

Level Of English Listening Skills And Academic Achievement Among Key Stage 2 Learners

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Abstract — This study investigated the relationship between the level of English listening skills and academic achievement among Key Stage 2 learners at Cabagtas Elementary School in Negros Occidental, Philippines, to inform the development of enhanced strategic listening activities. Conducted in April 2025, the study used a descriptive-correlational method and involved 108 learners and six teachers. Among the teachers, four were aged 31 to 50, with the mean age of 41. The majority were females, three had earned units toward a master's degree, and three had over 15 years of teaching experience. All had attended one to three relevant trainings or seminars. Among the learners, 63 were aged 9 to 10, with the mean age of 10. The largest number of learners

were males, came from middle-sized families with two to three siblings, and lived in mountain barangays. Visual learning was the most preferred style, selected by 63 learners. Results showed that most learners attained a "Very Satisfactory" level in general academic achievement, while their English listening skills were generally rated as "Often," indicating moderate proficiency. Statistical analysis revealed a significant positive correlation between English listening skills and academic achievement. In the Chi-Square Test, the null hypothesis was rejected, as both the one-tailed and two-tailed p-values were below the 0.05 significance level. This result was further supported by the nonparametric Fisher's Exact Probability Test. Accordingly, learners with stronger listening skills tended to perform better academically. The findings suggested that aspects of listening—such as critical listening, appreciative listening, and inner listening—could influence academic performance. The study also identified general challenges in developing listening skills. Based on the results, it is recommended that the schools implement enhanced and targeted strategic listening activities to support the continuous improvement of learners' English proficiency and academic achievement.

Keywords — Administration and Supervision, English Listening Skills, Academic Achievement Key Stage 2 Learners, Descriptive-Correlational Cabagtasan Elementary School, San Carlos City, Negros Occidental

I. Introduction

This chapter examined the context of assessing the relationship between the level of listening skills in English and the general academic achievement of Key Stage 2 learners. It also included an extensive overview of literature and concepts in understanding on how proficiency in listening comprehension influences overall learning outcomes.

Listening comprehension in English was crucial for learning achievement, particularly for Key Stage 2 learners who were still honing their language and critical thinking skills. It has frequently been the cornerstone of building language competence, acting as the main pathway for many learners to acquire English. By developing more comprehensive language proficiency and achieving clearer understanding of how language operates in the life of many, learners could also improve their speaking and writing skills with adequate support and focused listening instruction, according to Yen Hui Hsu (2024).

Despite the presence of theoretical frameworks and policy initiatives, there is still a lack of in-depth research on how English listening abilities affect the academic performance of Key Stage 2 learners in public elementary schools. On a global scale, Martirosyan et al. (2015) found a consistent correlation between the academic success of overseas learners, as measured by their GPA, and their perceived level of English ability. In the Philippines, De Vera et al. (2018), particularly in Grade 11 learners mostly had great verbal skills in comparison to listening proficiencies, which demonstrated moderate relationships to their academic outcomes.

Supporting these initiatives, DepEd Order No. 14, s. 2018 latest Phil-IRI, both included listening and reading comprehension in the assessment process. Meanwhile, DepEd Order No. 45, s. 2022 known as the Basic Education Development Plan (BEDP) 2030 was being implemented for having clear guidelines in developing quality assessments for the learners. Additionally, DepEd Memorandum No. 16, s. 2024 emphasized the need for better execution of the ELLNA and NAT, both of which yield essential data on learners' literacy levels. The DepEd Order No. 31, s. 2022 (MATATAG Curriculum) had pay attention to the learner-centered approach in auditory comprehension tests as developmental core skills.

Additionally, the study drew from three fundamental theories: Transactional Theory, which positioned listening as a dynamic, co-constructed activity between speaker and listener; Interactive Theory of Listening, which highlighted the interaction of top-down and bottom-up processes in understanding spoken language; and Schema Theory, which highlighted the importance of prior knowledge in listening comprehension. Thus, listening was an active and crucial part of academic proficiency and was integrated by these frameworks taken together.

