



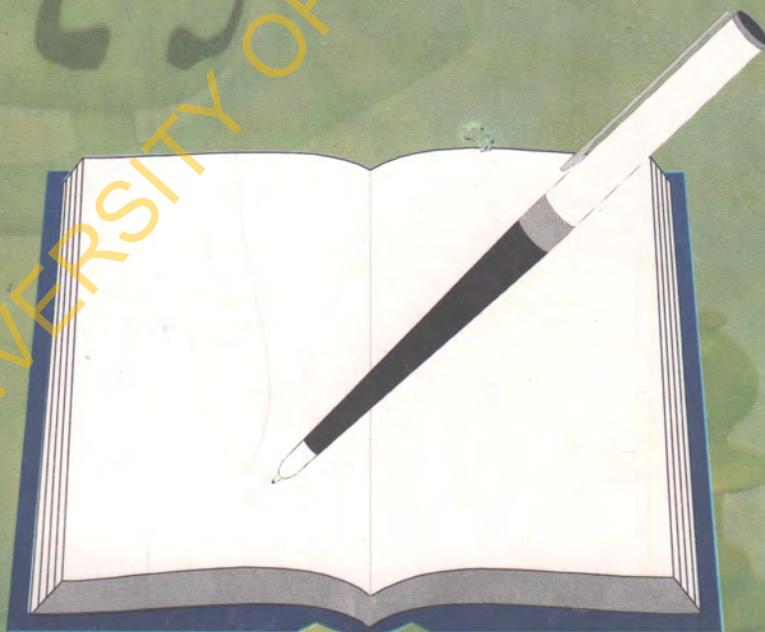
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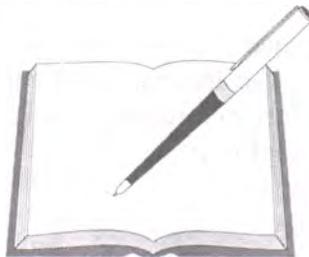


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Influence of Listening in Learning Mathematics and English Language Among Senior Secondary Students in Akinyele Local Government, Oyo State

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Abstract

Students' performance in mathematics over time has raised and still raising a lot of questions. At the beginning of every academic year, teachers wonder what could be done to make students learn better in the subject. The story with learning English language is also similar. Despite that English language is the language of instruction in Nigerian schools; students still demonstrate consistent gross deficiency in mastering the language. Several factors could be responsible for this development which poor listening habit of students may probably be part of. Hence, this study was designed to examine the influence of listening in learning Mathematics and English Language among Senior Secondary School students in Akinyele local government of Oyo State.

Three Hundred and fifty (350) samples were drawn for the survey from selected schools using purposive sampling technique. However, three hundred and ten (310) duly completed copies of the questionnaire were retrieved and used to analyse the data gathered for the study. Also, interviews were conducted with selected teachers in the sample schools.

Findings show that teachers employed poor teaching methods which do not give students opportunity to express and interact with one another in the class. Findings also showed that majority of the students have poor listening habits like distracting the teachers while in class, distracting sitting mannerism, engaging in side talks, not answering or asking questions either because they are emotionally unstable in class or because they are scared of their teacher, and also being easily distracted due to environmental factors. The implication of these findings is that students generally do not listen in class; they just hear, and this affects their academic performance in English Language and Mathematics.

The result shows that both teachers and students determine the factors that affect students' listening in relation to their academic learning. It is recommended that teachers should try and have good interpersonal relationships with their students and students also should pay more attention in class to enhance their learning in English Language and Mathematics.

