

## Enhancing Students' Academic Listening Using Project Based Learning Method

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*Received: October 2022*

*Accepted: December 2022*

*Available Online: December 2022*

### Abstract

Teaching of English at Public sector institutions is very challenging due to the obsolete and standardize curriculum, traditional and uninteresting methods, large classes, and inexperienced teachers. Especially the teaching listening skills is neglected at public sector colleges. The study "Enhancing Students Academic Listening using Project based learning Method" is an effort in enhancing Academic listening of the students at higher secondary level. An instructional model of teaching listening skills was developed on the existing curriculum of English compulsory. Listening activities were designed related to the prescribed syllabus. It was an experimental study conducted in a local public college for 12 weeks in Pakistan. Two groups experimental and control were formed using random sampling. PBLM was employed to teach experimental and TTM was used in teaching control group. Three instrument were developed to collect the data Quantitative and qualitative data was collected at different points of the study. Quantitative data was collected by using pre and post-test of listening skills, and project evaluation sheet, while qualitative data was collected through students' post-reflection form: teacher's dairy and students' project. Four major hypotheses were formulated and tested. The collected data was analyzed using SPSS version 22 for percentage, frequency, mean, standard deviation, t-test and correlation coefficient. In the discussion stress was given on methodology to enhance academic listening. The conclusion was drawn by matching the findings of qualitative and quantitative data. The study concluded that PBLM is an effective methodology to improve students' academic listening.

**Keywords:** Project Based Learning Method (PBLM). Listening strategies, Academic Listening, Traditional method

### 1. Introduction

Listening is considered to be the most significant skill of all the interpersonal communication. Listening ability is very important for the development of all other skills, as it is the fundamental skill in learning languages (Jowkar, 2012). The use of listening in daily life is greater as compare to reading, writing and speaking (Murcia, 1991). The language teachers should identify the significance listening and give importance to it. But what happened in actual life it is neglected in English classroom and is measured as the feeblest area for students of language (Vandergrift &

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Goh, 2012). Applied linguistic scholar considered it the stepping stone of foreign language, therefore, required special attention in teaching a second language.

In Pakistan, mostly the students faced problem in learning listening skills at college level due to the non- English surroundings. It is ignored as compared to speaking skills in EFL learning. It is a fact that the in EFL classroom other skills speaking and writing are given the stress as they are considered the accepted as the universal standard of knowledge of second language, on the other hand listening and reading have been treated less priority. Listening is a receptive skill it offers involvement to the learner, so it is vigorous in teaching and learning a language. English teachers are more interested in testing listening skill as compared teaching. This trend impacts the students negatively and they became ineffective listeners. Additionally, listening is a receptive skills and helps in learning so it should not be ignored in EFL classroom.

Keeping in view the position of listening in language learning the researcher has introduced a modern interactive and communicative methodology (PBLM) for enhancing listening abilities in general and academic listening in particular of the students.

Effective listening is the foundation of strong personal and professional relationship at home, educational institutions and at the workplace. Mostly listening is consider a passive action, occurs without any intention. However, it involves much more than a natural process on its own. Although, it is taught in some private sectors institutions, but restricted to comprehension only. Listening to comprehend is a fundamental skill to be developed, however, need to equip students with critical and emphatic listening also in order to enhance their communication skill and build strong relationship. (Therefore, this research was carried out to help teacher identify and design listening activities that would enable their students to evaluate and empathize as good listener

Students face difficulty to listen both extensively and intensively during lecture and to reason, argue and debate orally. Furthermore, they may have difficulty in reading and understanding task assignments strategically, especially with regards to sophisticated test questions and academic texts. Lastly, students are unable to enhance the basic necessities of academic listening.

Communicative skills are amongst the basic skills that every individual should learn (Rugarcia, Felder, Woods and Stice, 2000). The researcher determined that listening in general, or inside classroom in particular, is considered one of the most commonly used skills to complete the process of communication. It is not only used in formal speaking but also plays an integral part in our everyday lives. Our attitudes, skills, and behaviors are affected by the competency in listening skills. EFL learns should enhance their listening skills as it greatly affects the other skills such as speaking, reading and writing.

