (55.86%) were grade five pupils and seventy-nine (44.14%) were grade six pupils. In conclusion, the greater number of elementary pupils were grade five pupils.



Table.2.  
Profile of the Respondents

Teachers	Booy South Elementary School			Ambuan Elementary School			Total	%	R
	f	%	R	f	%	R			
<b>AGE</b>									
25 yrs. old below	1	7.70	3	1	16.66	2	2	10.52	3
26-30 yrs. old	3	23.07	2	0	0	3	3	15.78	2
31 yrs. old above	9	69.23	1	5	83.33	1	14	73.68	1
<b>TOTAL</b>	<b>13</b>	<b>100</b>		<b>6</b>	<b>100</b>		<b>19</b>	<b>100</b>	
<b>SEX</b>									
Male	1	7.70	2	1	16.66	2	2	10.52	2
Female	12	92.30	1	5	83.33	1	17	89.47	1
<b>TOTAL</b>	<b>13</b>	<b>100</b>		<b>6</b>	<b>100</b>		<b>19</b>	<b>100</b>	
<b>YEARS IN SERVICE</b>									
0 – 5 years	3	23.07	2	1	16.66	2	4	21.05	3
6 – 10 years	4	30.76	1	3	50	1	7	36.84	1
11 – 15 years	2	15.38	3	1	16.66	2	3	15.78	4
16 above	4	30.76	1	1	16.66	2	5	26.31	2
<b>TOTAL</b>	<b>13</b>	<b>100</b>		<b>6</b>	<b>100</b>		<b>19</b>	<b>100</b>	
<b>EDUCATIONAL QUALIFICATION</b>									
BEED	12	92.30	1	6	100	1	18	94.73	1
BSED	1	7.70	2	0	0	2	1	5.26	2
<b>TOTAL</b>	<b>13</b>	<b>100</b>		<b>6</b>	<b>100</b>		<b>19</b>	<b>100</b>	
Teachers	Booy South Elementary School			Ambuan Elementary School			Total	%	Rank
	f	%	R	f	%	R			
<b>GRADE LEVEL HANDLED</b>									
Grade 1	2	15.38	1	1	16.66	1	3	15.78	1.5
Grade 2	2	15.38	1	1	16.66	1	3	15.78	1.5
Grade 3	2	15.38	1	1	16.66	1	3	15.78	1.5
Grade 4	2	15.38	1	1	16.66	1	3	15.78	1.5
Grade 5	2	15.38	1	1	16.66	1	3	15.78	1.5
Grade 6	2	15.38	1	1	16.66	1	3	15.78	1.5
Preschool	1	7.70	2	0	-	-	1	5.26	6
<b>TOTAL</b>	<b>13</b>	<b>100</b>		<b>6</b>	<b>100</b>		<b>19</b>	<b>100</b>	
<b>Learners</b>									
<b>AGE</b>									
8 yrs. old	-	-	-	-	-	-	-	-	-
9 – 11 yrs. old	79	61.25	1	42	84	1	121	67.59	1
12 yrs old above	50	38.75	2	8	16	2	58	32.40	2
<b>TOTAL</b>	<b>129</b>	<b>100</b>		<b>50</b>	<b>100</b>		<b>179</b>	<b>100</b>	
<b>SEX</b>									
Male	66	51.16	1	28	56	1	94	52.52	1
Female	63	48.84	2	22	44	2	85	47.48	2
<b>TOTAL</b>	<b>129</b>	<b>100</b>		<b>50</b>	<b>100</b>		<b>179</b>	<b>100</b>	
<b>GRADE LEVEL</b>									
Grade 5	77	59.68	1	23	46	2	100	55.86	2
Grade 6	52	40.32	2	27	54	1	79	44.13	1
<b>TOTAL</b>	<b>129</b>	<b>100</b>		<b>50</b>	<b>100</b>		<b>179</b>	<b>100</b>	

*B. Profile of the Teachers*

Age. As unveiled in the table, out of nineteen (100%) elementary teachers, two (10.52%) were twenty-five years and below, three (15.78%) were twenty-six years old, fourteen (73.68%) were thirty-one years and above. Therefore, the

results showed that most elementary teachers were thirty-one years old and above.

Sex. As exposed in the table, out of nineteen (100%) elementary teachers, two (10.53%) were males, and seventeen (89.47%) were females. The result showed that the majority were female teachers.

Year in Service. As shown in the table, among the nineteen (100%) elementary teachers, four (21.05%) worked within 0-5 years, seven (36.84%) within 6-10 years, three (15.78%) within 11-15 years, and five (26.31%) within 16 years and above. It shows that most of the elementary teachers were 6-10 years in service.

the respondents produced a rating of Strongly Agree which gathered an overall rating of 3.40.

2.) Booy South Elementary Pupils on Problems Encountered in Relation to Their Listening Comprehension Skills. The respondents' responses produced a rating of Agree which gathered an overall rating of 2.52.

Table.3.

Summary of Result on the Responses of the Respondents on the Listening Comprehension Skills in the Elementary Levels

	Ambuan Elem. School		Booy South Elem. School		Over-all Rating	
	AWM	Desc.	AWM	Desc.	AWM	Desc.
A. a) Instructional	3.77	SA	3.77	SA	3.77	SA
b) Environmental	3.60	SA	3.59	SA	3.60	SA
c) Assessment	3.64	SA	3.64	SA	3.64	SA
B. Problems Encountered	3.40	SA	2.52	A	2.96	A
C. Advantages Gained	3.65	SA	3.03	A	3.34	SA
<b>Grand Mean</b>	<b>3.61</b>	<b>SA</b>	<b>3.31</b>	<b>SA</b>	<b>3.46</b>	<b>SA</b>

Table.4.

