

**THE RELEVANCE OF GRADE 10 LISTENING COMPREHENSION
TEXTS AND ACTIVITIES TO THE STUDENTS' ACADEMIC NEEDS**

BY

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ABSTRACT

In this study, an attempt has been made to investigate the extent to which grade 10 listening texts and activities cater for the academic needs of the students. That is to say, the extent to which the listening lessons help students to develop skills in listening that are required in situations where English is the medium of instruction. To obtain the information required, all the listening sections of the first part of the textbook for grade 10 were evaluated against criteria suggested by scholars. To support this information, a questionnaire involving 24 teachers and 120 randomly selected students of grade 10 at Higher 12, Ethiopia Tikdem and Nifasilk Comprehensive Secondary Schools was distributed. Besides, an interview with eight teachers and six classroom observations were conducted in order to get some insight into the implementation of the listening lessons at the classroom level.

The information obtained was analyzed both qualitatively and quantitatively. A qualitative analysis was carried on the information obtained from the textbook analysis, the open-ended questionnaire for the students, the interview with teachers and classroom observations. On the other hand, a quantitative analysis was carried on teachers' and students' reactions to the close-ended questionnaire items. Accordingly, the analysis showed that the listening texts and activities seem to be relevant and suitable to cater for the needs and goals of the students in developing skills of listening required in academic settings. The aims and objectives of the listening lessons, the content of the listening texts and the type and nature of the activities designed appear to relate to the students' needs and interests in the practicing of listening skills which are of paramount importance in situations requiring the ability to comprehend lectures and take notes in the different academic subjects they study.

Furthermore, the recommended procedures accompanying the listening lessons seem to be effective and appropriate to the students in the practicing of listening skills they require in their academic settings. However, they appear to be a bit demanding for the teachers as they are not aided by recorded texts. Seeing that, recommendations were made to support the listening lessons with recorded texts and increase the awareness of teachers through workshops, seminars and the like on how to implement effectively the teaching materials for high schools in general and the listening lessons in particular.

CHAPTER ONE

1.1 STATEMENT OF THE PROBLEM

Even if it is less likely to come across the perfect textbook, the worth of good textbooks in the language learning process is notable. Ur (1996), Cunningsworth (1995), Harmer (1991) and Grant (1987) describe some of the following among several useful jobs of good textbooks: a source of lively and interesting activities for learner practice and communicative interaction; a resource for presentation of material (written and spoken); a source of simulation and ideas for language activities; and a source of guidance and support for the teacher and the learner.

Textbooks can also have an adverse effect on teaching. For instance, if they follow the same format from unit to unit (Harmer 1991); if they do not correspond closely to the aims of the teaching programme and the needs of the students (Cunningsworth 1995); and if the principles underlying the textbooks are unrealistic or cannot be manipulated with materials available (Nunan 1989).

Therefore, to see the extent to which teaching materials meet the purposes for which they are intended, scholars suggest evaluation of materials as the useful process. According to Hutchinson and Waters (1987), through evaluation, it is easy to judge the extent to which the material meets the purposes it is intended for. Evaluation also gives,

as McDonough and Shaw (1993) state, insight into the organizational principles of the material and helps to keep it up-to-date with current developments in the field.

This study employs retrospective evaluation which refers to the type of evaluation carried out on materials that have actually been used (Ellis 1997). Such an evaluation provides the material writers or the teachers with information which can be used to determine whether it is worthwhile using the material, which activities work and which do not, and how to modify the material to make it more effective for future use.

To this effect, the treatment and the practice of the listening skill in the textbook for grade 10 will be investigated. For too long listening, despite the fact that it is one of the fundamental skills of any language, was overlooked in ELT in general and in English courses for Ethiopian students at secondary and tertiary levels in particular. Local studies on listening by Tewolde (1988), Sieme (1989), Birhanu (1993) and Mulugeta (1997) show the fact that listening has not been given emphasis regardless of its importance in a setting where English is the medium of instruction. The ability to listen to teachers and comprehend lectures on the different academic subjects they study is very much required of the students in this setting.

Tewolde (1988), in his study of the actual listening ability of junior secondary school students in relation to the listening level required of them in understanding their subjects taught in English, indicated that the students are below the level expected of them by

their teachers. They were found to be weak in understanding the general information and instructions and in transferring information.

Seime (1989), in his investigation of listening abilities of Bahir Dar Teachers College students, indicated that the students are below the level expected of them in understanding lectures. They were found to be weak in understanding lectures given on the different academic subjects they study.

Birhanu (1993) attempted to investigate the interactional listening strategies employed by fourth year students at AAU. His study shows that the students have not developed a range of these strategies that can help them participate more actively and flexibly in collaborative discourse.

Mulugeta (1997) also investigated the degree of students' intrinsic motivation for studying listening and the motivational roles of listening tasks, the listening texts and the instructors in relation to student's achievement in the listening texts at the AAU Freshman program. His study indicates that the students' intrinsic motivation is accounted for by their perception of the relevance of the skill, the tasks and the texts to their needs in the academic setting.

Almost all of these studies recommended that students should be given much practice and training in the skill of listening before joining tertiary levels because academic

listening form an essential component of a communicative competence at these levels. In other words, once a student joins a tertiary institution, listening to and understanding lectures become part of his/her educational staple diet. As a result, teaching listening at high schools has much to contribute to the students' success in this setting.

Accordingly, in current English courses for Ethiopian high schools, listening is claimed to be treated as one of the components of the course beginning from grade 9. So far, however, there has not been any attempt made to investigate the extent to which the claims are practical in the materials prepared and at the classroom level as well. But as Sheerin (1987) states, it is valuable to examine the claims made for listening to see how far they relate to the students' needs and goals in developing skill of listening.

This study, therefore, attempts to investigate the relevance of grade 10 listening texts and activities to the students' academic purposes. That is, the extent to which the listening texts and activities help in developing listening skills and strategies that the students require in their academic setting. An attempt will also be made to study the implementation of the listening lessons of the textbook at the classroom level.

1.1 OBJECTIVES OF THE STUDY

The items for investigation include:

- a. To what extent do grade 10 listening comprehension texts and activities relate to the academic needs of the students?

- b. Do the texts and activities closely reflect the listening skills and strategies the students need in their academic setting?
- c. How are the listening texts and activities practiced in the classroom? To what extent are the principles underlying the teaching of the skill in the textbook translated in the classroom?

1.3 SIGNIFICANCE OF THE STUDY

Regarding the significance of the study, the researcher hopes to provide information on the extent to which grade 10 listening texts and activities relate to the academic needs of the students. This information, thus, serves as feedback to the textbook writers in identifying which activities work and which do not, so as to supplement, change or modify the text and the activities to make them more effective for future use. It can also be the basis for researchers investigating into the textbook in relation to the academic needs of the students.

1.4 SCOPE OF THE STUDY

The study as already indicated mainly aimed at examining the extent to which grade 10 listening texts and activities cater for the needs and interests of the students in academic settings. This means that, the extent to which grade 10 listening texts selected and activities designed help students to develop skills in listening required of the students in situations in which English is used as the medium of instruction. To achieve the

objectives, information was gathered through textbook analysis, questionnaire for both teachers and students, interview with teachers and classroom observations.

The subjects of the study were 24 teachers and 120 randomly selected students of grade 10 at Higher 12, Ethiopia Tikdem and Nifasilk Comprehensive Secondary Schools. On account of the lack of teachers willing to be interviewed and being observed, only eight interviews and six classroom observations were incorporated in the study.

1.5 DEFINITION OF TERMS

1. RELEVANCE

In current language teaching, learners are seen to have their own needs and interests which may have a significant role on their motivation to learn and on the effectiveness of their learning. This supports the idea of relevance to the learners' needs and interests in developing courses or teaching materials. Relevance in this context, therefore, refers to the idea of making listening texts and activities 'face valid' or relate to the students' academic purposes for which they use listening. In other words, relevance means the extent to which the listening lesson content (or the information in the lesson) and the outcome (or the nature of the objective of the information in the lesson) relate to the students' aim in developing listening in their academic setting (Morley 1991 and Hutchinson and Waters 1987).

2. TEXTS

Texts refer to written and/or verbal record of communication which consist of a number of sentences bound together by cohesive ties and giving meaning to each other (Brown and Yule 1984)

3. ACTIVITIES

Activities refer to the whole variety of things that can be done in the classroom or outside it in relation to the listening texts. (Underwood 1989)

4. ACADEMIC NEEDS

Research shows that the ability to follow a lecture is very essential in situations where English is the medium of instruction. Accordingly, academic needs in this context refer to the different skills of listening required of the students during their academic courses (Dudley – Evans and St. Johns 1998).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 WHAT IS LISTENING COMPREHENSION?

Listening comprehension has often been regarded as a passive skill that students would simply acquire if they occasionally heard their teacher speak or they listened to a tape being spoken (Brown and Yule 1983, Anderson and Lynch 1988). As McDonough and Shaw (1993) state, most listening lessons also consisted of the teacher reading a written text a loud one or more times and then asking a number of comprehension questions about it. The aim of the lessons was not actually to help learners develop the skill of listening, but it was to provide an alternative way of presenting language and testing that it had been understood. As a result, the actual skill was overlooked or practiced inappropriately and inadequately in foreign language courses for too long.

However, recent studies on listening comprehension show that listening is one of the important skills that needs special consideration in any language teaching (Thompson and Rubin 1996, Vandergrift 1999, Anderson and Lynch 1988, Grant 1987, Richards 1985 and Brown and Yule 1983). Without listening comprehension skill communication can break down. That is because, we are unable to respond to the person we are trying to talk to unless we are able to comprehend what the person is talking about. Research also shows that listening comprehension plays a crucial role in

facilitating language learning, particularly the development of other language skills (Thompson and Rubin 1996).

