



## Developing English Listening and Speaking Skills: A Cross Sectional Survey of Elementary School Teachers

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### Abstract

*The main purpose of the study was to analyze the role of English teachers in developing listening and speaking skills at elementary level. The nature of this study was descriptive and survey method was used for the collection of data. All the English teachers of District Kotli were the population of the study. 256 teachers were selected through simple random sampling technique. A questionnaire based on five point Likert scale was developed to collect the data. The reliability of the instrument was measured 0.858. The data collected through the questionnaire were analyzed through percentage and mean. It is found that the elementary teachers of District Kotli do not focus on basic skills of English language (listening and speaking). It is recommended that teaching materials, developed for students, may be checked, by experienced teachers, keeping the social and cultural issues, in mind. Special training, on using updated A.V aids, may be given to teachers.*

**Keywords:** Role of Teacher, English Languages Skills, Elementary Level

### I. INTRODUCTION

Educational Organizations play an important role in a society. In these organizations, teachers play vital role, in developing education system, because the child comes in school with empty vessels; and it is the teacher who polishes the students' mind. Teachers provide the students in-depth knowledge, basic skills; and develop positive attitude. This can be done with the help of good organizations where the teachers cultivate different tasks for their improvement. Teachers are role-model for the students, and their actions convey more than their words (Lunenberg & Swennen, 2007). All the teachers, in school have very important role in imparting knowledge and skills but the role of English teacher is dynamic regarding English as a second language.

The English teachers have to teach the four skills of English i.e. reading, writing, listening and speaking besides these skills he or she has to teach correct pronunciation, grammar and conversation skill. In some schools, English teachers are recruited especially while general teachers

teach English in some other schools. Special recruited English teachers have capability to teach English as content knowledge of English language, and professional training for teaching English. Furthermore, they are fluent in English reading and speaking, well in writing and listening as well as they have sound knowledge of grammar and pronunciation. In the other hand general teachers who teach English, mostly have problem in skills of English especially in speaking (Zeichner, 2005).

The core skills of English like reading, writing, speaking and listening are thought to be unified. To become an experienced communicator, it is needed to have expertise in each skill. The ability to speak well has numerous distinct compensations like it enables to express opinions, share thoughts and feelings; it also enables a person to put words together in a meaningful way.

Experienced and experts teachers endorse the language skills among students, to let them contribute in development of society. Among other things, effective communication is very important for the professional growth of individuals. , it we also need to persuade more environmental health professionals to actively participate in events and gatherings. It is thought to be of utmost importance that speaking is the basic components of an effective communication (Peredo & McLean, 2006). This skill is also essential for the understanding of spoken language. It is proved that to become a good speaker there should be good in listening skill. It is well known that students first learn listening then speaking. If a teacher is good speaker, the students will be also good in speaking. Their speaking skill directly linked with listening.

Listening capability is a good if the listeners are listen more attentively the sounds and words. For the understanding of spoken language, listening is thought to be a very important skill. If the listeners listen to the sounds and words more attentively, it can aid to build their listening skill. The purpose of listening varies; it can be comprehensive, discriminative, connection, interpersonal, evaluative, and appreciative and many others. Although, the course for English listening is a complex task but by activating prior information it can be made more easier as it is a process in language that is practiced by using different sounds that assist the students to use clear speaking tasks and identify the purpose for listening (Juslin & Västfjäll, 2008).

The English teacher spends most of his or her time in the effort to develop and improve listening skill of students. She or he helps students, to listen to different sounds, motivates them to speak and share ideas in target language. When the teachers teaches the listening and speaking ing skills for student in the classroom many students have face many difficulties during their lesson. Students often consider the speaking skill is most difficult skills for them to develop so easily. The teacher spends her time in classroom for the student improvement in their subject. He gave the different tasks for students for the preparation of student skill. There is a lot of importance of good speaking skill if a person has the ability to speak well in English then he can understand and communicate effectively in English (Black & Wiliam, 2004).

Although in Azad Jammu and Kashmir, the office language and medium of instruction in school is Urdu, and English is taught as a subject so it is very important in a schools. The students have not any idea or background about English language so; it is the responsibility of English teacher to develop English language skills in the mind of students. That is why, the researcher felt a need to conduct a study on developing English speaking and listening skills at elementary level.

