

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
FACULTY OF LANGUAGE STUDIES  
DEPARTMENT OF ENGLISH LANGUAGE**

**AN ASSESSMENT OF THE PRACTICE OF TEACHING  
LISTENING IN EFL CLASSROOMS: THE CASE OF TWO  
HIGH SCHOOLS IN EASTERN WOLLEGA**

**BY  
DAGIM ENDALE**



**JUNE, 2011**

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## **Abstract**

*The study was conducted to assess the practice of teaching listening in EFL classrooms with reference to grade 9 at two high schools in eastern Wollega. Interview, questionnaire, classroom observations and content analysis were used as data gathering tools. The interview was conducted with six teachers teaching English language at this level, and four of them were also observed three times each. One hundred twelve sampled students were also filled in the questionnaires prepared, and students textbook and teachers' guide were inspected. Data collected through these tools was analyzed both qualitatively and quantitatively. Then, the analyzed data revealed as various types of listening sub-skills were not practiced simultaneously. On top of this, though teachers teach listening lessons, they did not use appropriate procedures at pre, while and post-listening stages. The listening texts and tasks were also not well prepared so as to help learners practice listening comprehension. At last, it was recommended that the practice of sub-skills should be of various types, English language teachers should appropriately implement the three phases of teaching listening, especially the pre and post-listening activities and material designers were also recommended to prepare various types of texts and activities, and to add visual supports in to the texts.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Language is the way and means for the world communication and establishment of the development. However, even though all languages are equal, learning an international language has more significance than learning other languages, since it is language of wider communication (Harmer 1991). Therefore, it is for this reason that English language has too many speakers in the world, and many people like to learn it. But in the past the teaching learning process of English as a foreign language was not as easy as we feel it, it has undergone many ups and downs (Richards and Rodgers, 1986). At the time the language skills were also not being treated equally. Some skills had priority than others in teaching learning process.

For instance, the teaching of listening skill has got attention recently as compared to other language skills (Brown, 1990). It was one of the neglected skills and which remained untaught till recent years. Brown (1990) also agrees that 25 years ago, listening was not taken very seriously in the mainstream of English language teaching. The emphasis in teaching, as in the materials published at the time, show, was mainly on reading and writing of the foreign language.

Then, during the late 50s' and 60s', listening comprehension received more attention although listening in language classes was only in the form of identifying the sounds (Brown, 1990) and presenting new grammar structures. The significant shift in the approach to the teaching of listening comprehension came in the late 70s' when students were required to understand the language in context since the context is crucial for the understanding of the language, Finally, in 1980's listening

was paid due attention and was being used as critical element in designing language learning syllabuses (Rost, 1990).

It is clear that developing listening skill is very beneficial since it is a medium through which people gain a large portion of their education, personal information, understanding of the world, socio-cultural affairs, etc. Not only does listening create the right conditions for language development, but it can also provide enjoyment and stimulate cultural interests. Via movies, radio, TV, songs, etc students perhaps participate in the target culture, appreciate the beauty of the language: sayings, proverbs, colloquial expressions, etc.

In Ethiopia it is quite difficult to teach listening comprehension as English here is a second language and since students do not have opportunities to practice the skill in an authentic setting. Only some high schools, particularly non-governmental high schools employ native speakers, and students there may have opportunities to hear 'real' English spoken outside the classroom situation. Thus, since classroom listening is not real life listening, it is very important to provide students with training in listening comprehension activities. Because the objective is to help students function effectively in real listening situation outside the classroom (Ur, 1984 and Underwood, 1989).

If our students are to become a successful listeners, that is involved and active, they have to learn how to listen just as they have to learn how to speak (Brown 1990), and they should be exposed frequently to listening comprehension activities from the earliest stages of language learning. In order to do this, the teacher must set a purpose for listening; select and design appropriate language learning materials and activities taking in to account the age of students, their interests and language ability. In addition, they have to give attention to those factors that hinder students from comprehension of listening skill, since comprehension may be at

the heart of language learning (Krashen, 1981). Therefore, listening should not merely consist in switching a tape recorder on and off, or reading a text aloud and giving a set of true/false or multiple choice questions to the students. Such an approach can even discourage students.

However, in our country less emphasis is being seen on developing learners listening skill. From the researcher's experience it has been observed that this skill is one of the most least taught skill in EFL classrooms. In other words, it is the neglected skill. On the other hand, this neglecting of the listening skill resulted in an imbalance development of students English language skills, which brought about ineffective ability of students in oral communication. Therefore, paying much attention to other skills and neglecting the other one, particularly listening skill in teaching-learning process cannot help learners improve their English language skills in general and listening skill in particular.

### **1.1. Statement of the Problem**

Understanding or comprehension, as we usually put it, has been considered an important part from the very beginning of human history. And listening, which partly decides whether or not the understanding process takes place successfully, plays a vital role in our social life that no one can deny.

Listening skill is thus, one of the language skills need to be treated in English language teaching learning process. It is an essential skill to be given due attention. Anderson and Lynch (1991) and other scholars also explain as listening is an essential skill for successful communication. So, as the number of messages increases due to technological advances, effective listener must develop skill in understanding and evaluating what they hear.

In addition, this time many studies have shown that developing listening skill is one of the most important and influential in language learning process (Anderson and Lynch, 1991; Rost, 1990; Ur, 1984 and Underwood, 1989) particularly, where English is used as one subject in school and means of instruction like that of in Ethiopia context..

However, according to some local studies like Seime Kebede (1989) and Tewolde Gebreyohannes (1989), though listening skill has so much importance in ones life, students at high schools and collages seem to have lower level of performance expected of them on listening skill. Again from the researcher's experience it has been observed that many students face difficulties in taking notes from their teachers' talk and plasma TV lectures. Therefore, this students' poor performance on their listening skill initiated the researcher to conduct a study on the practice of teaching listening in EFL classrooms.

Yet there are some local studies conducted to investigate the issues related to listening skills. For example, Taye Melese (2008) and Muluken Abera (2008) conducted their studies on the practice of teaching listening with special reference to grade 7 students. Finally, they concluded that teachers at primary level rarely teach listening skills. On the other hand, Tewolde Gebreyohannes (1988) conducted his research on the same grade level and shown that the listening ability of grade 7 students is below the expected level required of them.

In addition, Seime Kebede(1989) and Daniel Tiruneh (2007) are those conducted their studies on the investigation of practice of teaching listening on Bahir Dar collage and Kotebe collage of teacher's education respectively. Further more, Haregewoin Fantahun (2003) investigated the class room listening comprehension practice in which grade 11 students were in focus. At the end she found that teachers did not show any significant effort to give pre-listening tasks and provide students with

visual supports and as teachers were not teaching listening lessons appropriately.

Thus it seems apparent from the above local studies that listening skill was not well treated at junior, preparatory and college levels. So, as far as the researcher's knowledge is concerned, no local study has been conducted to investigate the practice of teaching listening on secondary level classes. Therefore, this study aims at assessing the practice of teaching listening in EFL classes with reference to grade 9 students.

## **1.2. Objectives of the Study**

### **1.2.1. General Objective**

The general objective of the study was to assess the practice of teaching listening in English as a foreign language classes with reference to grade 9.

### **1.2.2. Specific Objectives**

The specific objectives of this study were:

- ❖ to identify the extent teachers implement the three phases of teaching listening
- ❖ to explore how far teachers teach different types of listening sub-skills
- ❖ to examine how far listening texts and tasks presented in the course book allow students to practice listening comprehension

## **1.4 Significance of the Study**

The results of the study will be significant to English as foreign language teachers, students, course designers and other concerned bodies. Therefore:

- It would help English language teachers to examine the teaching procedures and the aids they use in presenting listening lessons by

providing scholarly suggested procedures on teaching listening skill.

- It would help course book designers by providing some information about what type of texts and activities to be included in the course book.
- It could raise the awareness of teachers in the perception of teaching listening skills by presenting the value of listening skill in language learning.
- It could also be used as a base for further studies for those interested in this area.

### **1.5. Delimitations of the Study**

Due to the financial and time constraints, the scope of the study was delimited to investigating the practice of teaching listening in grade 9 students at Arjo secondary and preparatory school and Gatama secondary and preparatory school only.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. The Concept of Listening**

As Galvin and Pamela (1999) state, most people consider the word listening as to be similar to hearing, but it is quite different from hearing. Listening is beyond merely hearing for words and which needs paying attention for words. Underwood (1989) explains, as listening is the practice through which listeners try to extract meaning from what they hear. To listen successfully listeners should understand what the speaker means when he/she uses particular words in particular occasions and not simply to understand the words themselves.

From the above two points of view, as they explain, when we listen for something, we need to pay our attention to get meaning rather than simply hearing. We must have a purpose for listening. So, according to the above writers listening is the ability to identify and understand what others are saying. But for others the definition of listening includes active listening, which goes beyond comprehending literally to an emphatic understanding of the speaker.

According to Anderson and Lynch (1991) effective listening involves large number of component skills which help listeners actively engage in applying relevant internal information available to them for constructing interpretation of what they listened to. In addition, Nadig (2006, online) claims that, active listening is genuinely, understanding what the speaker is thinking, feeling, wanting or what the message means than merely hearing for words.

Further, Harmer (1991) states as listening is an important language skill through which students contact each other, and as it is active process by

which they receive , make meaning and respond to what they listen, but not merely hearing for words. Thus, active listening requires the listener to understand, interpret, and evaluate what they heard. The ability to listen actively can improve personal relationships through reducing conflicts, strengthening cooperation, and fostering understanding.

In general giving universally accepted definition for the word listening seems to be difficult. Researchers and teachers define listening in many different ways because there is no universally accepted definition for the term listening. Regarding this, Anderson and Lynch (1991) states as our assumptions about what listening can or should involve are influenced by our individual circumstances. It is inevitable that listening means different things to different people.

## **2.2. Importance of Listening Skill**

Language learning depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication (Byrne, 1986). Listening is the first language mode that children acquire. It provides the foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of communication. Listening is the means to the immediate oral production which is the imitation of the spoken forms (Anderson and Lynch 1991) hence the importance of listening in communication is enormous. People often focus on their speaking ability believing that good speaking equals good communication. The ability to speak well is a necessary component to successful communication, but the ability to listen is equally as important, since effective communication exists between two people when the receiver interprets and understands the sender's message in the same way the sender intended it.

*Listening was believed to be the first stage in a linear process of learning language items- first learners should listen, then speak, read and write. Now we realize that learning language is an integrative process, which is it is valuable to introduce all the four skills together so that practice in one can support development of others (Atkins, Hailom and Nuru 1995:106).*

Again Byrne (1986) claims considering what will happen when the learners try to use the language for themselves outside the classroom, where they no longer have any control over what is said to them. Understanding breaks down. Furthermore, poor understanding often results in nervousness, which will probably in turn further inhibit the ability to speak.

From the above point of view, one can understand that as we can not develop speaking, reading and writing skills unless we also develop listening skill. Anderson and Lynch (1991) also elaborate this idea stating as listening is an essential skill for successful communication. Effective listeners utilize wide range of information resource simultaneously. Thus listening comprehensive ability plays an important role in acquisition and Improvement of language skills. Therefore, in language teaching, there is a need to combine the development of the listening ability with the development of other skills. Since language learning is an integrative process, all four conventional skills should be introduced simultaneously, so that practice in one can support and reinforce practice in the others (Rivers, 1981).

The above point of view states as listening has a great value for effective communication. For instance, when one reads something, he or she can relate his or her prior knowledge with the one he or she listens, and that prior knowledge might be from what he/she listened before. Again when we write, one of the sources from what we write is the knowledge we acquired by listening. In addition, to be a good speaker, we need to be a

good listener since the knowledge we are transferring by speaking is partially from what we are listening and since it is very difficult to generate a quality output without appropriate input. Therefore, listening is an essential skill for effective communication.

### **2.3. Strategies of Listening Comprehension**

As defined by Stern (1983), strategies are techniques that we use from time to time to overcome problems we face during the input of second language. It relates to input to processing, storage and retrieval that is to taking in messages from others. They are techniques or activities that contribute directly to the comprehension and recall of listening input.

Students should adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They should develop a set of listening strategies and match appropriate strategies to each listening situation to become L2 successful listeners (Rost, 1990; Underwood, 1989 and Harmer 1983). However, the ability to understand the spoken form of language is not necessarily acquired naturally, and accordingly, Brown and Yule (1983) recommended as these strategies should be taught. Thus, teaching strategies should be aimed at helping learners to cope with the listening situations in which they may find themselves. In his study, Seime kebede (1989) tested students of Bahir Dar University on the strategies needed to comprehend listening lesson and finally he concluded as students have not developed effective listening strategies.

