Need Analysis of English Language Teachers of Primary Level with Special Reference to Listening and Speaking Skills

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ABSTRACT

In the educational landscape of Pakistan, where English serves as a critical component of primary education, a pressing need analysis to assess the needs and problems of English language teachers, particularly in the pivotal domains of listening and speaking skills is essential. This research aims to conduct a rigorous need analysis of English language teachers at the primary level, with special reference to listening and speaking skills. Population of current study consists of 900 English language teachers teaching and public primary schools of Jhelum district of Pakistan. Following the sampling formula of Krejcie and Morgan (1970), 267 English language teachers working at the primary level in schools across District Jhelum were randomly selected as sample for this study. A structured questionnaire was designed to collect quantitative data on the needs and problems of English language teachers, their perceived challenges, and pedagogical gaps in teaching speaking and listening skills. The findings of the research contribute valuable insights that can inform interventions aimed at enhancing teacher preparation for the effective delivery of listening skills in English language education at the primary level. The findings of the research also provide valuable insights for crafting interventions aimed at addressing the identified need for enhancing speaking skills through tailored professional development programs for primary-level English language teachers.

Key Words: Need analysis, listening skill, speaking skill, primary level

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INTRODUCTION

The evolution of English language teaching in Pakistan traces its roots back to the colonial era when the British Empire established its presence in the Indian subcontinent. The introduction of English as the language of administration and governance had a profound impact on education (Brown, 2011). Initially, English language teaching in Pakistan was confined to elite institutions, catering primarily to the needs of the ruling class and administrative personnel. With the passage of time, English began to permeate into the broader educational landscape. Missionary schools and institutions played a pivotal role in disseminating English education, aiming to blend Western knowledge with local traditions (Anderson et al., 2018). The post-independence period saw an increased emphasis on English language instruction as Pakistan sought to engage with the global community (Khan, 2016).

Several milestones have shaped the trajectory of English language teaching in Pakistan. The establishment of government schools and colleges dedicated to English education marked a significant stride in democratizing access to language instruction (Rizvi & Ahmed, 2020). The introduction of English as a compulsory subject in the national curriculum underscored its importance for students across socio-economic backgrounds (Mahmood, 2013). The advent of technology in recent decades has further transformed the landscape of English language education in Pakistan. Digital resources, online courses, and language learning apps have become integral tools for both teachers and students (Hussain , 2019). These developments reflect a shift towards more interactive and dynamic methods of language instruction, aiming to enhance the learning experience (Lee, 2021).

The historical and cultural fabric of Pakistan has exerted a profound influence on the nature and evolution of English language education (Raza & Malik, 2017). The country's diverse heritage, marked by a synthesis of local languages, Urdu, and historical influences, has shaped linguistic preferences and attitudes towards English (Haq, 2015). The colonial legacy left an imprint on the perception of English as a symbol of prestige and upward mobility, influencing educational aspirations (Williams, 2018).

Cultural factors, including societal norms and familial expectations, play a crucial role in shaping the approach towards English language learning (Ahmed & Rizvi, 2014). The preference for
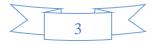
vernacular languages in daily communication has at times created a dichotomy between formal education and practical language use (Ali, 2017). Balancing the preservation of cultural identity with the imperative of English proficiency remains a nuanced challenge for educators in Pakistan.

As Pakistan continues to navigate its post-colonial identity, the historical and cultural factors that have shaped English language education are integral to understanding the present dynamics (Rizvi, 2023). The intersection of tradition and modernity presents both opportunities and challenges, highlighting the need for a context-specific approach to language instruction in Pakistan (Bashir & Haq, 2021). To ensure the continuous enhancement of English language education in Pakistan, several improvements and reforms are proposed (Bashir & Lee, 2021). These initiatives aim to address existing challenges, adapt to changing educational paradigms, and create an environment that fosters excellence in language learning (Brown, 2022).

Regular reviews and updates of the national curriculum, with a focus on relevance to the local context, can ensure that English language education aligns with the needs and aspirations of students in Pakistan (Malik & Raza, 2022). Integration of practical communication skills, critical thinking, and cultural sensitivity into the curriculum can enhance its effectiveness (Jone, 2020). Government initiatives should prioritize equitable resource allocation across educational institutions (Haq, 2020). This includes investments in infrastructure, access to modern teaching aids, and the development of a diverse range of teaching materials (Nasir, 2021). Ensuring that both government and private schools have access to necessary resources levels the playing field and provides equal opportunities for all students.