Teachers should adopt new approaches, methods, strategies and techniques in teaching and learning listening skills. The teaching should be innovative and communicative with the involvement of learners in the whole teaching and learning procedure. In such a way the process of language learning will be an exciting and expressive for the learners. To achieve the objective, the researcher had used the new innovative and communicative method that is PBLM. PBL develop learner's interaction, participation, stimulation and enhancement in all language skills

(Fried-Booth, 2002). It is an approach that creates the environment of co-operation instead of competition and boost learners' self-confidence. It enhances communication among the learners and teachers and decreases language anxiety. In brief PBLM makes the learners independent and lifelong learner (Sarwar, 2002). In project work students' skills and content knowledge conclude in the form of an artifact that can be shared.

This research was carried out to examine the impact of PBLM activities on students listening skills and to relate the two different approaches in teaching Listening skills that's are traditional and modern methods. The research questions that were formulated for the studies are;

RQ 1 Can Project based learning method positively influence on the students' academic listening skills.

The ancillary questions are:

- a) Can PBLM be employed to enhance students, learning skills such as team work and presentation skills?
- b) Which methodology TTM and PBLM produce higher listening means among the students
- c) What is the students' judgment about the employment of PBLM activities in an English compulsory class?

## 2. Literature Review

Listening plays an essential role in communication as it is a receptive skill. Majority of learners take interest in learning speaking, reading and writing abilities but very few of them are interested in learning listening skill (McDonagh, et al. 2012: 87, Wolvin, 2010). The development of all other skills is seen as linked to listening because it is the basic skill that learners develop first (Jarvis, Kohnke & Guan, 2020). Brown (2001) stated that for educational achievements active listening is essential. It contributes in the process of understanding and creating sense. The understanding of word to word meaning of the message is not important (Wood, 2000). To understand the common meaning and remove the misconception, listener must involve in negotiation. Feyten (1991) described listening as a self-regulating element in language teaching and learning. It has its peculiar qualities in second-language learning. According to Vandergrift, (2004); wood, (2013) listening is a dynamic and multifaceted procedure of understanding. It helps and support in language learning. According to Malley, Chamot and Küpper (1989) Listening is an active and mindful procedure to make gist with the help of clue related knowledge, and depends on various techniques to achieve the target.

Listening is, therefore, an interactive skill where the listener actively and with the necessary metacognitive strategies, engages in the process of comprehension. In a study Vandergrift (2004:9) found that students could be benefited from various strategies and techniques such as guess, inspecting, problem solving and appraisal. Active listening implies using mostly metacognitive thinking strategies as it can be led to higher learning and better performance (Goh, 2008; Anderson 1991; Yang, 2009; Coşkun, 2010). Active listening is a phenomenon that involve a number of activities to comprehend the message. The research has concerned to summarize what is essential to be known about listening process as it relates to foreign language learning and how they can be improved (Karimi, Chalak & Biria, 2018). EFL learners may have different logic as they usually

concentrate on the structure and the main idea and not on preparation (Currie, 2003; Verderber, R. & et al., 2009; Ortiz, 2010).

Richards (1983), indicated the purpose of listening should be clearly understood by the listener. He should try to understand the opportunity, topics, core ideas and supporting details of the lecture. In addition, he also includes other academic listening skills, such as the appreciation instructional tasks, comprehension of long stretches of speech using certain strategies such as asking for repetition and/or clarification, as well as negotiating and deciphering meaning. The strategies of negotiating and deciphering can be seen as the cornerstone of any listening process.

To cope with unidirectional (mostly) delivery of transactional (loaded) information during lectures, note taking, mind map, dictogloss and summarizing are some of the strategies recommended by many scholars for second language learners to help them to be more effective listeners (Tauroza, 2001). The dictogloss is an activity that enhance various skills, creativity and integration of all the language skills (Vasiljevic, 2010). Peacock (2001) found that there is vast difference in the use and/or choice of specific strategies among people from different disciplines, gender, and proficiency.

Various factors affect the teaching and learning of listening. Lindsay and knight (2006) identified four major factors; student, teacher, material and testing of listening. These factors influence teaching and learning listening skills in positive and negative ways. Students' awareness to a topic helps them in provoking thought about the discipline. They got knowledge by their own skills and involvement: they develop the ability to adjust their new knowledge with the previous learning. Learners feel difficulties in listening and understanding the new knowledge if they do not have any previous knowledge about the topic, as the awareness and understanding rest on previous knowledge. According to Beare (2006) teaching and learning listening comprehension is a tough job for teachers. However, teacher play a major role in teaching listening skills. Students can listen effectively and understand properly by using various plans in listening naturally, they would enhance the culture knowledge of the spoken language, and that incomplete explanation may be enough for consideration. Therefore, it is the responsibility of the teacher to develop a complete plan for their learners to teach them all the essential skills.