### **Objectives of the study**

1. To identify role of elementary school teachers in developing listening skill among students.
2. To find out the role of elementary school teachers in developing English speaking skill.

### **Research Questions**

1. What is the role of elementary school teachers in developing English listening skill at elementary level?
2. What is the role of elementary school teachers in developing English speaking skill at elementary level?

## II. REVIEW OF LITERATURE

### **Teaching skills**

Teaching skills are defined as collection of teaching acts or behaviors premeditated to make the learning of students easy; directly and indirectly. Moreover, teaching is very significant part of education. The teachers have to do something for students' needs; to develop their knowledge; and to make them good person. However, efficient teaching skills required to combine numerous kinds of knowledge and skills which are used in practice to construct relations between theory and practice (Andamon, & Tan, 2018).

### **Language Skills**

Language is an important part of our everyday lives as we can convey our message to other people through it. Students need to be aware of language skills. Importantly, they have to be aware of how language is used, as well as its different variations and linguistic twist. Hence, reading, writing, listening and speaking are important, as they are vital finding activities that enable students unmask creative ways in which language is used, and also help to raise their awareness about the use of grammar amongst other things (Petko & Egger, 2015).

These four basic skills of English language are taught and learnt in the educational institution. To bring improvement in the students, the teacher focuses on these four fundamental skills of English language to develop their knowledge. These skills include: Listening, Speaking, Reading, and Writing. Two skills reading and listening are receptive while writing and speaking are productive skills. Language skills have been partially viewed as being passive and active respectively. The other name of basic skill is also called macro skills. These skills have portends a better future educational ability; mostly for second Language speakers. This is in implies that a second language learner of English language should be able to develop the four language skills for communicative competence. It is very important for student to develop the basic skills to be effectively learnt which is compulsory need for a student (Khany & Malmir, 2017). In these four skills listening and speaking are very important for improving the communication skill.

### **Speaking skill**

Speaking ability is an important productive skill of any language. It is the major mean of communication in face to face interaction (Al-Khasawneh, 2016). It is a productive skill. In this skill a person expresses his feelings, emotions, ideas and desires etc. Speaking is all about making communication to their society, expressing ideas, thoughts, feeling, to communicate a wish to build strong relations by giving opinions, it involves establishing the social relationship and friendship and also maintaining the relations. English language teachers find it very difficult to teach the speaking skill in an effective way. They need to develop their speaking skill in such a way that they can express their feelings, thoughts and emotions in target language as well. Teachers help them to improve their vocabulary to use the proper word and enjoy a natural talk. The teachers help them to practice their speaking skill by providing them various opportunities in side as well as outside the classroom as much as possible. The early stage activities should be organized in such a way that teachers have a command and control over them (Creese & Blackledge, 2010).

For the development of speaking skill, the learners should be given language input by the teacher. It may come from any reading activity, through listening or from teachers talk. The language input helps the learner to improve their ability of speaking skills. In institution, teachers should be focused on pronunciation, grammar, vocabulary, and suitable things for the development of student basic skills (Bahrani & Soltani, 2012). This skill can be improved by using this skill again and again (McDermott, & Gormley, 2016).

Generating language that can be understood by listeners is considered good speaking skill. Speaking skill enables the person to express their ideas, thoughts, wishes and desires and to establish strong social relationship with individuals of society. Oral communication involves either 'transactional language' or interactional language'. In transactional language sufficient attention is not paid to the development of speaking skills in most of the English classes, there may be many

reason for this; either learners do not feel the need for the skills, if they are not motivated enough to develop the speaking skill or they are not made aware of the importance and need of this skill or the teacher does not feel confident and capable to do it. As speaking is considered the interactive activity; between the listener and the speaker it needs both the speaker and listener to be involved in the communicative activities. The teacher should organize such activities which give the learner a chance to speak in the class with enough confidence to express his thoughts and ideas in a meaningful way. Speaking skills can be developed by involvement of the student in the act of speaking and interacting only. Most of the time teacher tends to neglect the speaking skill that has to use by student (Morfidi, Mikropoulos & Rogdaki, 2018).