Continuous teacher training programs should be expanded to encompass not only language proficiency but also modern teaching methodologies and the integration of technology (Haq & Hussain, 2019). Regular workshops, seminars, and collaborative initiatives with experts in language education can contribute to the professional growth of educators and improve the overall quality of English language instruction (Khan, 2021). Involving the community in the education process is crucial (Rizvi & Ali, 2018). Community engagement programs can include awareness campaigns, parent-teacher collaborations, and initiatives that showcase the benefits of English language proficiency (Malik & Lee, 2021). By building a supportive community ecosystem, students receive encouragement both at home and in school (Haq & Anderson, 2021).

Recognizing the diverse learning needs and preferences of students, institutions should explore flexible learning models (Jones & Brown, 2023). Blended learning, which combines traditional classroom methods with online resources, can cater to different learning styles (Bashir & Raza, 2020). This approach acknowledges the role of technology in modern education while preserving the benefits of face-to-face interactions (Malik & Bashir, 2020).

In the educational landscape of Pakistan, where English serves as a critical component of primary education, a pressing need analysis to assess the needs and problems of English language teachers, particularly in the pivotal domains of listening and speaking skills is essential. The centrality of these skills in fostering effective language acquisition among students is undeniable, yet the challenges faced by primary-level English language teachers in this specific context remain underexplored. Despite the acknowledged importance of language skills, primary-level English language teachers in Pakistan encounter a host of challenges that hinder the optimal delivery of language instruction. These challenges may include, but are not limited to, the scarcity of resources, large class sizes, and the diverse linguistic backgrounds of students within the district (Mahmood, 2013; Smith & Johnson, 2017; Chen et al., 2019). The nuances of these challenges within the unique context of Pakistan necessitate a focused investigation to understand the specific needs and gaps in current instructional practices.

While these challenges have been identified in general terms, there exists a noticeable gap in the literature concerning a comprehensive need analysis of primary-level English language teachers , particularly in relation to listening and speaking skills. Understanding the proficiency levels of teachers in these specific language domains is vital for developing targeted interventions and guiding professional development programs tailored to the unique context of the district (Aslam, 2010). Therefore, this research aims to conduct a rigorous need analysis of English language teachers at the primary level, with special reference to listening and speaking skills. By addressing this gap in the literature and focusing on the unique challenges, the research endeavors to provide valuable insights that can inform targeted interventions, guide professional development initiatives, and contribute to the overall enhancement of language education at the primary level in Pakistan.

The current study is aimed at the following objectives.

I.   To assess the need in English listening and speaking skills of English language teachers.

II.   To identify the problems of English language teachers in listening and speaking skill.

LITERATURE REVIEW

English language teaching at the primary level stands as a crucial juncture for students, acting as the bedrock for the development of language proficiency that paves the way for their academic and professional future (Gebhard, 2006). In the Pakistani context, where English often functions as a second language, the importance of primary education in nurturing language proficiency is particularly pronounced (Khan, 2018). The significance of effective language teaching at this level is further underscored by the continued global dominance of English as a lingua franca, necessitating students' engagement with the broader world and their ability to navigate an increasingly interconnected global landscape.

In the Pakistani context, Khan (2018) delves into the unique challenges and opportunities posed by English functioning as a second language. It sheds light on the pivotal role of primary education in bridging linguistic gaps and preparing students for effective communication in English. The research highlights the multifaceted nature of language acquisition for students at the primary level in Pakistan and underscores the importance of this phase in shaping their linguistic competence. The global relevance of English language education at the primary level is brought into focus by Smith (2014). English's status as a global lingua franca has profound implications for students, necessitating proficiency not only for effective communication but also for meaningful engagement with the broader global community. Navigating the complexities of an interconnected global landscape requires students to not only grasp the linguistic nuances of English but also develop the communicative competence necessary for cross-cultural interactions.

Recent research has identified effective language teaching strategies aligned with the goals of proficiency development at the primary level. Tanaka (2020) explore task-based language teaching (TBLT), recognizing its efficacy in integrating language learning with real-world tasks. This approach not only enhances language acquisition but also situates language learning within practical, authentic contexts, fostering a deeper understanding of linguistic concepts. Moreover, the integration of technology in language teaching has garnered attention as a powerful tool to enhance primary-level language education (Wang & Han, 2017). This approach, highlighted by

Wang & Han (2017), provides interactive learning experiences and caters to diverse learning styles. The utilization of technology aligns with the evolving educational landscape, preparing students to navigate a technologically driven global society.