Listening cannot be acquired in loneliness as it is a multifaceted activity. It can be learned in integration with speaking. (Pachler & Redondo, 2007: 51). There are many barriers that make listening difficult (Lyerly & Maxey, 2000). These barriers can be grouped into three categories; Physical, intellectual and emotional barriers. Physical barriers caused by the environment and physical health, such as uncomforted chairs, tables and unclear sound of recorder. Intellectual barriers affect the ability to comprehend, such as unfamiliar language, and Emotional barriers can erupt as reactions to certain types of people or messages, such as the degree of anger and tension. The researcher summarized the problems that face EFL students as follows:

- Students are unable to understand the meaning of the word quickly so they left behind and miss the message properly.

- Students are not familiar with the most common and important words.
- students face difficulties in identifying the words
- students are not familiar with diverse enunciations.

There are a number of factors that make the process of listening problematic. The researcher believes that distraction from redundancy is the most important factor that makes listening difficult. Redundancy includes repetition of words, paraphrasing, refining with utterances in addition, self- correction, and the frequently use of filler. These redundancies are not beneficial for listening comprehension. Teacher provides learners an evocative/ practical use of targeted language in classroom by using PBLM. In PBLM students work on short projects that revolved around the syllabus/prescribed course and they work in group or individually to complete their task (Beckett and Slater, 2005). The main purpose of these kind of activities is to provide opportunities in using targeted language fluently, accurately and confidently (Sarwar, 2000).

Several studies have found PBLM to be a better pedagogy in engaging all students and in enhancing their content knowledge, academic gains as opposed to other contemporary methods (Sultana & Zaki, 2015). Project education has its deep roots in the times of Confucius and Aristotle, who promoted learning by doing. Even Socrates was the one who taught learning by asking question, making investigation and using power of critical thinking. Project Based Learning blended all these strategies. Later on, John Dewey, was in favour of utilization of active experiences that creates opportunities for ongoing learning about a dynamic world as compared the traditional methods that makes learner passive beneficiary of information

According Stoller (2006), in PBL students work for an extended period, it may consist of several days, week and month. Students get the opportunities to develop their understanding deeply by integrating language, skills, and curriculum. They exhibit collaboration with other in completing project. The success of project depends not only on the final product but also the process of development. Students get proprietorship of the project and are responsible for learning. Students as well as teachers accepted their responsibilities. Educators such as John Dewey (1938) & his follower Kilpatrick (1981) pointed out the advantage of learning by doing for last hundred years. Doing Project is a common practice in American education (Novato, 2003). Fried-Booth, (2002), described PBL as an efficient pedagogy in involving learners to acquire not only knowledge but skills also by asking question. PBLM improves and develops the student's language fluency and skills as well as builds personal and inherent qualities such as self-reliance, making decision taking responsibility and solving problem quickly (Beckett and Slater, 2005). Project-based learning is described as an operative approach for enhancing content knowledge without negligible help and demonstrates students' newly acquired skills by means of various presentation modes.

### **3. Research Methodology**

This was a mixed methodology of qualitative and quantitative study using a quasi-experimental classroom design. It used both the qualitative and quantitative instruments for investigation purposes and to know how PBLM can help students to enhance their language skills and

motivation. While the data obtained from the qualitative study will add up details which or how the features of PBLM helps learners to improve their academic listening. The design of this research is quasi experimental. Pretest and posttest strategy was approved for the investigation. Subjects of both groups were pre-tested, one being exposed to independent variable (IV), and all the subjects were post-tested. The characteristic of this design is the internal validity which is higher than the pseudo experimental design (Schloss, P. J. & Maureen, A. S, 2000). The Researcher selected Government Premier Girls College North Nazimabad, where the researcher is Associate Professor of English.

**Table 1**

	<b>Pretest</b>		<b>Post-test</b>	<b>Students Reflections</b>
<b>TL (Control)</b>	O (Listening Skills) LLA	X	O (Listening Skills) LLA	
<b>PBL (Treatment)</b>	O (Four Skills) LLA	X	O (Four Skills) LLA Project Evaluation	Post PBLM Questionnaires

Dependent Variables: Listening skills and motivation. Independent Variables: The different methods used by the researcher for both the groups: Project Based Learning Method (PBLM) and Traditional Teaching Method (TTM).