Key words: English Language, Listening, Mathematics, Secondary Schools,

Students

Introduction

Communication is and will always be an essential part of human life; it is something we cannot do without because it is one of the primary purposes of living. Listening is a general purpose in most learning situations. Listening is more than merely hearing words. To be effective listeners, students need a more specific focus than just attending to what is said. Listening is an active process by which students receive, construct meaning from, and respond to spoken and or nonverbal messages (Emmert, 1994). As such, it forms an integral part of the communication process and should not be separated from the other language arts. Listening comprehension complements reading comprehension. An earlier study by Saricoban (1999) shows listening as one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. This shows that listening is a good foundational skill that students need to acquire for successful academic learning.

Reyner, Foorman, Perfetti, Pesetsky and Seidenberg (2001) ascertained that “many good teachers are adaptive rather than rigid in their approach to teaching children and only loosely base their instruction on a given method”. Hence, with the poor performance of Students in English Language and Mathematics, the educators and employers are troubled and bothered knowing that one's listening ability problem does have influence on a person's knowledge.

English language and Mathematics are compulsory subjects in public secondary schools in Nigeria. Despite this, many students usually fail to perform favourably in these two subjects during examinations. Studies have shown that students of public schools in Nigeria have serious problems in English listening comprehension due to the fact that more attention is paid to English grammar, reading and writing. Listening comprehension skills are not important parts of many instructional books or curricula and teachers do not seem to pay attention to these skills while designing their lessons. Most teachers take listening skills for granted and believe that they will develop naturally within the process (Akinbode, 2006).

Hence, there is need to emphasise the importance of listening comprehension skills in attaining academic success by all students. Listening plays an important role in effective communication as it is said that of the total time spent communicating, listening takes up 40-50%; speaking, 25-30%; reading 11-16%; and writing about 9% (Gilakdans and Almadi, 2011). However, sufficient efforts are not geared towards inculcating listening skills in the students learning process in the public and private secondary schools.

This study seeks to examine the level of listening among students; how listening affects students in learning Mathematics and English Language; and how teaching method affects students listening to Mathematics and English language in Senior Secondary Schools in Akinyele local government, Ibadan, Oyo State.

Research Questions

The following research questions guided the study:

1. What is the level of listening among students in Senior Secondary Schools in Ibadan?
2. How does listening affect students in learning Mathematics and English Language in Senior Secondary schools in Ibadan?
3. How does teaching method affect students listening in Mathematics and English language classes in Senior Secondary Schools in Ibadan?

Review of Literature

Listening Communication

Effective communication does not only consist of the ability to produce well-articulated speeches but very much in one's ability to receive messages. In the same vein, Pearson et al (2003) discovered that business personnel, including those with and without managerial responsibilities, spend nearly 33 percent of their time listening, almost 26 percent of their time speaking, nearly 23 percent of their time writing and 19 percent of their time reading. Hence, listening is an active, purposeful process of making sense of what we hear (Helgesen, 2003: 24).

Listening is crucial to man's existence to the extent that it is often taken for granted because it is a natural human phenomenon and it is often argued in some quarters that it lacks formal training. Looking through the stages of teaching, speaking, reading and writing in schools, listening obviously is not well taught and it is taken for granted. It is observed that pupils and teachers use listening more frequently than any other form of verbal communication in and out of classroom activities. As a pupil, teacher, parent, professional, we all listen to keep the world moving. Listening is a deliberate process through which we seek to understand and retain aural (heard) stimuli for a future use (Gamble and Gamble, 2002). Ineffective listening can cause serious problems in education, business, religion, marriage and virtually all aspects of life.

The process of listening effectively has three critical attributes as earlier defined by Kline (2008). The attributes are: to receive, to attend, and to understand the message being sent. To receive means to be attuned to the sender - to be ready to listen. For those with sound hearing, you have to want to listen. To attend simply means to pay attention to the person and message. People need to prioritize the messages sent to them, paying attention to what we believe is important and discarding the others. In effective listening, it is important to pay attention to the person talking to you. The most important facet is to understand the message being transmitted. When verbal messages are sent, both verbal and nonverbal signals are also sent (Kline, 2008).