Literature Review

This chapter presented various research studies and literary works that were significant and relevant to the current investigation. The reviewed literature included books, statutes, memoranda, journals, and articles. Additionally, theses and dissertations related to the subject matter were examined. This study explored the level of English listening skills among Key Stage 2 learners and examined how these skills influenced their general academic achievement.

Conceptual Literature

Listening was a fundamental component of language acquisition, particularly for Key Stage 2 learners (ages 9 and above), as it supported both effective communication and academic success. Research consistently showed that the level of listening proficiency directly impacted learners' academic performance across various subjects. Listening skills were not only essential for understanding lesson content but also for engaging in meaningful classroom discussions, following instructions, and retaining information—contributing significantly to academic outcomes. Research over the past decade underscored the importance of socio-cognitive and emotional frameworks in enhancing listening comprehension and academic achievement.

The way that learners understood spoken language was heavily influenced by cultural narratives. According to Hillman et al. (2021), cultural narratives influenced how people perceived the world, who they were, and how they reacted to sounds. Therefore, when enhancing listening skills, it is also important to give priority to each learner's cultural context. Memory played a fundamental role in making listening both a cognitive skill and an interactive process, as it supported essential functions like sustaining discourse, resolving conflicts, and fostering social awareness (Brown-Schmidt et al., 2023).

Building on the cognitive domain, confidence and decision-making were crucial factors. Rollwage et al. (2020) found that learners' confidence directly affected how they processed and acted on information. This was particularly important for younger learners in Key Stage 2, as their listening comprehension was strongly linked to their confidence. Appreciative listening enhanced both language acquisition and emotional development. Defined by Goh (2021) and Brownell (2017), this form of listening involves aesthetic and emotional appreciation, encouraging deeper cognitive and emotional involvement with content.

Understanding others' mental and emotional states—a skill bolstered through contemplative practices—enhanced social comprehension and academic dialogue (Böckler et al., 2017). By supporting emotional regulation, mindfulness practices helped strengthen listening performance. Wellnite (2023) demonstrated that mindfulness enhanced attention and reduced anxiety, leading to improved listening and academic outcomes. Especially for younger learners, listening was essential for academic success and effective communication, serving as a foundational skill (Huang, H. H., 2020).

Many obstacles to listening remained for L2 learners, such as unfamiliar accents, limited exposure, and a lack of effective strategy use, which all interfered with comprehension (Velasco et al., 2021). To address these issues, scholars introduced diverse instructional theories and strategies—such as guided imagery, multimedia tools, and environmental adjustments—to improve listening outcomes (Abucejo et al., 2025; Sandicho et al., 2023).

Nonetheless, challenges in teaching listening continued such as the teaching methodologies, materials, and inclusive instructions were often encountered by teachers (Datta, 2023; Alzamil, 2021). Complementing these concerns, oracy and academic achievement became a focal point, highlighting how oral skills—especially listening—supported literacy and overall school performance (Brooks et al., 2024).

Research on listening and literacy development (Ahmadi, 2016) found a strong correlation between listening comprehension and both vocabulary and reading skills. Effective feedback and listening practices were crucial. In fact, constructive feedback was shown to build learner confidence and improve listening accuracy (Ahmed, 2021). More broadly, socio-cultural and cognitive theories revealed how emotional states, cultural narratives, and cognitive development shaped how learners processed auditory information (Hillman et al., 2021; Brownell, 2017).

Listening success depended greatly on factors unique to each learner, such as their memory capacity, motivation levels, and preferred learning styles (Zhou & Thompson, 2023). By providing freedom to learners to keep and utilise auditory inputs, apparently working memory played a significant function (Su & Yan, 2022). Overall comprehension improved as a result of listening fluency, which involved efficiently processing the features of spoken language (Zhao & Lee, 2022). Effective instructional methods fostered learner autonomy and maintained engagement, which led to more meaningful listening experiences (Duan & Qiu, 2022). In parallel, the

assessment and testing of listening required careful attention to reliability, authenticity, and the types of responses expected from learners to ensure validity (Yavuz et al., 2015).

Research Literature

The development of listening skills was crucial for the academic achievement of Key Stage 2 learners. Recent studies highlighted the significant correlation between learners' listening skills and their academic performance.