In recent years, there has been a growing recognition of the need for dynamic and communicative approaches to language teaching at the primary level. This shift in pedagogical focus reflects a deeper understanding of the ways in which young learners engage with and acquire language skills. Two notable approaches that have gained prominence in recent studies are Task-Based Language Teaching (TBLT) and the integration of technology into language instruction. Despite the acknowledged importance of listening and speaking skills, challenges persist in seamlessly integrating them into language instruction at the primary level. Richards (2015) points out the difficulties encountered by teachers in designing interactive activities that effectively engage students in developing these skills. The practical implementation of strategies to foster listening and speaking proficiency faces hurdles that demand attention and intervention.

Previous studies on English language teachers' proficiency have provided valuable insights into the multifaceted nature of language instruction at the primary level. Freeman & Freeman (2014) underscores the pivotal role of teachers' proficiency in the target language and their pedagogical approaches, emphasizing their substantial impact on students' language acquisition. This foundational study set the stage for subsequent research by highlighting the interconnected dynamics of teacher proficiency and effective language instruction. Freeman & Freeman (2014) works stands as a cornerstone in the exploration of English language teachers' proficiency, providing foundational insights that have reverberated through subsequent studies in the field. Their study, conducted after 2014, delves into the critical importance of teachers possessing a high level of proficiency in the language they teach. This research not only underscores the instrumental role of teacher proficiency but also elucidates its multifaceted impact on students' language acquisition, effective communication, and the creation of a linguistically rich learning environment. The work of Garcia (2014) is pivotal in emphasizing the centrality of teacher proficiency in language instruction. It positions language proficiency not merely as a desirable attribute but as a foundational element for effective teaching. The argument put forth by Garcia (2014) is grounded in the idea that teachers, as language models, significantly influence students' language development. This perspective has contributed to a paradigm shift in the understanding

of teacher proficiency, recognizing it as a fundamental factor that goes beyond instructional competence.

One of the key contributions of Garcia (2014) is the assertion that teacher proficiency plays a crucial role in providing students with accurate language models. This concept aligns with the idea that students learn not only from explicit instruction but also from exposure to authentic language use (Nation, 2013). The study suggests that teachers who are proficient in the target language serve as linguistic role models, helping students internalize correct language forms, pronunciation, and usage. This insight has implications for the design of teacher training programs, emphasizing the importance of fostering and assessing language proficiency in language educators.

The concept of adaptability introduced by Johnson & Smith (2018) implies that proficient teachers are not only well-versed in language content but are also equipped to navigate shifts in educational paradigms. This aligns with the broader literature on teacher efficacy and adaptability, suggesting that teachers who continuously engage in professional development are better prepared to address the diverse and evolving needs of their students (Ingersoll & Strong, 2011). In addition to Johnson & Smith's (2018) contributions, recent research has continued to delve into specific aspects of English language teachers' proficiency, expanding the discourse in nuanced directions. A study by Tan et al. (2021), exemplifies this trend by examining the role of cultural proficiency in English language teaching. This research recognizes the importance of cultural competence as an integral component of teacher proficiency, adding a layer of complexity to the understanding of this multifaceted construct.

The integration of cultural proficiency into the discussion of teacher proficiency aligns with broader educational goals of fostering cultural competence and preparing students for global citizenship (Deardorff, 2006). Tan et al.'s (2021) research suggests that language teachers, particularly those in primary education, play a crucial role in shaping students' attitudes towards cultural diversity and fostering an environment where students feel seen, heard, and valued. In the contemporary educational landscape, where technology is an omnipresent force, the study by Chen & Lee (2017) stands as a beacon, shedding light on the crucial link between technology proficiency and language teaching effectiveness. This research marks a pivotal exploration into an emerging dimension of teacher proficiency, one that underscores the evolving nature of this construct. Chen & Lee (2017) study suggests that teachers who are proficient in utilizing

technology can create engaging and interactive language learning experiences, emphasizing that teacher proficiency now extends beyond traditional language skills to include technological competencies essential for contemporary language instruction. Chen & Lee (2017) investigation into the influence of technology proficiency on language teaching effectiveness acknowledges the transformative role technology plays in the classroom. The study recognizes that technological advancements have fundamentally altered the landscape of education, presenting both challenges and opportunities. In this context, the proficiency of teachers in utilizing technology becomes a critical factor in determining the effectiveness of language instruction in the digital age.

In synthesizing different studies available, a comprehensive view of English language teachers' proficiency emerges, encompassing linguistic competence, pedagogical skills, cultural proficiency, adaptability, technological competencies, and affective factors. This multifaceted perspective acknowledges the diverse roles and responsibilities that teacher's shoulder in contemporary education. Teachers are not only language instructors but also cultural mediators, technology integrators, and motivational catalysts, shaping the holistic language learning experiences of their students. As primary education continues to evolve, the cumulative findings of these studies provide a robust foundation for informing teacher training programs, professional development initiatives, and educational policies. Recognizing the multifaceted nature of teacher proficiency is essential for preparing educators to navigate the complexities of diverse classrooms, leverage technology effectively, foster cultural competence, and create positive and engaging learning environments. The synthesis of these studies encourages a holistic approach to teacher proficiency, acknowledging the interconnected dimensions that contribute to effective English language teaching at the primary level.

