



**Effect of Interactive Approach on Students Listening Skill in English Language in
Maiduguri Metropolis, Borno State, Nigeria**

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Abstract

This study investigated the effect of an interactive approach on students' listening skill in English language in Maiduguri Metropolis, Borno State. A pre-test and posttest research design was adopted to evaluate the effect of the interactive approach on students' listening skill. The results of the t-test revealed a significant positive effect of the interactive approach on students' listening skill, with a mean score increase of 23.792 points ($t = 19.008$, $df = 36$, $p = 0.0001$). The data suggests that the interactive approach significantly improved students' listening skill, as measured by standardized listening comprehension tests. The findings of this study support the effectiveness of the interactive approach in enhancing students' listening skill in English language. The study recommended that teachers should employ a variety of interactive activities, such as pair work, group discussions, role-plays, simulations, and games, to cater to different learning styles and maintain student interest.

Keywords: Interactive approach, Listening skill, English language, Maiduguri Metropolis, Borno State

Introduction

Listening is a fundamental skill in language acquisition and communication. In English language learning, it plays a crucial role in developing overall language proficiency (Vandergrift & Goh, 2012). However, many students struggle with listening comprehension, particularly in second-language contexts (Goh, 2000). This has led researchers and educators to explore various approaches to enhance listening skills among English language learners. The interactive approach to language teaching has gained significant attention in recent years. This approach emphasizes active engagement between learners and the language input, as well as between learners themselves



(Brown, 2007). It stands in contrast to more traditional, passive approaches to listening instruction, where students merely receive audio input without actively engaging with it.

Several studies have highlighted the potential benefits of interactive approaches in language learning. For instance, Rost (2002) argues that interactive listening activities can help learners develop more effective listening strategies and improve their overall comprehension. Similarly, Vandergrift (2007) suggests that interactive tasks can enhance metacognitive awareness in listening, leading to better self-regulation and improved performance. In the context of English language teaching, researchers have begun exploring how interactive approaches can be applied to listening instruction.

Studies by Mousavi and Iravani (2012) and Bozorgian (2014) have shown promising results in terms of improved listening comprehension scores when interactive methods are employed. However, there is still a need for more comprehensive research to fully understand the impact of interactive approaches on different aspects of listening skill.

Listening is often considered the most challenging of the four language skills for many English language learners (Vandergrift, 2004). This difficulty arises from various factors, including spoken language's ephemeral nature, spoken discourse's complexity, and the cognitive demands of real-time processing (Goh, 2000; Buck, 2001). As a result, developing effective methods to teach listening skills has become a priority in English language education. The interactive approach to listening instruction represents a shift from traditional methods that often treat listeners as passive recipients of information. Instead, it views listening as an active process of meaning construction, where learners engage with the input, make predictions, and negotiate meaning (Rost, 2002). This approach aligns with constructivist theories of learning, which emphasize the importance of learner engagement and the social nature of language acquisition (Vygotsky, 1978).

Recent research has begun to explore the potential benefits of interactive approaches in enhancing listening skill. For example, a study by Rahimi and Soleymani (2015) found that interactive listening tasks significantly improved students' listening comprehension scores compared to traditional methods. Similarly, Emerick (2019) observed that interactive listening activities increased student engagement and motivation in English language classrooms. However, while these studies suggest promising outcomes, there is still a need for more comprehensive research to understand how interactive approaches affect different aspects of listening skill, such as bottom-up processing, top-down processing, and metacognitive strategy use (Vandergrift & Goh, 2012). Additionally, the effectiveness of interactive approaches may vary depending on factors such as learners' proficiency levels, learning contexts, and the specific types of interactive tasks employed. This study aims to contribute to this growing body of research by investigating the effect of an interactive approach on students' listening skill in English language. By examining how interactive methods impact various components of listening proficiency, this research seeks to provide insights that can inform more effective listening instruction in English language teaching.



Hypothesis

There is no effect of interactive approach on students listening skill in English language in Maiduguri Metropolis, Borno State.

Methodology

Pretest and posttest research design was adopted for this study. A pre-test and posttest research design is used to evaluate an intervention's effect on a group of individuals over time. This design involves a pre-test measurement of the outcome of interest before the intervention and a posttest measurement after the intervention has been administered. This design aims to determine whether any change in the outcome results from the intervention or some other factors (Khalid, Liao, Yang, & Liu, 2021).

The population of this study is one hundred twenty-nine (129) students. Dip bowl simple random sampling was used to select one arm of the Junior Secondary School three (JSS 3) class. The students who expressed interest were asked to volunteer to participate in the study. Thirty-seven (37) students who volunteered were used, using the availability sampling procedure.

Interactive Approach

Determination of assessment objectives: The specific aspects of students' performance are language proficiency, communication skills, collaboration abilities, or critical thinking skills.
Develop assessment criteria: Establish clear and measurable criteria for assessing students' performance based on your objectives. This may include rubrics, checklists, or rating scales that outline specific expectations and levels of achievement.

Utilize a combination of assessment methods: Employ various assessment methods to comprehensively understand students' performance. This can include formative assessments (e.g., observations, informal feedback), summative assessments (tests) and self-assessments.

Monitor students' progress over time: Regularly collect and analyze student performance data to track their development and identify areas for improvement. This can involve administering assessments at multiple points throughout the learning process and comparing results to evaluate the impact of the interactive approach.