The difference between listening and hearing was expressed by Gamble and Gamble (2002) that: "most people are bad listeners because they confuse hearing for listening; hence, these people fail to reflect the level of cognitive demanded by listening". Also, Kline (2008) distinguished this concept that: "hearing is the reception of sound while listening is the attachment of meaning to the sound. Hearing is passive, listening is active. Understanding the difference between hearing and listening is an important prerequisite for listening effectively. Hence, listening involve an active skill which requires active attention and an active intention on the part of the hearer.

Problems of Listening

Listening is one of the most neglected skills of communication. Most students have had instruction in reading, writing, and speaking, but few have had any formal instruction in listening. This void in our education is especially interesting in light of research showing that most of us spend seven of every 10 minutes we are awake in some form of communication activity. Of these seven minutes (or 70 percent of the time we are awake), 10 percent is spent writing, 15 percent reading, 30 percent talking, and 45 percent listening (Ghoneim, 2013).

Underwood (1990), Doff & Christopher (2004), Piolat, (2008) and Sharma (2006) outlined potential problems that could hinder listening Comprehension. First, the speed of delivery is beyond the control of listeners. Second, it is not always possible for learners to have words repeated. This is a main problem in learning situations. Third, the small size of the learner vocabulary frequently impedes listening comprehension. Fourth, listeners may not recognize the signals that the speaker is using to move from one point to another especially if the learner is listening to a radio where he cannot see the facial expressions of the speaker. Fifth, it can be very challenging for listeners to concentrate in a foreign language. It is generally known that in listening, even a slight break or a wander in attention can impede comprehension. Sixth, the learning habits which teachers emphasize in the classroom such as the desire to understand the meaning of every word could impede the use of top down strategies in listening. Seventh and finally comprehension problems arise when students lack contextual knowledge. Even if students can understand the main idea of the text, they may still find it difficult to comprehend the whole meaning of the text (Ghoneim, 2013). This shows that listening involves concentration from the listener during the process of listening.

Importance of Listening to Student Academic Learning

The neglect of the listening skill was accompanied with a constant debate about which of the four language skills (speaking, listening, reading, and writing) is the most crucial for the learning and acquisition of a second language. However, past research has thus far revealed that a large proportion of the language research findings indicate that listening is the most important skill for language learning because it is the most widely used language skill in normal daily life (Rost, 2002).

Hamouda (2013) in his study of listening comprehension problems discovered that students encounter various listening comprehension problems which include linguistic, environmental and lack of concentration problems and contributing to these factors are teachers teaching strategies. He concluded that listening is vital in language learning because it provides input for the learner. Rost (2002) further confirmed that listening is vital in language classrooms because it provides input for learners. As an input skill, listening plays a crucial role in students' language development.

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Gilakjani and Ahmadi, 2011). Wolvin and Coakley (1993) concluded that, both in and out of the classroom, listening consumes more of daily communication time than other forms of verbal

communication. Listening is the most frequently used language skill in the classroom. Both instructors and students acknowledge the importance of listening comprehension for success in academic settings (Wolvin, 2010).

Theoretical Framework

Social Presence Theory

Social presence (Short, Williams, & Christie, 1976) is the level to which a medium allows individuals to seem like they are present, even though they are not. It is the degree to which a medium permits one individual to transmit a sort of psychological presence to another individual in a communication. The theory takes into consideration intimacy and immediacy. Intimacy is determined by a number of cues, while immediacy is the medium's ability to transmit information. Face-to-face communication has the highest social presence since it is able to communicate both verbal and nonverbal cues (Carlson & Davis, 1998). The essence of the theory to this study is that face to face communication which is present in a secondary school setting between teachers and student will bring a level of intimacy that can improve listening skill of students during daily interaction.

Schema Theory: Top-Down Vs Bottom-Up Processing

The understanding of listening suggests that we have to consider how people process this input. Anything we hear, of course, can be input. There is a lot we hear but do not pay attention (listen to). When we do pay attention, we begin to process the input. Hence, the need for bottom-up and top-down processing (Flowerdew and Miller, 2005).