English is becoming the widely used of the global area in most important specialized areas such as technology, science, education, and the commerce; there is an ever-increasing requirement for successful learning and teaching of English in numerous world contexts. Efficient English language skills are seen as fundamental for the recruits of countries which want to have access to the knowledge that forms the base of enlightening, public, and economic development and want to take part enthusiastically in the worldwide economy (Blanco, 2007). Even on the individual level, a good domination of the English language has a main responsibility in uplifting an individuals' socio-economic position and thus is key to success and prosperity.

### **Development of speaking skill**

In order to develop the language skills of learner, the instructor can assist them by assigning different tasks on speaking skills so that students can manage some vocabulary. The teacher asks the students to read a newspaper, or a text relating to the topic that is being discussed. This helps learners a lot to brainstorm, think and stimulate ideas about the topic. He also suggests teachers to give students some role cards with an outline or suggestions of what they can say. The overall purpose of involving students in such activities is to facilitate learners in increasing their confidence to converse in public. For the development of speaking skill, teachers should assign students such tasks that are precise in nature with a clear goal or outcome of the tasks (Forbes & Fisher, 2018).

According to Slattery & Willis (2001) many types of activities can assist students to enhance their speaking ability such as teachers should allow the students to practice oral communication like dialogues on any topic. Students should practice these types of activities in pairs to make their communication perfect and it will help to build up their confidence level and they will not hesitate to speak in front of their class. The most useful tool to help learners in developing fluency is that students may be asked to speak about different topics and present their ideas and thoughts on topics of their own interest or assigned by their teacher. They may choose different topics on any situation, incident or events to speak about them, to express themselves. Feedback is also another essential part that is given by the teachers to students after the student has finished his activity as it helps to enhance their speaking ability. The teachers should not point out their mistakes while they are presenting their ideas as it will somehow unmotivated those (Slattery & Willis, 2001).

### **Listening skill**

To speak a language it is better to listen, the language by the native speaker because they already know the language & they speak it fluently. For practice, one can listen to a variety of live and save different sounds and words to develop strong listening skills. Listening practice helps to pronounce words. It also helps to use intonation. Good listening practice helps to learn where to place stress in words and sentences. Strong listening skills helps to become a fluent speaker of target language. This skill plays efficient role in daily life conversation and for other purposes for the development of the student skills. Listening should be given preference to make the learners' perform various tasks regarding this skill. It is necessary that student should be given authentic listening sources in ESL classes (Tomlinson, 2012).

It is rightly said that good listeners are good gainers. It is needed for an instructor to use varies techniques to improve students' listening skill. In 2<sup>nd</sup> language, students feel a huge problem to understand this language in a proper way. If a student is a good listener, he can get many new things. Listening skill involves many hearing of different sounds. English Language teachers make use of English as a social activity. Listening is given the prime importance as it is considered the

first step toward learning a language. Listening gives language awareness and how it is used (Hakan & Aydoğan, 2015).

Teachers should be well prepared to use a different teaching technique in the classroom that helps the students in learning basic grammatical rules and develop their vocabulary which they need at their required level. For listening skill development, two interaction strategies are used which involves both the speaker and the listener. The first interaction strategy, used in listening skill is when the speakers have to scale down their language; and the other is when the listeners have to scale up their language (Hakan & Aydoğan, 2015).

### **Development of listening skill**

There are different kinds of strategies and activities to build up listening ability: One of the most important is “Listening with a purpose”, because the students “can adapt the way they listen to their aims” paying more consideration to the language for listening text. Another important aspect, towards development of listening skill is listening for gist, to get a general idea“. With this strategy, the teacher sets “a question or task before starting the activity, the task is then given to the “learners so that they know what information they need to extract from the listening, what they are listening for.” The Hadfield mentions third aspect that is “Listening for particular information” learners need to develop the ability to filter out everything; specific information means a clear purpose in mind (Hedge, 2001).

## **III. RESEARCH METHODOLOGY**

The purpose of this study was to analyze the elementary school teachers in developing listening and speaking English skills. The current study was descriptive and quantitative in nature and survey method was applied for the collection of data.

### **Population**

All the English teachers working in elementary and secondary schools of District Kotli were the population of the study. There were 522 teachers working in District Kotli.