Different writers and researchers classify listening strategies differently though their concepts are similar. Rost (1990) for instance, puts around eleven including predicting, inferring, guessing, using one's own knowledge, and the like. Again O'Malley and Chamot (1990) and Stern (1983) identify listening strategies in to three broad categories: Meta-

cognitive, cognitive and socio-affective strategies. Listening strategies can be classified by how the listener processes the input and accordingly Oprandy (1994) classified as:

### **Top-down**

These Strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include: listening for the main idea, predicting, drawing inferences, summarizing, evaluating themes and the like.

### **Bottom-up**

These strategies are text based in which the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include: listening for specific details, recognizing cognates, recognizing word-order patterns. Bottom up processing refers to the decoding process, the direct decoding of language in to meaningful units. In short it is what the page brings to the learner.

Listening comprehension tends to be an interactive, interpretive process in which listeners use prior knowledge and linguistic knowledge in understanding messages. Listeners use meta cognitive, cognitive and socio-affective strategies to facilitate comprehension and to make their learning more effective. Meta cognitive strategies are important because they regulate and direct the language learning process. Research shows that skilled listeners use more Meta cognitive strategies than their less-skilled counterparts (O'Malley and Chamot, 1990). The use of cognitive strategies helps students to manipulate learning materials and apply specific techniques to a listening task. Socio-affective strategies describe

the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety.

## **2.4. Phases of Teaching Listening**

Listening activities in general should consist of some well structured pre, while and post listening stages. By presenting the pre, while and post-listening activities in teaching listening comprehension, teachers can make their students feel secure and relaxed. They help students to know what is expected of them and thus reduces anxiety (Byrne, 1986 and Underwood, 1989).

### **2.4.1. Pre-listening Activities**

The pre-listening phase is a kind of preparatory works which: ought to make the context explicit, clarify purposes and establish roles, procedures and goals for listening (Rost 1990).It doesn't only make the students ready for tasks, but also helps the teachers to prepare themselves for the activities (Harmer, 1991).

In real life situations a listener almost always knows in advance something which is going to be said, who is speaking or what the subject is going to be about. The pre-listening stage helps learners to find out the aim of listening and provides the necessary background information. Introducing some preliminary discussion in which students can talk together about their expectations and make predictions about what they are going to hear and the abilities of predicting what others are going to talk about and using one's own knowledge of the subject to help one understand are also stressed by Underwood (1989) and Byrne (1986).

According to them these skills contribute to building feedback for the whole exercise. When doing exercises in the classroom, they also advise

asking students to guess what they are going to hear next, which will improve their abilities and will keep the class actively involved.

Pre-listening work can consist of a whole range of activities, including:

- the teacher giving background information;
- the students reading something relevant;
- the students looking at pictures;
- discussion and answer session;
- written exercises;
- following instructions for the while-listening activity;
- Consideration of how the while-listening activity will be done (Underwood 1989).

These types of exercise help to focus the learners' minds on the topic, specifying and selecting the items that the students expect to hear, and activating prior knowledge and language structures which have already been met. If the learner knows in advance that they are going to make a certain kind of response, they are immediately provided with a purpose in listening and they know what sort of information to expect and how to react to it. Such activities provide an opportunity to gain some, even if limited, knowledge which will help them to follow the listening text. According to Anderson and Lynch (1991) this knowledge not only provides encouragement but also develops students' confidence in their ability to deal with listening problems. The teachers' roles at this stage include:

- ❖ Introducing the topic
- ❖ Asking some questions related to the topic
- ❖ Asking students to predict what they are going to listen
- ❖ Teaching key words in context
- ❖ Checking students attention
- ❖ Letting students to read the while listening activities
- ❖ Giving instructions on how to do the tasks

Mary Underwood in her book on teaching listening, presents a number of activities, which can be conducted in the classroom before the actual listening (1989). One of the most popular and frequently used exercises is looking at a set of pictures and naming the items which are likely to occur in the listening text. This can be done by a question and answer session or by general group discussion.

She does not advise giving the learners long lists of unknown words or long explanations, as this will not help to listen naturally, and such pre-listening 'looking and talking about' is an effective way of reminding students of the vocabulary which may have been forgotten. In order to practice newly learnt words she suggests providing students with the list of items and thoughts, however, the list should not comprise only the words which may cause difficulties, but it should have some purpose in the total (listening) activity. For example, it can be a list on which certain words or phrases will be ticked, circled or underlined during the while-listening stage. This kind of activity removes the stress of suddenly hearing something forgotten and thus being distracted from the next part of the listening text. Presenting the list in the order in which the words, phrases and statements occur in the text makes while-listening exercises easier, so if the students find the task too easy, the teacher can increase the level of difficulty by putting the list in random order.

Other, popular pre-listening activities are: reading a text or reading through questions. It is not recommended to give the students a written transcript of a listening text (Underwood 1989); instead the students can read a short text and then check certain information and facts while listening. The latter exercise is based upon the principle that many listening activities require students to answer some questions after they hear a text, so it is quite helpful for the learners to see the questions before they begin listening, as they know what sort of information they

have to look for. In order to revise the language already known it is recommended to propose an activity in which learners label a picture or pictures using the vocabulary already taught. Even if the students are able to complete all the labels before they hear the text, it is still a good activity as they listen and check whether they were right. What is more, this activity is suitable for pair or group work as it can generate a lot of discussion.

Another good pair/group work exercise is completing a chart before listening. This activity can make students feel more personally involved if they are to fill in a chart with their own views or preferences and they can compare their opinions and judgments with others. For more advanced learners Underwood (ibid.) suggests predicting and speculating before listening. Although predicting what precisely the speaker will say next is a while-listening activity, predicting and speculating in a more general way can be a pre-listening activity. The students can be told something about the speaker/speakers and the topic and then try to indicate predict what they are likely to hear in the listening text.

#### **2.4.2. While-Listening Activities**

While-listening activities can be shortly defined as all tasks that students are asked to do during the time of listening to the text. These activities are to help learners to listen for meaning that is to elicit a message from spoken language. Rixon (1986) points out that, at the while-listening stage students should not worry about interpreting long questions or giving full answers, but they should concentrate on comprehension, whether they have understood important information from the passage. That means that students can focus their attention on listening itself, rather than on worrying about reading, writing, grammar or spelling.

The aim of the while-listening stage for students is to understand the message of the text not catching every word; they need to understand enough to collect the necessary information. While-listening exercises should be interesting and challenging, they should guide the students to handle the information and messages from the listening text.

According to Underwood (1989) the following suggestions are some of the while-listening tasks students can be provided with:

- Listen and tick (things, people, dates, etc. on list)
- Listen and do (fill in a chart, diagram, table, list)
- Listen and match (picture to a text or put in the correct order)
- Listen and draw (pictures or diagrams from instructions)
- Listen and follow (e.g. Directions on the map)
- Listen and select (e.g. The best choice)
- Listen and choose (e.g. Whether given statements are true/false according to what they hear)
- Listen and complete (e.g. Notes from talk/news broadcasts, etc)
- Listen and enjoy (e.g. a joke, a story)

The teacher should bear in mind that no matter which activities they choose, they must provide the students with immediate feedback either by giving the right answers by themselves or by asking the students to check and talk the solutions over in pairs or in groups (Underwood 1989). During this time the teacher's roles should be:

- ✓ To read/play a text
- ✓ Observe/guide students
- ✓ To allot time for the tasks
- ✓ Manage the class

### **2.4.3. Post-Listening Activities**

The post-listening stage comprises all the exercises which are done after listening to the text. Some of these activities may be the extensions of those carried out at pre- and while-listening work but some may not be related to them at all and present a totally independent part of the listening session. Post-listening activities allow the learners to reflect on the language from the passage; on sound, grammar and vocabulary as they last longer than while-listening activities so the students have time to think, discuss or write (Rixon 1986 and Underwood 1989). There are few tasks which teachers may do in the classroom after listening to a text

- discussing students' reactions to the content of the listening section
- asking students thought-provoking questions to encourage discussion
- setting students to work in pairs to create dialogues based on the listening text
- assigning reading and writing activities based on what students listened to

Post-listening exercises should be interesting and motivating. Before a teacher chooses a certain activity he/she must consider how much language work they wish to do with the particular listening passage. How much time they will need to do a particular post-listening task; whether the post-listening stage will include speaking (discussion), reading or writing and whether they want students to work individually, in pairs or in groups (Underwood 1989).

The while listening stage should be a matrix for the post-listening tasks which are usually more complex and require more time to write, read or speak, since there is not much time for reflection during the while-

listening stage. Underwood (1989) proposes the following typology as far as different kinds of post-listening exercises are concerned:

- **Answering** multiple-choice or true/false questions to show comprehension of messages. This requires from students not only certain listening abilities but also reading, writing and memory skills as the learners listen and read (or understand) the questions, write down the answers and must remember what was said before they come up with the answer;
- **Problem solving** activities during which students hear all the information relevant to a particular problem and then try to solve it by themselves. If the learners find it difficult to remember the story Underwood (1989:78) suggests a while-listening 'chart-filling' exercise so that the students have a kind of 'summary' to refer to during the post-listening work;
- **Summarizing**, students are given several possible summary sentences and are asked to say which of them fit a recording. Summarizing can also be done by elaborating the notes made by students themselves during the while-listening activities or by depending on their memory;
- **Jigsaw listening**, listening exercise during which different groups of students listen to different but connected passages and then the groups exchange information in order to complete a story to perform a certain task ;
- **Writing** letters, telegrams, postcards, messages etc. as a follow-up to listening activities;
- **Speaking** in a form of debates, interviews, discussions, role-plays, simulations, dramatization etc. as a follow-up exercise.

These are activities done after listening is completed. Again according to Underwood (1989) and Byrne (1986), this stage has four major purposes:

1. checking students' understanding and while listening activities completion
2. to reflect on why some students have failed to understand parts of the message
3. to give students opportunity to consider the attitude and manner of the speaker
4. to expand on the topic of the listening and perhaps transfer things learned to another context

## **2.5. Planning Tasks**

In designing listening tasks, teachers should keep in mind that complete recall of all the information in the text is unrealistic. Tasks should to train students success-oriented and to build up their listening ability. Including Anderson and Lynch (1991), Rost (1990) and Richards (1983) and others the following checklists are to be considered in planning listening tasks. Tasks should:

- have transparent application to real world,
- be consistent with valid approaches to language learning that are acceptable to learners,
- take in to account major factors that are likely to influence complexity,
- require attention to the information conveyed through speech; on listeners construction of meaning and
- encourage the use of the listener's prior knowledge and use of environmental cues in interpreting speaker's utterances

According to Underwood (1989) the choice of listening tasks should depend on the purpose of listening, time and material available, level and interests of students and teachers, culture and nature and content of the listening texts.

## **2.6. Barriers that Influence Listening Comprehension**

Listening is a demanding process, not only because of the complexity of the process itself, but also due to different barriers that affect students' listening comprehension (Brown and Yule, 1983). They are which have much to do with the ease or difficult of the listening skill. Different writers and researchers put these barriers in different ways. For instance, Ur (1984) identifies:

- intonation and stress
- sounds do not easily perceived
- colloquial vocabulary
- fatigue and
- different accents

Again Underwood (1989) state the following, saying potential problems in learning to listen to English.

- Speed of the speaker
- Un repeatedness
- Listeners limited vocabulary
- Failure to recognize the signals
- Problem of interpretation
- Inability to concentrate and
- Established learning habits

On the other hand Brown and Yule (1983) have put in to four categories. These are factors that characterize:

- the listener
- the speaker
- content of the message and
- any visual support

Though there are several and different types of barriers that influence listening skills comprehension of students, it can be classified in to four major categories. Namely, learner related, teacher related, teaching material related and class room environment related factors.

### **2.6.1. Learners/ Listeners Related Barriers**

Learner related Barriers are those which influence the listening skills of students because of learners them selves as the causes. For instance, attitude and motivation, practice, concentration, and culture can be seen as Learners/ listener related barrier that affect listening comprehension.

**Attitude and motivation:** to begin with learners related barriers stated by Lynch (1983), the first one is attitude – student attitude towards a topic or a person affects their listening. They tend to ignore those with whom they are out to tune or whom they do not like. Secondly, motivation- learners listen to something when they expect to benefit from it, since it is human nature to seek advantage, reward or benefit from everything that requires effort.

**Practice:** it is another student's related barrier in developing listening skills. Skill is learnt by practice: the teacher is merely auxiliary, shows or tells what is to be done; he/she helps the class to do it correctly. Supporting this, Brown (1990) and Anderson and Lynch (1991) state as regular practices to listening to target language texts can help students in improving their listening comprehension.

**Familiarity:** students have to the topic of the text they are going to listen influences their understanding. If listener is familiar with or interested with a topic, his or her comprehension will increase. If no, a listener may straggle and tune out the message, in other words they lose concentration (Underwood, 1989:19). It is true that students who are familiar with the topic background knowledge of a listening passage they

are going to listen can do better than those who are unfamiliar with it in listening comprehension. Familiar with the topic of oral passages is very helpful for listening comprehension and not familiar with it would definitely slow down the listening process.