In essence, listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Schema theory is one of the best ways to increase listening ability because it draws a close relationship between prior knowledge and real world interpretation.

Social presence and schema theory relate with listening in learning because social presence emphasis is on having great inter-personal communication, intimacy and face to face communication which teachers and students should have, schema buttress this point by emphasizing on knowledge, because students need both top-down and bottom-up knowledge.

Method

The descriptive research design was adopted for the study. This involves the use of survey questionnaire to collect data on the influence of listening skill in the learning of English Language and Mathematics in selected secondary schools in Akinyele local government area of Oyo State.

The study population comprises secondary schools in Akinyele local government area of Oyo State. A total of four schools (2 from both private and public) were selected for the study. Three hundred and fifty (350) respondents were selected from the secondary schools as sample for the study. The purposive sampling technique was used to select students from Senior Secondary School classes which offer English and Mathematics while the random sampling technique was used to select students who participated in the study.

The questionnaire was used as instrument for the study. The questionnaire guide contained 4 sections: the first section sought out demographic information while the other sections contained structured questions. Three hundred and fifty (350) copies were self administered to the respondents while three hundred and ten (310) duly completed copies were used to analyse the data for the study. The data collected were analysed using frequency counts and percentages and the results were presented in tables.

Data Presentation

Demographic Details of Respondents

Table 1: Demographic Details of Respondents

Variables		Number	%
Sex	Male	142	45.8
	Female	168	54.2
Total		310	100.00
Class	SS 1	100	32.3
	SS 2	105	33.9
	SS 3	105	33.9
Total		310	100.00
Age	Under 12 years	0	0.00
	12-15 years	170	54.8
	16-above years	140	45.2
Total		310	100.00

Table 1 shows the socio-demographic characteristics of the human sample used for the study. Female respondents were the highest with 54.2% while male respondents were 45.8%. The senior secondary classes two and three have the highest numbers of respondents, each with 33.9%. Senior Secondary class one has 32.3%. Respondents whose ages fall within 12-15 years participated more with 54.8%. This is followed by respondents within ages 16 and above with 45.2%.

Research Question 1: What is the level of listening among students in Senior Secondary Schools in Ibadan?

Table 2: How students listen to their teachers during English Language and Mathematics classes?

Variables	SA	A	U	D	SD	TOTAL
I hardly listen to what the teacher teaches because I don't like the teacher.	168 (54.2)	21 (6.8)	20 (6.5)	55 (17.7)	46 (14.8)	310 (100%)
There is a lot of noise in the class which affects my listening.	168 (54.2)	45 (14.5)	0 (0)	59 (19.0)	38 (12.3)	310 (100%)
My teacher is not audible enough.	127 (41)	90 (29)	0 (1.6)	55 (17.7)	33 (10.7)	310 (100%)
My peers' gist during class and this distracts me.	165 (53.2)	45 (14.5)	13 (4.2)	60 (19.4)	27 (8.7)	310 (100%)
The location of my class affects my listening.	163 (52.6)	45 (14.5)	0 (0)	77 (24.8)	25 (8.1)	310 (100%)
The location of my school affects my listening.	144 (46.5)	62 (20)	12 (3.9)	47 (15.2)	45 (14.5)	310 (100%)
My teacher's vocabularies distract me from learning effectively.	168 (54.2)	55 (17.7)	6 (1.9)	49 (15.8)	35 (11.3)	310 (100%)
My teachers' pronunciation affects my listening and learning.	143 (46.1)	98 (31.6)	0 (0)	27 (8.7)	42 (13.6)	310 (100%)

Key: SA: Strongly Agree, A: Agree, U: Undecided, D: Disagree, SD: Strongly Disagree