### **Sample**

Simple random sampling technique was used for the selection of sample. 256 teachers were selected as a sample through random sampling. The detail of sample is as under;

**Table 1**

### **Sample of study**

<b>Tehsils</b>	<b>Teachers</b>
<b>Kotli</b>	102
<b>Senhsa</b>	74
<b>Fatehpur</b>	80
<b>Total</b>	256

### **Research instrument**

The researcher used self-developed questionnaire for elementary school teachers. The questionnaire was developed with the help of extensive review of related literature. Five point Likert scale was used for obtaining the responses.

### **Reliability of the instrument**

To check the internal consistency of the items the researcher applied Cronbach’s alpha coefficient in this study. The reliability of instrument was 0.858 which was quite considerable.

### **Data collection and analysis**

The researcher personally visited approachable sampled school and collected the data from respondents while the researcher posted questionnaires to those schools which were situated far

flung areas of District Kotli. Data were analyzed by using Statistical Package for Social Sciences (SPSS) software version 20. The researcher applied Mean and percentage for the analysis of data.

#### IV. RESULTS

Table 2

*Descriptive analysis of developing Listening Skill among students*

Sl. No.	Statements	SDA	DA	PA	A	SA	Mean
1.	English teachers encourage students on correct pronunciation to improve their listening skill	90	114	22	31	4	2.02
2.	English teachers encourage students on correct grammar to improve their listening skill	88	99	25	43	6	2.16
3.	English teachers encourage students to watch English movies to improve their listening skill	97	97	18	42	7	2.10
4.	I help the students for better listening	52	16	82	53	58	3.19
5.	I encourage students for correct vocabulary to improve their listening skill	0	0	33	130	98	4.25
6.	English teachers encourage students to listen news in English to improve their listening skill	87	123	3	39	9	2.08
7.	I encourage students to translate their thoughts and ideas into English	46	18	23	65	109	3.66
8.	English teachers arrange sessions to improve students listening skill	94	88	15	44	20	2.26
9.	English teachers encourage the students to have a practice of listening by the use of audio aids	87	124	3	37	10	2.07
10.	English teachers encourage the students to develop the listening skill outside the classroom situation by using electronic media	93	94	20	36	18	2.20

In Table 2 the statement No. 1 shows that 204 respondents disagreed with the statement “English teachers encouraged students on correct pronunciation to improve their listening skill” with mean score value 2.02. It means that teachers were not in favor of the statement. They have not encouraged on correct pronunciation to improve listening. It was found that mean value (2.02) of the above statement lies in disagree statement which is close to 2 of the labeled value in Five Point Likert Scale.

In Table 2 the statement No. 2 shows that 187 respondents disagreed with the statement that “English teachers encouraged students on correct grammar to improve their listening skill” with mean score value 2.16. It means that teachers were not in favor the statement. It was found that mean value (2.16) of the above statement lies in disagree statement which is close to 2 of the labeled value in Five Point Likert Scale.

In Table 2 the statement No. 3 shows that 194 respondents disagreed with the statement that “English teachers encouraged students to watch English movies to improve their listening

skill” with mean score value 2.10. It means that teachers were not in favor the statement. It was found that mean value (2.10) of the above statement lies in disagreed statement which is close to 2 of the labeled value in Five Point Likert Scale.

In Table 2, the statement No. 4 demonstrates that 193 respondents partially agreed with the statement that “they helped the students in better listening” with mean score value 3.19. It means that teachers were in favor the statement. It was found that mean value (3.19) of the above statement lies in agree statement which is close to 3 of the labeled value in Five Point Likert Scale.

In Table 2, the statement No. 5 shows that all 261 respondents strongly agreed with the statement that “they encouraged students on correct vocabulary to improve their listening skill” with mean score value 4.25. It means that teachers were in favor the statement. It was found that mean value (4.25) of the above statement lies in agree statement which is close to 4 of the labeled value in Five Point Likert Scale.

In Table 2, the statement No. 6 shows that 210 respondents disagreed with the statement that “English teachers encouraged students to listen news in English to improve their listening skill” with mean score value 2.08. It means that teachers were not in favor the statement. It was found that mean value (2.08) of the above statement lies in disagree statement which is close to 2 of the labeled value in Five Point Likert Scale.