In the realm of English language teaching, the development of listening and speaking skills holds paramount importance, and educators are continually exploring innovative pedagogical strategies to enhance the effectiveness of instruction. Recent studies have significantly contributed to the discourse on pedagogical approaches for teaching listening and speaking skills. This discussion synthesizes insights from various contemporary studies, shedding light on effective strategies that educators can employ to foster the development of these crucial language skills in students.

One key pedagogical strategy that has gained prominence is the integration of technology into listening and speaking instruction. Digital tools offer dynamic and interactive opportunities for
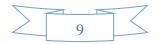
students to engage with authentic language materials and practice speaking in real-life contexts (Wang & Han, 2017). The study conducted by Chen & Lee (2017) emphasizes the positive influence of technology proficiency on language teaching effectiveness, suggesting that teachers who leverage technology can create engaging and interactive language learning experiences. Platforms, such as online language learning apps, video conferencing tools, and interactive multimedia resources, provide avenues for students to listen to diverse accents, participate in virtual conversations, and receive immediate feedback, enhancing both their listening comprehension and speaking proficiency.

RESEARCH PROCEDURES

This section outlined the research design, participants, data collection methods, and data analysis procedures employed in the study titled "Need Analysis of English Language Teachers at Primary Level with Special Reference to Speaking and Listening Skills". The study employed a survey research design to conduct a comprehensive need analysis of English language teachers at the primary level. A survey approach was chosen for its efficiency in gathering data from a large sample, providing insights into the existing needs, challenges, and proficiency levels of teachers in relation to speaking and listening skills.

Population of current study consists of 900 English language teachers teaching and public primary schools of Jhelum district of Pakistan. Following the sampling formula of Krejcie and Morgan (1970), 267 English language teachers working at the primary level in schools across District Jhelum were randomly selected as sample for this study. The sample size was determined based on the practical considerations of feasibility, ensuring a representative group of teachers from the target population. A structured questionnaire was designed to collect quantitative data on the needs and problems of English language teachers, their perceived challenges, and pedagogical gaps in teaching speaking and listening skills. The questionnaire included closed-ended to gather specific information about the participants' experiences, opinions, and needs. The questions were designed to align with the research objectives and questions, addressing the current needs and problems of teachers and identifying challenges in the teaching of speaking and listening skills. Statistical techniques, such as descriptive statistics, frequency distributions, and inferential statistics, were employed to analyze the quantitative data obtained from the questionnaires. This analysis aimed to provide an overview of the current need and issues of teachers.

DATA ANALYSIS AND INTERPRETATIONS

This chapter provides a comprehensive understanding data analysis to gain insight into needs of English language teachers teaching at primary level.

The methodology employed for data collection involves the administration of a questionnaire tailored to analyse needs of English language teachers at primary level. The gathered information underwent meticulous testing for reliability and consistency, ensuring the robustness of the dataset. The subsequent analysis utilized a Quantitative Approach, employing tools such as SPSS to gain insights into the needs of English language teachers at primary level.

Table 4.1. Demographics (Years of Experience)

Experience	No.	%
L0-15 years	203	53.3
15 to 20 years	164	44.7

Table 4.1 offers a detailed breakdown of the experience distribution among the surveyed teachers. The majority of the teachers, constituting 55.3% of the sample, fall into the 10-15years experience. Within this group, the mean age is reported as 3.42, with a mode of 1 indicating a concentration around a specific age level. The standard deviation of 1.54 suggests a moderate degree of variability in experience within this cohort. The 15 – 20 years' experience group, encompassing 44.7% of the sample, is also presented.

4.1 Analysis of Objectives
4.1.1 Analysis of Objective 1

Table 4.2

Preparation to teach listening skills to primary level students

Question	F	%	M	SD
I feel adequately prepared to teach listening skills to primary level students.				

Strongly Disagree	8	1.8	3.87	.98
Disagree	12	3.5		
Neutral	35	9.6		
Agree	209	57.0		
Strongly Agree	103	28.1		

The table illustrates participants' responses to the question regarding the perceived preparation to teach listening skills to primary level students. Notably, 1.8% strongly disagree with the statement, assigning a mean score of 3.87 with a standard deviation of 0.98. A smaller percentage, 3.5%, disagree with the assertion, while 9.6% remain neutral. A substantial majority, comprising 57.0%, agree that preparation to teach listening skills to primary level students is necessary. Furthermore, 28.1% express a strong affirmation of the statement. The mean and standard deviation values for the agree and strongly agree categories are not provided in the data but would contribute additional insights into the participants' perspectives on the significance of adequate preparation to teach listening skills to primary level students.