**Vocabulary:** can also be seen as one of the barriers that affect students from effective listening. Underwood (1989:17) calls this new word as “suddenly dropped barrier.” When this new word happens to students, thinking the meaning of it, they lose the overall meaning of the speech. The larger the range of vocabulary listeners has and the better they master grammar, it will be easier for them to understand a text.

**Background knowledge:** Since language is to express its culture, gaps in listener’s knowledge of second language culture can present obstacles to listening comprehension (Anderson and Lynch, 1991). As found by O’Malley and Chamot (1990), the effective listener was the one who was able to draw on a knowledge of the world, on personal experiences and by asking questions of themselves. Therefore, the student with no background knowledge of culture in English, American or other English speaking countries, is unlikely to understand modes of thinking as expressed in English language.

In general, the above mentioned learner or listener related barriers, that is attitude and motivation students have towards the topic or person, the effort of students to improve their second language listening or their practice, concentration due to their interests towards the topic, amount of vocabulary students have and their limit of cultural knowledge are some of the many that influence students listening comprehension.

## 2.6.2. Teacher/ Speaker Related Barriers

Like that of barriers related to learners, there are also teacher related barriers which contribute to influence the learners' listening skill comprehension. These factors can be complex language used, speed of the speaker, how the speaker pronounce and so on. They can be elaborated using different literatures.

**Pronunciation:** language knowledge is the foundation of learning English. If students' knowledge of Pronunciation, grammar, and vocabulary is insufficient, it is probable that their English listening comprehension will be negatively affected by lack of language knowledge. However, the most basic outward shell of language is pronunciation, stress and intonation. In strengthening this idea, Ur (1984:13) claims as intonation and stress can interfere foreign language learners proper understanding of spoken English. Therefore, the first step of listening comprehension is learning how to identify and select sound signals according to pronunciation; thus pronunciation knowledge must be developed. When students' pronunciation knowledge is inadequate their capacity to discriminate will be weak and will affect listening comprehension. Rixon points out that the way in which language is pronounced is one of the most obvious sources of difficulty for learners of English in listening, and also he expresses as this is unpopular subject with many teachers (1986).

**Complex language:** for the students of English as FL the challenge of listening poses particular demands because there are many sentence types that are complex and very different from the home language. Atkins, Nuru, and Hailom (1995:107) stated as students in high school identify complex language as their main difficulty in listening. If the student is unable to distinguish the main clause from a subordinate clause and is unable to understand their relationships, despite

understanding the meaning of every word in the sentence, understanding is unlikely to occur with accuracy. Many students become confused about relationships in a sentence and connections between sentences and they are often unsure of relationship within sentences. Thus lack of grammatical knowledge can reduce English listening levels.

**Rate of delivery:** Another problem many students face is the speed that teachers speak at. Differing from written language, one of the most predominant features of the listening language is its quick speed. So it is common that listeners find it hard to have a good command of listening language speed. Regarding this idea Underwood also states that, the difficulty in listening is that the listener can not control how quickly the speaker speaks (1989). When the rate of delivery of the spoken language is too fast, being busy with the meaning of the first part, listeners miss the next part and even they can be obliged to leave the whole text.

### **2.6.3. Teaching Materials Related Barriers**

Regarding teaching materials related barriers, it can be seen from two different angles: text related and task related barriers. Texts are language input which determines the easiness or difficulty of listening comprehension. In other words they are materials and language data that the learners are to attend to or manipulate during the task. According to Rost (1990:158), Ur (1984:29) and Anderson and Lynch (1991:48), some of the barriers like complexity of the text, information organization, and visual supports can influence the students listening comprehension.

### 2.6.3.1 Listening Texts

**Complexity:** In looking at complexity of the text some passages are greatly deviated from pupil's daily life, and some others have many obscure and difficult words. Their diction is hard for students to weigh. And some concepts are not easy to understand because of the length of the text. It is, thus why Ellis (1985), Anderson and Lynch (1991) and Rost (1990) put as length of the extract, level of the linguistic difficulty and inexplicitness of the information given contribute for the complexity of the text. And in turn, these affect the comprehension of learners.

**Visual support:** another important thing related to text is visual support, which aid the interpretation of what the listeners listen. Visual aids such as maps, pictures, diagrams, or the images in a video help contextualize the listening input and provide clues to meaning if learners are able to correctly interpret it (Anderson and Lynch, 1991 and Ur, 1984). It is advisable for teachers to use illustrative materials since it is often through this that listening work can be easily integrated with reading, writing and speaking; so lack of this visual materials in listening texts may create comprehension difficulty (Underwood, 1989).

**Information organization:** the third text or content related barrier on listening comprehension is how the information is organized in the text. The story line, narrative, or instruction should conform to familiar expectations; otherwise non-native listeners will face difficulties. In elaborating this idea, Underwood (1989:12) claims "it is perhaps unfortunate for the non-native listeners that the spoken discourse is frequently not well organized". Hence, texts in which the events are not presented in natural chronological order and which present information following an unobvious organization, for example, details and examples first and main ideas second are not easier to follow for foreign language listeners particularly for un advanced learners.

### **2.6.3.2. Listening Tasks**

The second material related factor deals with the problem related to tasks. These tasks can be processed in pre-listening, while-listening and post-listening stages; so the task will be facilitated if the teacher provides adequate pre-listening orientation activities in order to make clear the listening purpose and the specific task details (Anderson and Lynch, 1991). However, the difficultness of the task and mismatch of time given to process and the load of the task are factors that affect learner's listening comprehension.

**Difficulty level:** In the case of difficulty level of tasks, especially for beginner and intermediate listeners, difficult tasks may cause suffer and encourage passive and unsuccessful participation. Therefore, the preparation and administration of tasks should be as level of the students (Ur, 1984). For instance, tasks that involve an immediate response like ordering pictures are found to be easier than those that require the process of listening and then selecting, like summarizing (Underwood, 1989).

**Processing load:** the other part of task related factor is its processing load. It is the amount or the load of the task to be performed with in time given. In other words, the time given should take in to consideration the load the task has; there should be proportionality between these two things (Rost, 1990). Otherwise, students hesitate not to perform the activities and this brings de-motivation of the students on the whole process.

### **2.6.4. Classroom and Environment Related Barriers**

Regarding class room and environment related barriers on listening skills comprehension three main issues can be stated. These are, issues related to voice around class, the number of students in a class and less exposure of students to authentic materials.

**Noise:** To start with the issue of voice let us look for the idea of one writer which says Physical setting plays an obvious role in listening. Listening in a quiet class room is easier than at a rail way station. (Lynch, 1983). In addition to this, Rost (1990) explains as listeners distorted by possibilities of noise around. Hence to develop listening skills comprehension, the class room should be in a quiet area.

**Class size:** Another factor related to class room environment is the size of the class. Large class size is one of the problems which hinder the development of learners' listening skills comprehension. The impact of large class size, both class room space and pedagogical control is one of the head ache that significantly affect language learning (Brumfit, 1980).

**Exposure:** Not only large class size and the voice around the class room, but also less exposure to the authentic materials, is factor which hinder students listening skill comprehension. Littlewood (1981:82) states, "The class room is not the natural environment. Unless the class room is intentionally structured, it will not provide learners either with adequate exposure to foreign language or with adequate motivation." Again as Brown (1990:4) states listening to foreign language could be difficult if the context could not expose students adequately to a foreign language. It is also what Krashen (1981) says comprehensible input adequacy.

## **CHAPTER THREE**

### **Methodology**

The methods that were used to carry out the study are the following:

#### **3.1 The Study Area**

This study was conducted at two high schools: Arjo secondary and preparatory school and Gatama secondary and preparatory school which are found in Oromia region, in eastern Wollega. Because of their familiarity and proximity to the researcher, the schools were selected purposively. It is believed that since all government high schools have equal number of periods for English subject, more or less equally qualified EFL teachers and also use same text book, the sample selected will represent the rest of the high schools in the area.

#### **3.2 Subjects of the Study**

The subjects of this study were six teachers from all English as foreign language teachers of grade 9 classes in both high schools and 112 students from the total grade 9 students of 2003 E.C. (1115). Therefore, six English language teachers of grade 9 classes and 10% of students were subjects of the study.

#### **3.3. Sampling Technique**

The sampling technique used to select teachers in this study was purposeful sampling. There are nine English language teachers teaching grade 9 at both high schools. Three of them are at Gatama secondary and preparatory school and the rest six teachers are at Arjo school. Out of these nine teachers 6 teachers with varying experiences were samples of this study. On the other hand simple random sampling, which is a type of probability sampling, is used to select students. This sampling

technique was used, because it is a type of probability sampling in which all individuals have an equal chance being selected in the study. Regarding the selection of students for the study, there are 18 sections in both high schools; 10 of them at Arjo and 8 are at Gatama secondary and preparatory school. Accordingly six students were selected randomly from each of 14 sections and 7 students were selected again randomly from each of the rest four sections.

### **3.4. Data Gathering Procedures**

Before gathering information for the final study, the interview and questionnaire items were piloted at both high schools. Teachers who participated in the pilot study were also English language teachers of about similar age with similar teaching experience as the participants. The interview questions were tried out on 2 teachers and the questionnaires were tried out on 20 students. Based on the results of the pilot study, a number of adjustments like detecting irrelevant, ambiguous and clue makers, which affect the genuine responses of the respondents, were made. On the other hand these adjustments were made to make the questions and the interviews more comprehensible to the respondents.

However, before all, the researcher approached the heads of the two schools to obtain permission for the study. When it was granted, he again reached the participants for their consent and, then set date and time for the questions. But classroom observations have taken place on the teachers' practice of teaching listening, at first. By the time observation started, to prevent teachers artificial performance, they were not told the main purpose of the observation. Soon after the completion of the observation, the interview took place with teachers up on the interview guide prepared. Finally, questionnaires were distributed and

explanations were given to the students about general purpose of the study as to get their genuine response.

### **3.5. Data Collection Tools**

Data collection tools or instruments to gather data to be used in this study were interview, questionnaire, observation and content analysis.

#### **3.5.1. Interview for Teachers**

As to gather information regarding the practice of teaching listening in EFL classroom, interview questions were prepared. Individual interviews (see appendix A) with six teachers at both high schools; four from Arjo secondary and preparatory school and two from Gatama secondary and preparatory school, were conducted. These interviews had been selected purposefully to take part in the interviews. The criterion for selection is that they are with varying teaching experiences. Purposeful sampling is often used in qualitative research which focuses on relatively small samples, where as quantitative methods typically depend on larger samples selected randomly (Patton, 1990). Therefore, the reason why interview was selected for teachers is that it provides an opportunity to the interviewer to question thoroughly certain areas of inquiry and because of their number.

The 7 question interview, which was prepared up on the works of scholars like Anderson and Lynch (1991), Rixon (1986), Rost (1990), Underwood (1989) and Ur (1984), was developed using a combination of the open-ended and structured approach. The interview started with background /demographic questions (education and teaching experience) followed by some general questions of teaching listening, then on listening sub-skills and finally ended with the structured three phases of teaching listening practices. At this part of the interview the teachers were asked to rate the level of frequency of some teaching

practices. They are also presented on students' questionnaire and classroom observation checklist. The interviews were conducted with all the participants in English language. It was lasted for 15-20 minutes with each interviewee and was recorded.

### **3.5.2. Questionnaire for Students**

Following the interview, in order to gather information regarding the practice of teaching listening in EFL classes, the questionnaires preceded by covering letters (see appendix B) was administered for 112 grade nine students at both high schools. This students questionnaire encompassed 17 items on classroom practices of teachers in teaching listening lessons at pre, while and post-listening stages. The 17 item questionnaire was prepared in English language and translated in to their mother tongue, which is Afan Oromo. Because it was believed that it helps students to understand the questions specifically and fill it being relaxed,

Linker-scale was used for all the items in which subjects were expected to answer in a five point scale of frequency ranging from 5 to 1, with 5 being almost always and 1 being almost never, to measure the practice of teaching listening. The researcher decided to use the group administered survey procedure by which he distributed questionnaires to groups of participants directly and collected them after they had been filled in. The strategy used ensured a one hundred percent return rate. It also enabled the researcher to explain any ambiguities as they arose. This student's questionnaire was mainly used to cross check the data gathered from teachers through interview questions.

### **3.5.3. Classroom Observation**

Another tool the researcher designed to gather data was observation of the classroom. Again this is used to cross check the data obtained through interview from teachers and through questionnaire from students. Observation doesn't rely on what people say they do or what they say they think. It is more direct than that, and it is best to observe what actually happens (Denscombe, 2003). Thus classroom observation was used to assess what actually happened in the classroom.

The researcher observed the teachers' activities in the class room while teaching listening skills being in the natural place. It was conducted on four teachers and each teacher was observed three times. Here, the observer used a check list to be filled and even took some necessary notes while observing. The observation checklist which consisted some of the pre, while and post-listening activities were adopted from the review of literatures stated under teachers interview. The checklist has 17 items which were also presented within teachers' interview and students' questionnaire. However in the observation checklist they are in yes/ no category.

