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Research Article

Content-Based Approach in Developing Listening Comprehension in English Language: Basis for Proposed Listening Activities

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ABSTRACT

This study was based on the teacher's observations of the students' comprehension of questions, passages, and literary works during the listening session. One of the numerous reasons why listening comprehension is underestimated among the four macro skills is the lack of exposure to real-world content. Numerous listening resources also conflict with the students' real-world circumstances and past knowledge, making it difficult for them to stay involved in the course. This is the justification for the study's execution. In that situation, the researcher searched for strategies and listening practice materials to aid the students in developing their English listening comprehension abilities by turning to the content-based method for support and developed listening exercise materials that would aid in the English language learning of grade 8 children. Pre-experimental design with a single group pretest-posttest was the methodology employed in this study. Based on the pretest they took prior to the treatment, 100 eighth-grade students' listening comprehension abilities were evaluated. After that, a post-test was administered to gauge how well the treatment and content-based approach had worked. The researcher also used the following statistical software or formulas: Probability and percentage distribution, standard deviation, t-test, and weighted mean: Assuming Equal Variances for Two Samples.

Keywords: *Listening, Listening Comprehension, Content-based Approach, Top-Down Theory, Bottom-Up Theory, English, Education, Philippines, Developing Listening Comprehension Skills*

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Introduction

Listening is essential to learning because it helps students participate in conversations during their daily activities. Students could become disoriented and receive incorrect information if they lack listening comprehension. Children in the K-12 program are reported to spend between sixty (60) and ninety (90) percent of their schooldays listening to their teachers and other students, according to Gilbert (2005, as referenced in Branganza et al., 2016). Students can be anticipated to improve their language proficiency with such listening time, which aids in commencing language learning and becomes beneficial in communicating to maintain and support the continuous language learning process.

According to Morley and Lawrence (1971) as cited by Ahmadi (2016), claimed that broad rules should be followed while instructing students in listening comprehension. Lessons on listening comprehension must first have precise, clearly stated objectives. Lessons in listening comprehension need to be properly and sequentially organized. Thirdly, focus-building exercises must be emphasized in listening comprehension training as a prerequisite for communication. Fourth, listening comprehension instruction must emphasize the use of reactive memory. Lessons in listening comprehension should "teach" rather than "test." Evaluating the students' responses should solely be considered as feedback, assisting them in better understanding how they perform and develop.

Many English language learners think that because hearing is a receptive skill rather than a production one, it is easy to learn. Additionally, listening is widely employed in the classroom as a communication skill that can aid in developing other talents. In their initial years of formal schooling, students spend at least 50% of their communication time listening, followed by speaking, reading, and writing, according to Atwater (1992, as referenced in Bannor et al. 2014). To study any foreign language, students must start by developing this talent.

However, as they are not taught and are not given listening resources and exercises to aid in the development of their listening skill, teachers find it challenging to teach students the

listening skill. They also note that speech tempo, vocabulary, and pronunciation are to blame for pupils' difficulties with listening comprehension. For instance, if the speaker has a distinct accent that the students need to be aware of, listening to audio as part of the activity could be challenging. In this situation, pronunciation and unfamiliarity with vocabulary words can be a barrier to effective listening. The dialect the students use at home is another anticipated issue. Due to their limited exposure to the language, the students find it challenging to understand the material discussed in English.

Objectives of the study

- 1) Determine the proficiency level of the respondents in pre-test and post-test;
- 2) show the relationship between the results of pre-test and those of post-test after using the content-based approach; and
- 3) identify the necessary activities in enhancing the listening comprehension of the students;

Methods

Research Design

This study utilized the quasi-experimental pretest and post-test design and quantitative descriptive method. The 100 selected grade 8 students underwent a pretest for Listening Comprehension before they got the intervention. The post-test was given to the students after they obtained the intervention to measure the respondents' level of proficiency in Listening Comprehension skills.

Locale of the Study

The study was carried out at Dr. Juan G. Nolasco High School in Manila's Tondo First District. It is an elementary school that also serves as a public secondary school (Grades 7 to 10). It has a lot size of 2,858.625 square meters and is situated at 2252 Tioco Street in Tondo, Manila. The lot faces Capulong Highway. It was established on October 25, 1966, and was given the former mayor of Manila's name, Dr. Juan G. Nolasco. There are 1,052 pupils in grade 7, 935 in grade 8, 889 in grade 9, and 784 in grade 10 in Dr. Juan G. Nolasco High School. Due to the

pandemic, the majority of pupils are given access to online learning, which the school feels can offer kids a better education than any other learning option.

Respondents and Sampling Procedure

The participants were the researcher’s grade 8 students at Dr. Juan G. Nolasco High School in the academic year 2021-2022. A simple random sampling technique was used to select students from sections 1, 2, 3, and 11; the total respondents were 50 females and 50 males aged 13-15 years old. Additionally, all are native speakers of Filipino who are learning English as a second language.

Research Instrument

The instrument of this research was survey form, pretest, and posttest questionnaires. The construction of the questionnaire was based on the indicators generated from the statement of the problem, the problem mentioned in the background of this research, and from the common problems in listening comprehension. Moreover, the Listening Comprehension pretest and posttest had four parts which are the following: Part 1 - listen to questions, Part 2- listen to conversations, Part 3: listen to advertisements, and Part 4: Listen to local and international news. After the administration of pretest and posttest, the gathered data were

analyzed using SPSS computer program and were presented in tables and texts and interpreted by the researcher.