In the beginning of the experiment participants were tested in order to assess listening comprehension of students. The researcher determined the frequency of the audio recordings and special care was taken in developing activities so that each and every item should assess special areas of listening skill. Four tasks were designed each question carries 15 marks. 35 questions were developed related listening skills and sub-skills using both objective and subjective and short response items for pretest (see appendix 1). A reliability check was made by the supervisor. Validity and reliability were the main focus. After completing experiment posttest was administered to determine the success of PBLM in improving listening comprehension of the students (see appendix 2). In addition, students were asked to fill the post study questionnaire to know insight about the implementation of PBLM in English class (see appendix 3&4)

In the current study, PBLM in the form of the content-based project was implemented in the English compulsory course at tertiary level to motivate students to cover prescribed content and language skills simultaneously. Projects were organized around the prescribed curriculum of English compulsory included, poetry, drama, prose and composition. See Table 2 for weekly plan of projects and skills targeted. Special care was given in developing projects and activities in term of time and language skills. In such a way project work engage learner in communication teacher, peers, and curriculum.

### 3.1 Selected curriculum of XI English and the text book (Projects)

**Table 2. Plan of Projects**

No	Curriculum Content	Projects	Duration/Time	Language Aims
1- Poetry	Lucy Gray The Toys Incident of the French Camp Abu bin Adhem	Listening recorded poems in the voice of native speaker & complete the 5 tasks	3-weeks	Listening
2- Prose	Birkenhead Drill Pakistan Zindabad The Wolves of Cernogratz The Hostile Witness	Received listening material that followed two listening activities.	3 weeks	Listening
3-Play	The Count's Revenge	Performance of Drama	4 weeks	Listening speaking

Projects were designed using the text book topics, which were required to be taught as a part of the institution's syllabus. The researcher adopted Beckett and Slater's project framework for the study, as it was found most useful in promoting the language learning, content, and skills simultaneously (Beckett and Slater, 2005).

Projects Evaluation sheets were developed by the researcher to observe the final/end products. The areas that were evaluated, listening skills content knowledge and presentation skills /display (appendix 5). At the completion of experiment, the showcasing of artifacts prepared by the participant was held projects were evaluated by the investigator and other faculty members'. The final projects were rated by the two experts of English language. Students were also interviewed after the completion of the projects and certificates were awarded

### 3.2 The listening lesson plan

The framework of listening activities, were grounded in the metacognitive listening models of Vandergrift (1997) and Anderson (2002) and the strategy-based approach of Mendelsohn (1995). A typical lesson was divided into four stages: access, process, production and evaluation. However, students were informed that listening metacognitively is not a direct process, but all the stages interact continuously with one another. To facilitate comprehension during and after listening, students used four listening approaches: prediction (at access stage), monitoring (process stage), problem solving (production stage) and evaluation (in the evaluation stage). When confronted with new listening material, students were exposed to various pre listening activities such as acquiring new vocabulary, brainstorming about the new topic or predicting the theme or the vocabulary that they would be listening to. In addition, students were encouraged in the access stage of the lesson, to think critically about which listening strategy would be best in the predicted listening situation. The underlying rationale was to emphasize the importance of the effect of conscious decision-making on the learning process. While listening to the new material the listeners had to observe listening comprehension and the success of the certain listening activities. Their listening comprehension ability assisted them in the next stage of the lesson where they had to solve a problem regarding the new listening content. During the last stage of the lesson, students were expected to evaluate the listening strategy used and also to reflect on the effectiveness of this

strategy. Special weight was given to the significance of the last stage as Activity-based lesson supports students in bringing listening skill to a sensible level (Wang, 2011:360)