Findings in Table 2 show that majority of the respondents (189; 61%) agree that they hardly listen to what the teacher teaches because they do not like the teacher while 101(32.6%) disagree. Also, 213 (68.7%) respondents supported the fact that class noise affects how they listen while 97(31.3%) disagree that noise affect their listening rate. again, 217(70%) agree that their teachers are not audible enough while 88(28.4%) disagree. Table 4 shows that 210(67.8%) agree that gist by classmates in class distracts them while 87(28.1%) disagree. Most respondents, 208 (67.1%) and 206 (66.5%), indicated that the class and school locations affect them respectively while 102(32.9%), 92(29.7%) disagree. Majority 223(71.9%) and 241(77.7%) agree that the teachers' vocabularies and pronunciation affects them from listening and learning effectively while 84(27.1%) and 69(22.3%) disagree.

Research Question 2: How does listening affect students in learning Mathematics and English Language in Senior Secondary schools in Ibadan?

Table 3: How listening affects students' learning of English Language and Mathematics

Variables	A	S	NA	TOTAL
I do not concentrate on the teacher when he/she is teaching.	185 (59.7)	105 (33.9)	20 (6.5)	310 (100%)
I talk with my friends when the teacher is in class.	98 (31.6)	212 (68.4)	0 (0)	310 (100%)
I do not listen to the teacher when he/she is teaching.	188 (60.7)	122 (39.4)	0 (0)	310 (100%)
I sit in a way that will distract the teacher in class.	157 (50.7)	123 (39.7)	30 (9.7)	310 (100%)
I make side comments when the teacher is teaching in class.	165 (53.2)	123 (39.7)	22 (7.1)	310 (100%)
I usually write notes without listening to the teacher in class.	79 (25.5)	189 (61)	42 (13.6)	310 (100%)
I don't like to answer or ask questions in class.	198 (63.9)	78 (25.7)	34 (11)	310 (100%)
I do not concentrate in class because I know what the teacher will teach.	167 (53.9)	110 (35.5)	33 (10.6)	310 (100%)

Key: A: Always, S: Sometimes, NA: Not at all.

Findings in Table 3 show that 185(59.7%) agree that they do not always concentrate on the teacher while teaching, 105(33.9%) sometimes do and 20(6.5%) do not concentrate at all. Majority of the respondents, 212(68.4%), sometimes talk to their friends in class while 98 (31.61%) always do. 157(50.7%) sit in a distractive way in class, 123(39.7%) sometimes do, while 30(9.7%) never do. 165(53.2%) respondents make side comments, 123(39.7%) sometimes do, and 22(7.1%) never do. 189(61%) sometimes write notes in class without listening, 79(25.5%) always write notes and 42(13.6%) never write notes in class. 198(63.9%) do not like to answer or ask questions, 78(25.2%) sometimes ask questions while 34(11%) never ask questions in class. 167(53.9%) do not always concentrate in class because they knows what the teacher will teach. 110(35.5%) sometimes do not concentrate while 33(10.6%) never concentrate.

Research Question 3: How does teaching method affect students listening in Mathematics and English language classes in Senior Secondary Schools in Ibadan?

Table 4: Effect of teaching methods on students' listening to English Language and Mathematics

Variables	VO	O	R	N	TOTAL
My teacher gives examples while teaching.	167 (53.9)	110 (35.5)	33 (10.6)	0 (0)	310 (100%)
My teacher gives time for question and answer in class.	198 (63.9)	78 (25.2)	34 (11)	0 (0)	310 (100%)
My teacher revises the previous class lessons before teaching new ones.	98 (31.6)	212 (68.4)	0 (0)	0 (0)	310 (100%)
My teacher usually divides us into groups for discussion in class.	60 (19.4)	45 (14.5)	30 (9.7)	175 (56.5)	310 (100%)
My teacher explains very well while teaching.	98 (31.6)	212 (68.4)	0 (0)	0 (0)	310 (100%)
My teacher shares experience with us when teaching.	165 (53.2)	123 (39.7)	22 (7.1)	0 (0)	310 (100%)
My teacher gives us illustrations when teaching.	168 (54.2)	140 (45.2)	2 (0.7)	0 (0)	310 (100%)
My teacher allows us to do practical to understand the topic.	165 (53.2)	123 (39.7)	22 (7.1)	0 (0)	310 (100%)