### **3.5.4. Content Analysis**

The text book and teachers' guide were analyzed in order to get information regarding how far the designed tasks and listening texts help learners in practicing listening comprehension. Therefore, content analysis was another data gathering tool of this study. The text book for grade 9 has 14 units and each unit has its own listening text on teachers' guide and activities. In order to analyze the books a checklist consisting 8 items was prepared upon the works of ELT scholars like Rost (1990), Underwood (1989), Brown and Yule (1983), and Cunningsworth (1995). Therefore, based on the criteria, the analysis

examined whether the target materials are adequate to meet the intended objective of learning to listen. Though the content map of all the units found in the book are available on the appendix, systematic random sampling is used and only four units were taken for the analysis. In this case, every third unit was taken for the analysis.

### **3.6. Data Analysis**

After gathering data by using the data gathering tools, they were grouped, tabulated and interpreted in terms of words and numbers. In other words, these data were analyzed both qualitatively and quantitatively. Both the data from questionnaire and from the observation of the teachers were compared with the data from interview of the teachers.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Teachers Background Information

To start with teachers' sex, all of the interviewees are males and no female at all teaching English as a foreign language at both high schools. As to the teachers' qualification, four of the interviewee reported that they have bachelor of degree in English language teaching. In other words they are holders of Bed in English. From these four teachers, one is continuing his masters of degree by the same field (English language). It is his second year from Haramaya University by summer program.

However, the two left interviewees are still not qualified by bachelor of degree. They have diploma in English. Both of them are teaching at the high school holding diploma. They responded that they are continuing their degree by summer program from Wollega and Jimma universities. In general, while four of the teachers are degree holders, the other two have not yet received their degree and they are teaching holding diploma certificate.

As far as these teachers teaching experiences in English language is concerned, one is teaching at the high school for his third year, and the other one has taught for four years at the high school. The others two have taught English as a foreign language for the past six years. One of these two teachers replied that he has taught three years at junior secondary school (grade seven and eight) and the left three of his experience was at the target high school. Again the one left interviewee with six years experiences was hired and taught his the first two years from non-governmental or private high school. From the left two respondents, one has taught for seven years where as the other teacher reacted saying "I have taught English for sixteen (16) years."

While the least teaching experience of the teachers is three years, the highest experience reported among the teachers is sixteen years. What is common to all these interviewees is that all of them have TEFL certificates though some are diploma holders. This means that all teachers are teaching their major which is English language.

#### 4.2 Analyses of the Practices of Teaching Listening Sub-skills

Table 1 Teachers' responses on teaching listening sub-skills

No.	The listening sub-skills to be practiced	Teachers' responses in	
		Number	Percentage
1.	Predicting skill to enable learners anticipate content of what people are going to talk about.	2	33.3%
2.	Extracting specific information in a text	6	100%
3.	Listening for details in practicing listening intensively	3	50%
4.	Listening for gist to give learners practice in understanding only the main ideas of the passage.	2	33.3%
5.	Making inferences to help learners in analyzing, interpreting and evaluating the meaning of the text.	1	16.7%
6.	Recognizing function and discourse patterns and markers	1	16.7%
7.	Deducing meaning from context	4	66.6%

To the question whether teachers practice different types of listening sub-skills or not, it was heard as all the teachers (i.e. six of them) teach their students various listening sub-skills. Options regarding which type of listening sub-skills they practice in the listening classrooms were also provided to these interviewees and also shown in the above table. As shown in the table, out of the seven sub-skills only two of them are practiced in the classroom by all the teachers. The two skills are

extracting specific information and deducing meaning from context. Thus, the data from the interview tells us that all the participants in the interview teach their students these two sub-skills frequently.

Contrary to this, only one teacher respondent informed that he practices how to make inferences to help learners understand the meaning of the text. The other teachers do not do this. The same result is true in helping students to practice how to recognize functions and discourse patterns. The rest five teachers do not let their students practice the mentioned skill. With regard to listening for details, while half of the teacher respondents let their students practice, half of them do not do that. Similarly, only small majority of teachers reported as they teach or let students practice both the skill of predicting and listening only for the main ideas in the passage.

Again if we see the fifth sub-skill, which is inferring, it is depicted that almost all the teachers have ignored the skill from the teaching learning process. Only one teacher reported that he is teaching the skill. Even though not convincing, some blame the ignoring of the others sub-skills on the lack of time and considered them that only add a little more flavor to the teaching of listening skill. Others are even not familiar with these sub-skills.

### **4.3 Analysis of the Three Phases of Teaching Listening**

#### **4.3.1 The Teaching of Listening Lessons and its Frequency**

Concerning whether teachers teach listening lessons or not, all the respondents replied as they teach this skill and even one participant reported confidentially and shortly “why not?” But the main question was not that, it was how frequently they teach listening lessons. Unfortunately, the teachers answered differently to the question. Only one interviewee told the researcher saying “I haven’t skipped any of the

listening lessons planned to be taught in the first semester.” He has taught all the lessons of listening similar to other language skills. To the contrary, the researcher has come across a teacher who teaches the listening lessons rarely, “I don’t teach all the sections, but I teach few sections very interesting.” Again another respondent replied as he has taught most of the lessons in the past semester. Beside, some of the listening lessons have been taught by the left three teachers in the first semester.

With regard to why these teachers do not teach all the sections of listening or why they teach only part of the sections, some of the participants blame grade nine course books. “The passage are not good prepared and they are also not attracting students.” one teacher said. As they reported some of the listening texts in the course book are greatly deviated from students’ daily life and even some others have difficult words. The other reason raised was similarity of the texts; almost all of the texts in the book are passages. According to the interviewees, because of this similarity of texts both teachers and students are losing their interests on the target skill. In addition, there is also a respondent who teaches only some of the listening sections because of the scarcity of the teachers’ guide. He reported “we teachers are using one guide being in two, no enough books.” Not only this, but also giving less attention to the listening skill in contrast to other language skills is another reason one interviewee claimed saying “I didn’t focus on the listening skill”.

#### **4.3.2 Exposure to the Listening Passages**

Concerning exposure of students to the listening texts or passages, more than half of the respondents (four) reported that their students are usually allowed three times of listening. One teacher on the other hand, told the researcher that he usually exposes his students twice to the passage to be heard. Unbelievably, there is a respondent who usually

allows his learners to listen to the passage only one time. He reasoned out “I have no enough time to read through the passage two or three times and to finish all the activities on teachers’ guide and students book.”

### 4.3.3 Practices of the Pre, While and Post-listening Activities

Table 2 Teachers’ and Students’ Responses on Pre-Listening activities (item 1 and 2)

Frequency	Partici pants	Items			
		Introducing and orienting students towards the lesson		Motivating students to predict content of the listening text	
		No.	%	No.	%
Always (5)	T	4	66.7	3	50
	S	58	51.9	40	35.7
'Usually (4)	T	2	33.3	3	50
	S	32	28.6	13	11.6
Sometimes (3)	T	-	-	-	-
	S	22	19.6	27	24.1
Rarely (2)	T	-	-	-	-
	S	-	-	23	20.5
Never (1)	T	-	-	-	-
	S	-	-	9	8

Table 3 Summary of classroom observation on pre-listening activities (item 1 and 2)

Observations		Items	
		Introducing and orienting students towards the lesson	Motivating students to predict content of the listening text
Ob.1	Yes	3	-
	No	1	4
Ob.2	Yes	4	2
	No	-	2
Ob.3	Yes	4	2
	No	-	2
Total	Yes	11	4 33.3%
	No	1	8 66.7%

Concerning whether or not teachers introduce the listening lesson and its frequency in the classroom during pre-listening stage, interview, questionnaire and observation results are as follows. It can be seen from the above table that more than half of the teachers responded that they practice this skill always (i.e. 4 or 66.7%). Two of the teachers replied as they introduce the listening lesson usually (33.3%).

As to the students' responses, again majority of the participants responded that their teachers introduce the listening lesson before all the activities (58 or 51.9%) always. The others (32 or 28.6%) answered usually and the rest 22 or 19.6% of the students replied sometimes. It was also seen during the twelve observations in which the teachers were observed practicing the activity in 11 or 91.7%. Only one (8.3%) of the observation sessions were not seen while the teacher was introducing the listening lesson. The mean value of the item inclined to the frequency 'usually' which is 4.3.

Motivating students to predict the content of the listening, before having them to listen to the text, is another pre-listening activity. Regarding this activity, out of six teachers interviewed 3 or 50% of them reported that they always let their students predict the content of the listening passage based on some clues like pictures, topics, etc. on the other hand the rest 3 or 50% of the teaches replied that they practice the activity usually.

Concerning students' responses from the questionnaire on motivating students to predict the text, 40 or 35.7% answered always. 13 or 11.6% of students replied that it is usually practiced by the teachers, 27 or 24.1% of them responded that their teacher do this sometimes, 23 or 20.5% of them said their teachers practice this rarely. The rest, (9 or 8%) responded that their teacher never do this activity. The mean value for the response approaches to "sometimes", which account for 3.3. The data from the observation session shows as teachers were seen in 4 (33.3%) of the observations while practicing the activity, and the rest 8(66.7%) of the observations depict as the activity is not practiced.

Table 4 Teachers' and Students' Responses on Pre-Listening activities (item 3, 4 and 5)

Frequency	Participants	Items					
		Clarifying any cultural information		Allowing students to copy/read through tasks		Teaching related vocabulary that may be unfamiliar	
		No.	%	No.	%	No.	%
Always (5)	T	1	16.7	5	83.3	4	66.7
	S	27	24.1	56	50	45	40.2
Usually (4)	T	3	50	1	16	1	16.7
	S	31	27.7	29	25.9	33	29.5
Sometimes (3)	T	2	33.3	-	-	1	16.7
	S	42	37.5	16	14.3	21	18.8
Rarely (2)	T			-	-	-	-
	S	9	8	7	6.3	13	11.6
Never (1)	T	-	-	-	-	-	-
	S	3	2.7	4	3.6		-

Table 5 Summary of classroom observation on pre-listening activities (item 3, 4 and 5)

Observations		Items					
		Clarifying any cultural information		Allowing students to copy or read through tasks		Teaching related vocabulary that may be unfamiliar	
Ob.1	Yes	2		4		3	
	No	2		-		1	
Ob.2	Yes	1		4		4	
	No	3		-		-	
Ob.3	Yes	1		3		4	
	No	3		1		-	
Total	Yes	4	33.3%	11		11	
	No	8	66.7%	1	8.3%	1	8.3%

Another pre-listening activity is to clarify any cultural information (if there) for students. Concerning this activity, one (19.7%) teacher said he always practice the activity in the classroom. The others three (50%) respondents answered as they usually help their students by clarifying any new cultural information. And the other one left teacher replied that he exposes his students to the new information of culture sometimes.

Similarly, the data gathered from students show that as 27 (24.1%) of respondents replied that their teacher practice the activity in the classroom always. 31 or 27.7% answered that their teacher usually practice, and many students (42 or 37.5%) responded the teachers do this sometimes. 9 (8%) and 23 (20.5%) of repliers answered that their teacher make clear any cultural information never and in rare cases respectively. The data from the observation sessions depict that teachers were not observed clarifying any cultural information which might be necessary to comprehend the listening text in 8(66.7%) of the observations. In looking at the mean value, which is 3.6, also reveals as the teachers practice the activity sometimes.

As indicated in table two above, allowing students to read through tasks before listening to the text is one of the pre-listening activities teachers should practice. More than half (5 or 83.3%) of the teachers said that they always allow their students to copy or read through the tasks before they listen to the passage. But the one left teacher pointed out that he usually tells his students to copy/read through the available tasks at pre-listening stage.

As to student participants, 50% of them responded that their teachers always practice this activity in the classroom. The others 56 students also gave their answers to the options ranging from usually to never. 29 (25.9%), 16 (14.3%) and 7 (6.3%) of students responded that their teachers allow them to copy or read through the activities before listening

usually, sometimes and rarely respectively. The four left or 3.6% replied as their teacher never do this. In fact the finding during observation also reveals similar result. Teachers were seen in eleven out of the twelve classroom observations while letting their students to copy or read the tasks before they listen. Furthermore, this is supported by the mean value 4.1 which approaches to the frequency “usually”

Regarding the item teaching unfamiliar words before listening, four teachers (66.7%) responded that they always teach unfamiliar words in the listening text before the listening takes place. One of the two left teachers said that he usually practice this activity. However, the response from one of the teachers supports the idea that he sometimes teaches new words in the listening passage going to be heard.

As to the students' Reponses, majority of them (i.e. 45 or 40.2%) said that their teachers always teach them new words in the text before listening. 33 (29.5%) of student respondents replied as their teachers usually do this activity. However, there are also students who responded that their teachers teach them the lexical in rare cases (13.or 11.6%).