Since top-down processing refers to prior knowledge and content schema of a specific topic, most of the activities that focused on listening for the main idea or on the global understanding of text were preceded by predicting information, identifying key words or brainstorming ideas regarding the topic. In this course, brainstorming about the topic was used as a pre-listening task to activate students' background knowledge on the matter. Important key words were written on the board for students to refer to during the activity. Students then received an incomplete mind map which was a summary of an extensive listening text about the topic. The information on the mind map was used on the one hand to activate the students' background knowledge, but on the other hand it also provided students with clues on how the main ideas of the listening text might be organized. Being aware of the structure of the listening text would assist them in identifying the main ideas more effectively. During the listening activates students were instructed to listen to the text with the specific aim of listening for the main ideas. As a strategy of active listening, the students were encouraged to take notes to distinguish between the main ideas and the supporting detail of the text. Then the students had to compare their notes with each other and give feedback on what they thought was the important information. By making the stages of the listening process explicit, students had the opportunity to discuss what they had heard as well as what they had understood. Students could also compare their prior knowledge of the topic with the specific information given in the text and evaluate how their content schema had helped them to understand the text. The exercise was concluded with the students completing the mind map and also evaluating the listening process by answering questions in the format of a class discussion, such as how much information they had recognized, how much they had understood, and what general feedback they would give on the topic

Students were exposed to the dictogloss at the completion of study at this stage students listening skills as well as top-down skills (specifically inferencing skills) and vocabulary had improved and become more sophisticated. Before conducting the exercise, it self, the topic was introduced by means of a discussion in English. Students also had to predict and acquire certain relevant thematic vocabulary in English that they would be using in the dictogloss, through dictionary or other vocabulary exercises. In groups of five, students listened to the text being read, without taking notes, followed by group discussions focused on thematic vocabulary. The text was then read a second time with students taking notes on the content. In pairs, students compared notes in order to monitor listening comprehension. In the production stage, students made use of their notes to compile a cohesive text which reflected the theme of the passage. An exact copy was not required, but each of their sentences had to correspond thematically with the original text. During the last stage, students received the original version in print which they had to compare sentence by sentence with their version. Feedback was given continuously throughout this process. As was mentioned in the outline of the lesson plan, students were expected to evaluate every completed task and also to think reflectively about the way in which they had applied their listening skills in a particular activity. Reflective thinking was used to motivate students to formulate an effective listening strategy which they could use with ease in any situation.

Two groups of students were formed each group consistent on 100 participants. Out of which only 79 students completed the projects. The population consisted of both boys and girl students from public and private sector schools registered at tertiary levels in Karachi, Pakistan. The English acquisition level of students was far below the standard. Teachers faced hard time understanding them due to their incorrect pronunciation, intonation and word order. The students had difficulty

to understand the content knowledge and academic listening, although delivered slowly and clearly by restricting and retelling. The students had great difficulty in following what is said. The prescribed curriculum for 2010-2020 for compulsory English is meant for non-English speaking students, this curriculum comprises of prose, poetry, plays and applied grammar. It is supposed that secondary students should have an active vocabulary of 1000 to 2500 words. In Pakistan, where the study carried out it is very tough and strenuous task to change the reading material. Another problem is that most of the teachers are untrained in teaching teach listening skills.

At the beginning of the experiment, the learners were familiarized with new methodology and selected lesson for the listening activities/projects (see Table 1). Every week three classes of 45 minutes of each were conducted for each group; and the experimental study was continued for 12 weeks. In the beginning the students were briefed the new innovative and interactive method, PBLM. They were also informed almost the procedure of incorporating of PBLM and evaluation in class. Teacher showed the participants some projects to attract and motivate the participant. It was made assure that all the participants were following the steps in project development. From the beginning to the last steps, they were discussing with their peers, sharing and getting timely feedback to finalize their product and present it in public.

Students demographic details were also collected through a Performa (see table 2). Students received listening materials four times per week and have to respond at least five tasks. Student's perceptions of this new methodology in developing their listening comprehension were also recorded.

Collected data was descriptively analyzed by employed SPSS. The mean scores of pre and posttest were compared by using paired and in depended t-test. Both the comparison proofed that PBLM is a better method in enhancing participants listening skills. The quantitative data was processed statically by using SPSS version 22. The project evaluation sheets were used to show the improvements in listening skills, content knowledge, and presentation skills. Conclusion was drawn from the qualitative and quantitative data by cross validating the findings obtained through both the method qualitatively and quantitatively. It was found that (PBLM) is an effective method in enhancing students' academic listening abilities.

#### **4. Finding and Discussion**

The analysis of results, effect of PBLM and the students' perceptions of new methodology is presented

Table: 3 shows descriptive analysis of both the groups' listening skills with testing Means scores

Table 3.