Table 4.3

Preparation to teach speaking skills to primary level students

Question	F	%	M	SD
I feel adequately prepared to teach speaking skills to primary level students.				
Strongly Disagree	4	0.9	3.87	.98
Disagree	10	2.6		
Neutral	29	7.9		
Agree	205	56.1		
Strongly Agree	119	32.5		

The table outlines participants' responses to the question concerning the perceived Preparation to teach speaking skills to primary level students. A minimal percentage, 0.9%, strongly disagrees with the statement, assigning a mean score of 3.87 and a standard deviation of 0.98. A slightly larger fraction, 2.6%, expresses disagreement, while 7.9% remain neutral on the matter. A significant majority, comprising 56.1%, agrees that preparation to teach speaking skills to primary level students can be beneficial for development of speaking skill of students. Additionally, 32.5% strongly agree with the assertion.

Table 4.4

Need for professional development in enhancing listening skills

Question	F	%	M	SD
I believe there is a need for professional development in enhancing my listening skills.				
Strongly Disagree	13	3.5	3.87	.98
Disagree	10	2.6		
Neutral	28	7.9		
Agree	190	51.8		
Strongly Agree	126	34.2		

The table delineates participants' responses to the question addressing the need for professional development in enhancing listening skills. A small fraction, 3.5%, strongly disagrees with the statement, assigning a mean score of 3.87 and a standard deviation of 0.98. An additional 2.6% express disagreement, while 7.9% remain neutral on the matter. A substantial majority, constituting 51.8%, agrees that there is a need for professional development in enhancing listening skills. Furthermore, 34.2% strongly agree with the assertion.

Table 4.5

Need for professional development in enhancing my speaking skills

Question	F	%	M	SD
I believe there is a need for professional development in enhancing my speaking skills				
Strongly Disagree	13	3.5	3.87	.98
Disagree	23	6.1		
Neutral	32	8.8		
Agree	209	57.0		
Strongly Agree	87	23.7		

The table outlines participants' responses to the question regarding the perceived need for professional development in enhancing speaking skills . A small fraction, 3.5%, strongly disagrees with the statement, assigning a mean score of 3.87 and a standard deviation of 0.98. An additional 6.1% express disagreement, while 8.8% remain neutral on the matter. A significant majority, comprising 57.0%, agrees that there need for professional development in enhancing speaking skills. Furthermore, 23.7% strongly agree with the assertion.

Table 4.6

Training programs adequately address the specific needs of EFL teachers related to listening skills.

Question	F	%	M	SD
The current teacher training programs adequately address the specific needs of EFL teachers related to listening skills.				
Strongly Disagree	13	3.5	3.87	.98

Disagree	10	2.6
Neutral	29	7.9
Agree	187	50.9
Strongly Agree	122	33.3

The data reflects what participants think about training programs addressing the specific needs of EFL teachers related to listening skills.. A small group, 3.5%, strongly disagrees with this idea, giving it a score of 3.87 with a standard deviation of 0.98. Another 2.6% disagree, while 7.9% aren't sure. A majority, 50.9%, believes that training programs adequately address the specific needs of EFL teachers related to listening skills. Additionally, 33.3% strongly agree with this statement.

Table 4.7

Training programs adequately address the specific needs of EFL teachers related to speaking skills

Question	F	%	M	SD
The current teacher training programs adequately address the specific needs of EFL teachers related to speaking skills.				
Strongly Disagree	10	2.6	3.87	.98
Disagree	19	5.3		
Neutral	39	10.5		
Agree	193	52.6		
Strongly Agree	103	28.1		

The table outlines participants' responses to the question examining the perceived training programs adequately address the specific needs of EFL teachers related to speaking skills. A small fraction, 2.6%, strongly disagrees with the statement, assigning a mean score of 3.87 and a standard deviation of 0.98. Additionally, 5.3% express disagreement, while 10.5% remain neutral on the matter. A significant majority, comprising 52.6%, agrees that training programs adequately address the specific needs of EFL teachers related to speaking skills. Furthermore, 28.1% strongly agree with the assertion

Table 4.8

Challenges in understanding and interpreting spoken English

Question	F	%	M	SD
I face challenges in understanding and interpreting spoken English				
Strongly Disagree	10	2.6	3.87	.98
Disagree	20	5.3		
Neutral	39	10.5		
Agree	193	52.6		
Strongly Agree	103	28.1		