Key; VO: Very Often, O: Often, R: Rarely, N: Never

Table 4 shows that majority, 277(89.4%), of teachers teach with example while 33(10.6%) rarely do. Also, majority, 276(89%), of teachers give time for questions and answers and share roles to students when teaching while 34(11%) teachers rarely do. Results show that the teachers of all 310(100%) respondents revise previous lessons and always explain very well while teaching them. Majority 288(93%) of teachers often share experience and allow practical during teaching while 22(7.1%) or teachers rarely do. Table 4 findings show that almost all 308(99.4%) teachers use illustrations when teaching the respondents while just 2(0.7%) teachers rarely do.

Discussion of Findings

The study revealed that majority of students have poor level of listening skills because they do not like the teacher, the class is noisy, their teachers are not audible enough, they gist with their classmates while the teacher is teaching, the class and school location affect them and the teachers' vocabularies and pronunciation affect them in listening to and learning English Language and Mathematics effectively.

These findings support an earlier study by Wheelless, Frymier, andThompson (1992) in which listener experiences problems that stem from a cluster of factors that characterize the lecture mode of information transmission. They stated some variables like linguistic and conceptual, discourse, acoustic, environmental and psychological variables. Some of these variables were found to affect the students listening skills in the study (Wolvin, 2009).

Hamouda (2013) opined that certain features of the message and the speaker, for instance, are inevitable but the teacher can provide the students with suitable listening materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises to help them discover effective listening strategies. This is shown in the findings of this study which revealed a greater percentage of the

students listening skills were affected by environmental and psychological factors. In addition, the qualitative data that were generated from the interview indicated that many students do not listen effectively during English Language and Mathematics classes. Some of the students in an FGD session commented that “majority of students' proficiency levels in listening skill are very low.” This was shown in the frequency table above in their submission that they do not like the teachers and that they gist with their classmates when the teachers are teaching. Gamble and Gamble (2002:182) suggested that:

...setting appropriate goals for listening, is a way of overcoming barriers to effective listening. Listening goals help identify what one would personally like to gain during and after attending to a particular message. According to them, one way to set listening goals is to identify which level of listening is appropriate for a particular situation.

Hence, students' poor performances in English language and Mathematics are primarily caused by their inability to set listening goals which is a pre-condition for effective listening. Students need to be strategic in their listening to English language and Mathematics for their performances to improve tremendously.

The study also revealed that the listening behaviour and attitudes of students in English Language and Mathematics classes affect their performances in the two subjects. This was shown in the findings of the study on their behaviour of talking while classes are in progress, sitting in distracting ways, arranging their books while the teacher is teaching them and assuming to know what their teacher will teach. These behaviours nevertheless will affect their performance. Hence, how people listen will determine how they understand the issue. This is also supported by Schema theory which says “anything we hear, of course, can be input. To understand listening, we have to consider how people process this input. A useful way of looking at this is by considering bottom-up and top-down processing” (Flowerdew and Miller, 2005).

The theory further emphasized that the idea of prior knowledge is one part of the cognitive model of language processing. That model says that when people listen or read, they process the information they hear both top-down and bottom-up. Top-down means using prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand. Bottom-up processing means using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time. Students obviously need both bottom-up and top-down processing skills in listening as well. Students must hear some sounds (bottom-up processing), hold them in their working memory long enough (a few seconds) to connect them to each other and then interpret the information they received before something new is received. At the same time, listeners are using their background knowledge (top-down processing) to determine meaning with respect to prior knowledge and schemata. This supports the fact that most students read before the class and most likely do not listen if they lack interest in the topic.