The other 21 (18.8%) of student respondents replied that the activity seen among classroom teachers sometimes. The mean value of this item is 3.9 which is inclined to the frequency “usually.” Not only this, but also the finding from classroom observations depicts that in eleven of the observations, the teachers were seen while teaching some new vocabularies in listening text at pre-listening stage.

Table 6 Teachers' and Students' Responses on Pre-Listening activities (item 6, 7 and 8)

Frequency	Participants	Items					
		Making the instructions of tasks clear		Aware students the type of text they are to listen.		Providing opportunities for group or pair work	
		No.	%	No.	%	No.	%
Always (5)	T	5	83.3	3	50	6	100
	S	14	12.5	5	4.5	62	55.4
Usually (4)	T	1	16.7	2	33.3		
	S	16	14.3	11	9.8	28	25
Sometimes (3)	T	-	-	1	16.7		
	S	43	38.4	26	23.2	13	11.6
Rarely (2)	T	-	-	-	-	-	-
	S	39	34.8	32	28.6	9	8
Never (1)	T	-	-	-	-	-	-
	S	-	-	38	33.9	-	-

Table 7 Summary of classroom observation on pre-listening activities (item 6, 7 and 8)

Observations		Items					
		Making the instructions of tasks clear		Aware students the type of text they are to listen.		Providing opportunities for group or pair work	
Ob.1	Yes	-		-		2	
	No	4		4		2	
Ob.2	Yes	2		1		3	
	No	2		3		1	
Ob.3	Yes	3		1		4	
	No	1		3		-	
Total	Yes	5	41.7%	2	16.7%	9	75%
	No	7	58.3%	10	83.3%	3	25%

Making the instructions of the activities clear is also another popular pre-listening activity. According to the teachers' responses regarding the activity almost all (5 or 83.3%) of the respondents pointed out that they always make the listening instruction of each activity clear. The rest one teacher respondent replied as he usually practices the activity in the classroom.

On the other hand only a small majority of student respondents (14 or 12.5%) responded that their teachers always make instructions clear before they start listening. The other 16 (14.3%) answered as the practice take place usually. The majority of students (43 or 38.4%) replied that their teacher do it sometimes. The rest, 39 (34.3%) of the students' responses show as the activity practiced in the classroom rarely. In order to get where the average of students fall in the frequency, the mean value calculated show 3.0, that is "sometimes" the data gathered through the twelve observations also support the students' response. The teachers were seen only in five observation sessions while making instructions clear to students.

Another crucial pre-listening activity is to aware students the type of listening text they are going to listen. Regarding this, as shown in table-2, three (50%) of the teacher respondents replied that they always inform their students the listening text type they are going to listen. Two teachers (33.3%) on the other hand said they practice this activity usually. Yet, another teacher replied as he sometimes informs students what type of listening text they will listen to before listening.

Contrary to teachers' responses, only five students answered that their teachers always tell them the text type they will hear from the teacher. The others (11 or 9.8%= usually, 26 or 23.2%= sometimes, 32 or 28.6%= rarely) responded that their teacher practice this pre-listening activity in the class room. Amazingly significant number of students (38 or 33.9%)

answered that their teacher almost never aware them what type of listening passage students are going to listen. The mean value of the item, which is 2.2, depicts that this value inclines to the frequency “rarely.” Furthermore, the practices seen during the observation shows that only in two of the observations the teachers were seen telling the students the type of the listening passage.

Regarding whether the teachers provide opportunities for students to discuss in pairs or groups or not, all the teachers (six of them) responded that they always make groups/pairs among students to let them discuss. The student respondents also supported this practice of the teachers. Majority of the students (i.e. 62 or 55.4%) responded that their teachers always let them form groups/pairs to discuss. The other 28 (25%) students replied that their teachers usually make this activity in the classroom. The rest of the students (i.e. 13 or 11.6%= sometimes, 9 or 8%= rarely) answered that their teachers employ the activity. Accordingly, the mean value which is 4.3 approaches to the frequency “usually”. What was seen during the classroom observations also supports the teachers and students responses, that is, the teachers were seen doing this in nine of the observations.

Table 8 Teachers' and Students' responses on while-listening Activities

No.	While-listening Activities	Participants	Always (5)		Usually (4)		Sometimes (3)		Rarely (2)		Never (1)		Mean
			No	%	No.	%	No.	%	No.	%	No.	%	
9.	Presenting the listening text aloud	Teachers	6	100	-	-	-	-	-	-	-	-	
		Students	81	72.3	25	22.3	6	5.4	-	-	-	-	4.7
10.	Helping students guess meanings of new words while listening.	Teachers	2	33.3	3	50	1	16.7	-	-	-	-	
		Students	21	18.8	21	18.8	33	29.5	28	25	9	8	3.2
11.	Motivate students to predict to encourage them monitor their comprehension as they listen	Teachers	2	33.3	4	66.7	-	-	-	-	-	-	
		Students	5	4.5	16	14.3	48	42.9	37	33	6	5.4	2.8
12.	Giving immediate feedback whenever necessary	Teachers	5	83.3	1	16.7	-	-	-	-	-	-	
		Students	62	55.4	26	23.2	17	15.2	7	6.3	-	-	4.3

Table 9 Summary of Classroom Observation on while-listening Activities

No.	While-listening Activities	0-1		0-2		0-3		Total			
		Yes	No	Yes	No	Yes	No	Yes		No	
								No.	%	No.	%
9.	Presenting the listening text aloud	4	-	4	-	4	-	12	100	-	-
10.	Helping students guess meanings of new words while listening.	1	3	1	3	2	2	4	33.3	8	66.7
11.	Motivate students to predict to encourage them monitor their comprehension as they listen	-	4	1	3	1	3	2	16.7	10	83.3
12.	Giving immediate feedback whenever necessary.	3	1	4	-	3	1	10	83.3	2	16.7

0.1 First classroom observation    0.2 Second classroom observation    0.3 Third classroom observation

With regard to presenting the listening texts aloud, all the teacher respondents (6 or 100%) replied that they always read or play the listening text aloud for students. As to the students' responses, the majority of the participants (i.e. 81 or 72.3%) answered that their teachers always present the listening passage always. The others (i.e. 25 or 22.3%, 6 or 5.4%,) responded that their teachers practice the activity mentioned above usually and sometimes respectively though there is no justification for what the teachers do without presenting the listening passage aloud. Last of all, the mean value from students (4.7) shows that the teachers practice the activity almost always. Moreover, what is seen during classroom observation also support the frequency depicted above. In all the observation sessions (12) the teachers where seen while reading the listening texts aloud for their students at the while listening stage.

Concerning whether teachers encourage students guess meaning of new words, two teachers responded that they always help their students guess meanings of new words while listening. However, significant number of these teacher respondents (3 or 50%) replied that they usually do the activity. There is also one left teacher who pointed out that he sometimes practice the activity in the listening classrooms.

Yet, only small majority of students reported that their teachers help them guess meanings of new words (i.e. 21 or 18.8%= always, 21 or 18.8%= usually). In contrast, a significant number of students (33 or 29.5%) replied that the practice is always. The other students (28 or 25% and 9 or 8%) reported that their teachers help them practice guessing meanings of new words during listening. The mean value, which is 3.2, also inclines to the frequency "sometimes" where the majority of students' responses fall. Last of all the data from the observation sessions also justify the students' responses in which the teachers were observed in four of the observations while letting students to guess the meanings of the new words they encounter in the listening text.

As far as teachers efforts in motivating students to predict parts of the text is concerned, small majority of teachers reported that they always motivate students to predict to encourage them monitor their comprehension as they listen. On the other hand, the rest four (66.7%) respondents reported as they usually help students to develop their listening ability by motivating them to predict part of the listening text during the listening time. Contrary to this teachers' responses, only small number of students (5 or 4.5% = always and 216 or 14.3% = usually) replied their teachers employ the activity in the classroom. Large number of students (48 or 42.9%) however answered as their teachers sometimes practice the activity. There are also students who replied that their teachers rarely (37 or 33%) and almost never (6 or 5.4%) let their students predict part of the listening text while-listening. Therefore, the mean value of these students' responses (2.8) also reveals as teachers sometimes practice the activity mentioned above. The same is true for data obtained from observations. In ten of the classroom observations teachers were not seen while letting students to predict the content of the listening text at the time of listening.

Regarding whether or not teachers give immediate feedback whenever necessary, the majority of teachers (five or 83.3%) reported as they always perform the activity. The other teacher does this activity usually. Similarly, more than half of student respondents (62 or 55.4%) answered as this activity always employed by the teachers. The others (26 or 23.2%. 17 or 15.2% and 7 or 6.3%) replied as their teachers provide the students with immediate feedback either by giving the right answers by themselves or by giving the chance for students usually, sometimes and in rare cases respectively. The mean value of this item is 4.3, which inclined to the frequency "usually". The data observed during the classroom observation also support this data. The teachers were seen in ten of the twelve classroom observations made while providing students with feedback whenever necessary.

Table 6 Teachers and Students Responses on Post-listening Activities

No.	Post-listening Activities	Participants	Always (5)		Usually (4)		Sometimes (3)		Rarely (2)		Never (1)		Mean
			No.	%	No.	%	No.	%	No.	%	No.	%	
13.	Encouraging students to alter and compare their answers	Teachers	3	50	2	33.3	1	16.7	-	-	-	-	
		Students	30	26.8	13	11.6	51	45.5	10	8.9	8	7.1	3.4
14.	Checking students understanding and while listening completion	Teachers	1	16.7	3	50	2	33.3	-	-	-	-	
		Students	15	13.4	36	32.1	41	36.6	20	17.9	-	-	3.41
15.	Reflecting on why some of students have failed to understand parts of the message	Teachers	-	-	3	50	3	50	-	-	-	-	
		Students	5	4.4	16	14.3	23	20.6	38	33.9	30	29.9	2.2
16.	Providing opportunities for students to consider the attitude and manner of the speaker	Teachers	3	50	1	16.7	1	16.7	1	16.7	-	-	
		Students	3	2.7	8	7.1	14	12.5	66	58.9	21	18.8	2.16
17.	Extending the listening lesson to other language skills	Teachers	4	66.7	2	33.3	-	-	-	-	-	-	
		Students	47	42	32	28.6	25	22.3	8	7.1	-	-	4.05

Table 7 Summary of classroom observation on post Listening Activities

No.	Post-listening Activities	0-1		0-2		0-3		Total			
		Yes	No	Yes	No	Yes	No	Yes		No	
		No.	%	No.	%	No.	%	No.	%	No.	%
13.	Encouraging students to alter and compare their answers	-	4	3	1	2	2	5	41.7	7	58.3
14.	Checking students understanding and while listening completion	1	3	1	3	1	3	9	75	3	25
15.	Reflecting on why some of students have failed to understand parts of the message	-	4	-	4	-	3	-	8.3	11	91.7
16.	Providing opportunities for students to consider the attitude and manner of the speaker	-	4	1	3	1	3	2	16.7	10	83.3
17.	Extending the listening lesson to other language skills	4	-	4	-	4	-	12	100	-	-

0-1 first classroom observation

0-2 second classroom observation

0-3 third classroom observation

Concerning whether or not teachers encourage students to alter and compare their answers, half of the teacher respondents (three) answered they always encourage students to alter and compare their answers. The other two teachers pointed out that they usually practice the activity. There is also a teacher who sometimes let students to cross check their answers. To the opposite, it is small majority of students (30 or 26.8%) that said their teachers always motivate them to alter and compare their answers to the tasks. 31 or 11.6% = usually, 10 or 8.9%= rarely and 8 or 7.1% = never, responded that their teachers encourage them to alter and compare their answers. On the other hand a significant number of students (i.e. 51 or 45.5%) reacted as their teachers sometimes practice the activity in listening classrooms. The mean value, which is 3.4, also inclines to the frequency “sometimes”. Again the data from classroom observations reveal as teachers practice the activity less frequently, in which teachers seen only five times.

Checking students’ understanding and while listening tasks completion is another post listening activity. Pertaining this activity, one teachers reported that he always do this activity. The other two teachers on the other hand check students’ understanding and the completion of while listening usually. The rest one teacher sometimes practices the above mentioned activity. In looking at the students’ responses, 15 or 13.4% and 36 or 32.1% of respondents replied that their teachers check their understanding and while-listening completion always and usually respective. However, the majority of students (41 or 36.6%) replied that the teachers sometimes employ the activity. There are also twenty (17.9%) students who said the activity is employed rarely. The mean value (3.41) inclines to the frequency “sometimes” where majority of the students’ responses fall. In addition to this, the data received from classroom observations reveals that in most of the observation sessions

(9 or 75%) the teachers were seen while checking students' understanding and while-listening completion.

Reflecting on why some of students have failed to understand parts of the message is another crucial post listening activity, but no teacher respondent reported he always reflect on why some of students have failed to understand parts of the message. However, three teachers reported as they practice it usually. Again the left three respondents pointed out they sometimes reflect on why students have failed to understand during post listening activity.

