

## EFFECTIVENESS OF CREATING AWARENESS ABOUT ENGLISH LANGUAGE SKILLS AND LEARNING STRATEGIES TO ENHANCE LISTENING COMPETENCE OF ESL LEARNERS IN RURAL GOVERNMENT COLLEGES IN TAMIL NADU – A PRIMARY RESEARCH STUDY

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### ABSTRACT

*This study investigates the effectiveness of a comprehensive intervention aimed at improving the listening skills of English as a Second Language (ESL) learners in rural government colleges in Tamil Nadu, India. It addresses the rural students' barriers to developing communicative competence, especially in listening, through awareness-building sessions, teacher training programs, and establishing an English club. A mixed-method approach, including pre- and post-intervention tests, was used to assess the impact of the intervention. Although a minimal improvement across most groups was found, some students in specific groups with targeted support showed significant development. It also highlights the importance of addressing the unique challenges rural learners face. Those challenges include limited access to resources and insufficient teacher training. The research recommendations demand the implementation of refined intervention strategies, technology integration, and the expansion of the duration of intervention programs to ensure the desired impact. It emphasizes the need for a scalable and adaptable model for improving English language proficiency in rural areas.*

*Keywords: Rural Learners, Listening Skills, Communicative Competence, Language Intervention, Teacher Training.*

### INTRODUCTION

English language proficiency is increasingly recognized as a crucial skill in the present globalized world, with the ability to effectively listen, read, write, and speak being integral components of communication. However, developing the mentioned communication

components often poses significant challenges for ESL (English as a Second Language) learners in rural government colleges in Tamil Nadu, India. The lack of exposure to English language environments, limited access to quality English language instruction, and the absence of targeted interventions contribute to the difficulties faced by these learners. This research aims to investigate the effectiveness of interventions by creating awareness about English language communicative skills and learning strategies in enhancing the listening competence of ESL learners in rural government colleges



This paper has objectives related to SDGs



in Tamil Nadu, India. By focusing on primary research, this study attempts to shed more light on the impact of awareness-building initiatives on teachers and students, added with the use of EFL (English as a Foreign Language) teaching techniques in facilitating the development of listening skills among ESL learners.

The rationale for this research stems from recognizing that listening skills are vital for effective communication in day-to-day life and academic success. Moreover, in rural areas, where English language exposure is limited, ESL learners encounter significant barriers in acquiring and practicing their listening abilities. Consequently, exploring and evaluating interventions that target these challenges is necessary. To address this research gap, the study will adopt a quantitative data collection method, where a pre-test will be conducted at the beginning of the research period, followed by interventions mentioned earlier, and finally, a post-test. By comparing the results of pre- and post-tests administered to the students, the study will gather comprehensive insights into the perspectives and experiences of the research participants and their perceptions of the effectiveness of awareness-building interventions and skill development techniques in improving their listening competence.

The primary goal of this research is to contribute to the existing body of knowledge and foster a deeper understanding of the effectiveness of creating awareness about English language skills and learning strategies in enhancing the listening competence of ESL learners in rural government colleges in Tamil Nadu, India. Therefore, the research findings can potentially inform educational stakeholders, policymakers, and English language educators about the significance of creating awareness about English language skills and learning strategies in rural government colleges in India. Ultimately, the aim is to provide evidence-based recommendations for enhancing English language instruction and supporting ESL learners in rural settings, fostering linguistic development, academic achievement, and future opportunities.

In the subsequent sections of this research report, the

literature review will provide an overview of relevant theoretical frameworks and previous studies related to ESL learners' listening competence, awareness-building interventions, and language learning strategies. The methodology section will outline the research design, participant selection, data collection methods, and data analysis procedures. The results section will present the findings, followed by a discussion section that interprets the results in light of the research objectives. Finally, the conclusion will summarize the key findings, implications, limitations, and future research and practice recommendations.