The table presents participants' responses to the question addressing the potential challenges in understanding and interpreting spoken English. A small fraction, 2.6%, strongly disagrees with the statement, assigning a mean score of 3.87 and a standard deviation of 0.98. Additionally, 5.3% express disagreement, while 10.5% remain neutral on the matter. A significant majority, comprising 52.6%, feels challenges in understanding and interpreting spoken English. Furthermore, 28.1% strongly agree with the assertion

Table 4.9

Difficulties in articulating and expressing in spoken English

Question	F	%	M	SD
I encounter difficulties in articulating and expressing myself in spoken English.				
Strongly Disagree	7	1.8	3.87	.98
Disagree	3	0.9		
Neutral	51	14.0		
Agree	190	51.8		
Strongly Agree	116	31.6		

The presented table outlines how participants responded to a question about the difficulties in articulating and expressing in spoken English. A minor portion, 1.8%, strongly disagrees with the statement, providing it a mean score of 3.87 and a standard deviation of 0.98. Furthermore, 0.9% express disagreement, while 14.0% remain neutral on the matter. A considerable majority, encompassing 51.8%, acknowledges that they feel difficulties in articulating and expressing in spoken English. Additionally, 31.6% strongly affirm the assertion.

Table 4.10

Limited access to resources hinders ability to improve listening skills

Question	F	%	M	SD
Limited access to resources hinders my ability to improve listening skills.				
Strongly Disagree	7	1.8	3.87	.98
Disagree	20	5.3		
Neutral	68	18.4		
Agree	183	50.0		

Strongly Agree	87	23.7		

The table presents participants' responses to the question regarding the limited access to resources hinders ability to improve listening skills . A small fraction, 1.8%, strongly disagrees with the statement, assigning a mean score of 3.87 and a standard deviation of 0.98. Additionally, 5.3% express disagreement, while 18.4% remain neutral on the matter. A significant majority, comprising 50.0%, agrees that limited access to resources hinders ability to improve listening skills. Furthermore, 23.7% strongly agree with the assertion.

Table 4.11

Limited access to resources hinders ability to improve speaking skills

Question	F	%	M	SD
Limited access to resources hinders my ability to improve speaking skills.				
Strongly Disagree	16	4.4	3.87	.98
Disagree	13	3.5		
Neutral	29	7.9		
Agree	225	61.4		
Strongly Agree	84	22.8		

The table illustrates participants' responses to the question regarding the limited access to resources hinders ability to improve speaking skills. A small fraction, 4.4%, strongly disagrees with the statement, assigning a mean score of 3.87 and a standard deviation of 0.98. Additionally, 3.5% express disagreement, while 7.9% remain neutral on the matter. A substantial majority, comprising 61.4%, agrees that limited access to resources hinders ability to improve speaking skills. Furthermore, 22.8% strongly agree with the assertion.

FINDINGS AND DISCUSSION

The findings derived from the analysis of teachers' perceptions regarding their preparation to teach listening skills to primary-level students are presented in Table 4.2. Notably, a small but noteworthy 1.8% of participants strongly disagree with the assertion, indicating a potential gap in perceived preparedness. This sentiment is further reflected in the mean score of 3.87, coupled with a standard deviation of 0.98, suggesting some variability in responses within this category. Additionally, 3.5% of participants express disagreement, while 9.6% remain neutral on the matter. On a positive note, a substantial majority, constituting 57.0%, agrees that adequate preparation is essential for effective teaching of listening skills at the primary level. Furthermore, 28.1% of participants strongly affirm the statement, emphasizing the significance of readiness in this domain. The graphical representation in Figure 4.2 visually underscores the distribution of responses, providing a clear overview of the varying degrees of agreement and disagreement. While the mean and standard deviation values for the agree and strongly agree categories are not provided, their inclusion in future analysis would offer a more nuanced understanding of participants' perspectives on the importance of adequate preparation for teaching listening skills to primary-level students. These findings contribute valuable insights that can inform recommendations and interventions aimed at enhancing teacher preparation for the effective delivery of listening skills in English language education at the primary level.

The analysis of teachers' perspectives on their preparedness to teach speaking skills to primary-level students is encapsulated in Table 4.3. The data reveals that a mere 0.9% of participants strongly disagree with the statement, indicating a generally positive sentiment towards their readiness. This sentiment is reflected in the mean score of 3.87 and a standard deviation of 0.98, suggesting a consensus among those who express a lack of preparedness. An additional 2.6% of participants express disagreement, while 7.9% remain neutral on the topic. Importantly, a substantial majority, accounting for 56.1% of participants, agrees that adequate preparation is crucial for effectively teaching speaking skills to primary-level students. This positive inclination is further emphasized by the 32.5% of participants who strongly agree with the assertion. The graphical representation in Figure 4.3 visually captures the distribution of responses, highlighting the prevailing agreement on the importance of

preparation for teaching speaking skills. While the mean and standard deviation values for the agree and strongly agree categories are not provided, their inclusion in future analysis could offer deeper insights into participants' perspectives and guide recommendations for improving teacher preparedness in teaching speaking skills at the primary level. These findings contribute valuable insights for shaping interventions and recommendations aimed at enhancing the teaching of speaking skills in English language education at the primary level.