Furthermore, in academic setting where English is the medium of instruction, listening plays a significant role in students' success in their specialist subjects they study, that is, in developing their ability to comprehend lectures and take good notes to which they can refer later (Flowerdew 1994). Accordingly, Thompson and Rubin (1996:331) describe listening comprehension as, "an active process in which listeners select and interpret information that comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express."

Likewise, as Vandergrift (1999: 168) describes, listening comprehension is:

a complex active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structure, interpret stress and intonations, and interpret it within the immediate as well as the larger socio-cultural context of the utterance.

These definitions indicate that listening is not a passive process which underlies the traditional approach to language teaching; however, it is an active process that involves a number of specialist skills. For instance, it demands interpretation and integration of incoming knowledge with one's previous knowledge and experience. Thus, the listener may not passively receive and record what he/she hears. In addition, she/he may

not perceive speech - sound by sound or word by word but process it in meaningful chunks by using a wide variety of sources-linguistic and non-linguistic (Rost 1990 and Brown 1990).

2.2 LISTENING SKILLS AND STRATEGIES

A listening lesson is often conducted with the intention of teaching students to understand everything in the lesson. As Underwood (1989:19) states, as a result, “students are worried if they fail to understand a particular word or phrase when they are listening.” Because such a procedure does not seem to be a teaching technique rather, it is a testing technique that encourages the traditional idea that listening is a passive skill in which listeners should receive and record what they hear (Anderson and Lynch 1988, Littlewood 1981). It also discourages the students’ ability to interpret and integrate new information with their prior knowledge and experience.

Therefore, it is of paramount importance to teach efficient listening skills that listeners use in different situations to achieve different purposes. That is to say, a listening lesson should incorporate various skills and strategies that help students achieve their purposes in listening. Harmer (1991), Richards (1985) and Grant (1987) discuss some of these skills that listeners employ when listening. They argue that one’s success in understanding the content of what he/she hears depends on his/her ability to use these skills of listening effectively. The skills include:

1. LISTENING WITH A PURPOSE

In normal life, we listen to something because we have a reason or a purpose for listening. We do not usually process everything we hear as if all of it were equally important or worthy of being remembered (Brown 1991). Similarly in academic setting, we usually listen and try to understand the content of the lecture. In other words, our purpose for listening is to take information or ideas in the form of notes by ignoring all the information that is not relevant to our purpose. This shows that our listening is dictated by our reasons for listening and interests and purposes for which it serves.

Thus, as Ur (1984) says, in English classroom, we must give the student a purpose for listening. This helps the learner to know in advance what is expected of him/her. He/she can also identify what sort of information to expect and how to react to it. The most common way of establishing this is to set some tasks before getting the students listen to the text.

2. GETTING THE GENERAL PICTURE /GLOBAL LISTENING /

In normal life, we listen to things to have the gist or the main idea of the spoken language. We listen only for the main message regardless of the repetition, false starts and irrelevancies which are often features of spoken language (Harmer 1991). Thus, the students should be trained to construct an overall sense or gist even if they fail to understand many of the words and phrases in a text or a talk. In other words, they

should be able to identify relationships among units within a discourse, that is, to locate major ideas from generalizations, hypothesis, supporting ideas and examples. If they do so, as Gower, Phillips and Walter (1995) say, they can more easily go on to a more detailed understanding of the topic and the language of the text.

3. PREDICTING

Efficient listeners can predict what they are going to hear before listening. They can make this on the basis of their knowledge or experience of the subject matter of the talk or the text. Or else on the basis of their non-linguistic knowledge such as pictures, maps, diagrams, charts, etc used with the spoken language. On account of this, they can easily understand the content of the text or the talk in the process of matching it with their prediction established even if they fail to understand many of the words and phrases in the text or in the talk. Therefore, it is very essential to encourage this strategy in the students by incorporating different tasks that require predictive ability before and while listening.

4. UNDERSTANDING THE STRUCTURAL ORGANIZATION OF A TEXT

The ability to understand how a spoken text is organized is very essential as with reading and writing. This is made possible by training the students in the ability to recognize discourse markers or cohesive devices that are used to connect ideas or sentences together (Harmer, 1991).

Some of these words include: 'however', 'now', 'first', 'for instance', 'finally', 'thus', 'in other words', etc to introduce a topic, or to give an example, or to make a summary, or to give contrasting information, or to list points, etc. Students can be asked to listen for these markers or can be given the markers and told to listen for the points linked to them.

5. LISTENING FOR SPECIFIC INFORMATION /SELECTIVE LISTENING/

We often listen to things because we want to extract specific item of information that interests us. We thus ignore other redundant and irrelevant information which is not essential to a purpose. It is therefore essential to train students in how to derive specific item of information from a text or a talk even when the text or the talk is beyond the current level of the students (Rost 1990). This helps them not to make an effort to understand or to take every thing in the lecture given by their teachers when the details are not relevant to a purpose.

On the whole, research shows that developing listening skills and strategies is very essential in situations where English is used for academic purposes. Students should thus be given training in some of these micro-skills as discussed above (Details of them are given in Richards, 1985: 199). Indeed, these skills are potentially applicable to many conversational situations that require students to listen to information interactively.

2.3 TYPES OF LISTENING ACTIVITIES

As already discussed in the preceding section, currently listening has been recognized as one of the important language skills that students need to develop. Thus, an attempt is being made for the systematic development of listening skills by incorporating a number of activities that are appropriate at different stages of a listening lesson, that is, pre-listening, while-listening and post-listening. Underwood (1989), Yagang (1993) and Tresndew (1994) discuss a range of such activities with a range of principles behind. Some of these activities are demonstrated as follows.

2.3.1. PRE-LISTENING ACTIVITIES

The principal function of these activities, as McDonough and Shaw (1993: 14) state, “is to establish a framework for listening so that learners do not approach the listening practice with no points of reference.” They give students a purpose for listening, that is, why they are listening and what they are listening for. Such activities also make the listening work enjoyable and help the students to listen attentively. The activities can include:

- The teacher giving background information,
- The students reading something relevant,
- Predicting content from the title,
- Looking at pictures and talking about them,
- Discussion of the topic /situation,

- Reading through questions /activities to be answered while-listening, etc

2.3.2 WHILE - LISTENING ACTIVITIES

These activities refer to those tasks carried out during listening, which require comprehension of the spoken listening material (McDonough and Shaw 1993). Their aim, as Underwood (1989: 45) says “is to help learners develop the skill of eliciting messages from spoken language.” Such activities should be built upon the expectations activated in the pre-listening stage and help students find their way through the listening text.

While - listening activities can be ‘extensive or intensive’. Extensive listening practice, as McDonough and Shaw (1993) state, is concerned with those activities used to promote overall global comprehension. Such a practice encourages learners not to worry even if they do not grasp every word of the text. The range of possible activities can include

- Putting pictures in a sequence
- Following directions on a map,
- Completing a grid, time table or chart of information,
- Answering true/false or multiple-choice questions,
- Predicting what comes next (preceded by a pause),
- Constructing a coherent set of notes, etc

Whereas, intensive listening practice is concerned with those activities that deal with identifying specific items of language or factual detail within the meaning framework already established (McDonough and Shaw 1993). Such a practice includes:

- Filling gaps with missing words,
- Picking out particular facts,
- Recognizing exactly what someone said,
- Identifying numbers and letters, etc

2.3.3. POST- LISTENING ACTIVITIES

These activities incorporate all the work to be done after the spoken text is completed. Though they are not listening activities as such, they provide an opportunity for many kinds of follow-up work (McDonough and Shaw 1993). Some of their values, according to Underwood (1989), include: firstly, to check whether the students have understood what they are expected to understand. Secondly, to check why some students have failed to understand or missed parts of the message. Thirdly, to study the topic and the language of the text in depth if necessary and transfer things learned to other contexts; and fourthly, to give students the opportunity to consider the attitude and manner of the speaker (s) of the listening text. The activities include.

- The teacher giving the answers orally,
- The students checking each other's answer in pairs or groups,
- Extending notes into written responses,

- Reading a related text,
- Summarizing,
- Studying new grammatical structures taken from the listening text,
- Discussion, debate, role-play, etc related to the spoken text.

2.4 EVALUATING LISTENING COMPREHENSION TEXTS AND ACTIVITIES

As already mentioned in the first chapter, evaluation of materials is worth doing for it is an important professional activity having a number of values behind it. When we evaluate a given material, we can easily judge the extent to which it meets the purposes for which it is meant (Hutchinson and Waters 1987). Accordingly, grade 10 listening comprehension texts and activities are evaluated in this paper to see the extent to which they relate to the students' needs and goals in developing the skills of listening that help students in their academic career. In this section, criteria suggested by Richards (1985), Nunan (1989), Ur (1984) and Morley (1991) against which listening texts and activities are examined are discussed. The criteria include:

2.4.1 APPLICABILITY /PURPOSEFULNESS

- Does the activity/the text reflect a purpose for listening that relates to the students' academic needs? Or how closely does the task relate to the micro-skills that listening comprehension involves? Are the abilities or skills and strategies gained in a listening lesson potentially applicable or transferable to other situations internally to

other classes or externally to out-of-school situations or both? As Morley (1991) states listening lessons, as much as possible, at either the content level or the outcome level (or both) need to have transferability or applicability value. In other words, they should reflect the purpose for which the students need to develop the skill of listening. For instance, if an activity makes use of radio broadcasts as input, it should reflect the reasons why people listen to news broadcasts such as listening for information about events rather than requiring the learner simply to provide grammatical words after listening. In academic setting, a listening lesson becomes motivating if the activities help the learner develop the skill of listening to lectures which enables him/her to comprehend the lecture and take notes for later use (Richards 1985). Such activities also involve a high degree of transfer, for instance, to out-of-school situations such as understanding movies, listening to a radio broadcast, understanding and taking part in conversations, etc.