In Table 2, the statement No. 7 shows that 197 respondents agreed with the statement that “they encouraged students to translate their ideas and thoughts into English” with mean score value 3.66. It means that teachers were in favor the statement. It was found that mean value (3.66) of the above statement lies in agree statement which is close to 4 of the labeled value in Five Point Likert Scale.

In Table 2, the statement No. 8 shows that 182 respondents disagreed with the statement that “English teachers arranged discussion to improve listening skill” with mean score value 2.26. It means that teachers were not in favor of the statement. It was found that mean value (2.26) of the above statement lies in disagree statement which is close to 2 of the labeled value in Five Point Likert Scale.

In Table 2, the statement No. 9 shows that 211 respondents disagreed with the statement that “English teachers encouraged the students to have a practice of listening by the use of audio aids” with mean score value 2.07. It means that teachers were not in favor the statement. It was found that mean value (2.07) of the above statement lies in disagree statement which is close to 2 of the labeled value in Five Point Likert Scale.

In Table 2, the statement No. 10 shows that 187 respondents disagreed with the statement that “English teachers encouraged students to develop the listening skill outside the classroom situation by using electronic media” with mean score value 2.20. It means that teachers were not in favor the statement. It was found that mean value (2.20) of the above statement lies in disagree statement which is close to 2 of the labeled value in Five Point Likert Scale.

**Table 3***Descriptive analysis of developing English Speaking Skill*

Sl. no.	Statement	SDA	DA	PA	A	SA	Mean
1.	English teachers encourage students to create learning environment for improving their speaking skill	163	29	27	33	4	1.75
2.	English teachers encourage students to make good communication to build speaking skills	160	13	22	53	8	1.95
3.	English teachers involve the students in different activities to develop their speaking skills	173	13	19	44	7	1.80
4.	I ensure practice of pronunciation in students	52	16	81	53	54	3.19
5.	I organize different activities in classroom to improve their speaking skill	0	0	33	129	94	4.25
6.	English teachers help students in correcting their pronunciation	149	81	2	19	5	1.62
7.	I encourage students to talk English in the classroom to improve their speaking skill	46	28	32	67	83	3.47
8.	English teachers encourage students for developing vocabulary to speak English well	155	48	10	36	7	1.78
9.	I arrange speech competition for improving speaking skill of students	160	48	10	32	11	1.72
10.	English Teachers help students to perform oral communication activities throughout the book	147	42	7	38	22	1.98

In Table 3, the statement No. 1 shows that 192 respondents disagreed with the statement that “English teachers encouraged students to create learning environment for improving their speaking skill” with mean score value 1.75. It means that teachers were not in favor the statement. It was found that mean value (1.75) of the above statement lies in disagree statement which is close to 2 of the labeled value in Five Point Likert Scale.

In Table 3, the statement No. 2 shows that 173 respondents disagreed with the statement that “English teachers encouraged students to make good communication to build speaking skill” with mean score value 1.95. It was found that mean value (1.95) of the above statement lies in disagree statement which is close to 2 of the labeled value in Five Point Likert Scale.

In Table 3, the statement No. 3 shows that 186 respondents disagreed with the statement that “English teachers involved the students in different activities to develop their speaking skill” with mean score value 1.80. It means that teachers were not in favor the statement. It was found that mean value (1.80) of the above statement lies in disagree statement which is close to 2 of the labeled value in Five Point Likert Scale.

In Table 3, the statement No. 4 shows that 107 respondents agreed with the statement that “they ensured practice of pronunciation in students” with mean score value 3.19. It means that teachers were in favor the statement. It was found that mean value (3.19) of the above statement lies in partially agree statement which is close to 3 of the labeled value in Five Point Likert Scale.

In Table 3, the statement No. 5 shows that 223 respondents strongly agreed with the statement that “they organized different activities in classroom to improve students speaking skill” with mean score value 4.25. It means that teachers were in favor the statement. It was found that mean value (4.25) of the above statement lies in agree statement which is close to 4 of the labeled value in Five Point Likert Scale.

In Table 3, the statement No. 6 shows that 230 respondents disagreed with the statement that “English teacher helps students in correcting pronunciation” with mean score value 1.62. It means that teachers were not in favor the statement. It was found that mean value (1.62) of the above statement lies in disagree statement which is close to 2 of the labeled value in Five Point Likert Scale.