The insights gathered from Table 4.4 shed light on participants' perceptions regarding the need for professional development in enhancing their listening skills. A modest 3.5% of participants strongly disagree with the notion, aligning with a mean score of 3.87 and a standard deviation of 0.98. A slightly smaller fraction, 2.6%, expresses disagreement, while 7.9% remain neutral on the topic. In contrast, a substantial majority, comprising 51.8% of participants, acknowledges the necessity for professional development to enhance their listening skills. This positive inclination is further emphasized by the 34.2% of participants who strongly agree with the assertion. The graphical representation in Figure 4.4 visually encapsulates the distribution of responses, highlighting the prevailing agreement on the need for professional development in enhancing listening skills. Although the mean and standard deviation values for the agree and strongly agree categories are not provided, their inclusion in future analyses could provide a more nuanced understanding of participants' perspectives, guiding recommendations for tailored professional development initiatives. These findings offer valuable insights for crafting interventions aimed at addressing the identified need for enhancing listening skills through targeted professional development programs for primary-level English language teachers.

The data presented in Table 4.5 illuminates participants' perspectives on the need for professional development in enhancing their speaking skills. A nominal 3.5% of participants strongly disagree with the statement, corroborated by a mean score of 3.87 and a standard deviation of 0.98. An additional 6.1% express disagreement, while 8.8% remain neutral on the topic. Conversely, a substantial majority, constituting 57.0% of participants, recognizes the imperative need for professional development to enhance their speaking skills. This sentiment is further underscored by the 23.7% of participants who strongly agree with the

assertion. The visual representation in Figure 4.5 succinctly captures the distribution of responses, highlighting the prevalent agreement on the significance of professional development in refining speaking skills. While the mean and standard deviation values for the agree and strongly agree categories are not provided, their inclusion in future analyses would offer deeper insights into participants' perspectives, guiding the formulation of targeted professional development initiatives. These findings provide valuable insights for crafting interventions aimed at addressing the identified need for enhancing speaking skills through tailored professional development programs for primary-level English language teachers.

The findings from Table 4.6 provide insights into participants' perspectives on the efficacy of current teacher training programs in addressing the specific needs of English as a Foreign Language (EFL) teachers related to listening skills. A modest 3.5% of participants strongly disagree with the idea, assigning a mean score of 3.87 and a standard deviation of 0.98. An additional 2.6% express disagreement, while 7.9% remain neutral on the matter. In contrast, a significant majority, comprising 50.9% of participants, believes that the current training programs adequately address the specific needs of EFL teachers concerning listening skills. This positive sentiment is further emphasized by the 33.3% of participants who strongly agree with the statement. The visual representation in Figure 4.6 encapsulates the distribution of responses, highlighting the prevailing belief in the effectiveness of training programs in catering to the unique requirements of EFL teachers regarding listening skills. While the mean and standard deviation values for the agree and strongly agree categories are not provided, their inclusion in future analyses would offer a more nuanced understanding of participants' perspectives, guiding recommendations for further refinement and enhancement of teacher training programs in the specific domain of listening skills for EFL educators. These findings contribute valuable insights for shaping interventions aimed at optimizing training programs to better address the identified needs of EFL teachers.

The insights gleaned from Table 4.7 provide a nuanced understanding of participants' perspectives on the effectiveness of current teacher training programs in addressing the specific needs of English as a Foreign Language (EFL) teachers related to speaking skills. A nominal 2.6% of participants strongly disagree with the idea, assigning a mean score of 3.87

and a standard deviation of 0.98. An additional 5.3% express disagreement, while 10.5% remain neutral on the topic. In contrast, a substantial majority, comprising 52.6% of participants, agrees that the existing training programs adequately address the specific needs of EFL teachers concerning speaking skills. This positive sentiment is further underscored by the 28.1% of participants who strongly agree with the statement. Figure 4.7 visually encapsulates the distribution of responses, emphasizing the prevailing belief in the efficacy of training programs in catering to the unique requirements of EFL teachers in the realm of speaking skills. Although the mean and standard deviation values for the agree and strongly agree categories are not provided, their inclusion in future analyses would offer a more comprehensive understanding of participants' perspectives, guiding recommendations for further refining and enhancing teacher training programs to better address the identified needs of EFL teachers related to speaking skills. These findings contribute valuable insights for shaping interventions aimed at optimizing training programs to meet the specific needs of EFL teachers in the domain of speaking skills.