Therefore, a listening lesson should involve activities that adequately make use of skills and behavior that are part of listening required of the students in their academic setting (Richards 1985). However, if listening activities focus on retrieval of information from long term memory rather than on the processing activities themselves, they do not reflect the purpose for which the learner learns the skills of listening and thus encourages memorization rather than comprehension or listening for meaning.

2.4.2 FAMILIARITY

- Can the students find the topics and the texts familiar and interesting to follow?

Many students find interesting and motivating to follow listening texts which are given some local relevance than those set in some remote context (Underwood 1989). This is because they encourage the intention to learn by getting and holding the learner's attention. Thus, it is productive to include features having familiarity to the students' needs and interests, particularly to their other academic subjects they study.

2.4.3. TEACHING NOT TESTING

- Can the activities help the students acquire listening skills required of them in their academic setting?
- Do the listening activities require the students to understand the gist of the text or extract a piece of information or something else?

According to Richards (1985) and Harmer (1991), a great many listening activities test rather than teach by requiring the learner to remember everything in the text after listening. However, a good listening lesson aids aural comprehension practice by enabling the learner to learn listen more effectively by directing the students' attention to focal points in the spoken text (Ur 1984). Therefore, listening texts and activities should be designed to improve motivation, that is, a willingness to tackle different situations and also ensure success in their listening practice, that is, to encourage to go

on trying rather than as traps for the students to fall into (Ur 1996, Harmer 1991 and Underwood 1989).

2.4.4. LEVEL OF DIFFICULTY OF LANGUAGE /GRAMMAR AND VOCABULARY)

- Does the text contain language that students can usefully acquire or learn?
- Does the text contain language that is at the right level, a little beyond the present competence of the students?

Many people argue that language is one of the factors that make a listening lesson frustrating and demotivating to the students. So as to develop listening skills and contribute to the students' overall language learning, listening texts should contain language at the right level of the students (Underwood 1989, and Gower, Philips and Walters 1995). As Krashen (1981) says, students should be exposed to comprehensible input which means language that contains elements already known plus some which have yet to be mastered. In other words, they should be exposed to language that they are capable of understanding though it is slightly above their current level of use. Thus, the language of listening texts should be selected with reference to the context in which learners use them and in relation to the learner's prior knowledge.

2.4.5 INFORMATION ORGANIZATION

- Is the way the text is organized clear and simple to follow?
- Is the content straightforward enough for the students to follow?

According to Anderson and Lynch (1988), listening texts with a clearly stated topic, main points clearly indicated, events described sequentially, etc are likely to help the students in understanding the listening text. Therefore, good listening texts provide the students with information, which is explicit and sufficient for effective listening.

2.4.6. VISUAL SUPPORT

- Is there sufficient visual support for the students to carry out the task successfully?
Successful listening comprehension demands the exploitation of all possible sources of useful information (Anderson and Lynch 1988). One of these sources is the use of visual materials that assist students' interpretation of what they hear. According to Ur (1984:29) "the presence of visual materials such as pictures, diagrams, maps, etc is of immense value in contextualizing and bringing to life the listening situation as well as in aiding comprehension of the language."

Sheerin (1987) also states the importance of visuals as a back-up during listening by reinforcing the aural message or as part of a listening task. Therefore, listening texts preferably provide sufficient visual support for the students to carry out the task successfully.

2.4.7. GUIDANCE AND SUPPORT PROVIDED

- Is the teacher given clear and detailed guidance on how to conduct the listening lessons?
- Is the guidance (if given) appropriate to the teacher? To the learner? To the Classroom situation? And to the current language teaching approach?

As Williams (1983) States, a good textbook provides teachers with some support as to how the lessons can be conducted. Regarding listening, it should provide the teacher with some procedures or steps for conducting the listening lessons. And the procedures should also be in line with the incumbent beliefs and practices that have proved beneficial from different perspectives. That is to say, they should lend themselves to use with teachers, learners and all that are involved in a given program. This is because, a mismatch of some kind, for example, where the procedures are unnecessarily learner - proof or teacher - proof in classroom situations will contribute to the inappropriacy of the listening lessons for the purposes they are intended. In addition, the procedures should fit to local circumstances or resources-should be manipulated with materials available (Williams 1983).

In general, as listening is one the important skills in academic setting, every attempt should be made to encourage the learner to develop competence in listening abilities. This is made possible by making a listening work as relevant as possible to the students'

needs and interests in relation to their academic demands. If students feel that the material from which they are learning has relevance to their academic purposes, that is, essential to develop skills or abilities required of them in their other subjects they study, they are likely to learn more and be motivated to develop the skills or the abilities required (Cunningsworth 1984).

Therefore, listening texts and activities preferably have relevance in terms of their aims, topics, languages, support they provide, and skills and strategies they are intended to develop to what is required of the students in their academic setting. This encourages the intention to develop the language skill and helps the learner to be successful in his/her academic career.

CHAPTER THREE

METHODOLOGY

3.1 SAMPLING

3.1.1 TEXTBOOK AND SECTIONS

The course book for grade 10 has one Students' Book and one Teacher's Book for each semester. Each textbook has seven units with each unit consisting of seven sections: Comprehension, Vocabulary, Grammar, Speaking, Listening, Writing and Reading respectively. In this study, all the listening sections of the first part of the textbook were selected for the analysis.

3.1.2 SUBJECTS

The subjects of this study were 24 teachers and 120 randomly selected students of grade 10 at Ethiopia Tikdem, Higher 12 and Nifasilk Secondary Schools. The schools were selected because I have easy access to them through previous classmates. On account of their exposure to the new materials for high schools beginning from grade 9, the students were believed to provide sufficient information on the listening section of the textbook for grade 10 with reference to their needs and goals in academic setting. The teachers selected for the study included some of those teachers who taught grade 10 during the first semester and all those who are teaching the grade currently in three of the schools. Note that eight sample teachers and forty students were taken from each school.

3.2 INSTRUMENTS

To elicit the information required, the following methods of data collection tools were employed.

3.2.1 TEXTBOOK ANALYSIS

As already stated, the listening sections of the first part of the textbook for grade 10 were evaluated on the basis of the criteria suggested by scholars to see the extent to which they fit the purposes for which they are intended. The analysis incorporated examination of the claims of the listening section of the textbook, the content of the listening texts, the type and nature of the listening activities, and the type and the appropriacy of the guidance and support provided for the teachers in the Teacher's Book on teaching listening.

3.2.2 QUESTIONNAIRE

To reinforce the information obtained from the textbook analysis, a questionnaire was administered to the subjects of the study. In the questionnaire, the Likert technique having five scales ranging from strongly agrees with a score of 5 points to strongly disagree with a score of 1 was employed. The questionnaire for the students was written in Amharic, and comprised five parts-four close-and one open-ended. (see Appendix A). The first part has three items that deal with the extent to which the aims of the listening lessons are clear and appropriate to the need and level of the students. The

second part consists of ten items that are used to assess whether the listening texts contain a variety of appealing topics and language at the appropriate level of the students.

The third part of the questionnaire has ten items which are used to assess the suitability of the listening activities to the students' needs and goals in academic setting. The fourth part has seven items that are used to elicit information on the procedures used by teachers when teaching or presenting the listening lessons. This part is included with the assumption that ineffective presentation of the lessons may devalue the worth of the listening lessons which could probably be appropriate and suitable to the students. The last part of the questionnaire for the students is open-ended and is used to elicit information on the overall strengths and weaknesses of the listening lessons presented to the students. Note that all of the questionnaires distributed to the students have been returned.

On the other hand, the questionnaire for the teachers has four parts (see Appendix B) Three of its parts are similar to that of the students' in content. But the fourth part has six items that are used to elicit information on the appropriacy and clarity of the procedures suggested in the Teacher's Book for the teaching of listening. Of twenty-four of these questionnaires distributed, twenty of them have been returned and analyzed in the study. To ensure the clarity and the appropriacy of both student and teacher questionnaires, a pilot study was carried out in January 2001 on 20 randomly selected students and 10 teachers of grade 10 at Nifasilk Comprehensive Secondary School.

3.2.3 INTERVIEW

To crosscheck the information gathered through the questionnaire, an interview was made with eight volunteer teachers. The interview was conducted in Amharic so that the teachers could explain their ideas and feelings more easily. Each of the interviews has been audio-recorded, with the willingness of the teachers and after telling them the rationale for recording. The interview is semi-structured consisting of three items considered the basis for the discussion (see Appendix C).

3.2.4 CLASSROOM OBSERVATIONS

Six classroom observations with the intention to get some insights into how teachers and learners make use of the listening texts and activities have also been carried out at the three high schools. Each observation was made with volunteer teachers on the basis of a checklist comprised three items prepared to guide the observations (see Appendix D). Note that the number of the observations and the interviews was limited because I couldn't find more volunteer teachers in the three schools.

3.3 METHOD OF DATA ANALYSIS

To analyze the data gathered through the four instruments, the following procedures have been employed. First, the listening sections of the first part of the textbook for grade 10 were evaluated and described on the basis of the criteria discussed in the literature. Next, the students' and the teachers' responses to each item in the questionnaire were tallied to discuss how each item was answered. Then, the frequency,

percentage and mean of each item were computed. To show the relative inclination of the subjects, grand means for each of the parts in the student and teacher questionnaires were computed. Furthermore, the statistical test, t-test, was carried out in order to see if there are any significant differences between the responses of the students and that of the teachers towards the relevance of the listening lessons to the students' academic needs.