### ***Background of the Study***

The facilitators work as EFL tutors at the University of Technology and Applied Sciences, Nizwa, in the Sultanate of Oman, and they hail from Tamil Nadu, a southern state in India. Realizing the effectiveness of the teaching materials, methods, and techniques used in EFL classrooms, the facilitators felt the need to employ them in the existing English language teaching and learning situation in the remote rural government colleges of India, where they had their education. Through attending professional development programs in India and from personal experiences, the facilitators identified significant gaps in the communication competence of undergraduate and postgraduate students in rural government colleges. With mutual consent, Thiruvalluvar Arts and Science College in Rasipuram, Tamil Nadu, India, was selected to conduct the study.

### ***Need Analysis and Problem Identification***

Before implementing any interventions, it was essential to gauge the students' current proficiency level in English, especially in listening and speaking. Therefore, a comprehensive needs analysis was conducted through online meetings with the English department of the selected college. The needs analysis was done with three objectives. The first was to identify the areas where students struggled the most to determine the best-targeted approach in the intervention. The second is understanding any fears, apprehensions, or misconceptions students might harbor about learning and practicing English. The

third objective is to assess the tools, techniques, and platforms available at the educators' disposal to help effectively design the interventions.

As a result of the need analysis, the following factors have been identified as pronounced gaps in the communicative competence of the research participants.

- *Limited Exposure to Native English Environment:* One of the primary issues these students face is their limited exposure to an English-speaking environment. Unlike their urban counterparts, these students have fewer opportunities to immerse themselves in authentic English interactions.
- *Quality of Instruction:* Many rural colleges may not have access to resources, experienced instructors, and modern pedagogical tools integral to teaching English effectively. It results in a curriculum that emphasizes rote learning over functional usage.
- *Lack of Motivation and Confidence:* Due to the stigma associated with making mistakes and the fear of being ridiculed, many students refrain from practicing spoken English, further exacerbating their lack of confidence.
- *Infrastructural Limitations:* With limited access to advanced learning tools, digital platforms, and exposure to various media in English, students are at a disadvantage when it comes to improving their listening skills.

## 1. Literature Review

According to Saraswaty (2018), listening plays an essential role in our day-to-day lives. However, listening remains challenging for all stakeholders: students, teachers, and researchers in ESL and EFL contexts (Nushi & Orouji, 2020). Moreover, listening is usually a neglected skill in schools and colleges. Wolf et al. (2019) also agreed that listening comprehension has received comparatively less attention in the educational system. Gilakjani and Sabouri (2016) stated that students face critical difficulties in listening comprehension since universities and schools provide more concentration on writing, reading, and vocabulary. This evidence supports

the argument that additional attention is needed to develop listening skills. Interestingly, Graham (2017) noticed a critical downfall in our teaching: listening skills are not taught, only assessed. This can be substantiated by observing the usual way of teaching listening skills in many schools and colleges, where there are no pre- or post-listening activities or tasks. Students simply listen and respond to a set of questions. Therefore, it is unsurprising that Alzamil (2021) concluded the study by noting that her research participants found listening to be the most challenging skill.

To emphasize the importance of listening skills, Anita (2014) argued that it is a fundamental skill that supports speaking. She further says that speaking a language without first listening to it is impossible. However, in a curriculum where reading and writing in English are prioritized, students lack speaking proficiency because they have not been adequately trained in listening, which is the base for speaking skills. It could be a key reason why students struggle to speak English effectively. Robert and Meenakshi (2021) confirmed that the students in rural areas in India are generally weak in communication, especially in English. They also try to identify the reasons for this scenario. They conclude that various reasons, including social imbalance and financial deprivation, deny rural students a chance to study in English-medium schools.

In general, listening is considered a difficult skill to learn. In their research, Gilakjani and Sabouri (2016) listed some difficulties, such as accent, cultural differences, unfamiliar vocabulary, length, and listening speed. In the specific context of rural students, Rambabu et al. (2021) identified additional causes of this issue, including a lack of facilities such as audio-video aids, poor teacher skill and technique in teaching English, and students' and teachers' attitudes toward language learning. Both consider English a subject, not an opportunity to learn another language. Pasupathi (2021) and Phad (2020) reiterated that there is a lack of English language proficiency among rural students in India and identified the lack of training as the primary reason for this plight.