Statistical Treatment of Data

The performance level of grade 8 students in listening comprehension on the Pre-Test and Post-Test was averaged using Weighted Mean. The following explanation of the listening comprehension competence level of grade 8 students on the Pre-Test and Post-Test was based on the L.A.S. Links Placement test. Grade 8 Proficiency Level Descriptors Scores between 21 and 10 indicate beginning; 27 to 22 indicate early intermediate; 33 to 28 indicate intermediate; 39 to 34 indicate proficient, and 45 to 40 show above proficient.

Regarding age, gender, mother tongue, and the socioeconomic condition of the respondents' parents, including their income and level of education, frequency, and percent distribution were employed to summarize the respondents' information. The spread of data distribution was quantified using the standard deviation. The average distance between each data point and the mean is measured. T-Sample: Two Samples The significant difference between the listening comprehension competency level of grade 8 pupils in the Pre-Test and Post-Test was determined using Assuming Equal Variances [two-tailed].

Results and Discussion

Respondents' Profile

Age	Frequency	Percent
13	49	49.0
14	49	49.0
15	2	2.0
Total	100	100.0

Respondents' Gender

Gender	Frequency	Percent
Male	43	43.0
Female	57	57.0
Total	100	100.0

Respondents' Mother Tongue

Mother Tongue	Frequency	Percent
Filipino	90	90.0
English	10	10.0
Total	100	100.0

Respondents' Parents Socio-Economic Status

Income	Frequency	Percent
Poor	43	43.0
Low-income Class	32	32.0
Lower-Middle Class	20	20.0
Middle-Income Class	5	5.0
Total	100	100.0

The result exhibits that 57 out of the 100 respondents were female ages 13 to 14. Additionally, most respondents in the study are native Filipinos with parents who have either High school or College graduate and are mostly in the lower class of the society. However, the demographic profile of the respondents does not influence the students' test scores. The same result conducted by Paz (2015) revealed that

the respondents' demographic profile does not affect the listening comprehension levels of the respondents. Furthermore, it explained that everybody does listen for the sake of getting information and that listening skill does not depend on the achievement a family has. This shows that listening comprehension activities determine the scores of the students in the way they are presented in the lesson.

*Students Listening Proficiency Level**Level of Speaking Proficiency of Selected Students in Pre-test and Post-test*

Test	Mean	Standard Deviation	Remarks
Pre-Test	32.5	6.66	Intermediate
Post-Test	35.9	6.49	Proficient

The proficiency levels of students in listening comprehension reveals that in pre-test with mean and standard deviation of 32.5, 6.66, and posttest with mean and standard deviation of 35.9, 6.49. This exhibits that pre-test mean interpretation is intermediate, while the post-test mean interpretation is proficient. It can be deduced that the students in Grade Eight (8), have increased their proficiency level in listening comprehension skills after the researcher conducted an intervention of a content-based approach.

In connection to the study of Lai and Ak-sornjarung (2017) titled, "The Effects of Con-

tent-based Instruction on Listening and Speaking Abilities of Thai", it reveals that all students improved their speaking and listening skills because CBI (Content-based Instruction) school curriculum provided materials that are engaging and relevant to students. This means that the listening materials should conform to and be agreeable to the students' level of listening comprehension. Thus, the proposed listening comprehension materials must align with the students' real-life situations and prior knowledge, such as answering questions, getting information from the advertisement or news, and apprehending conversations.

Content Based Approach Pre-Test and Post-Test*Difference between the Results of the Pre-Test and the Post-Test in Listening Comprehension*

Test	Mean	Variance	t Stat	T critical (two tailed)	p-value	Remarks
Pre-Test	32.5	44.39	3.66	1.97	.000	Significant
Post Test	35.9	42.07				

The outcome of the t-Test: Two-Sample Assuming Equal Variances to ascertain whether there is a statistically significant difference between the listening comprehension scores from the pre-test and post-test. The findings of the pre-test and post-test in listening comprehension differ significantly, with t-Stat (3.66) bigger than t critical (1.97). The difference is statistically significant because the p-value (.000) is below the .05 levels of significance that are generally accepted. The findings of the pre-test and post-test show a considerable difference in the respondents' listening comprehension. It states that the respondents' listening comprehension skills improved once the pupils were exposed to the content-based technique.

This allows the teachers to instruct in the target language, thanks to content-based education. It enables discussion of essential topics with teachers and their pupils. Finding subjects or tools that pupils can understand the target language is permitted (Bex, 2019). These results imply that students learn listening comprehension skills through exercises that relate to their past knowledge and real-world experiences.

English Speaking Activities

The following are some proposed activities to enhance the speaking proficiency of the students and their corresponding objectives:

English Speaking Activity	Objective
Answering simple questions	1. Integrate listening comprehension skills in answering simple questions
Listening to complex conversation	1. Enhance listening comprehension skills
Understanding advertisement	1. Derive the important information from an advertisement
Listening to news	1. Demonstrate understanding of the news

Conclusion

In the pre-test, the respondents' level of skill in listening comprehension was intermediate; in the post-test, the respondents demonstrated proficiency. This outcome is ascribed to the use of a content-based approach, which encourages students to focus more on the concepts presented in the text and the specifics that help to elaborate on or clarify the meaning that the author or teacher intended to convey. The findings of the tests show a substantial correlation between the respondents' prior knowledge and current knowledge. It illustrates how the students' prior knowledge significantly helped them learn what they know now about the listening comprehension assignment. Conversations, advice (or other educational materials like podcasts), question-and-

answer sessions, and local and worldwide news are the suggested activities for English listening comprehension. The sample above activities can develop skills for message understanding, relationship building, and retention. It is also important to stress that listening comprehension is essential for knowing how to listen and best channel and comprehend a message.

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