Ambubuyog et al. (2023) assert that active listening greatly aids in language learning and comprehension, which in turn fosters improved academic performance. Learners who regularly used active listening techniques demonstrated improved comprehension of the content, compliance with instructions, and participation in class discussions—all of which had a favorable impact on their academic achievement.

Furthermore, difficulties with listening comprehension were successfully addressed by particular instructional approaches. According to Yeesoonyeam et al. (2020), for example, Grade 2 learners' speaking and listening skills were considerably enhanced when the communicative method and Total Physical Response (TPR) were used. This method reinforced the link between successful academic performance and effective listening by improving listening skills immediately and promoting improved information retention over time.

Pourhosein Gilakjani et al. (2016) found that a number of issues, such as a lack of focus, unfamiliar accents, and a limited vocabulary, contribute to hearing difficulties. They underlined that both verbal and non-linguistic impediments frequently impede the complex cognitive processes required for successful listening comprehension. They also emphasized how crucial it is to put good techniques into practice and establish encouraging learning environments in order to assist learners in overcoming these obstacles.

Similar to this, Jaya (2017) discovered that learners frequently have trouble comprehending various accents, coming across novel vocabulary, handling rapid speech rates, and focusing—all of which seriously impair their capacity to understand spoken language. Jaya promoted methodical approaches to overcome these difficulties, like exposing learners to a variety of listening resources and teaching them note-taking skills, in order to improve their listening comprehension by focusing on these particular barriers.

Additionally, research conducted in the Philippine context has emphasized the significance of improving listening skills. In their study on Filipino listening abilities among learners pursuing a Bachelor of Secondary Education, Namoc et al. (2024) discovered that the learners showed good proficiency in critical, appreciating, and inner listening skills. It was discovered that learners' capacity for self-reflection and comprehension of implicit messages was reflected in their highly developed inner listening. The study suggested using multimedia resources and discussion-based exercises to improve learners' ability to listen intently.

Farrell et al. (2019) affirmed the importance of listening comprehension in learners' overall academic achievement by highlighting its critical influence on the development of academic literacy, particularly in connection to reading comprehension. According to their research, instructors' professional noticing—the capacity to watch and analyze learner performance—often recognizes listening as a crucial component in developing reading abilities. Teachers can improve their learners' decoding, vocabulary-building, and inference-making skills—all essential elements of successful reading comprehension—by closely examining how children perceive spoken language.

Gillon (2018) emphasized that phonological awareness—the skill of recognizing and manipulating the sounds within language—plays a key role in fostering broader language abilities, including both reading and listening comprehension. Meanwhile, Greenstein (2018) and Badke (2021) highlighted the necessity of critical thinking when assessing information sources. They stressed that learners must learn to evaluate various types of content with discernment, particularly in academic settings where dependence on inaccurate, biased, or insufficiently researched material can negatively affect learning.

When people actively participate in conversations rather than passively absorbing information, they are more likely to remember and understand it (McKinley et al., 2017; Yoon et al., 2016; 2021; Fischer et al., 2015). According to their research, participating in conversations that include expressing ideas, elaborating on them, and engaging in meaningful interactions promotes deeper mental processing. The role of quiet and deliberate pauses during negotiations was also examined by Curhan et al. (2021) found that carefully listening following thoughtful contributions often led to more successful outcomes. In academic contexts, where attentive listening and thoughtful responses improve learner learning and engagement, they proposed that this strategy might also be beneficial.

According to Fleming et al. (2024) and Pouget et al. (2016), people who are able to accurately assess their own confidence levels frequently do better. This observation also applies to listening, as learners who are more confident in their listening skills are more likely to retain focus, understand information correctly, and make better educational decisions.

Field (2018) showed that positive emotional responses improved motivation, attention, and comprehension, which are all key to academic success. His research suggested that when learners experienced positive emotions, they were better able to focus, retain information, and engage deeply with the material.

II. Methodology

Research Design

This study utilized a descriptive-correlational research design to investigate the relationship between Key Stage 2 learners' English listening skills and their academic achievement. Descriptive methods systematically characterized the learners' profiles, including age, gender, family size, overall academic performance, number of siblings, residence, and learning style. English listening skills were assessed across critical listening, appreciative listening, and internal listening. The correlational component analyzed the relationship between English listening proficiency and overall academic achievement. This method, which is in accordance with the approaches described by Creswell et al., (2018) and Fraenkel and Wallen (2019), found possible correlations between academic achievement, listening abilities, and learner characteristics. This ensured an unbiased analysis of the links.