Sowmiya (2015) pointed to the lack of teachers' training

in using modern teaching aids as the primary reason for this issue. Ansari and Ali (2023) asserted that all four skills are not given equal importance in English language teaching in rural Indian schools. Hossain (2016) identified the lack of English language proficiency among rural students in Bangladesh, noting that well-trained English teachers are reluctant to work in rural areas.

A newspaper article in a leading newspaper, 'India Today,' lists the top ten reasons for the lack of English proficiency among rural Indian students. Some of those reasons include poor access to advanced learning tools, financial constraints, and poor foundation skills. Leon et al. (2024) researched the causes of the general lack of language proficiency among students. The research's findings indicate that social and cultural factors are among the causes, but more significantly, one of the most common causes is teacher performance. It calls for extra care when launching initiatives and programs to develop teachers' didactic competence.

As a remedy to the abovementioned issues, Sowmiya (2015) insisted on giving training on modern teaching skills for language teachers. She also mentions the need to inculcate an inner urge to learn the language among students. In addition, she demands that language labs equip the learners with modern technology. Rambabu et al. (2021) indicated the lack of updates in the language learning curriculum. After researching efficient methods to teach English in rural areas, the most effective teaching approaches were identified as Suggestopedia, the Audio-Lingual Method, Communicative Language Teaching, and Task-Based Language Teaching (Nama & Ate, 2022). Remedial lessons, drills, practice of English words and structures, daily written and oral practice, and peer learning can help somewhat solve this issue (Renjini & Puri, 2021).

Mishra (2015) discussed the role of English teachers in rural areas and the use of technology in teaching English. The study emphasizes that English teachers should serve as facilitators, trainers, counselors, managers, and supervisors. It also encourages the integration of technology to enhance subject delivery. Various technological tools suitable for language-learning

classrooms are identified. The conclusion highlights that the combined efforts of teachers and students can improve the effectiveness of technology-integrated language instruction.

## 2. Methods of Intervention

After the need analysis and the identification of problem areas, a Memorandum of Understanding (MoU) was signed between the team of facilitators and the mentioned college. According to the MoU, the following interventions were proposed, agreed upon, and implemented to address the identified gaps in listening skills:

- *Conducting Awareness and Motivation Sessions:* These sessions aimed to highlight the importance of English in the global context and motivate students to participate in the learning process actively.
- *Conducting Online Training Sessions for Educators:* It was hoped that instruction quality would significantly improve by equipping educators with modern EFL teaching techniques.
- *Establishment of an English Club:* A dedicated space where students could freely practice, engage in discussions, and partake in various activities to improve their proficiency.
- *Integration of Technology:* Leveraging digital platforms to expose students to various English media, interactive exercises, and opportunities to engage with native speakers.
- *Skill-Based Learning:* Shifting the emphasis from content-based learning to skill-based learning. It would focus on improving specific skills like listening rather than just theoretical knowledge.
- *Regular Monitoring and Feedback:* Continuous assessment of the student's progress and providing constructive feedback would ensure they remain on the right track and promptly address any issues.

The proposed interventions are grounded in the belief that with the right resources, guidance, and motivation, ESL learners from rural backgrounds can overcome their challenges and achieve communicative competence in English.

### 3. Hypothesis

It is common knowledge that students from rural areas of Tamil Nadu, India, fear communicating confidently in English. Though they desire communicative competence, most fail due to various factors. This failure is a cause of concern and anxiety both to students and educators. We believe these students who follow content-based learning have a sound language base. However, they cannot use this corpus of knowledge/ language because of a lack of practice in their academic and social settings. Hence, we believe that providing them with some knowledge of skill-based learning of a language and strategies to enhance their listening skills would help them become better listeners and speakers of the English language. The research attempts to provide students with this awareness and micro-skills training to enhance their communicative competence, especially in listening skills. Based on this hypothesis, the following are the research questions:

### 4. Research Questions

- What are the possible ways to effectively deploy the suggested intervention?
- How successful were the interventions in impacting the participants' results?