Findings from Table 4 which shows that teachers teach well, with various methods, but a greater attention to these method will show that they do not involve the students,

the teaching methods does not give the students enough avenue to express themselves. The only methods which enables the students to interact with each other and express themselves is the group work which most of the teachers do not do. Oluwole, (2008) emphasised that teacher's technique of teaching can be said to be faulty if he fails to make use of instructional materials where they are required. Also intimacy which is enhanced by a face to face interaction according to Social Presence theory will go a long way to contribute to students learning technique (Short, Williams, & Christie, 1976). The theory takes into consideration intimacy and immediacy. Intimacy is determined by a number of cues, while immediacy is the medium's ability to transmit information. Face-to-face communication has the highest social presence since it is able to communicate both verbal and nonverbal cues (Carlson & Davis, 1998). This theory showcase the inadequacies of teachers teaching methods as found out in the study. Nevertheless findings from the teachers during an interview revealed that "some students think they are being forced to learn". This may be one the problem which is affecting students' performance. But in relation to how students listen to the teaching of English language and Mathematics, Teng (2002) identifies four factors that may affect effective listening:

speaker factors (rate of speaking, accent, fluency, use of gesture, appearance etc) which tend to facilitate the understanding of the message; listener factors (anxiety, fear, hunger, close-mindedness, narrow listening and emotional involvement) that distort effective listening; then stimulus factors are those factors that familiarize the listeners with the subject (the background and socio-cultural knowledge of the subject) and finally, context factor refers to ability or inability of listeners to understand message due to the context in which it appears.

Further findings from the teachers revealed that the listening proficiency level of the majority of students is very low. Only one of the teachers, however, thinks that "some students listen very well while many other do not listen at all." The comments above show some of the challenges that most students faced while listening to English Language and Mathematics. Another teacher commenting on student's attitude towards listening to English language and Mathematics said:

"Many students lose concentration easily, majority of students think they are being forced to learn; almost all my students believe that English language and Mathematics is very hard, as a result, they do not form the right attitude."

Based on the observation of one of the teachers on students listening behaviour:

Some often said that: some students do not write notes, some often fail to do assignment; some do not attend classes; some always come late to classes while some would not interact during classes and many more would be playing on their mobile phone.

These above comments show that some students treat listening to English language and Mathematics with levity. This was shown in the comments of another teacher that that lack of students' interests in English language and Mathematics could be based on

"Poor background; lack of interest in education; lack of seriousness; environment settings; English as a foreign language, inadequate learning facilities, lack of instructional materials and reading culture; public schools are not conducive for

learning; lack of parental support and self motivation.

The interviews revealed that environment factors are the most problems threatening students listening efficacy. The most emphasized are: inadequate chairs and tables, over-crowded classrooms, lack of good light and ventilation, noises from outside that often lead to loss of concentration and library without relevant books. The factors above can bring about loss of ability to listen effectively.

Pearson *et al.* (2003) supported this submission that: "listening is an effective way to increase background knowledge and understanding beyond student's independent reading abilities and in building an individual's vocabulary (linguistic knowledge) because many of our speaking and writing vocabulary items, are derives from words gained while listening to others". The implication of this is that listeners are expected to have background knowledge or linguistic knowledge or both before listening task commences.

Conclusion/Recommendation

The findings of the study have shown that listening is very important to the learning of English Language and Mathematics. Hence, teachers and students directly or indirectly determine the factors that affect students listening in relation to academic learning of English Language and Mathematics. Hence it is recommended that:

- The academic environment in public and private secondary schools should be made conducive for learning through the provision of necessary facilities and materials.
- Parents and teachers should give adequate supports to students.
- Government should improve the standard of public schools.
- The teaching of listening skills should be a part of school curriculum in both private and public secondary schools.

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