Analyze the quality of student-teacher and student-student interactions: Observe and evaluate the nature of interactions within the classroom, focusing on aspects such as active participation, collaboration, and communication. This can provide insights into how the interactive approach influences students' performance.

Reflect and refine: Regularly reflect on the assessment results and use them to inform adjustments to the interactive approach and improve overall teaching and learning practices.

Pre- and Post-Assessment Tests

Listening Comprehension Tests: Administer standardized listening comprehension tests before and after implementing the interactive approach. These tests include audio recordings followed by

questions that assess comprehension, inference, and critical thinking skill. It use benchmark assessments to evaluate students' listening skill at specific intervals throughout the study. This help track progress and identify areas needing improvement.

Results

Table 1: t-test on effect of interactive approach on students listening skill in English

language	Variables	N	Mean	S.D	S.E	DF	t	Prob
	Pre-test	37	27.971	3.327	0.372	36	19.008	0.0001
	Posttest	37	51.763	5.910	0.492			

($t=19.008, df = 36; P= 0.0001$)

Table 1, the null hypothesis states that the interactive approach has no effect on students' listening skill in English language. However, the t-test results strongly contradict this hypothesis. Pre-test mean: 27.971 (S.D = 3.327), Posttest mean: 51.763 (S.D = 5.910). A substantial increase in mean scores (23.792 points) indicates a marked improvement in listening skill after the interactive approach was implemented. The increase in SD from 3.327 to 5.910 suggests that while overall performance improved, the spread of scores widened. This could indicate that the interactive approach had varying effects on different students. The S.E increased from 0.372 to 0.492, consistent with the increased variability in posttest scores. $t = 19.008, df = 36$ and $p = 0.0001$. The large t-value and extremely low p-value ($p < 0.05$) provide strong statistical evidence against the null hypothesis. The data provides overwhelming evidence to reject the null hypothesis. The extremely low p-value (0.0001) indicates that the probability of observing such a large difference in pre-test and posttest scores. The statistical evidence strongly refutes the null hypothesis. Instead, it demonstrates that the interactive approach significantly positively affected students' English listening skills in Maiduguri Metropolis, Borno State. The large improvement in mean scores, coupled with the statistically significant t-test result, provides robust support for the effectiveness of the interactive approach in enhancing listening skill.

Discussion

The interactive approach to teaching listening skills in the English language has shown significant positive effects on students' performance, as evidenced by numerous studies and the data presented. This approach, which emphasizes active engagement and interaction with the language input, has enhanced various aspects of listening comprehension and overall language proficiency. One of the primary benefits of the interactive approach is its ability to increase student engagement and motivation. As noted by Rost (2013), when students are actively involved in the listening process, they are more likely to maintain attention and process the information more deeply. This engagement is crucial for developing effective listening strategies and improving overall comprehension.



The data presented in the study conducted in Maiduguri Metropolis, Borno State, strongly supports the effectiveness of the interactive approach. The significant increase in mean scores from pre-test (27.971) to posttest (51.763), along with the highly significant t-value (19.008, $p = 0.0001$), demonstrates a substantial improvement in students' listening skill after the implementation of the interactive approach. This aligns with findings from other researchers such as Vandergrift and Goh (2012), who argue that interactive listening tasks can enhance metacognitive awareness and selfregulation in listening. Furthermore, the interactive approach has been shown to help students develop more effective listening strategies. According to Oxford (1993), interactive listening activities encourage learners to use various cognitive and metacognitive strategies, such as predicting, inferencing, and monitoring their comprehension. These strategies are crucial for successful listening comprehension, especially in a second language context.

The effectiveness of the interactive approach can be attributed to several factors. Firstly, it provides opportunities for negotiation of meaning, which is essential for language acquisition (Long, 1996). When students interact with the listening material and each other, they are forced to clarify their understanding, ask questions, and receive immediate feedback. This process helps to make the input more comprehensible and memorable. Secondly, the interactive approach often incorporates authentic materials and real-world listening situations, which Gilmore (2007) argues are more effective for developing communicative competence than artificial, textbook-based listening exercises. This authenticity helps to bridge the gap between classroom learning and real-world language use. However, it is important to note that implementing the interactive approach may have varying effects on different students, as suggested by the increased standard deviation in the posttest scores (from 3.327 to 5.910). This variability is consistent with findings from other researchers such as Berne (2004), who notes that individual differences in factors like working memory capacity and prior knowledge can influence the effectiveness of listening instruction.

Conclusion

The present study has successfully demonstrated the significant impact of interactive approaches on students' listening skill in English language within the Maiduguri Metropolis, Borno State. The interactive approach, characterized by active engagement, collaboration, and authentic language use, has proven valuable in fostering deeper understanding and improving listening proficiency. this study provides compelling evidence for the effectiveness of interactive approaches in enhancing students' listening skills in the English language.

Recommendations

Based on the findings of the study, the following recommendations are offered to enhance the effectiveness of interactive approaches on students' listening skills in English language in Maiduguri Metropolis, Borno State:

1. Employ a variety of interactive activities, such as pair work, group discussions, role-plays, simulations, and games, to cater to different learning styles and maintain student interest.



2. Use authentic listening materials like news broadcasts, podcasts, and movies to expose students to real-world language and improve their listening comprehension.
3. Design listening tasks that require students to use various listening strategies, such as predicting, inferencing, and note-taking, to improve their overall listening skill.

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