The findings from Table 4.8 illuminate participants' perspectives on the challenges they encounter in understanding and interpreting spoken English. A nominal 2.6% of participants strongly disagree with the statement, assigning a mean score of 3.87 and a standard deviation of 0.98. An additional 5.3% express disagreement, while 10.5% remain neutral on the topic. In contrast, a substantial majority, comprising 52.6% of participants, acknowledges facing challenges in understanding and interpreting spoken English. This sentiment is further underscored by the 28.1% of participants who strongly agree with the assertion. Figure 4.8 visually captures the distribution of responses, emphasizing the prevalent acknowledgment of difficulties in grasping spoken English. Although the mean and standard deviation values for the agree and strongly agree categories are not provided, their inclusion in future analyses would offer a more comprehensive understanding of participants' perspectives, guiding recommendations for targeted interventions aimed at addressing challenges in understanding and interpreting spoken English. These findings contribute valuable insights for shaping strategies and programs to enhance English language comprehension among primary-level teachers, ultimately impacting their teaching effectiveness in this domain.

The insights garnered from Table 4.9 shed light on participants' perceptions of the challenges they encounter in articulating and expressing themselves in spoken English. A modest 1.8% of participants strongly disagree with the statement, assigning a mean score of 3.87 and a standard deviation of 0.98. An additional 0.9% express disagreement, while 14.0% remain neutral on the topic. In contrast, a substantial majority, comprising 51.8% of participants, acknowledges encountering difficulties in articulating and expressing themselves in spoken English. This sentiment is further emphasized by the 31.6% of participants who strongly agree with the assertion. Figure 4.9 visually encapsulates the distribution of responses, highlighting the prevalent acknowledgment of challenges in verbal expression in English. While the mean and standard deviation values for the agree and strongly agree categories are not provided, their inclusion in future analyses would offer a more nuanced understanding of participants' perspectives, guiding recommendations for targeted interventions aimed at addressing difficulties in articulation and expression in spoken English. These findings contribute valuable insights for shaping strategies and programs to enhance spoken English proficiency among primary-level teachers, ultimately influencing their teaching effectiveness in this crucial aspect of language education.

The findings from Table 4.10 offer valuable insights into participants' perspectives on the impact of limited access to resources on their ability to improve listening skills. A modest 1.8% of participants strongly disagree with the statement, assigning a mean score of 3.87 and a standard deviation of 0.98. An additional 5.3% express disagreement, while 18.4% remain neutral on the topic. In contrast, a significant majority, comprising 50.0% of participants, acknowledges that limited access to resources hinders their ability to improve listening skills. This sentiment is further underscored by the 23.7% of participants who strongly agree with the assertion. Figure 4.10 visually encapsulates the distribution of responses, highlighting the prevalent acknowledgment of challenges posed by limited access to resources in improving listening skills. While the mean and standard deviation values for the agree and strongly agree categories are not provided, their inclusion in future analyses would offer a more nuanced understanding of participants' perspectives, guiding recommendations for targeted interventions aimed at overcoming resource-related barriers to enhancing listening skills. These findings contribute valuable insights for shaping

strategies and programs to provide adequate resources and support for primary-level English language teachers, ultimately impacting their effectiveness in teaching listening skills.

The insights gleaned from Table 4.11 provide a comprehensive view of participants' perspectives on the impact of limited access to resources on their ability to improve speaking skills. A modest 4.4% of participants strongly disagree with the statement, assigning a mean score of 3.87 and a standard deviation of 0.98. An additional 3.5% express disagreement, while 7.9% remain neutral on the topic. In contrast, a substantial majority, comprising 61.4% of participants, agrees that limited access to resources hinders their ability to enhance speaking skills. This sentiment is further underscored by the 22.8% of participants who strongly agree with the assertion. Figure 4.11 visually encapsulates the distribution of responses, emphasizing the prevalent acknowledgment of challenges posed by limited access to resources in improving speaking skills. While the mean and standard deviation values for the agree and strongly agree categories are not provided, their inclusion in future analyses would offer a more nuanced understanding of participants' perspectives, guiding recommendations for targeted interventions aimed at mitigating resource-related obstacles to enhancing speaking skills. These findings contribute valuable insights for shaping strategies and programs to provide adequate resources and support for primary-level English language teachers, ultimately influencing their effectiveness in teaching speaking skills.

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