Sample of the Study

The study involved all members of the target population—114 learners in Grades 4–6 and six teachers at Cabagtas Elementary School, Department of Education Schools Division of San Carlos City, Negros Occidental during the 2024–2025 academic year. This total enumeration sampling method was chosen because the manageable population size allowed for comprehensive data collection without random sampling.

Measures

The researcher employed a survey research design within a descriptive-correlational framework to describe the characteristics of the population and examine relationships between variables without manipulation. This design was deemed appropriate for assessing the levels of English listening skills and determining their relationship with academic achievement among Key Stage 2 learners at Cabagtas Elementary School, Department of Education Schools Division of San Carlos City, Negros Occidental during the 2024–2025 school year, particularly in relation to strategic listening skills development.

To ensure content validity and relevance, the adapted survey questionnaire underwent expert validation by professionals in the fields of education and language studies. Feedback from these experts guided revisions to enhance clarity, coherence, and alignment with the study objectives.

Data Processing

Data processing began with data cleaning procedures to identify and address missing or inconsistent data points. Descriptive statistics, including means, standard deviations, and frequency distributions, were computed to summarize the demographic characteristics and English listening skill scores of the learners. Pearson's Chi-Square Test was utilized to examine the

relationships between listening skills and academic achievement, with a significance level set at 0.05 for hypothesis testing. Fisher's Exact Probability Test was applied in cases of small expected cell frequencies to ensure inferential result accuracy. The combination of these statistical tools ensured the robustness and reliability of the inferential analysis. The findings were systematically presented in tables and figures to enhance clarity and facilitate interpretation.

III. Results and Discussion

Results

This section presented, evaluated, and interpreted the data gathered from the study participants' questionnaires, focusing on the level of listening skills in English and their correlation with academic achievement among Key Stage 2 learners. The data, supported by relevant statistical analysis, was provided in both tabular and graphical forms for clear and concise interpretation. The discussion centered on how the listening skills of Key Stage 2 learners contributed to their academic performance and highlighted the implications of these findings in the educational context.

Discussion

This study examined the connection between academic accomplishment and listening competency, offering a thorough grasp of the listening abilities of Key Stage 2 learners. It highlighted the value of listening as a fundamental component of language learning and how it affects general academic achievement. Stronger listening abilities were found to be associated with improved performance in all disciplines, particularly English. To evaluate the findings' alignment with accepted theories and earlier research, they were compared to the body of existing literature.

Summary of Findings. This provided a short summary of the survey results about how well Key Stage 2 learners listen, linking their listening skills to their academic performance. It included the main points and findings, along with the important trends and patterns noticed.

1. Demographic Profile Analysis. The teachers who responded from Cabagtasan Elementary School in the San Carlos City Division come from a mix of experienced and mid-career backgrounds. Most of them are between the ages of 31 and 50. There are slightly more female teachers than male ones, and most are married. In terms of education, most have a bachelor's degree or are working towards a master's. They all have more than 15 years of teaching experience, showing they are well-established in their jobs. However, they have not participated in many training sessions, only attending one to three relevant seminars. Overall, these teachers are dedicated and experienced, but they would benefit from more chances to improve their skills through professional development.

The learners at Cabagtasan Elementary School in the San Carlos City Division were mostly between the ages of 9 and 12, and most were boys. They usually came from families with two or three children. Many lived in mountainous areas, which might have made it harder for them to get to school. In terms of their schoolwork, most did very well, with many achieving excellent results. When it came to learning, they mostly preferred visual methods, then kinesthetic, and finally reading and writing.

2. *Learners' level of listening skills.* The findings demonstrated the learners' proficiency in hearing in the several areas of critical, appreciative, and inner listening. These results demonstrated how important listening abilities are for learning because comprehension, critical thinking, and communication all depend on good listening. As listening skills were essential to learners' overall academic success and personal development, it was imperative to continue supporting and improving them in accordance with the educational goals of encouraging lifelong learning. Given these findings, it was imperative for educators to persist in incorporating listening-oriented strategies into classroom instruction to maintain learners' academic advancement and comprehensive development.