Similarly, less number of students (i.e. 5 or 4.4%, 16 or 14.3% and 23 or 20.6%) reacted that their teachers tell them always, usually and sometimes respectively why they failed to understand. Great number of students (38 or 33.9%) however, replied as the activity is employed in rare cases. There are also another thirty students who said the activity is almost never employed by the teachers. The item's mean value is 2.2., which inclines to the scale "rarely". In addition to this, the observation data reveals that almost in all observations the teachers were not practicing the activity.

Concerning providing opportunities for students to consider the attitude and manner of the speaker in the listening text, half of the teacher respondents reacted that they always do the activity. The others three respondents each reported as they usually, sometimes and rarely let students to express their views on the attitude and manner of the speaker in the text after listening.

Contrary to the teachers responses, a significant number of students (i.e. 66 or 58.9%) replied that the teachers rarely give them opportunity to find out the manner and attitude of speaker. 21 (18.8%) of students unfortunately answered as their teachers almost never employ the activity mentioned. The others (3 or 2.7%, 8 or 7.1% and 14 or 12.5%)

pointed out as the teachers always, usually and sometimes perform the activity respectively. The mean value of the item, which is 2.16 shows as the practice is rarely employed. Again what is seen during the classroom observation supports students' responses. The teachers were seen only in two observations while encouraging students to express their views regarding attitude and manner of the speaker.

Regarding extending the listening lesson to other language skills, four of the teacher respondents reported they always do that. The two left teachers on the other hand usually extend the target skill to other language skills like reading, speaking and writing. The same is true for the data gathered from students. Majority of them (47) replied that their teachers always do it. The others 32 or 28.6% usually, 25 or 22.3% sometimes and eight or 7.1% replied that the teachers rarely extend the listening lesson to the other language skills. The mean value calculated (4.05) reveals as the activity usually practiced by the teachers. Furthermore, the finding from the observation depicts as teachers were seen in all (twelve) of the classroom observations while extending the listening lesson with other language skills.

#### **4.4 Analysis of the Listening Materials**

##### **4.4.1 Reaction of Teachers towards the Course Books**

The participants in the interview were also asked whether they are happy or not with the listening materials they are using now. Accordingly the interviewees were categorized into two parts. Some of them said that they are happy with the text book and teachers' guide they are using. The others reported as the course books are not attractive and interesting. The two groups have forwarded their reasons behind.

From the six teachers interviewed, two of them indicated that the course books they are using are interesting and appropriate. Their first reason

why they are happy with the books is the communicativeness of the activities. They reported that almost all the tasks are more of communicative, and since the activities in the books are contextualized they approximate real life tasks and give the listener an idea of the type of information to expect and what to do with it in advance of the actual listening. Another reason heard from the two teachers has connection with the concept of familiarity. As they have stated, most of the listening texts or passages available in grade 9 teachers' guide holds familiar topics, and students will be motivated while listening. They also reported that because of the familiarity of the topics students are not facing difficulties regarding the texts; they are at appropriate level of difficulty. "There are steps written to teach in the teachers' guide, it is prepared of student centered approach." This is also one reason for their happiness with the books.

In contrast to the above two teachers, the rest (i.e. four) of the teacher respondents reacted as they are not happy with the course books. They made a lot of complaints about the books. For the question why they are not happy, one of their reason is the difficulty level of tasks designed. It is reported that the listening exercises on the text books are far beyond their students' level. Another problem with the books teachers raised is the problem of visual supports; one of the interviewee said "no picture to support the lessons. Only few pictures on the books which are not colored, therefore confusing."

Almost all of the listening sections are not supported by visual aids to minimize students' difficulties. As to the teachers, those visuals found in the books are copies with blur monochrome pictures, giving rise to confusion when it comes to answering questions about colors, e.g. This girl is wearing a red jacket. In addition the interviewees made a complaint regarding the similarities of the listening text types. The listening text types given in the teachers' guide are one and only one, i.e.

passage. Particularly one teacher underlined as this way of presenting listening lessons should be discouraged, and as there should be varieties of texts like conversations, stories, and so on.

In general, with regard to the suitability of the listening texts and tasks in the books, only small minority of teachers or two teachers claimed that the activities and texts are appropriate and fit to grade 9 students. Yet, the others left four teachers are not happy with the course books. Therefore, it can be said that most of the texts and activities in the books are not well designed for this level of students.

#### **4.4.2 Content Analysis of the Listening Materials**

As it is mentioned in chapter three, content analysis is one of the data gathering tools used in the study. The main purpose of this content analysis is to assess how for listening texts and activities in the course books (students' textbook and teachers' guide) are prepared in accordance with English language teaching scholars. Accordingly, the English for Ethiopia grade nine textbook has fourteen units. But, due to time the researcher is obliged to take sample units for analysis and, therefore, this part of the study analyzes the sampled units.

The first sample randomly selected is unit three of the book. The topic of the listening text of the unit is how writing developed, which is found on page 69 of teachers' book. The type of listening text presented for students is passage, which talks about how writing developed in ancient times, particularly ancient Egyptian writing. On students' textbook this text is supported by a single task having nine items (five short answer questions and four true/false questions) that are designed for the while listening phase. As to which listening sub-skill is practiced, this unit's activity is designed to let students practice the skill of extracting specific information in the passage.

In the pre-listening section, the teachers' guide orders teachers to pre-teach some lexicals thought to be new for students like ancient, every day, symbol and compare. In fact this type of activity protect students from loosing over all meaning of the speech, thinking about the new words while listening .However, there is no other activity at this stage, specially which helps students to activate their schemata by encouraging them think about and discuss what they already know about the content of the text. Beside this, no activity is designed for the post -listening stage, and also visual support to decrease students' difficulties is not given. Lastly, it is difficult again to talk about the integration of skills where there are no varieties of activities.

The second sample unit is the 6<sup>th</sup> unit of the teaching materials. The topic of the unit is detective stories, which is found on page 119 of teachers' guide, and the title given for the listening text is Ali and the pyramid, which is on page 127-128. As can be inferred from the title stated, the type of text presented is story that discusses about Ali's journey to the pyramid. There are two different activities in this listening session. One is choosing, in which students are provided with the description of three men pictures and to differentiate one from the other up on the information they get from the listening text. It means that the activity has its own text with no title. The other activity in this section is dictation. First, learners are given chance of reading through introductory paragraphs of the text to be heard, then they will be dictated the rest of the text paragraphs. So, it is a type of task where the listening skill is extended to other language skills. In this case reading, writing and grammar of simple past tense.

Regarding the three phases of teaching listening, there is no clear distniction between pre, and the while listening activity, and the post is totally ignored. For the first text there is no pre-listening task and students are asked directly to listen to the description and to point out

which picture the paragraph talks about, which is the while listening task. To the contrary, the second text is accompanied by pre-listening activity where students read something relevant to the text they are to listen, and by while listening activity i.e. writing during listening. What is strong about this section is that it is aided by picture. In addition, the teachers book have procedures to follow in teaching the section like on grouping students, time sharing, reading frequency and so on. However, as far as the sub-skills are concerned, there is only one listening sub-skill to be practiced, which is listening for detailed information.

The 9<sup>th</sup> unit of the teaching material is another sample unit to be analyzed in the study. The topic of the text is called "The Donkey's Tail" and the topic for the listening text, which is available on page 187 of the teachers' guide, is "The Jewel in the sand". Thus, the listening text designed for this section is story. The teacher is told to read the story and students are asked to complete a chart by listening to their teacher which provides opportunity for students to practice the skill of listening for specific information. Then, they are allowed to make discussions being in group of three on their answers they tried first individually. The section has only one exercise which is done during the listening phase (completing chart).

To get ready for the listening text and to come at the while listing stage the pre-listening phase presents activities that help learners. One of the activities at this stage is ordering students to read through the task questions before they come to listen the text. The other pre-listening activity orders teachers to write key words on the blackboard, but teacher is told only to write: not to give meaning to these key words and the tasks themselves have less transparent application to real world tasks. Yet, there is no activity designed for the post-listening in this lason. Again there is no visual support offered to aid the interpretation of the text and the idea of integration of language skills is very limited.

However, there are clear procedures for teachers to follow on the teachers' guide.

The last unit of our discussion is the 12<sup>th</sup> unit, which is entitled "The role of women in rural development". The topic of the listening text is called women's work in Ethiopia which is found on page 241 of teachers' book. It is a passage that discusses about the roles of Ethiopian women compared to their men's counterpart. The activity begins with teacher reading the passage aloud and then, followed by students filling gaps during listening. In other words this single student's activity encourages the practice of listening to get the specific information of the passage.

For the pre-listening stage there is no activity designed both on teachers' and students' book although the passage exposes itself to generate students' background information. For this reason, the absence of pre-listening activity makes the lesson uninteresting. But, as mentioned above the while -listening phase is supported by one activity. Again nothing task is seen to accompany the after listening stage to make sure that students have understood the text. Therefore, it can be said that the three phases of teaching listening lacks qualities the listening lesson requires. Still the listening section lacks visual aid to support students understanding, and also it is hardly exaggerating if said there is no integration of skills. Because the only activity found on students text encourages fill in the gap; no speaking, reading and explicit grammar teaching procedure to order teachers on the guide. However, the passage invites itself to teach present tense.

## **4.5 Discussions of the Analysis**

### **4.5.1 Discussion on the Practices of the Listening Sub skills**

Data from teachers' interview depict as the teachers give emphases to only small number of listening sub-skills. Only two of the sub-skills have got attention by all the teachers and practiced in most cases. Finding from the classroom observations also supports the idea that teachers do not let students practice different sub-skills interchangeably. For Rost (1990), students will need to develop different listening sub-skills (strategies) for increasing a repertoire of responses and for addressing misunderstandings that occur. Beside this, Harmer (1991) claims as what he calls "The specialist skills" (sub-skills stated above) at least should be taught and practiced in the classroom. Hence, selecting varieties of sub-skills, that are appropriate to the listening task and using them flexibly and interactively, improves students' comprehension. And their confidence also increases when they use them simultaneously to construct meaning.

For instance, to enable learners to anticipate content by having them think and talk about what they are about to hear, one needs to teach predicting skill. Because if a student makes a guess as to the sort of a thing that is to be said next, he/she is much more likely to perceive it and understand it well. Ur (1984) also elaborates this idea. In looking at the value of this sub-skill, it is an integrated part of language comprehension capability, of the basic skill of language using and learning, and of the main process of oral language understanding (Anderson and Lynch 1991 and Rixon, 1986). But in contrast, only few teachers are helping their learners in practicing the skill.

Understanding inferred information such as speaker's attitude is also another sub-skill which listeners should develop. Inference starts with the

first sentences listeners hear. In many cases, these sentences summarize the general idea of the paragraph. So, the content of what follows will be narrowed. Listeners who pay attention to the first sentences therefore, are usually those who perform better in their listening comprehension. Thus, students will become more beneficial in understanding the text if they develop the skill of inferring. According to Rixon (1986), inferring is one of the most significant abilities in language understanding.

#### **4.5.2 Discussion on the Three Phases of Teaching Listening**

Listening is a receptive skill, and receptive skill give way to productive skills. If we have our students practice listening skill, the other language skills will be supported and reinforced. Listening is a critical element in the component language performance of ESL learners, whether they are communicating in the school, at work or in the community (Riverse, 1981). However according to the data from interview of teachers, though all of them responded as they teach listening lessons, it is only a single teacher who is teaching appropriately. Some reported as they teach sometimes and the other even rarely.

As to Vandergrift (1996) listening comprehension plays a key role in facilitating language learning. Thus, teachers should teach all the listening sections given in the course books and they should also pay attention to the listening skill as that of other skills to facilitate language learning. Even if some of the interviewees claimed as they skip over some or more lessons of listening because of the problems with texts and tasks, they would have prepared their own tasks and texts. There are also times when teachers can adapt, amend or any other (Rost, 1990).

Indeed, the result from the teachers shows that the teachers employ introducing and orienting the listening lesson very frequently. This was also justified by an agreement of most students. In addition, the researcher has observed the introducing of the listening lessons being

practiced in almost all sessions. So, it can be generalized that introducing the listening lessons are frequently handled. This can be supported by the ideas of Underwood (1989) and Ur (1984) which claim that the activity help activate the learners' schema and set a purpose for listening. It is the amount of preparation the learner is given prior to the listening.

Responses from the students and the findings of the classroom observations revealed as teachers sometimes or rarely motivate students to predict the text although the teachers pointed out that they frequently let their students guess the content of the text. However, according to Ur (1984) if a listener makes a guess as to the sort of a thing that is to be said next, he is much more likely to perceive it and understand it well. In addition Gower et al. (1995) claim as prediction is one technique in which teachers create real interest that motivates learners to listen to certain text. Therefore, students should be given this good chance in order to predict what they are going to listen.