### 5. Objectives of the Research Study

- To study how effectively implementing awareness-building strategies and using EFL teaching techniques improves learners' listening skills.
- To receive feedback from both learners and teachers on the effects of the interventions to refine and improve the effectiveness of awareness creation and training sessions
- To inform the research findings to all the stakeholders so they understand the effective role of intervention strategies to improve English language learning in rural settings.
- To formulate easily adaptable teaching and learning strategies, ensuring a broader impact for all government colleges in rural India.

### 6. Analysis and Findings

The paired samples statistics in Table 1 reveal that the

mean scores for pre- and post-tests were identical for several groups, indicating no measurable improvement in performance after the intervention. For instance, pairs such as Pre\_ELS\_Listening\_PM and Pre\_ELS\_Total\_PM showed no difference in means, suggesting a lack of change in listening abilities for these groups. In such cases, paired sample t-tests could not be computed due to zero differences. On the other hand, a few pairs, such as Pre\_ELS\_Listening\_AM, demonstrated slight variations in mean scores, though these differences were generally minor and insufficient to indicate a statistically significant improvement. Overall, the data from Table 1 highlights a trend of limited observable impact of the intervention across most groups.

The correlation analysis in Table 2 highlights varying degrees of association between pre- and post-test scores across different pairs. Statistically significant correlations ( $p < 0.05$ ) were observed in a few cases, indicating a consistent relationship between pre- and post-performance. For instance, Pair 3 (Pre\_ELS\_Total\_PM & Post\_ELS\_Total\_PM) showed a perfect correlation ( $r = 1.000$ ,  $p = .000$ ). Similarly, strong correlations were seen in Pair 17 (Pre\_ELS\_Listening\_RG & Post\_ELS\_Listening\_RG,  $r = .804$ ,  $p = .000$ ). Overall, the correlations vary significantly, with some pairs reflecting strong consistency in scores. In contrast, others show little to no alignment.

The paired sample's t-test results in Table 3 reveal mixed findings regarding the significance of differences between pre- and post-test scores across various pairs. For most pairs, the differences in scores were not statistically significant ( $p > 0.05$ ), suggesting no substantial improvement or decline in performance. For example, Pair 3 (Pre\_ELS\_Total\_PM - Post\_ELS\_Total\_PM) showed no significant difference ( $p = .857$ ), and Pair 6 (Pre\_ELS\_Listening\_AM - Post\_ELS\_Listening\_AM) also exhibited a non-significant result ( $p = .779$ ). Similarly, no significant differences were observed for Pairs 7, 8, 17, 18, and 19, where p-values ranged from .140 to 1.000.

However, one notable exception was Pair 24 (Pre\_Test1\_Listening\_TR - Post\_Test1\_Listening\_TR), which demonstrated a statistically significant difference (mean difference = 5.09,  $p = .001$ ), indicating a marked