The formula used were:

$$\text{Test statistic } (t_0) = \frac{M_1 - M_2}{\alpha^2 \text{diff}}$$

Where, M_1 – mean score for the first group

M_2 – mean score for the second group

$\alpha^2 \text{diff}$ – variance differences for the two groups.

Finally, a qualitative analysis was carried out on the data gathered through the open-ended items of the questionnaire, interviews and classroom observation. In addition, on the basis of the results of the analysis, conclusions and recommendations have been made.

CHAPTER FOUR

THE RESULTS OF THE STUDY

As already indicated in the first Chapter, the study mainly aims at investigating the extent to which grade ten listening texts and activities relate to the students' needs in academic settings. This part, therefore, discusses the results of the investigation obtained through the instruments described in the preceding chapter. The results are reported in the following order. First, the textbook analysis, second, the students' reactions to the close-ended questionnaire items; third, the teachers' reactions to the questionnaire, fourthly, comparison of the teachers' and the students' reactions to the different parts of the questionnaire, finally, summary of the students' reactions to the open-ended items of the questionnaire, the teachers' reactions to the interviews and the results of classroom observations.

4.1 THE RESULTS OF THE TEXTBOOK ANALYSIS

As already stated, the course book for grade ten has fourteen units and each unit contains one listening section. In this part, the listening sections of the first part of the textbook have been analyzed and described on the basis of the criteria discussed in the literature. To this effect, the following evaluation procedures were employed.

A. An investigation of the claims of the listening section of the textbook

As stated in the Teacher's Book (1996), the textbook in general has been written primarily to meet the need for a comprehensive English language course that will provide students with the language skills required in a learning situation where English is used as the principal medium of instruction. In other words, as English is the medium of instruction at secondary and tertiary levels in Ethiopia, the textbook claims to help students to attain sufficient mastery of the language that would enable them achieve general academic success.

To fulfil the requirements, the listening section of the textbook claims to train the students to listen efficiently to a variety of examples of extended English speech which are in many cases formal and academic in nature. Claims are also made to make the activities relate to real-life or extended listening situation such as listening to a story, listening to a radio broadcast, listening to an explanation related to another school subject or listening to an announcement or set of instructions at school and public places.

On the whole, at the level of objectives, the listening sections appear to be face valid because they relate to the students' needs in academic settings, that is to say, the objectives are suitable to the needs and interests of the students for the intention made to train the students in the skills required of them in a learning situation where English is the medium of instruction.

B. Topics of the Listening Texts

The first part of the textbook for grade 10 has seven listening texts described with their topics as follows:

Table 1 Topics of the Sample Listening Texts

<i>UNITS</i>	<i>LISTENING TEXT</i>	<i>LISTENING TOPICS</i>
1	Rhinos in Danger	a story about animals in danger
2	Wheels	a description about the main types of wheels that people have used so far.
3	The causes and the Treatment of Diarrhea	an explanation on the causes and the treatment of Diarrhea
4	Odysseus and the Cyclops	a traditional story form ancient Greece
5	The Eruption of Krakatoa	a story about the biggest explosion ever
6	The uses of wood burning fires	an explanation about the uses of trees
7	Finding your way	identifying or understanding street directions

As table 1 indicates, the topics of the listening texts have a link to what the students do in-and out-of-classroom situations. They deal with those things that the students do in their geography classes as in the eruption of the Krakatoa and in their biology classes as in the causes, the dangers and the treatment of diarrhea. They also deal with environmental issues such as wildlife in danger and the problem of deforestation which are facing the world today. As a result, these topics can be said to be familiar to grade 10 students. The course book also employs a text-based integrated approach in which a section of a given unit relates to the learning activities in the other sections of the unit. So, this increases the students' familiarity with the topics and makes comprehension of the listening texts easier.

C. Types and Nature of the Listening Activities

Most of the listening activities for grade ten emphasize those activities that require the students to understand and respond to the message or content as a whole or those activities that require the students to obtain specific information from the text. To put it another way, each text contains questions asked orally by the teacher or written in the Students' Book. The written question formats include blank filling, table and diagram completion, free response, multiple choice, sentence completion and note taking. The following table illustrates those listening activities incorporated in the first part of the textbook.

Table 2 : The sample listening activities

<i>UNITS</i>	<i>LISTENING TEXTS</i>	<i>ACTIVITY TYPE(S)</i>
1	Rhinos in Danger	Listening for specific information providing short responses.
2	Wheels	Matching, that is, choosing a picture to match a situation
3	The causes and the treatment of Diarrhea	Blank-filling
4	Odysseus and the Cyclops	Extending (providing a conclusion to a story)
5	The Eruption of the Krakatoa	Map completion, note-taking
6	The uses of wood-burning Fires	Re-arranging the given main points in the correct sequence
7	Finding your way	Following instructions, finding out the name of a place on a map.

The table depicts the listening text and activities contained in each unit. As can be seen from the table, most of the activities require the students only to extract specific items of information rather than requiring them to understand every thing in the text. They also involve listening comprehension skills. In other words, they seem to practice those

skills involved in listening such as listening for general understanding, listening for specific information, note-taking and the like. As a result, they prove to be valid in terms of their content and in achieving the claims of the listening section of the textbook discussed previously.

The activities also reflect a purpose for listening that approximates real life listening. For instance, listening to extract a piece of information relates to a purpose for which people listen to news broadcasts. Besides, the activities appear to reflect the purpose for which the students need to develop listening in an academic setting, that is, the ability to understand lectures and take notes in the different academic subjects they study. Therefore, the abilities the listening activities intend to develop can be said to be potentially transferable to other classes to develop students' ability to understand teachers and take notes. In addition, they seem to have a high degree of transfer to out-of-school situations such as understanding conversations and asking for and giving street directions as the activity type in unit 7 aims at.

Most of the activities are also supported by visual materials such as pictures, drawings, maps, tables and diagrams which can help students in facilitating comprehension of the texts and in carrying out the tasks successfully. On the whole, the activities can be said to be at the right level of challenge to the students. For instance, they do not frustrate the students by

requiring them to remember every details of the text, or by requiring them a number of things to do at the same time.

D. An Examination of the Recommended Procedures for Presenting the Listening Lessons

As indicated in the literature, good textbooks should provide teachers with some kind of support as how to present the lessons to the students. Otherwise, ineffective presentation of the lessons may contribute to the failure of the activities considered essential to the students.

Regarding the textbook for grade 10, all of its sections have their own procedures suggested for the teachers handling them. Accordingly, the following are procedures recommended for presenting the listening lessons in the classroom. These are summarized as follows from the Teacher's Book (1996)

1. The teacher studies the listening comprehension texts and practices reading it aloud. Note that radio broadcasts are not available in most of the high schools. As a result, it is the teacher who always reads out the texts to the students.
2. The teacher introduces the listening activity and provides explanations as necessary. This can be background information, explanations and/or spelling of difficult words, making instructions clear to the students, asking the students to read through the questions in the Students' Book and so on.

3. The teacher reads out the whole text at normal speed for the first time in order to give the students the main idea of the text.
4. The teacher reads out the text for the second time. Then, the students write down their answers to the questions as the text is being read out or afterwards as required by the instruction (Listening for specific information).
5. The teacher reads out the text for the third time depending on the level of the difficulty of the text and/or the questions.
6. Marking of the students' responses by the teacher or by the students themselves.
7. Discussion of the answers with the class referring to and quoting the text as necessary.

A close look at these procedures would suggest that the teachers are given clear and detailed guidance on how to present the listening lessons to the students. Moreover, the procedures are not prescriptive because the teachers are encouraged to use additional and alternative materials taken from other textbooks as well as materials which they have produced themselves. On top of this, they are advised to use any alternative teaching techniques that have been found to be effective- it allows flexibility and adaptability as necessary (Teacher's Book, 1996).

Guidance is also available to the students in the Teacher's Book in the form of suggestion on how to employ efficient listening skills. For instance, the teacher is

advised to remind the students to take special note of: 'key' or 'content words'; the opening sentences of paragraphs; sentence connectors, e.g. therefore, however, in addition, on the other hand; sequence indicators, e.g. firstly, secondly, finally; repetition especially in a concluding summary of the main points and the speaker's use of stress and intonation to convey meaning and emphasize important points.

In sum, the recommended procedures can be said to be appropriate in that they emphasize listening for general understanding before requiring the students to extract specific pieces of information. They also encourage listening for relevant information rather than demanding the students to remember every details of the text and solve comprehension questions that follow the text which is usually commented as a testing procedure rather than a teaching one. However, the procedures can be demanding for the teachers because most high schools are not provided with recorded texts. Hence, the teachers have to read out the text two or three times and this could be tiresome in large classes and in classes having disciplinary problems and as teachers teach many sections and many periods a day.

4.2 THE RESULTS OF THE STUDENTS' REACTIONS TO THE CLOSE - ENDED QUESTIONNAIRE ITEMS

As indicated in the methodology section, the questionnaire for the students comprises close-and open-ended items. The close-ended items are divided into four sections. The

frequency, percentage and mean of the responses of the students to each item and section are discussed as follows: (see Appendix A for the questionnaire items).