3. *Test of Significant Relationship.* The significant relationship between learners' academic progress and their level of English listening skills—particularly critical listening, listening appreciation, and inner listening—indicates that improved listening competencies resulted in superior academic success. The null hypothesis was rejected when this discovery was statistically supported by the Chi-Square Test and Fisher's Exact Probability Test, both of which had p-values below the 0.05 significance level. The outcome supported the findings of Hossain et al. (2025), who highlighted that minority learners' comprehension, engagement, and retention of knowledge were enhanced by having strong listening skills.

4. *Challenges Encountered in relation to Level of Listening Skills in English.* An analysis of the problems influencing learners' listening abilities identified important obstacles that, if left unchecked, could harm their academic performance. Among these difficulties were: limited exposure to various accents and colloquial expressions due to a lack of interaction with native speakers; interference from regional dialects in differentiating English sounds; restricted availability of a variety of listening materials and qualified teachers; and financial constraints that limited opportunities for extracurricular learning. Furthermore, there were less opportunities for online listening practice due to low digital literacy and limited access to technology. Additionally, learners found it difficult to understand information that was full of idioms and cultural allusions. Comprehending was made more difficult by internal variables such poor language skills, a small vocabulary, and a lack of exposure to native speech. Furthermore, inadequate physical environments—such as noise, subpar audio equipment, and hazy recordings—and a lack of listening instruction resources, as described by Jaya (2017), were noted as significant barriers. These elements may have a major impact on learners' listening comprehension and general academic achievement if they are not addressed.

IV. Conclusion

The result indicated that the profile of teachers and learners at Cabagtas Elementary School highlights a dedicated teaching staff with significant experience and educational qualifications, yet underscores a pressing need for enhanced professional development opportunities to further enrich their skills. The learners, predominantly young males from middle-sized families in mountainous regions, demonstrate strong academic performance and a preference for visual learning. This context suggests that while the educators are well-equipped to support their learners' educational journeys, addressing the gaps in professional training and considering the unique challenges faced by learner in remote areas will be crucial for fostering an optimal learning environment. By helping teachers improve their skills and by knowing what each learner needs, the school can support learning more effectively and lead to better results in education.

The results show how important it is to have good listening skills in areas like Critical Listening, Appreciative Listening, and Inner Listening for better learning and communication. The study also shows that developing these skills is necessary to improve understanding, thinking, and academic performance, which fits with the goal of helping learners learn throughout their lives. Because of this, teachers should include listening-focused methods in their lessons to help learners succeed academically and personally, making sure they develop these important skills for the future.

The study shows a strong link between English listening skills—like critical listening, listening appreciation, and inner listening—and how well learners do in school. It shows that when learners improve their listening abilities, it helps them perform better academically. The analysis used statistical methods like the Chi-Square Test and Fisher's Exact Probability Test, which support the idea that the null hypothesis should be rejected, agreeing with the findings from Hossain et al. In 2025, the importance of good listening skills for learners from minority groups is being highlighted.

The evaluation of challenges affecting learners' listening skills in English reveals significant barriers that, if unaddressed, could impede academic success.

Based on these findings, it was concluded that to enhance strategic listening skills activities at Cabagtas Elementary School, it is essential to focus on several key areas. First, implementing interactive listening sessions with native speakers can provide learners with exposure to diverse accents and colloquial language. Additionally, offering a variety of listening materials, such as audiobooks and podcasts, can help address cultural references and idiomatic expressions that learners find challenging. Incorporating technology for online listening practice and conducting workshops on critical, appreciative, and inner listening can further develop these vital skills. Moreover, improving the classroom environment to reduce noise and ensure quality audio, alongside investing in professional development for teachers, will equip them to better support learners' listening skill growth. By addressing these areas, the school can foster an optimal learning

environment that enhances academic achievement and ensures equitable educational experiences for all learners. By focusing on these areas, the school can create a great learning environment that helps learners do better in school and gives everyone a fair chance to succeed.

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