One technique of gaining students' attention to the listening text to be presented is to clarify any cultural information might be new in the text. Otherwise, if there is big gap between students and the culture, they face difficulty in interpreting the text and this in turn brings loose of interest to the skill itself. Underwood (1989) also shares this idea; as this activity provides great opportunity to gain some knowledge which will help students to follow the listening text (for those without sufficient prior knowledge of the topic). To the contrary, what is seen from teachers, students and classroom observation findings revealed as the act of clarifying cultural information is not being practiced frequently. But, there is now an emphasis in modern language teaching on cultural knowledge as a basis for language learning. Then, an important requirement for learning spoken English is the acquisition of cultural

knowledge. Because, the wider the gap between the students and the culture, the less the listeners understand the oral passage.

The activities chosen during pre-listening may serve as preparation for listening. One of these activities is reading through the tasks before listening. This is based up on the principle that students should know the purpose of listening as they know what sort of information they have to look for. This means that the activity help learners to focus their attention on what to listen for. Thus, why Underwood (1989) in her book states if the learners know in advance that they are going to make a certain kind of response, they are immediately provided with a purpose in listening and they know what sort of information to expect and how to react to it. In fact, the findings from the three sources show that the teachers are usually employing the activity while teaching listening.

The data gathered through interview, questionnaire and observation show that the teachers are teaching key words in the passage frequently (usually). This is supported by the idea of Gower et al. (1995) which points out as listening would be difficult without pre teaching the crucial words /phrases. This kind of activity on the other hand removes the stress of suddenly hearing something forgotten and being distracted from the next part of the listening text. Therefore, the teacher is expected to pre-teach some words that might create problem in understanding the passage (Underwood 1989).

Even though almost all of the teachers responded that they frequently make instructions clear for students during pre-listening stage, the findings gathered from students reveal that teachers are practicing it sometimes. Beside this, it was not seen in most of the observation sessions. From this it is possible to infer that making instructions clear at pre-listening stage has not got good attention from teachers. However, all the students in the classroom should understand what they have to

do before the teacher start to present the text. Thus, Underwood (1989) says that though the students' book have clear instructions, giving oral instructions to students is prudent to check students' understanding and to add any more instructions that may be required.

In real life situations, a listener almost always knows in advance something which is going to be said, who is speaking or what the subject is about. In other words they know the type of text they will be listening to. The same should be true for classroom listening, students should know the text type (whether passage, stories, conversations or descriptive talks) in order to help them grasp certain kinds of knowledge necessary for them to comprehend the passage. However, the data gathered through questionnaire and classroom observations reveal that the teachers are not making students aware of the type of text they will be listening to.

Listening should not be associated with the boring routine of teachers turning on the tape and students silently listening to the passages. Teachers should also provide opportunities for students to discuss in pairs or groups as it can generate a lot of discussions. According to Goh (2002) students need to work in pairs or small groups whenever necessary doing information-gap tasks in various forms of dictation, description, simulation, discussion or presentation. As presented, students had opportunities for group/pair works. The findings from the three bodies show that teachers let their students to work in pairs or groups very usually. Therefore, teachers are in a right way in helping students to actively participate in teaching learning process.

The aim of the while listening stage is to help students understand the message of the text. Thus, the students should be provided with the playing or reading aloud of the listening texts so as to handle the information in the passage. Otherwise students are unable to check their

listening comprehension. The data gathered through the three tools show that the teachers are presenting the listening texts aloud during the while- listening stage frequently. So, it can be said that the teachers are on the right way concerning the activity. Underwood (1989) also orders the classroom teachers to read or play a text before all during listening stage.

Guessing meanings of new words in listening comprehension teaching is the ability to apply known information in order to predict the meaning of the new word /phrase. So, if students can apply the ability to guess in to their listening comprehension classes, they would make great progress in having a good command of this language skill. When one comes across new words or phrases, he/she then uses the context in which words or phrases occur to guess their meanings. Teachers need to train the students in the same way as to guess meaning of unknown word (Harmer, 1990). To the contrary, responses from the students and the findings of the classroom observations indicate that the teachers are employing the activity sometimes.

One of the most interesting while listening activity is letting students to predict what they are going to listen. It is not only pre-listening activity, it can also be practiced at while-listening stage. Although predicting what precisely the speaker will say next is a while listening activity, predicting and speculating in a more general way can be a pre-listening activity (Underwood, 1989). So, this activity (predicting) can be both the pre and the while- listening activity need to get attention. As Ur (1984) states if listeners make guess to the sort of thing that is to be said next, they are much more likely to perceive and understand it. The value of prediction in listening is also discussed by (Anderson and Lynch, 1991 and Rixon, 1986). To the opposite, the findings from students and observations depict that the teachers are not frequently motivating their students to predict part of the text while listening.

Giving immediate feedback is also another while-listening activity teachers should practice in the classroom. Organizing activities of while listening phase help learners guiding them through the listening text. Then the students give answers to the activities to check their comprehension. But there are instances when learners need the exact answer of the activities, since it is unexpected thinking that students will give 100% answer to all the activities. Therefore, teachers should give feedback for their students. Because encouraging and supporting students at all times but especially when they are struggling or lacking confidence in certain areas will bring an effective learning environment. Rost (1990) and Underwood (1989) say that teachers should provide the students with immediate feedback either by giving the right answers by themselves or by asking students to check and talk the solutions over in pairs or in groups. What is seen from the analyses also entails this idea. All the data from teachers, students and classroom observations show that the teachers are frequently giving feedback for students at necessary time.

The post listening stage comprises all the exercises which are done after listening to the text. at this stage, the teachers will give the learners a chance to check their comprehension of the speech in light of the purpose (purposes) the teachers have set up for the listeners. Moreover, Rixon (1986) recommends teachers to give chance for students to exchange and compare their answers and also to discuss on it being in group or in pairs. However, the data form students and classroom observation reveal that teachers do not usually encourage students to discuss in group/ pairs and to alter their answers though teachers responded as they frequently practice the activity. Thus, it can be said that teachers are not giving due attention in encouraging students to exchange and compare their answers of the activities.

Of course, teachers from the data received, usually check students' understanding of the listening text and whether they accomplish whatever the while listening tasks or not. This is something needs to be continued and supported. It can be done by the teacher giving the answers orally, by pairs checking each other's answers, by the teacher showing the answers on the blackboard, by group discussion, and so on (Underwood, 1989). Therefore, teachers are expected to check whether the students have understood what they needed to understand and whether they have completed whatever while -listening task have been set successfully.

One of the post-listening activities should be to examine how or why students missed or failed to understand parts of the message. The teacher should draw attention to specific parts of the listening text which have caused problems for the listeners. But the attention should be limited to the significant parts and where many students failed to understand. Then, teacher can often take the opportunity to expand on it and give mini lesson on that particular area (Underwood, 1989). Finding from teachers, students and classroom observations, however, depict that teachers are below expectation in reflecting on why some students have failed to understand or missed parts of the message.

Even though teachers reacted that they frequently give students the opportunity to consider the attitude and manner of the speakers of the listening text, the findings from students and classroom observations go on the opposite way. But understanding inferred information such as speaker's attitude is another listening sub-skill students need to develop. It is a skill which helps in understanding the implied meaning rather than the directly stated one. To Rixon (1986) listeners have to reach on the attitude and manner of the speaker in the listening text, and so as to do this they have to get heavy guidance from their teachers. Thus, it is a useful activity and one which is enjoyed, particularly for students who

deal with authentic listening texts. However, the listening texts found in the teachers' guide themselves do not invite for such type of activity.

Indeed, the findings from the teachers, students and classroom observations reveal that the teachers frequently extend the listening lessons to other language skills. However, what is seen during the observations is that, most of the time these teachers give much attention in integrating the listening lesson with the writing skill. Teachers were seen in rare cases while integrating the target skill with speaking and reading skills. As to Riverse (1981) since language learning is an integrative process, all four conventional skills should be introduced simultaneously so that practice in one can support and reinforce practice in the others.

#### **4.5.3 Discussion on the Listening Materials**

As indicated in the analysis, with the exception of unit six the course books lack support of visual aids. But, texts should offer visual support to aid in the interpretation of what the listeners hear. The aids like maps, diagrams, pictures or the images in the video help contextualize the listening input and provide clues to meaning. Therefore, it is advisable to include visuals in listening texts since it is often through this that listening work can be easily integrated with reading, writing speaking and so on (Anderson and Lynch, 1991, Underwood, 1989 and Ur, 1984).

In the majority of the listening sections of the course books it is seen that the listening lessons did not follow the most common pattern of pre, while and post listening stages. Some sections have no pre listening activity which is thought to be the backbone of teaching listening and others have no after listening activity (ties) although the while-listening activities are available. However, this way of presenting listening lesson is unconvincing for scholars like Byrne, 1986 and Underwood, 1989.

They claim that by presenting the pre, while and post listening activities, listeners feel secure and relaxed and unthreatened. Particularly, in the lesson which does not have pre-listening task, student who has no background knowledge about the topic will be affected.

Another common problem with the sampled units analyzed is regarding the sub-skills practiced. Except in the second sample unit, i.e. unit-6, similar listening sub-skill, which is listening for specific information, is frequently practiced. In other words, the others common sub-skills like predicting, inferring, getting the general picture, deducing meaning, and recognizing functions and discourse patterns are those ignored. But, as to O'Malley and Chamot (1990), if students get chance of practicing different sub-skills and strategies continuously, the practices of these skills make the learners more familiar with the strategies. So, it would have been better if the listening sections had been accompanied by various types of listening sub-skills.

In the analysis of the course books it is also mentioned that almost all the texts selected for lessons are passages. They are those taken from written discourses and which have no natural features of spoken language like formal/ informal language, less densely packed information, some overlap between speakers (during multiple individuals) and so on. Students who usually exposed to this type of text are not able to practice the real life listening and face difficulties outside the classroom during communication. Other types of materials like stories, jokes, role plays, conversations, etc are also recommended to be included in the listening texts, to help learners not to lose interest by being confronted with similar type of texts. Again since the texts are passages students have no chance to practice listening in real life situation where multiple individuals participate in speaking.

## CHAPTER FIVE

### Major Findings, Conclusions and Recommendations

#### 5.1 Major Findings

The general objective of this study was to assess the practice of teaching listening in English as a foreign language grade nine classes. Particularly, the study tried to address the following specific objectives.

1. To explore the efforts of teachers in teaching different listening sub-skills.
2. To identify the extent teachers implement the three phases of teaching listening.
3. To examine how far listening texts and tasks presented in the course books allow students to practice listening comprehension.

Thus, to gather data for the above stated specific objectives, interview, questionnaire, classroom observation, and content analysis were used as tools. And based on information from teachers, students, classroom observations and the analyzed content, the major findings were summarized as follows.

- The data from teachers' interview and notes taken during classroom observation showed that teachers are not letting students practice different types of listening sub-skills.
- From the information gathered through interview of teachers, all of them reacted as they are teaching listening lessons. However, except one teacher, others reported that they teach the listening lessons sometimes and rarely.
- Both the interview of teachers and notes during classroom observation revealed that students are usually asked to listen to the listening text three times.

- A considerable number of students reported that their teachers do not motivate them to predict the content of the listening texts based on clues. The same is true of the data from classroom observation.
- All the tools depicted that students are not provided with clarifying of any cultural information which may be necessary to comprehend the passage.
- Findings from students and classroom observation revealed that teachers are left behind in making the instructions of tasks clear before presenting the listening texts.
- Again majority of students reported that they are sometimes or rarely motivated by their teachers to predict to encourage them monitor their comprehension during listening.
- As can be seen from students' questionnaire classroom observation and even from teachers' interview, the teachers are not reflecting on why some of the students have failed to understand parts of the message.
- Based on the information gathered, teachers rarely provide opportunities for students to consider the attitude and manner of the speaker in the listening texts.
- The result of the interview suggested that the listening materials they are using are not good and appropriate. The reasons behind were absence of visual aids, similarity of texts and difficulty level of tasks. Content analysis of the books also confirmed the first two issues.
- The contents of the listening materials analyzed also have no varieties of activities at pre, while and post-listening stages.
- In addition, the analysis shown that similar listening sub-skill, which is listening for specific information, has dominated the practices of listening sub-skills.

## 5.2 Conclusions

On the bases of the findings the following conclusions can be drawn.

- As far as the frequency of teaching listening sections is concerned, there is no uniformity among teachers. Because of less appropriateness of materials and because of teachers' less attention to the skill, majority of teachers only teach some of the listening sections.
- The students are usually asked by their teachers to listen to the passage three times. So, it can be concluded that students have comprehensive input of the text.
- As to the suitability of listening materials teachers are using, they claimed that the materials are not as appropriate as possible. Because of similarity of texts, lack of visual aids and difficulty level of tasks the listening lessons are not well designed.
- Simultaneous use or practice of various listening sub-skills improves students' comprehension. Teachers do not let learners practice different listening sub skills interchangeably. Extracting specific information and deducing meaning from context are the two skills frequently practiced in the classrooms.
- In order to direct students' minds on the topic by narrowing down the things that the students expect to hear and to activate their prior knowledge, pre-listening activities play crucial role. However, teachers fail to employ some of the pre-listening activities like clarifying any cultural information which may be necessary to comprehend the text, making the instructions of tasks clear and encouraging students to predict the content of the text.
- Although while listening stage is to help learners understand the message of the passage, teachers are not seen helping learners

practice different while-listening activities so as to let them understand the message.