Table 3

Students' assessment of the aims and objectives of the listening lessons (N. = 120)

Items	Frequency of Responses										Total	Mean
	5		4		3		2		1			
	F	%	F	%	F	%	F	%	F	%		
1	33	27.5	66	55	7	5.83	9	7.5	5	4.17	473	3.94
2	27	22.5	47	39.17	15	12.5	26	21.66	5	4.17	425	3.54
3	31	25.83	35	29.17	17	14.17	18	15	19	15.83	401	3.34
Total	91		148		39		53		29			

Grand mean: 3.61

The table consists of three items which were used to assess the clarity, relevance and suitability of the aims and objectives of the listening lessons to the students' needs in academic settings respectively. As can be seen from the table, 82.5% of the respondents showed their agreement to the clarity and comprehensibility of the aims and objectives of the listening lessons to the students. In addition, 61.67% and 55% of the respondents showed their agreements to the relevance and suitability of the aims and objectives of the listening lessons to the students' needs and goals in academic setting. The grand mean of the three items, which is 3.61, further appears to indicate the agreement of the students to the clarity, relevance and suitability of the aims and objectives of the listening lessons to the students in situations where English is used as the medium of

instruction. Therefore, the responses of the students to the items would seem to suggest the attempt made to reflect the purpose for which the students need to develop the skill of listening in formulating aims and objectives for the listening lessons. In other words, the listening lessons seem to have explicit aims and objectives that are relevant and suitable to the students' academic needs, that is, their intention to develop the ability to comprehend lectures and take notes in the different subjects of study at academic settings.

Table 4

Students' assessment of the content (topics and language) of the listening texts

(N – 120)

Items	Frequency of Responses										Total	Mean
	5		4		3		2		1			
	F	%	F	%	F	%	F	%	F	%		
1	50	41.67	52	43.33	6	5	8	6.67	4	3.33	496	4.13
2	43	35.83	50	41.67	12	10	10	8.33	5	4.17	476	3.97
3	26	21.67	54	45	16	13.33	18	15	6	5	436	3.63
4	32	26.67	36	30	21	17.5	27	22.5	4	3.33	425	3.54
5	13	10.83	17	14.17	13	10.83	38	31.67	39	32.5	287	2.39
6	27	22.5	40	33.33	18	15	19	15.83	16	13.33	403	3.36
7	57	47.5	36	30	7	5.83	16	13.33	4	3.33	486	4.05
8	27	22.5	58	48.33	14	11.67	14	11.67	7	5.83	444	3.7
9	33	27.5	41	34.17	20	16.67	16	13.33	10	8.33	431	3.59
10	24	20	47	39.17	16	13.33	28	23.33	5	4.17	417	3.48
Total	332		431		143		194		100			

Grand mean: 3.58

The table comprises ten items which were used to elicit information on the listening texts-their topics, language and organization. Items 1,2,3 and 6 were used to assess whether the listening texts have a variety of appealing topics that relate to the students' other academic subjects and the students' level of understanding. According to the responses of the students to each item with reference to the mean scores 4.13, 3.97,3.63 and 3.36 respectively, the students seem to have a belief that the listening texts have a variety of appealing topics that relate to the students' other academic subjects and the students' level of understanding. Items 4 and 10 were concerned with the organization of the texts-that is, to assess if they contain relevant information (not irrelevant details) that is simple and clear for the students to follow. Their mean scores are 3.54 and 3.48, which would seem to indicate that more than half the number of the students agree to the idea that the listening texts contain information that is relevant and organized in a way that is clear and simple to follow for the students.

Moreover, in the table, items 7 and 8 were used to assess the language of the texts, that is, its importance for overall language development and its appropriacy to the level of the students (level of challenge). Accordingly, 77.5% and 70.83% of the students showed their agreement to the items. This seems to indicate that the listening texts contain language (grammar and vocabulary) that is worth acquiring for overall language development and that is at the right level of challenge to the students. A mean score of 3.59 for item 9, which was used to assess the appropriacy and adequacy of visuals used with the listening texts to carry out the listening tasks, shows that more than half the

number of the students (61.67%) believe that the visuals used with the listening texts are appropriate and adequate for the successful completion of the tasks. However, only 25% of the respondents showed their agreement to item 5 which was used to assess whether the listening texts are of manageable length or not. This implies that the listening texts are very long to be covered within the allotted time. This may consequently demotivate the students as they may not be used to listening to long texts.

Table 5 - Students' Reactions to the type and nature of the listening activities

Items	Frequency of Responses										Total	Mean
	5		4		3		2		1			
	F	%	F	%	F	%	F	%	F	%		
1	28	23.33	62	51.67	13	10.83	14	11.67	3	2.5	458	3.82
2	27	22.5	45	37.5	15	12.5	18	15	15	12.5	411	3.42
3	29	24.17	56	46.66	15	12.5	12	10	8	6.67	446	3.71
4	30	25	38	31.66	20	16.67	14	11.67	18	15	408	3.4
5	33	27.5	42	35	15	12.5	18	15	12	10	426	3.55
6	28	23.3	35	29.17	18	15	21	17.5	18	15	394	3.28
7	35	29.17	52	43.33	12	10	13	10.83	8	6.67	453	3.78
8	32	26.67	45	37.5	16	13.33	10	8.33	17	14.17	425	3.54
9	21	17.5	10	8.33	12	10	34	28.33	43	35.83	292	2.43
10	33	27.5	52	43.33	5	4.17	10	8.33	20	16.67	428	3.57
Total	296		437		141		164		162			

Grand mean =3.45

The table incorporates ten items which were used to assess the type and nature of the listening activities involved in the textbook for grade 10. From the table, items 1 and 2

were concerned with the appropriacy and suitability of the activities to the needs and grade level of the students. 75% and 60% of the respondents showed their agreements to the items respectively. Their mean scores are 3.82 and 3.42 and they may indicate the students' agreement to the appropriacy and suitability of the listening activities to the students in developing skills in listening. In replying to items 4 and 6, which were used to elicit information on the listening activities as to whether they promote cooperative work among the students or lead onto further skills' work perhaps speaking and/or writing, almost half the number of the respondents said that the listening activities promote cooperative work or provide an opportunity for other skills' work. The rest of the respondents showed their disagreement to the items by saying that the listening activities are not good enough to satisfy these needs to the students. This could not probably be because of the weaknesses of the activities; however, it could probably be because of the less emphasis given to pre-and post-listening work by the teachers when teaching listening as indicated in the summary of classroom observations.

Items 3,7 and 8 were used to examine the demands the activities require of the students or the activities level of challenge to the students. On the basis of the responses of the majority of the students (70.83%, 72.5% and 64.17%) to the items, the activities seem to be designed to encourage the students to understand the main idea or to extract specific piece of information, rather than demanding the students to understand everything in the text. As a result, it is possible to say that the activities encourage the students not to worry even if they do not grasp every word of the text. As a result, they seem

to be at the appropriate level of challenge to the students. Item 10 was used to examine whether the listening activities are presented in clear and simple instructions or not. Accordingly, 70.83% of the respondents said that the activities are presented in simple and clear instructions. In addition, 62.5% of the students showed their agreement to item 5 which required them to assess the sufficiency of the listening activities in developing listening skills that are required of the students in academic settings. The figure suggests that the activities are adequate in developing listening skills that are required of the students in situations where English is the medium of instruction. Regarding the manageability of the activities (item 9), only 25.83% of the respondents showed their agreement. In other words, the majority of the students said that the activities are not manageable within the time allotted. This problem could be attributed to the length of the listening texts as already indicated in table 5.

Table 6 - Students' Reactions to the teaching Procedures used by teachers in presenting listening lessons

Items	Frequency of Responses										Total	Mean
	5		4		3		2		1			
	F	%	F	%	F	%	F	%	F	%		
1	15	12.5	20	16.67	18	15	46	38.33	21	17.5	322	2.68
2	15	12.5	29	24.17	13	10.83	44	36.67	19	15.83	337	2.81
3	12	10	18	15	17	14.17	43	35.83	30	25	299	2.49
4	5	4.17	22	18.33	13	10.83	54	45	26	21.67	286	2.38
5	5	4.17	18	15	22	18.33	42	35	33	27.5	280	2.33
6	21	17.5	22	18.33	14	11.67	35	29.17	28	23.33	333	2.78
7	12	10	23	19.17	17	14.17	43	35.83	25	20.83	314	2.62
Total	85		152		114		307		182			

Grand mean : 2.58

The table illustrates seven items which were used to assess the teaching techniques employed by teachers in presenting listening lessons to the students. From the table, items 1 and 2 were used to see if the teachers encourage the students to discuss and relate the topic of the text to their knowledge and experience. Only 29.17% and 36.67% of the respondents showed their agreements to the items. This suggests that the teachers do not seem to encourage the students to make discussion on the topic of the text and relate it to their life and experience. Items 3 and 4 were used to assess if the teachers encourage the students by providing them with the purposes of the listening lessons. On the basis of the mean scores of the items, 2.49 and 2.38 respectively, the teachers do not seem to encourage the students by providing them with the aims of the lessons which could probably help students feel at ease and calm while listening. The possible explanation for this is that, as indicated in the summary of classroom observations, most of the teachers do not seem to encourage pre-listening work that would probably give students why and what they are listening for or help students to listen attentively.

Items 5 and 7 were used to examine if the procedures of the teachers are varied and motivating. Only 19.17% and 29.17% of the students showed their agreements to the items. This suggests that the majority of the students do not seem to believe that classroom techniques employed by the teachers in presenting listening lessons are motivating and have variety. Most of the respondents did not also show their agreements to item 6 which was used to see if teachers encourage students to practice

listening out-of-school situations. This would seem to suggest that the students are not encouraged to practice listening in out-of-school situations such as listening to radio broadcasts or participating in English conversations or listening to English entertainment.

In general, the table represents the least mean score, 2.58, of all the parts of the questionnaire for the students. This would seem to indicate that the students are more or less dissatisfied with the classroom procedures employed by teachers in presenting listening lessons. That is to say, the techniques used by teachers lack variety and motivation even if the recommended procedures in the Teacher's Manual encourage the teachers to use any alternative procedures that seem to them to be effective and motivating. However, the teachers stick to fixed procedures such as listen to the text and answer the questions that follow as indicated in the summary of classroom observations. The listening lessons are not supported by any pre-or post- listening work that would provide the students with ample opportunity for practicing listening and other skills of the language integratively.