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_ELS_Listening_PM	21.11 <sup>a</sup>	28	2.132	.403
	Post_ELS_Listening_PM	21.11 <sup>a</sup>	28	2.132	.403
Pair 2	Pre_ELS_Speaking_PM	18.239 <sup>a</sup>	28	2.5691	.4855
	Post_ELS_Speaking_PM	18.239 <sup>a</sup>	28	2.5691	.4855
Pair 3	Pre_ELS_Total_PM	39.3482	28	2.70403	.51101
	Post_ELS_Total_PM	39.346429	28	2.7179080	.5136363
Pair 4	Pre_Test1_Speaking_PM	17.5333 <sup>a</sup>	24	2.29070	.46759
	Post_Test1_Speaking_PM	17.5333 <sup>a</sup>	24	2.29070	.46759
Pair 5	Pre_ELS_Listening_AM	11.13	24	4.236	.865
	Post_ELS_Listening_AM	10.54	24	3.912	.799
Pair 6	Pre_ELS_Speaking_AM	10.581250	24	3.3861230	.6911895
	Post_ELS_Speaking_AM	10.789583	24	3.1750378	.6481019
Pair 7	Pre_ELS_Total_AM	21.6979	24	2.52485	.51538
	Post_ELS_Total_AM	21.3229	24	2.67687	.54641
Pair 8	Pre_Test1_Speaking_AM	13.3036	14	3.08560	.82466
	Post_Test1_Speaking_AM	12.1250	14	2.90350	.77599
Pair 9	Pre_ELS_Listening_BS	11.36 <sup>a</sup>	25	3.475	.695
	Post_ELS_Listening_BS	11.36 <sup>a</sup>	25	3.475	.695
Pair 10	Pre_ELS_Speaking_BS	8.366667 <sup>a</sup>	24	3.6032192	.7355040
	Post_ELS_Speaking_BS	8.366667 <sup>a</sup>	24	3.6032192	.7355040
Pair 11	Pre_ELS_Total_BS	20.1458 <sup>a</sup>	24	3.81282	.77829
	Post_ELS_Total_BS	20.1458 <sup>a</sup>	24	3.81282	.77829
Pair 12	Pre_Test1_Speaking_BS	14.500 <sup>a</sup>	15	5.1060	1.3184
	Post_Test1_Speaking_BS	14.5000 <sup>a</sup>	15	5.10602	1.31837
Pair 13	Pre_ELS_Listening_SK	16.17 <sup>a</sup>	29	3.546	.659
	Post_ELS_Listening_SK	16.17 <sup>a</sup>	29	3.546	.659
Pair 14	Pre_ELS_Speaking_SK	13.589655 <sup>a</sup>	29	2.1847433	.4056967
	Post_ELS_Speaking_SK	13.589655 <sup>a</sup>	29	2.1847433	.4056967
Pair 15	Pre_ELS_Total_SK	29.7500 <sup>a</sup>	29	3.03183	.56300
	Post_ELS_Total_SK	29.7500 <sup>a</sup>	29	3.03183	.56300
Pair 16	Pre_Test1_Speaking_SK	9.4643	21	3.36739	.73482
	Post_Test1_Speaking_SK	9.6667	21	3.20871	.70020
Pair 17	Pre_ELS_Listening_RG	17.19	27	2.076	.400
	Post_ELS_Listening_RG	17.19	27	2.076	.400
Pair 18	Pre_ELS_Speaking_RG	13.114815	27	3.3108160	.6371668
	Post_ELS_Speaking_RG	13.114815	27	3.3108160	.6371668
Pair 19	Pre_ELS_Total_RG	30.2870	27	2.51219	.48347
	Post_ELS_Total_RG	30.2870	27	2.51219	.48347
Pair 20	Pre_Test1_Speaking_RG	14.7917	18	3.00887	.70920
	Post_Test1_Speaking_RG	14.6528	18	2.93325	.69137
Pair 21	Pre_ELS_Listening_TR	12.92 <sup>a</sup>	26	3.322	.651
	Post_ELS_Listening_TR	12.92 <sup>a</sup>	26	3.322	.651
Pair 22	Pre_ELS_Speaking_TR	5.8520 <sup>a</sup>	25	2.94422	.58884
	Post_ELS_Speaking_TR	5.8520 <sup>a</sup>	25	2.94422	.58884
Pair 23	Pre_ELS_Total_TR	18.7300 <sup>a</sup>	25	4.34808	.86962
	Post_ELS_Total_TR	18.7300 <sup>a</sup>	25	4.34808	.86962
Pair 24	Pre_Test1_Speaking_TR	12.2941	17	3.52694	.85541
	Post_Test1_Speaking_TR	7.201176	17	2.2229847	.5391530

Table 1. Paired Samples Statistics

change in scores. This pair is the only instance where a significant difference was identified, highlighting a specific area where performance shifted considerably between the pre- and post-test. Overall, while most of the results indicate stable performance levels, Pair 24 suggests a potential area of intervention or impact.