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental Group (Listening Skills)	79	19	1	20	10.34	4.160
Post-test Experimental Group (Listening Skills)	79	22	17	39	31.25	4.623
Pre-test Control Group (Listening Skills)	75	15	3	18	11.27	3.592
Post-test Control Group (Listening Skills)	75	15	5	20	12.31	2.857
Valid N (list wise)	75					

Both the groups experimental and controls were matched by using mean scores of pre and posttest. X-bar of Experimental Group listening skills is (10.34) and X-bar of pre-test of control group (11.27) showed the equality of means. While the X-bar of post-tests of experimental group of listening skills (31.25) and mean scores of post-tests of control group (12.31) are unequal with maximum difference 18.94.

Table 4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pre and Post-test of Experimental and Control Groups( Listening Skills)	Equal variances assumed	1.092	.298	1.473	152	.143	.925	.628
	Equal variances not assumed			1.479	150.669	.141	.925	.625

The pre-tests of both the groups were compared and found that there was not statically significant difference, therefore it is assumed that both the groups were equal (see Table 4). The difference between scores of post-test could be measured as a significance of the listening treatment through PBLM. In order to investigate the second objective of the study, the means of the post-test of the two groups were compared by using the independent sample t-test as shown in table 5.

Table 5. Independent Samples Test of experimental and control groups

		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre and Posttest of Experimental and Control Groups( Listening Skills)	Equal variances assumed	13.809	.000	-30.404	152	.000	-18.946	.623	-20.178	-17.715
	Equal variances not assumed			-30.762	131.026	.000	-18.946	.616	-20.165	-17.728

The experimental group (M=31.25, SD=4.623) scored greater as compared control group (M=12.31, SD=2.857). Scores of independent sample t-test, indicates the significant value = (.000p< .05. that was less than .5. This implies major change in listening skills between post-test. The t-test reveal a statistically significant difference between the mean scores of post-test of experimental group of listening skills. Therefore, it is resolved that PBLM is a better methodology for enhancing learner listening skills.

Paired-sample t-test showed that the performance of students was good in post-test (M =31.25; SD = 4.623) in comparison of pre-test (M =10.34; SD = 4.160). The statistics showed major changes as the worth of significant was (.000 p < .05). It proved that learners listening skills (see Table 2). Improved due to the impact of PBLM

Post-Experimental questionnaire indicated that most of the participants (68 or 86%) were not aware with the PBLM on the other hand few of them overheard about it (14%) but never used it. 82% participants felt PBLM motivating and 76% measured PBLM as interesting to progress their

academic listening. Majority of the subjects (65 to 82%) establish PBLM valuable (10% very valuable, and 74% valuable).

**Tale 6. Participants responses about PBLM**

	Variables	Frequency	Percentage(%)
Familiarity with the PBLM?	Yes	11	14
	No	68	86
Did you find it Interesting?	Yes	65	82
	No	14	18
Did you find it encouragement for listening?	Yes	60	76
	No	19	24
How would you describe PBLM?	Useful	65	82
	Very Useful	08	10
	Useless	04	5
	Very Useless	02	3

The outcomes of the research are validates the finding of fried -Booth,2002 and Poonpon,2012 both indicated that students learn more outside the class and like to interact to the instructor virtually. The students with low confidence and shyness are unable to express their understanding although they had exceptional thoughts to contribute. In such a way PBLM provided them another podium for discussion and improved their level of confidence. In addition, students get the chance to complete their assignment conveniently outside the classroom.

The pre-test results indicated both the group Experimental and control are equal in listening skills in the beginning of experiment. But the significant difference in mean score of pre and posttest of experimental group showed the effectiveness of PBLM in teaching to enhance academic listening of the students. It supports the conclusion, PBLM is a better methodology in teaching listening skills in comparison old Traditional Teaching Method and it can be used successfully in teaching Compulsory English.

Through post-test scores it was evident that the PBLM enhances the overall language skills especially listening as the focus was on listening skills, among students as compared to TTM. The outcomes posttest scores confirmed that the listening skills of experimental group under PBLM have a positive influence on their comprehension. The experimental group got additional comprehensible input in listening from listening activities, designed in every lesson throughout the course as well as from regular English classes. Secondly the vocabulary was also taught before the listening activities which helped students in improving listening ability. The findings of research indicate PBLM is effective in overall development of language skills and listening skills particularly. Moreover, students showed improvement in listening skills because they were involved in real and authentic communication activities. They were also provided continuous feedback which also helped them in improving their listening skills. It is proved by the experiment that listening skills of the students enhanced due to PBLM. This coincides with the view of Zhang (2010) that informal collaboration encourages students for graspable participation and development of listening comprehension skills.