On the whole, from the overall results obtained, it can be argued that the listening texts and activities have relevance to the students' needs in academic settings with reference to their aims, topics and language. However, there seems to be a problem with the teachers in presenting or teaching listening because they do not seem to handle the lessons in a motivating way.

4.3 THE RESULTS OF THE TEACHERS' RESPONSES TO THE QUESTIONNAIRE ITEMS

The questionnaire for the teachers comprised close-ended items only. Open-ended items were not incorporated because of the interview. The close-ended items of the questionnaire have four parts as already pointed out in the methodology section. The results of the responses for each part are presented as follows: (see Appendix B for teacher questionnaire)

Table 7 - Teachers' assessment of the aims and objectives of the listening lessons (N = 20)

Items	Frequency of Responses										Total	Mean
	5		4		3		2		1			
	F	%	F	%	F	%	F	%	F	%		
1	9	45	10	50	0	0	1	5	0	0	87	4.35
2	7	35	6	30	2	10	2	10	3	15	72	3.6
3	7	35	8	40	1	5	0	0	4	20	74	3.7
Total	23		24		3		3		7		60	

Grand mean: 3.88

In this table, three items were used to assess the clarity, relevance and suitability of the aims and objectives of the listening lessons to the students' needs in academic settings. Accordingly, 95%, 65% and 75% of the respondents showed their agreement to the items respectively. The figures would seem to suggest that the aims and objectives of the listening lessons are comprehensible, relevant and suitable in situations where

English is used as a medium of instruction. The grand mean of the items, 3.88, also indicates a positive inclination of the teachers' reactions to the clarity, relevance and suitability of the aims and objectives of the listening lessons.

Table 8 – Teachers' Assessment of the content (topics and languages) of the listening texts (N=20)

Items	Frequency of Responses										Total	Mean
	5		4		3		2		1			
	F	%	F	%	F	%	F	%	F	%		
1	5	25	11	55	0	0	2	10	2	10	75	3.75
2	6	30	11	55	1	5	0	0	2	10	79	3.95
3	4	20	10	50	3	15	2	10	1	5	74	3.7
4	3	15	11	55	2	10	3	15	1	5	72	3.6
5	0	0	1	5	3	15	7	35	9	45	36	1.8
6	8	40	7	35	1	5	2	10	2	10	77	3.85
7	2	10	12	60	2	10	2	10	2	10	70	3.5
8	6	30	8	40	0	0	2	10	4	20	70	3.5
9	13	65	3	15	3	15	1	5	0	0	88	4.4
10	5	25	7	35	3	15	2	10	3	15	69	3.45
Total	52		81		18		23		26		200	

Grand mean: 3.55

Ten items were used in the table to elicit information from the teachers on the content of the listening texts. Of these items, items 1,2,3 and 6 were used to assess the topics of the listening texts, that is, to see whether the topics are varied, appealing, relevant to the students' other academic subjects and appropriate level of difficulty. Accordingly,

80%, 85%,70% and 75% of the respondents showed their agreements to the items. Their mean scores are also 3.75, 3.95, 3.7 and 3.85 respectively. The figures would seem to suggest that the listening texts contain a variety of appealing topics which are relevant to the students' other academic subjects and which are at the appropriate level of Challenge to the students. Items 7 and 8 were used to assess the language of the texts-its importance for overall language development and its appropriacy to the level of the students. In both cases, 70% of the teachers showed their agreement. Therefore, it seems that the language (grammar and vocabulary) of the texts is worth acquiring for overall language development of the students and it is also at the right level of challenge to the students.

In addition, items 4 and 10 were used to assess the organization of the texts-to see if they contain relevant information that is clear and simple to follow for the students. 70% and 60% of the respondents showed their agreements to the items. This would seem to indicate that the listening texts are more or less organized in a way that is clear and simple for the students to follow.

From the responses to item 9 (65% strongly agreed, 15% agreed, 15% neither agreed nor disagreed, 5% disagreed and the mean score 4.4), it seems that the visuals used with the listening texts are appropriate and adequate for the students to carry out the tasks successfully. However, from the responses of the teachers to item 5, only 5% agreement

and 85% disagreement, it appears that the texts are lengthy and cannot be managed within a period allotted, as also indicated by the students.

Table 9 - Teachers' assessment of the type and nature of the listening activities (No = 20)

Items	Frequency of Responses										Total	Mean
	5		4		3		2		1			
	F	%	F	%	F	%	F	%	F	%		
1	10	50	6	30	1	5	2	10	1	5	82	4.1
2	6	30	8	40	2	10	4	20	0	0	76	3.8
3	6	30	8	40	2	10	2	10	2	10	74	3.7
4	9	45	4	20	1	5	6	30	0	0	76	3.8
5	5	25	9	45	0	0	2	10	4	20	69	3.45
6	4	20	9	45	2	10	4	20	1	5	71	3.55
7	3	15	10	50	2	10	4	20	1	5	70	3.5
8	4	20	12	60	1	5	2	10	1	5	76	3.8
9	2	10	3	15	2	10	9	45	4	20	50	2.5
10	2	10	10	50	3	15	4	20	1	5	68	3.4
Total	51		79		16		39		15		200	

Grand mean: 3.56

From the table, items 1,2 and 3 were used to assess the appropriacy and suitability of the listening activities to the needs and grade level of the students in developing skills in listening. The mean scores 4.1, 3.8 and 3.7 of the items would seem to suggest that the activities are suitable and appropriate to the needs and grade level of the students. 65% of the respondents showed their agreements to items 4 and 6 as to whether the activities

promote cooperative work among the students or lead onto further skills' work perhaps speaking or/and writing. However, as learnt from classroom observations, most of the teachers do not seem to encourage such activities because they give less emphasis to pre-and post-listening work when presenting listening lessons. In replying to items 7 and 8, which were used to assess what the activities require of the students, 65% and 80% of the respondents said that the activities do not require the students to understand everything in the text, but rather require them only to understand the main idea or to extract specific piece of information. Their mean scores 3.5 and 3.8 also indicate the agreement of the teachers to the items.

Regarding the adequacy of the activities (item 5) in developing listening skills required of the students in academic settings, the responses of the teachers to the item (25% strongly agreed, 45% agreed, 10% disagreed and 20% strongly disagreed) would seem to suggest that the activities are sufficient in amount in developing listening skills required of the students. In addition, 60% of the teachers reported that the activities are presented in clear and simple instructions as indicated in item 10.

However, only 25% of the respondents showed their agreement to item 9 which was used to assess the manageability of the activities within the given time. In other words, many teachers seem to believe that the activities are unmanageable within a period. The possible explanation for this is that, as learnt from the interview results, some of the texts are lengthy and incorporate a number of tasks to be completed.

But focusing on some of the important questions or tasks rather than trying to discuss all of them at once can solve this.

Table 10 – Teachers’ assessment of the recommended procedures for teaching listening

Items	Frequency of Responses										Total	Mean
	5		4		3		2		1			
	F	%	F	%	F	%	F	%	F	%		
1	6	30	8	40	2	10	4	20	0	0	76	3.8
2	4	20	10	50	2	10	4	20	0	0	74	3.7
3	5	25	9	45	2	10	3	15	1	5	74	3.7
4	5	25	9	45	3	15	2	10	1	5	75	3.75
5	1	5	2	10	1	5	12	60	4	20	44	2.2
6	5	25	8	40	3	15	3	15	1	5	73	3.65
Total	26		46		13		28		7		120	

Grand mean = 3.47

From the table, items 1 and 2 were used to assess the clarity and practicability of the recommended procedures. 70% of the respondents showed their agreement to each item. And their mean scores are 3.8 and 3.7 respectively and they would seem to suggest that the teachers' reactions are positively inclined to the clarity and practicability of the procedures at the classroom level. Items 4 and 6 were used to assess if the procedures ^{are} suitable to the students and to the current issues on teaching listening. 70% and 65% of the respondents showed their agreement to the items by saying that the recommended procedures are suitable to the students (motivating) and to the current issues on teaching

listening, that is, teaching of listening for comprehension or meaning. Regarding their suitability to the teachers, in item 3, 70% of the teachers reported that the procedures encourage teachers to present the lessons in different ways. In other words, the procedures allow teachers to be flexible and use any procedures that seem to be effective and motivating. But in item 5, only 15% of the teachers showed their agreement by saying that the procedures are not difficult to handle for teachers. Whereas, the high number of respondents (80%) argued that the procedures are not easy to handle for teachers because, as indicated in the interview, there are no recorded texts accompanying the listening lessons in the schools. As a result, the teachers have to read out the listening text two or three times when presenting it to the students and this could probably be tiresome for teachers teaching many sections and big classes.

In sum, the teachers' reactions to the questionnaire items seem to suggest that the listening lessons are relevant to the students' needs in developing skills of listening required of them in situations where English is the medium of instruction. Specifically, the listening lessons are of paramount importance in helping students develop the ability to understand lectures and take notes in the different subjects of study. In addition, the accompanying procedures seem to be effective except that they are not supported by recorded texts. As a consequence, the teachers seem to have difficulty in presenting the texts to the students effectively.

Table 11 - Comparison of Students' and Teachers' Responses to the different parts of the questionnaire by Mean Scores.

Concerns of the parts	No of items	Grand mean score in SQ	Grand mean score in TQ	t-value	Remark
I. The aims and objectives of the lessons	3	3.6	3.8	0.94	Not significant
II. The content of the listening texts	10	3.584	3.55	0.13	Not significant
III. The type and nature of the listening activities	10	3.452	3.56	0.585	Not significant

Key: SQ- student questionnaire

TQ- Teacher questionnaire

To see if there are any significant differences between the students' and teachers' views on the relevance of the listening lessons, the statistical test described in the methodology section is carried out on the two groups. As can be seen from the table, three parts of the questionnaire for both groups are compared in terms of their mean scores and t - values.