In Table 3, the statement No. 7 shows that 166 respondents agreed with the statement that “they encouraged students to speak English in the classroom to improve their speaking skill” with mean score value 3.47. It means that teachers were in favor the statement. It was found that mean value (3.47) of the above statement lies in agree statement which is close to 3 of the labeled value in Five Point Likert Scale.

In Table 3, the statement No. 8 shows that 203 respondents agreed with the statement that “English teachers encourage students for developing vocabulary to speak English well” with mean score value 1.78. It means that teachers were in favor the statement. It was found that mean value (1.78) of the above statement lies in disagree statement which is close to 2 of the labeled value in Five Point Likert Scale.

In Table 3, the statement No. 9 shows that 208 respondents disagreed with the statement that “English teachers arranged speech competition for improving speaking skill for student” with means score value 1.72. It means that teachers were not in favor the statement. It was found that mean value (1.72) of the above statement lies in disagree statement which is close to 2 of the labeled value in Five Point Likert Scale.

In Table 3, the statement No. 10 shows that 189 respondents disagreed with the statement that “English teachers helped students to perform oral communication activities throughout the book” with mean score value 1.98. It means that teachers were not in favor the statement. It was found that mean value (1.98) of the above statement lies in disagree statement which is close to 2 of the labeled value in Five Point Likert Scale.

## V. DISCUSSION

The aimed of the study was to explore the role of elementary school teachers of Azad Jammu & Kashmir in developing of English language skills. It was found that the materials used by teachers were much backdated like story books, the images cannot be easily shown to large numbers of learners and cassettes are too old to understand the voice. The research showed that teachers neither associate sounds with letters. In reality, teachers have limited time and in many case little ability to prepare the suitable materials. In District Kotli for elementary level teachers have not subject specialists and they have not properly trained for the student success. The teachers have not used materials for the improvement of student’s skills.

Lack of different activities such as drills and speaking activities, discussion activities, role-plays information gap activities, games etc. was found in English lesson. The research revealed that most of elementary school teachers are not professionally trained about the language. They are very weak in English pronunciation & this is considered a major issue towards learning of speaking skill as the learners follows their teachers. It is also considered very important that during English lessons, teachers encourage students to use English as a medium of communication. Teachers know that the spoken classes are organized for the improvement of students speaking skill. In practical field different types of activities are organized for students in spoken class. Teachers are also applied these activities for the development of students’ skills.

The other studies showed that for the development of students speaking skill, speaking activities can reinforce the learning of new vocabulary and functional language for students’

improvement. These activities give more chance to experiment with the language they already know in different situations and on different topics for the development of students speaking skill. The other studies showed that if a student speaking skill is good they have generate the new ideas for their life and they succeed in any situation without any hesitation in their life (Carper, 2017). The results of another studies showed that speaking skills is difficult for students. According to researcher the students have much hesitation to speak English in their classroom. When a teacher asks the students to speak something new words in classroom, the students feel hesitation to speak English. The students have no ideas about English words to answer their teachers in English language. Students did not speak English language because they have no ideas which vocabulary is used. The English teachers also gave the students on different topics to develop their reading and writing skill (Borko, 2004).

## **VI. CONCLUSION**

1. It was concluded that there have no strategies or activities to facilitate conditions to promote basic skills for the improvement of student skill. Majority of English teachers do not encourage students to develop their listening skills at elementary level. English listening skills and many other strategies like (listening news, correct pronunciation), were not promoted in students at elementary schools.
2. Teachers played an important role in education for the development of students' English language skills but this study recognized that despite the fact that there was no learning environment; no communications skills and no speech competitions or activities were conducted for improving speaking skill in Elementary schools.

## **VII. RECOMMENDATIONS**

1. It is recommended that developed teaching material for students, may be checked by experience teachers, keeping the social and culture issues in mind. Special training on using updated A.V aids may be given to teachers for the improvement of student listening skill at elementary level. There might be different activities and programs to conduct and promote listening skills in students.
2. For the development of student speaking skill, teachers may create many activities or strategies in classroom. There might be created speaking environment like, communication in English language in classrooms and watching English programs, many debates, and speeches. This study recommends that elementary school may acquire adequate and use learning material and teachers should make and use them to develop speaking skills for students' improvement.

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