PBLM contribution is remarkable in enhancing students English language competency, motivation and self-confidence. The detailed results suggest that PBLM definitely developed students' speaking skills also with the listening skills that confirms the findings of the studies by Simpson (2011), Srikrai (2008), Stroller, 2002. The performance of experimental group was better than

control group due to several possible reasons. Firstly, this group got additional comprehensible input in listening, both from regular English classes and from listening activities designed in every lesson throughout the course. With the improvement in listening skills other skills are also improved as finding other various researches showed a strong positive correlation among all the four skills.

The practice of using listening and speaking in foreign language develop learners listening ability that is with the agreement of Shmin's, 2002 study. According Peacock, (2002) the utilization of real and authentic material in the class room proved a vigorous factor for language learning and motivation. In PBLM students used authentic materials to complete their projects that improved language and motivation. Authentic project permitted the learner in using the targeted language for various functions for example they completed the projects such as performance of drama, role play, recitation of the poem that were especially designed to improve listening and speaking skills. In lesson plans various authentic activities were developed to enhance listening of the participants. This finding also supported by Su-jing (2006), he indicates that most of the Chinese students, used English for communication and thought that it is an actual style to learning language.

In Pakistan where this study was conducted learner are unable to get exposure to the listening skills due to the inadequate resources and support. The results of the study suggest that English courses of government educational institutions are ineffective without active listening and making use of PBLM. Student became inefficient in English language without listening skills.

The findings of the study indicated that learners were not interested to listening skills due to two major factors, firstly, examination factor, in exam, students are not tested or assist in listening, and therefore, they are not interested in spending time in listening. Moreover, the examination system played a negative role in teaching and learning listening skills. It influenced whole process of teaching and learning in in general, and students, teachers and administration in particular because listening skills didn't incorporate in the exam. All the stakeholders accepted the absence of teaching and learning listening skills. The teachers were also reluctant in motivating students, preparing teaching materials and getting the existing material like teachers' guide as they are untrained and had lack of skills in teaching language and listening in particular. Moreover, a number of constraint have also been found in teaching and learning listening skills. The implementation of text books is one of the limitations, and unavailability of the existing material like teachers' guide and absence of audio-visual materials were also others reasons.

The students were not motivated in learning listening rather they paid attention to their exam. The students said that their attention is only to succeed the exam which is known to the teacher too, therefore, students don't want to learn listening. Moreover, since the students come from schools where Urdu was used as the only medium of instruction they were unfamiliar and strange not only for listening but also for English at all. The teachers were of the view that students are not motivated and they do not have the awareness about the importance of learning listening. Some of the students said that students were not motivated because of teachers' method of teaching and their inability to motivate students. The students focus only to score good grades in the entrance exam and they insisted their teacher to teach them the knowledge areas like grammar since listening skills were not given in the entrance exam. The first reason was since the students were not interested to learn listening teachers faced challenge when they tried to teach listening. Some of the teachers were of the view that learning listening through teacher loud reading is not an interesting activity for students; this is where the importance of the PBLM is great value.

## 5. Conclusion

This study presents a solution to problem encounter by both teachers and students in teaching and learning academic listening. This study offers a new innovative method that can be implemented in the classroom. The study projected Project Based Learning Method to teach academic listening to first year college students. The researcher was interested in exploring the effectiveness of this new innovative and communicative pedagogy. The findings of the study exhibited that PBLM improved students' academic listening. The language teacher and educators have considered PBLM as a valued pedagogy for teachers and students, as it engaged and motivated students in learning Listening skills. It was also found that presentation of listening materials has a tremendous effect on the students' listening competence.

The study may be benefitted for EFL learners, policy makers and curriculum designers. The current study has expanded the concept learning by doing. The findings of the study showed that teaching listening skill was neglected previously and Lack of exposure to spoken English and the listening strategies make the listing texts and activities difficult for the students.

PBLM can replaced effectively traditional method of teaching. As this research has been carried out in a female institution hence it is proposed future research should be conducted on mixed populations, male and female to be generalized the findings. In future study interdisciplinary projects may be planned and implemented. Teachers should be trained to use the PBLM in batter and more effective ways Moreover, this study will cultivate a culture of teaching by bringing drastic change in pedagogy.

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