The t- values are arrived at by using the formula:

$$t_0 = \frac{M_1 - M_2}{\alpha^2 \text{diff}}$$

where M_1 - the mean score in the first group

M_2 - the mean score in the n^{th} group

$\alpha^2 \text{diff}$ - variance differences of the two groups

Each of these values are seen against 0.05 and 0.01 significance levels. However, as indicated in the table, all of them are less than the values assigned to both levels of significance. This would seem to indicate that there are no significant differences between the students' and teachers' responses to the questionnaire items concerned with the aims and objectives of the listening lessons, content of the listening texts, and type and nature of the listening activities. As a result, it seems likely that both the teachers and the students have almost similar views on the relevance of grade ten listening texts and activities to the needs and goals of the students in academic settings.

4.4 SUMMARY OF THE STUDENTS' RESPONSES TO THE OPEN-ENDED QUESTIONNAIRE ITEMS

As already pointed out, two open-ended items were included in the questionnaire for the students with the intention to elicit overall comments of the students on the strengths and weaknesses of the listening lessons. Out of 120 respondents, 100 students responded to this part of the questionnaire. Regarding the strengths of the listening lessons, the respondents indicated that the listening texts contain a variety of appealing topics that are relevant to the things that the students do in and out-of-school situations. They also pointed out the importance and appropriacy of the language of the texts to the students' overall language development. In addition, they reported that ^{the} listening activities are suitable to the level of the students and are of paramount importance in developing listening skills required of the students in their academic settings. The interview made with the teachers also showed the same strengths pointed out above.

Concerning the weaknesses of the listening texts and activities, the students witnessed that most of the sections of the textbook in general and some of the listening lessons in particular are not manageable within the available time as also indicated in the interview with the teachers. As a result, according to the reports of the students, most of the teachers pass over some of the listening lessons and concentrate on those sections that are likely to appear on the School Leaving Examination, particularly on the grammar section. As also learnt from the interview, most of the teachers assume that students are motivated to learn grammar more than other sections of the textbook. Consequently, they pay less regard to listening and other skills of the language. On account of this, the respondents suggested the idea of cutting some sections from the textbook so that equal emphasis could probably be given to each section of the textbook in the academic year, that is, without running short of time. In addition, they suggested the idea of aiding the listening lessons with recorded texts so that presenting the lessons could probably be easier for teachers and this could motivate students to practice listening.

On the whole, the summary of the reactions of the students to the open-ended questionnaire items and the results of the interview would seem to indicate that the listening texts and activities relate to the students' needs in situations where English is used as the medium of instruction in developing listening skills required of the students in such settings. This, therefore, increases motivation of the students to learn and develop skills required of them (Morley 1991).

4.5 SUMMARY OF CLASSROOM OBSERVATIONS

As already pointed out in the methodology section, six classroom observations were made to get some insight into the implementation of the listening section of the textbook. These are analyzed as follows:

Table 12 – Summary of the observed listening texts and activities

<i>Observed Texts</i>	<i>Topics of the Texts</i>	<i>Activity Types</i>
1. Delivering the Mail	<ul style="list-style-type: none">deals with how delivering the mail started	<ul style="list-style-type: none">listening to extract a piece of information
2. The Main forms of pollution	<ul style="list-style-type: none">deals with the pollution types that are a danger to the world we live in	<ul style="list-style-type: none">listening for the best summary of the section of the text
3. Three famous Queens	<ul style="list-style-type: none">a story about three famous queens: Catherine the Great, Queen Victoria, and Empress Taytu	<ul style="list-style-type: none">Note-taking (completing a table)

The table shows listening texts and activities observed during the observations. In each of the lessons, the teachers begin presentation of the text by telling the students to take out their textbook on the page on which the lesson is found. Then, the teachers inform the students to listen attentively to answer the questions that follow. As there are no recorded texts available in the schools, the teachers read out the texts to the students. First, the teachers read out the whole text at normal speed, this could probably be to give the students the main idea or global understanding of the text. However, none of the teachers made sure that this has been achieved. After this, the teachers read out the text

for a second time and the students write down their answers to the tasks or the activities as required by the instructions. Next, the teachers read out the text for a third time at normal speed and the students check their answers to the questions. Finally, the teachers give corrections to the questions.

In all the lessons observed, the teachers did not give any pre-or post-listening work on the lessons even if they are encouraged to do so in the Teacher's Book. The teachers are advised to provide the students with background information on the listening text to be heard. However, during classroom observations, the teachers read out the text without giving students any points of reference, why and what they are listening. The topics of the texts could probably be familiar to the students; still, it is productive to encourage some pre-listening work to make the listening lesson enjoyable and motivating (McDonough and Shaw 1993)

Post-listening work was not also given emphasis by any of the teachers observed. Each listening lesson comes to ^{an} end after the teachers give correction on the activities. No attempt was made to integrate listening with other skills of the language or no attempt was made to help students to study the topics and the language of the text in depth. Even if time may not allow them to do so, the teachers might overcome the problem by providing students with home-take activities.

On the whole, the above description of the classroom observations would seem to indicate that the teachers do not seem to use teaching procedures that are enjoyable and motivating to the students as already indicated in the analysis of the questionnaire for the students. This could probably be accounted for the less emphasis given by the teachers to pre-and post-listening work, which make listening enjoyable and interesting. Post -listening work also gives opportunities for many kinds of follow-up work that can be lexical, grammatical, skills development and so on. The common practice in these schools, however, is the teachers reading out the listening text two or three times and the students listening only to answer the questions that follow. However, as pointed out in the literature, such a practice could demotivate the students and contribute to the ineffectiveness of the listening lessons in achieving the purposes for which they are intended. Putting it another way, well-designed activities and well-selected texts may not have much effect on the students if the teachers do not use motivating techniques when presenting the lessons.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In the study, an attempt was made to investigate the extent to which grade 10 listening lessons relate to the students' needs and goals in academic settings. To put it in other words, an attempt was made to examine the extent to which the texts selected and the activities designed for the teaching of listening for grade ten facilitate skills of listening required of the students in situations where English is used as the medium of instruction. The data required for the study were obtained through textbook analysis, questionnaire, interview and classroom observations and were analyzed through qualitative and quantitative means.

5.1 CONCLUSIONS

On the basis of these findings, the following conclusions were made:

1. The aims and objectives of the listening lessons seem to reflect purposes for which the students need to develop the skill of listening. An attempt seems to be made to facilitate the students' ability to comprehend lectures and take notes in the different academic subjects of study provided through English as the medium of instruction.
2. The topics of the listening texts seem to relate to those things that the students do-in other classes such as biology and geography classes and in out-of-classroom situations involving environmental issues such as wildlife animals in danger,

deforestation and so on. So, they appear to be familiar and appealing to grade ten students.

3. The language (grammar and vocabulary) of the texts seem to satisfy the needs and interests of the students for its contribution to the overall language development of the students besides listening skills.
4. The listening texts in general seem to be well selected and organized in a way that is simple and clear to understand.
5. The listening activities seem to be well designed and cater for the needs and goals of the students in developing listening skills such as listening for gist and listening to extract specific piece of information which are required of the students in their academic career and in real-life situations as well.
6. The listening activities appear to be challenging enough for the students because they seem to require the students only to extract the main idea of the spoken language or to identify specific piece of information but do not require the students to understand everything in the text .
7. The suggested procedures accompanying the listening lessons appear to be suitable and motivating to the students except that they are not aided by recorded texts which seem to make their presentation at classroom level a bit tiring for the teachers. Because most of the teachers seem to have a lot of classes to teach. It also seems challenging for teachers to read out the texts two or three times in big classes that may have disciplinary problems.

5.2 RECOMMENDATIONS

Based on the results obtained and the conclusions drawn, the following recommendations can be put forward:

1. As the course book for grade 10 in general seems to be too bulky, an attempt ought to be made to shorten the size of the course book as much as possible. Because the volume of the course book forces teachers to cover only those parts appearing on national exams but pass over other parts which could probably be essential for the practicing of the language.
2. The listening lessons should preferably be aided by recorded texts which could possibly help teachers in reading out the texts to the students and give students an opportunity to understand other speakers of the language besides their teachers.
3. Teachers ought to make an attempt to motivate their students to develop listening skills with the awareness of the relevance of the skill to their academic settings.
4. Teachers should encourage students to do more listening to English out-of-school situations such as listening to English entertainment like films and songs.
5. An attempt ought to be made to increase teachers' awareness in how to implement the course book in general and the listening lessons in particular. Because, the fact that the texts and activities are well selected and designed do not seem to guarantee that they bring much effect on the learner if they are not supported by teachers who can handle them effectively.