## 6.1 Summary of Findings

As far as research question 1 is concerned, the researchers found the best possible ways of deploying the intervention methods by way of conducting monthly online training sessions with the teaching faculty, conducting one face-to-face training session during

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 3	Pre_ELS_Total_PM & Post_ELS_Total_PM	28	1.000	.000
Pair 5	Pre_ELS_Listening_AM & Post_ELS_Listening_AM	24	.229	.281
Pair 6	Pre_ELS_Speaking_AM & Post_ELS_Speaking_AM	24	.400	.053
Pair 7	Pre_ELS_Total_AM & Post_ELS_Total_AM	24	-.081	.708
Pair 8	Pre_Test1_Speaking_AM & Post_Test1_Speaking_AM	14	.562	.036
Pair 16	Pre_Test1_Speaking_SK & Post_Test1_Speaking_SK	21	.966	.000
Pair 17	Pre_ELS_Listening_RG & Post_ELS_Listening_RG	27	.804	.000
Pair 18	Pre_ELS_Speaking_RG & Post_ELS_Speaking_RG	27	.583	.001
Pair 19	Pre_ELS_Total_RG & Post_ELS_Total_RG	27	.592	.001
Pair 20	Pre_Test1_Speaking_RG & Post_Test1_Speaking_RG	18	.116	.646
Pair 24	Pre_Test1_Speaking_TR & Post_Test1_Speaking_TR	17	-.741	.001

(Sig. < 0.05 shows there is a significant correlation between Pre and Post-test results)

**Table 2. Correlation Analysis between Pre and Post tests**

vacation, preparing tailor-made practice materials for the research participants, collected feedback after each practice test and of course the pre and post-tests. Despite the mentioned interventions, the analysis of the results clearly shows a marginal improvement in the listening proficiency of the targeted learners, suggesting that the interventions were ineffective.

For the second research question, the study's findings provide valuable insights into students' listening abilities before and after the intervention. The descriptive analysis (Table 1) indicates that pre- and post-test means were identical for several groups and parameters or showed negligible differences, reflecting limited change in scores. The correlation analysis (Table 2) revealed mixed results, with significant positive correlations between pre- and post-test scores in some groups, such as Pre\_Test1\_Listening\_AM ( $r=.562$ ,  $p=.036$ ) and Pre\_ELS\_Listening\_RG ( $r=.804$ ,  $p < .001$ ). In contrast, others exhibited weak or non-significant relationships. The paired samples t-test results (Table 3) further highlight the

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig.
					Lower	Upper			
Pair 3	Pre_ELS_Total_PM – Post_ELS_Total_PM	.0017857	.0517869	.0097868	-.0182951	.0218666	.182	27	.857
Pair 5	Pre_ELS_Listening_AM – Post_ELS_Listening_AM	.583	5.064	1.034	-1.555	2.722	.564	23	.578
Pair 6	Pre_ELS_Speaking_AM – Post_ELS_Speaking_AM	-.2083333	3.5970902	.7342530	-1.7272513	1.3105846	-.284	23	.779
Pair 7	Pre_ELS_Total_AM – Post_ELS_Total_AM	.37500	3.82498	.78077	-1.24015	1.99015	.480	23	.636
Pair 8	Pre_Test1_Speaking_AM – Post_Test1_Speaking_AM	1.17857	2.80698	.75020	-.44213	2.79927	1.571	13	.140
Pair 16	Pre_Test1_Speaking_SK – Post_Test1_Speaking_SK	-.20238	.87185	.19025	-.59924	.19448	-1.064	20	.300
Pair 17	Pre_ELS_Listening_RG – Post_ELS_Listening_RG	.000	1.301	.250	-.515	.515	.000	26	1.000
Pair 18	Pre_ELS_Speaking_RG – Post_ELS_Speaking_RG	0E-7	3.0223526	.5816520	-1.1956029	1.1956029	.000	26	1.000
Pair 19	Pre_ELS_Total_RG – Post_ELS_Total_RG	.00000	2.27021	.43690	-.89806	.89806	.000	26	1.000
Pair 20	Pre_Test1_Speaking_RG – Post_Test1_Speaking_RG	.13889	3.95026	.93109	-1.82553	2.10331	.149	17	.883
Pair 24	Pre_Test1_Speaking_TR – Post_Test1_Speaking_TR	5.0929412	5.3850067	1.3060560	2.3242262	7.8616561	3.899	16	.001