Summary of Difference

Items	Computed Value	df	Critical Value	Level of Significance	Test of Hypothesis
A. Strategies					
a) Instructional	0.02	10	2.228	Insignificant	Accepted
b) Environmental	0.02	4	2.776	Insignificant	Accepted
c) Assessment	0.95	6	2.447	Insignificant	Accepted
B. Problems Encountered	3.24	24	2.064	Significant	Rejected
C. Advantages Gained	1.65	18	2.101	Insignificant	Accepted

Educational Qualification. As displayed in the table, among the nineteen (100%) elementary teachers, eighteen (94.74%) were BEED, and one (5.26%) was BSED. Therefore, the most dominant were BEED teachers.

Year Level Handled. As shown in the table, among the nineteen (100%) elementary teachers, three (15.58%) were handling Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, and Grade 6 teachers, and one (5.26%) was a preschool teacher.

*C. Result on the Responses of the Respondents' Listening Comprehension Skills in the Elementary Levels.*

Table.3 presents the summary results on the perceptions of the respondents on the Listening Comprehension Skills in the Elementary Levels.

A.1.) Ambuan Elementary Teachers. Both respondents perceived a rating of Strongly Agree which yielded an overall rating of the following:

- a. Instructional – 3.77 or Strongly Agree
- b. Environmental – 3.60 or Strongly Agree
- c. Assessment – 3.64 or Strongly Agree

2.) Booy South Elementary Teachers. Both of the respondents gained a rating of Strongly Agree which provided an overall rating of the following:

- a. Instructional – 3.77 or Strongly Agree
- b. Environmental – 3.59 or Strongly Agree
- c. Assessment – 3.64 or Strongly Agree

B.1.) Ambuan Elementary Pupils on Problems Encountered in Relation to Their Listening Comprehension Skills. Both of

C.1.) Ambuan Elementary Pupils on Advantages Gained in Developing Their Listening Comprehension Skills. A rating of Strongly Agree was obtained from the respondents, which also yielded an overall rating of 3.65.

2.) Booy South Elementary Pupils on Advantages Gained in Developing Their Listening Comprehension Skills. A rating of Agree was obtained from the respondents, which also yielded an overall rating of 3.03.

*D. Summary of Difference on the Responses of the Respondents*

Table.4 presents the summary of correlation on the responses of the two groups of respondents, the teachers and the learners' respondents regarding the Listening Comprehension Skills of Elementary Levels.

A. The strategies Used in Order to Enhance the Listening Skills of the Learner.

a. Instructional. The computation resulted to a t-value of 0.02 which was found to be lower than tabular value of 2.228 at 10 df at 0.05 level of significance. The correlation is insignificant; thus, the null hypothesis is accepted.

b. Environmental. The computed value of 0.02 was found to be lower than the tabular value of 2.776 at 4 df at 0.05 level of significance. The correlation is insignificant; thus, the null hypothesis is accepted.

c. Assessment. The computation resulted to a t-value of 0.95 which was found to be lower than the tabular value of 2.447 at 6 df at 0.05 level of significance. The correlation is

insignificant; thus, the null hypothesis is accepted.

B. Problems Encountered in Relation to their Listening Comprehension Skills. The computation resulted to a t-value of 3.24 which was found to be higher than the tabular value of 2.064 at 24 df at 0.05 level of significance. The correlation is significant; thus, the null hypothesis is rejected.

C. Advantages Gained by the Learners in Developing their Listening Comprehension Skills. The computed value of 1.65 was found to be lower than the tabular value of 2.101 at 18 df at 0.05 level of significance. The correlation is insignificant; thus, the null hypothesis is accepted.

#### 4. Conclusion

Given the aforementioned findings, the following conclusions were drawn:

- The majority of the Elementary Teachers in Ambuan and Booy South Elementary Schools were female, age thirty-one years old and above, six to ten years in service, and they are graduates of Bachelor of Elementary Education.
- The majority of the pupils were males, aged nine to eleven years old, and most of them were grade five pupils.
- It was found out that the teachers of both schools strongly agree on the strategies to be used to enhance the listening comprehension skills of the pupils. The result implies that the respondents were convinced that those sets of strategies can help in the pupils' development.
- The pupil respondents indicated an overall descriptive rating of "Agree" on the problems encountered and the advantages gained in developing their listening comprehension skills. The result means that the respondents almost have the same perceptions.
- The difference in the responses of the respondents resulted to an insignificant degree of difference leading to the acceptance of the null hypothesis of the different aspects assessed because their perceptions were not alarming for, they shared similar ideas.

#### A. Recommendations

Based on the conclusion drawn, the following recommendations are formulated:

- Teachers must use different strategies to develop the listening comprehension skills of the pupils.
- Teachers must make their classroom more comfortable for listening and free from any disturbances.
- Teachers must provide a choice of assessment activities so that the pupils can select one related to his/her strengths.
- Teachers must motivate their pupils to listen carefully make activities more interesting and consider the time of listening period of the pupils.

- Teachers must emphasize the importance of listening to motivate and encourage the pupils and improve their studying skills.

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