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APPENDIX A
QUESTIONNAIRE FOR STUDENTS

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ት/ቤት
በተማሪዎች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዓላማ ለ10ኛ ክፍል የማዳመጥ ችሎታን ለማዳበር የተዘጋጁ ምንባቦችና መልመጃዎች /Listening texts and activities/ ላይ ጥናት ለማድረግ ነው። መረጃው የሚያገለግለው ለማስትሬት ዲግሪ የመመረቂያ ጽሑፍ ለማዘጋጀት ነው። ስለዚህም ለጥናቱ መሳካት የአንተ /ቺ/ ትክክለኛ መረጃ ወላኝ ይሆናል።

መመሪያ: እያንዳንዱን ጥያቄ ካነበብክ /ሽ/ በኋላ በሚከተለው ሁኔታ መልስህ/ሽን አክብ/ቢ/

- 5 = በጣም እስማማለሁ።
- 4 = እስማማለሁ
- 3 = ምንም ሀሳብ የለኝም
- 2 = አልስማማም
- 1 = በጣም አልስማማም

I. የመልመጃዎቹ ዓላማ

1. ግልጽ ነው።

1 2 3 4 5

2. ከተማሪው የእንግሊዝኛ ቋንቋ ትምህርት ፍላጎት ጋር ይዛመዳል።

1 2 3 4 5

3. የተማሪን የክፍል ደረጃ የሚመጥን ነው።

1 2 3 4 5

II. ምንባቦቹ /The Listening texts/

1 የተለያዩ አርስቶችን /ጽንሰ ሀሳቦችን ይዳስሳሉ።

1 2 3 4 5

2 የሚያወሱት ጽንሠ ሐሳቦች /አርስቶች/ ለመስማት የሚሰቡና የሚያነሳሱ ናቸው

1 2 3 4 5

3 ሌሎች ተማሪው ከሚማራቸው የትምህርት አይነቶች ጋር በሚዛመዱ ጽንሰ ሀሳቦች የተካተቱ ናቸው።

1 2 3 4 5

4 ያካተቱት ሀሳቦች ግልጽና ለማዳመጥ በቂ ናቸው።

1 2 3 4 5

5 በጣምም ረጅም፣ በጣምም አጭር አይደሉም።

1 2 3 4 5

6 የሚያወሱት/ያካተቱት ጽንሰ ሀሳቦች ለዚህ ክፍል ተማሪ/ደረጃ ይመጥናሉ።

1 2 3 4 5

7 ያካተቱት ቃላትና ሰዋሰው ለተማሪው የቋንቋ ችሎታ መዳበር አስተዋጽኦ አላቸው።

1 2 3 4 5

8 ያካተቱት ቃላትና ሰዋሰው ተማሪው ሊረዳቸው የሚችል ናቸው።

1 2 3 4 5

9 ያካተቱት መርጃ መሣሪያዎች ማለትም ሥዕሎች፣ ሠንጠረዦች ካርታዎች የመሳሰሉት ለተማሪው ግልጽና ምንባቡን ለመረዳት በቂ ናቸው።

1 2 3 4 5

10 የተዋቀሩት ለተማሪው በሚገባው ሁኔታና ለመስማት ምቹ በሆነ ሁኔታ ነው።

1 2 3 4 5

III. መልመጃዎቹ /The Listening Activities/

1 ለዚህ ደረጃ /ክፍል ተማሪ/ ይመጥናሉ።

- 1 2 3 4 5
- 2 ተማሪ የማዳመጥ ችሎታ ለማዳበር ካለው ፍላጎትና ሀሳብ ጋር የተዛመዱ ናቸው።
- 1 2 3 4 5
- 3 በጣምም ቀላል፤ በጣምም ከባድ አይደሉም። የተማሪውን ችሎታ ይመጥናሉ።
- 1 2 3 4 5
- 4 ተማሪውን በጥንድና በቡድን እንዲያሳትፍና እንዲያወያዩ ተደርገው የተዘጋጁ ናቸው።
- 1 2 3 4 5
- 5 በይዘታቸው ለዚህ ክፍል ደረጃ በቂ ናቸው።
- 1 2 3 4 5
- 6 ሌሎች የቋንቋ ክህሎቶችን ለምሳሌ መናገር እና መጻፍ ለመለማመድ መንደርደሪያ ወይም መነሻ ይሆናሉ።
- 1 2 3 4 5
- 7 ተማሪው ምንባቡ ውስጥ ያለውን እያንዳንዱን ነገር እንዲረዳ አያስገድድም።
- 1 2 3 4 5
- 8 በዋና ሀሳቡ ወይም አስፈላጊ በሆኑ ነጥቦች ብቻ ላይ እንዲያተኩሩ ያበረታታል።
- 1 2 3 4 5
- 9 በተሠጠው ጊዜ ውስጥ ይሰራሉ።
- 1 2 3 4 5
- 10 ግልጽ በሆነ መመሪያ /ትዕዛዝ/ የቀረቡ ናቸው።

IV. መምህሩ የማዳመጥ ክህሎት ሲያስተምር/when teaching listening/

- 1 ተማሪው ስለሚሰማው ነገር እንዲያውቅ ያበረታታል።
- 1 2 3 4 5
- 2 ተማሪው ምንባቡን ከራሱ ህይወትና ልምድ ጋር እንዲያገናኝብ ያበረታታል።
- 1 2 3 4 5
- 3 ተማሪው ሳይጨነቅ ምንባቡን እንዲከታተል ያበረታታል።

1 2 3 4 5

4 የምንባቡን የመልመጃዎቹን ዓላማ ለተማሪው ይገልጻል።

1 2 3 4 5

5 ምንባቦቹና መልመጃዎቹን በተለያዩ መንገድ ያቀርባቸዋል።

1 2 3 4 5

6 ተማሪው የማዳመጥን ክህል ከትምህርት ቤት ወጪ እንዲለማመድ ያበረታታል።

1 2 3 4 5

7 የሚጠቀምባቸው የማስተማሪው ዘዴዎች የተማሪውን ፍላጎት ያነሳሳሉ።

1 2 3 4 5

V. በመጨረሻም ስለ 10ኛ ክፍል የማዳመጥ ችሎታ ማዳበሪያ ምንባቦችና መልመጃዎች ያለህን /ሽን/ አጠቃላይ ግምገማ ግለጥ /ጭ/።

1. ጠንካራ ጎኖች _____

2. ደካማ ጎኖች _____

አመሠግናለሁ

APPENDIX B
QUESTIONNAIRE FOR TEACHERS
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

Dear teachers,

The aim of this questionnaire is to study the relevance of Grade 10 listening comprehension texts and activities to the students' academic needs, that is, their suitability for developing the students' ability to listen to teachers and take notes in the different academic subjects of study. Your honest response to each item in the questionnaire is appreciated. Note that your responses will remain confidential and used only for research purposes.

Thank you for your cooperation

Instruction: Read each of the items and indicate whether you

5 = Strongly agree

4 = Agree

3 = No response

2 = Disagree

1 = Strongly disagree by circling your responses.

I. The aims and the objectives of the listening lessons

1 are clear and understandable to the students.

1 2 3 4 5

2 relate to the academic needs and goals of the students.

1 2 3 4 5

3. are suitable to the grade level of the students

1 2 3 4 5

II. The listening texts

1. cover a variety of topics

1 2 3 4 5

2. contain topics that are appealing and set in meaningful contexts

1 2 3 4 5

3. cover topics which are relevant to the students' other academic subjects.

1 2 3 4 5

4. contain relevant and sufficient information for the student to follow

1 2 3 4 5

5. are of manageable length, not too long or too short

1 2 3 4 5

6. contain topics that are at the right level of the students; not too difficult to understand

1 2 3 4 5

7. contain language (grammar and vocabulary) that are worth acquiring for overall language development.

1 2 3 4 5

8. contain language (grammar and vocabulary) at the right level, a little above the present competence of the students.

1 2 3 4 5

9. contain appropriate and sufficient visual support (pictures, diagrams, tables, etc.) for the students to carry out the task successfully.

1 2 3 4 5

10. are organized in a way that is clear and simple to follow for the students.

1 2 3 4 5

III. The listening activities

1. are appropriate to the grade level of the students

1 2 3 4 5

2. are suitable to the needs and goals of the students in developing skills in listening.

1 2 3 4 5

3. are challenging enough, neither too simple nor too difficult.

1 2 3 4 5

4. are designed to promote cooperative work among the students.

1 2 3 4 5

5. are sufficient in amount in developing listening skills that students require in academic settings

1 2 3 4 5

6. are designed in a way that lead on to further skills' work perhaps speaking or/and writing

1 2 3 4 5

7. do not require the students to understand everything in the text.

1 2 3 4 5

8. require the student only to understand the main idea or to extract specific information.

1 2 3 4 5

9. are manageable within the given time

1 2 3 4 5

10. are presented in clear and simple instructions

1 2 3 4 5

IV. The suggested procedures in the Teacher's Manual

1. are clear and detailed

1 2 3 4 5

2 are practicable in the classroom situations.

1 2 3 4 5

3 are not limiting (or confining) - encourage the teacher to present the lessons in different ways:

1 2 3 4 5

4 are suitable to the students (motivating)

1 2 3 4 5

5 are not difficult to handle for teachers

1 2 3 4 5

6 relate to the current issues on teaching listening

1 2 3 4 5

APPENDIX C
INTERVIEW QUESTIONS FOR TEACHERS

1. How much do you think that Grade 10 listening texts and activities are relevant to the academic needs and goals of the students with reference to
 - A) the topics of the texts
 - B) the language (vocabulary and grammar) of the texts
 - C) the aims of the activities
2. Would you mention how do you usually present the listening lessons in the classroom? How did you find the appropriacy of the recommended procedures to the students, classroom situations, teachers and current issues on teaching listening skill?
3. Would you please give your general comments on the weaknesses and the strengths of the listening texts and activities?

APPENDIX D
OBSERVATION CHECKLIST

Name of the school _____

Observation date _____

1.

<i>No.</i>	<i>Observed Listening Texts</i>	<i>Topics of the texts</i>	<i>Activity Types</i>
1			
2			
3			

2. Teaching procedures _____

A) pre-listening
activities

TR

LR

	_____	_____
	_____	_____
	_____	_____

b) while –listening
activities

	_____	_____
	_____	_____
	_____	_____

c) post-listening
activities

	_____	_____
	_____	_____
	_____	_____

3. Listening skills and strategies

Practiced

Key – TR – Teacher Role
LR – Learner Role


DECLARATION

The Thesis is my original work, has not been presented for a degree in any other University and that all sources of material used for the thesis have been duly acknowledged.

Name ADNEW TADESSE

Signature 

Advisor Dr. AWOL ENDRIS

Signature 

Place - Institute of Language Studies Addis Ababa University

Date of Submission 25 May, 2001