(Sig. (2-tailed). < 0.05 shows a significant difference in scores between Pre and Post-test.)

**Table 3. Paired Samples t-Test between Pre and Post-Test Scores**

stability in performance across most groups, as no significant differences were observed in the majority of the pairs ( $p > .05$ ). However, a notable exception was Pair 24 (Pre\_Test1\_Listening\_TR - Post\_Test1\_Listening\_TR), which demonstrated a significant improvement (mean difference = 5.09,  $p = .001$ ), suggesting a measurable impact in this specific group. Overall, the results suggest that while the interventions had a minimal effect on most groups, they showed promise in certain areas, warranting further exploration of targeted strategies to enhance listening skills.

## 7. Recommendations Based on Analysis

- Intervention strategies should be refined by adapting activities to better suit groups showing no improvement, such as tailoring listening exercises or providing additional support for lower-performing groups.
- More sensitive assessment methods should be used to capture nuanced changes in listening and speaking competencies.
- Continuity in skill development should be ensured beyond the intervention period, with an emphasis on consistent practice and feedback.
- The reasons for the significant changes shown by specific groups should be explored, and successful aspects of their intervention model should be replicated for other groups.

## 8. Limitations of the Study

The limitations of this study include the relatively small sample size, which involved only one institution in rural Tamil Nadu, and the short duration of the intervention, which is likely the main reason for not achieving the desired significant effect. The lack of significant improvements across many groups could be attributed to the fundamental challenges faced by rural learners. Some examples of those challenges could be limited exposure to the language and the socioeconomic factors that affect their learning environment. In addition, the tools and methods used to assess listening competence might not have been sensitive enough to capture subtle changes in students' abilities.

## 9. Recommendations for Future Research

Future research can focus on refining the intervention strategies and making them more designed to the specific needs of the learners. It can also increase the sample size and the intervention period. Moreover, investigating why certain groups showed significant improvement while others did not could provide the investigators with valuable insights into effective teaching models. More studies could explore the long-term impact of such interventions by extending the duration. They should include more diverse assessment methods by including digital platforms that provide practice and feedback.

Additionally, there is a need to develop a comprehensive and scalable model of English language learning that should integrate both traditional and modern techniques. The latter enables us to use technology and peer-based learning. Therefore, this could be implemented in rural government colleges across India to help bridge the gap between rural and urban learners, ensuring all students can achieve proficiency in English.

## Conclusion

This study aimed to assess the effectiveness of creating awareness about English language skills and learning strategies to enhance the listening competence of ESL learners in rural government colleges in Tamil Nadu, India. The findings show that intervention efforts such as awareness sessions, teacher training, and establishing an English club led to minor improvements in listening competence for some groups. Yet, the overall effect was limited. Statistical analyses of pre- and post-test results, including paired sample t-tests and correlation tests, revealed mixed results. Certain participants, particularly in specific groups, demonstrated significant improvements in listening skills. However, the intervention's broader effectiveness was not statistically significant across all tested parameters.

The implications of these outcomes suggest that rural ESL learners in Tamil Nadu face significant challenges in achieving communicative competence in English language skills, particularly in listening. The main barriers



identified in this research are the lack of access to modern teaching tools, limited exposure to the language, and teachers' insufficient training in contemporary teaching methods. However, the positive correlations observed in certain groups indicate that targeted interventions can produce promising results. It highlights the necessity of refining and adapting teaching strategies to serve the diverse needs of rural ESL learners.

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