- As far as post-listening practices are concerned, teachers are again do not practice majority of the activities in the classrooms. In addition, the materials themselves do not provide activities for the pos-listening stage which are used to check understanding of students.
- Regarding the materials for teaching listening, the course books present limited listening sub-skill to be practiced, which is listening for specific information. Yet, the listening texts in the teachers' guide are also not of various kinds, though role plays, stories, jokes, conversations, etc are also recommended to be included as listening texts.

### **5.3 Recommendations**

Based on the conclusions reached above, the researcher forewords the following recommendations.

- As much as possible, teachers should design tasks that can help learners practice various types of listening sub-skills. They should teach their students how to listen successfully, not simply switching a tape recorder on /off or reading text aloud.
- Again teachers of English language should take on the notion that pre and post listening activities are an integral part of the listening exercises. They are not just an optional extra.
- In addition to the above points, teachers should also treat listening skill as one of the most important skill. Therefore, they should pay attention to the listening skill as that of the other skills.
- As to the material designers, they need to vary the types of listening texts for practice than using similar texts in every unit,

and would be better if the lessons are supported by visual materials.

- The material designers should also give their good attention to the activities in the pre, while and post-listening stages. They should vary activities so that teaching different listening skills and strategies will be possible.

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**Appendix A**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Faculty of Language Studies**  
**Department of English Language**

**Teachers' Interview Questions**

1. What is your highest professional qualification?
2. How long have you been teaching English?
3. Do you teach listening lessons? To what extent did you teach in the past semester? Why do you not do this?
4. When teaching listening, how many times do you usually have the students listen to the listening text?
5. Are you happy with the listening texts and tasks in the course book? (Then elaborate on the answer) why/why not?
6. Do you let your students practice different types of listening sub-skills? for instance, which listening sub-skills below do you practice in the classrooms:
  - predicting skill to enable learners anticipate content of what people are going to talk about
  - extracting specific information in a text
  - Listening for details in practicing listening intensively
  - Listening for gist to give learners practice in understanding only the main ideas of the passage.
  - Making inferences to help learners in analyzing, interpreting and evaluating the meaning of the text.
  - Recognizing function and discourse patterns and markers
  - Deducing meaning from context.

7. In teaching listening, do you conduct pre, while and post listening activities?

To what extent do you practice the following points?

	Always	Usually	Sometime	Rarely	Never
Introducing and orienting students towards the lesson					
Motivating students to predict the content of the listening text based on some clues					
Clarifying any cultural information which may be necessary to comprehend the passage.					
Allowing students to read through tasks before listening.					
Teaching related vocabulary that may be unfamiliar to students					
Making the instructions of tasks clear					
Aware students the type of text they are going to listen.					
Providing opportunities for group or pair work					
Presenting the listening text aloud					
Helping students guess meanings of new words while listening.					
Motivate students to predict to encourage them monitor their comprehension as they listen					
Giving immediate feedback whenever necessary					
Encouraging students to alter and compare their answers					
Checking students understanding and while listening completion					
Reflecting on why some of students have failed to understand parts of the message					
Providing opportunities for students to consider the attitude and manner of the speaker					
Extending the listening lesson to other language skills					

**Appendix B**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Faculty of Language Studies**  
**Department of English Language**

**Student's Questionnaire**

Instruction: This questionnaire is to assess the practice of teaching listening in English language classrooms. Please show the extent to which the teaching learning of listening practices is exercised in the actual classroom. Read each of the items, which reflects your teachers practices, very carefully and give your answers indicating a tick mark (✓) in one of the boxes that ranges from almost always to almost never under each question.

**Pre-listening Activities**

1 Introduces and orients us towards the lesson.

Always  Usually  Sometimes  Rarely  Never

2 Motivates us to predict about the content of the listening text based on the environmental clues like the topic, pictures, etc.

Always  Usually  Sometimes  Rarely  Never

3 Clarifies any cultural information which may be necessary to comprehend the passage.

Always  Usually  Sometimes  Rarely  Never

4 Allows us to read through tasks before listening

Always  Usually  Sometimes  Rarely  Never

5 Teaches related vocabulary that may be unfamiliar to us

Always  Usually  Sometimes  Rarely  Never

6 Makes the instructions of each listening tasks clear

Always  Usually  Sometimes  Rarely  Never

7 Awares us the type of text we are going to listen

Always  Usually  Sometimes  Rarely  Never

8 Provides opportunities for group/ pair work.

Always  Usually  Sometimes  Rarely  Never

### **While-listening Activities**

9 Presents the listening text aloud

Always  Usually  Sometimes  Rarely  Never

10 Helps us to guess meanings of new words while listening.

Always  Usually  Sometimes  Rarely  Never

11 Motivates us to predict to encourage us to monitor our comprehension as we listen.

Always  Usually  Sometimes  Rarely  Never

12 Gives us immediate feedback whenever necessary

Always  Usually  Sometimes  Rarely  Never

### **Post-listening Activities**

13 Encourages us to alter and compare our answers

Always  Usually  Sometimes  Rarely  Never

14 Checks our understanding and while listening completion

Always  Usually  Sometimes  Rarely  Never

15 Reflects on why some of us have failed to understand parts of the message

Always  Usually  Sometimes  Rarely  Never

16 Gives us opportunities to consider the attitude and manner of the speaker

Always  Usually  Sometimes  Rarely  Never

17 Extends the listening lesson to other language skills (Reading, speaking and writing)

Always  Usually  Sometimes  Rarely  Never

Thank you very much for your cooperation

Sincerely,

Dagim Endale

**Appendix C**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Faculty of Language Studies**  
**Department of English Language**

**Observation Checklist for the Teachers' Practice of the Pre, while and Post Listening Stages**

This checklist is intended to study the practice of teaching listening in the actual classroom at grade 9 levels. First, the practices will be recorded in yes/No category. The yes/No category will be changed in to the right (✓) or wrong (x) sign to indicate whether each activities in the list are practiced or not.

No.	Practices	0-1		0-2		0-3		Total	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	Introducing and orienting students towards the lesson								
2.	Motivating students to predict the content of the listening text based on some clues								
3.	Clarifying any cultural information which may be necessary to comprehend the passage.								
4.	Allowing students to read through tasks before listening.								
5.	Teaching related vocabulary that may be unfamiliar to students								
6.	Making the instructions of tasks clear								
7.	Aware students the type of text they are going to listen.								
8.	Providing opportunities for group or pair work								
9.	Presenting the listening text aloud								
10.	Helping students guess meanings of new words while listening.								
11.	Motivate students to predict to encourage them monitor their comprehension as they listen								
12.	Encouraging students to alter and compare their answers								
13.	Giving immediate feedback whenever possible								
14.	Checking students understanding and while listening completion								
15.	Reflecting on why some of students have failed to understand parts of the message								
16.	Providing opportunities for students to consider the attitude and manner of he speaker								
17.	Extending the listening lesson to other language skills								

**Appendix D**  
**Addis Ababa University**  
**Institute of Language Studies**  
**Department of English Language**  
**(Graduate Program)**

**Content Analysis Checklist for the Listening Texts and Tasks**

1. What are the types of materials for the listening (stories, jokes, role play, conversation, etc).
2. Are there varieties of activities in the text book?  
(Doing, choosing, condensing, modeling, extending, etc)
3. Are there pre, while and post listening activities?
4. Does the text offer visual support to aid in the interpretation of what the listeners hear? What types of visual supports are there?
5. Do tasks have transparent application to real world/real life tasks?
6. Is the listening skill integrated with the other language skills in the listening activities?
7. Does teachers' book suggest possible teaching listening techniques? How are the texts read (by teacher, or recorded)?
8. Do the texts and tasks provide opportunities to practice varieties of listening sub-skills?

## Appendix E

### Teachers' interview Transcriptions

#### 1. What is your highest professional qualification?

Teacher 1. My highest professional /academic qualification is first degree. Because I graduated from Bahir Dar University from department of English language in BA.

Teacher 2. Yes, my highest professional qualification is Bed in English language teaching.

Teachers 3. I have diploma quality in English language teaching, and I am following my degree by summer from Jimma University, last year.

#### 2. How long have you been teaching English?

Teacher 1. Actually, I have been teaching English for six years. In this school, I am teaching since 1997 E.C.

Teachers 2. I have three years experiences teaching in this high school or Gatama secondary and preparatory school.

Teachers 3. I have been teaching English for about six years. I taught three of them down at grade 8 primary school and in this school I came three years before and teaching in this school for three years.

#### 3. Do you teach listening lessons? To what extent did you teach in the past semester? Why do you not do this?

Teacher1. Yea, I have taught English especially four language skills of English in separation. Especially, on this listening skill I have prepared listening notes myself in detail. Then, also pre dictation, while dictation and post dictation. For me I have taught some of them, especially on the titles that are familiar for the students, Because there is no difficulty, all students may not encounter difficulty.

Teacher 2 Yes, I teach English language listening skills. Eee .... actually, I teach this lesson on the extent of listening materials. To say all of them is difficult to say because the material is not sufficient for us and some what as the chance I get I do this all of the activities, i.e. every listening activity at pre, while and post listening activities. So I can say rarely teach listening lessons.

Teacher 3 ok, in some case I teach this listening lessons or skill, but most of the time I didn't focus on this listening skill. Because as our school (Arjo secondary and preparatory school) is far from the center our school have no listening materials, like taperecorder, videos or good texts. As a result I prepare sometimes my own materials or listening skill for my self and I transfer to my students.

**4. When teaching listening, how many times do you usually have the students listen to the listening text?**

Teacher 1 I think, ok, especially I focus on classroom focus, the time for activities. I was allocated forty two minutes and I divided this forty two minutes to pre, while and post-listening. That text, I don't take bulky, very vast passages. Only selected titles, medium that is familiar for students, and I read for students most of the times three times. But it depends as I have said before,

Teacher 2 Actually this is, it may be a lot of barriers in listening activities. Because classroom may not be facilitated as you want. The class also makes noise sounds because there is sport field in front of the classrooms and the like. So it may not be as you want. But it depends on your audience or the listeners. If your audience answered the questions followed, you may read only twice, still I read to them three times.

Teacher 3 Ok, during this listening skill when I expose the skill to my students? Yes, ok, I read it three times. For the first stage, for the second stage and for the third stage.

**5. Are you happy with the listening texts and tasks in the course book? (Then elaborate on the answer) why/why not?**

Teacher 1 yea, with out no doubt the material I was using is good for students. Especially, the titles are familiar for students. For example, I have the title of the history or foundation of Jimma Arjo. I have taught this title. This title is familiar for students and then also for the future also I have my own texts to teach listening skills. Because the titles in the books are the same, passages and you have to know the maturity level of students. The books are not as good as mine titles. The books do not see the maturity level of students especially the tasks are not familiar with students. Because of this to teach you have to prepare your own titles to better understanding.

Teacher 2 Some what the activities are present on the teachers' guide and students' book, but currently the materials are not as you want. Not as good as specially, our performance itself is not as good as needed, as a good speaker or native speaker. There is no materials like tape, videos and.. then because of it may be a problem for us. Also no pictures for supporting the lessons. Only few pictures on the books which are not color, therefore, it is confusing.

Teacher 3 Thank you very much. In the case of this text book, I am very happy. Because as you know the current English focus on the students centered. It focuses on tasks of drills, because of this I am very happy to participate my students, and then it is student centered. It doesn't focus about grammar, rather it focus on communicativeness, it is communicative. As I have mentioned in the first time we have deficiency of text guide, but the texts are very good. Especially, on students' guide, I mean teachers guide there are steps written to teach in the teacher guide. It is prepared of student centered approach. The pre-listening activities, the while listening and post activities are good in the books and interesting.

**6. Do you let your students practice different types of listening sub-skills? for instance, which listening sub-skills below do you practice in the classrooms:**

- *predicting skill to enable learners anticipate content of what people are going to talk about*
- *extracting specific information in a text*
- *Listening for details in practicing listening intensively*
- *Listening for gist to give learners practice in understanding only the main ideas of the passage.*
- *Making inferences to help learners in analyzing, interpreting and evaluating the meaning of the text.*
- *Recognizing function and discourse patterns and markers*
- *Deducing meaning form context.*

*Teacher 1. Yes, ok, there are sub-skills extracted from listening on the book, listening for the details, specific information and for gist is mentioned. And then I have concentrated my skills and my understanding on this one, on the three sub-skills of the listening skill. Especially I have focused listening for details because that detail may help students for the later use. Listening for specific information is also practiced but the other skills are not as much mentioned on students and also teachers book.*

*Teacher 2. Well, it is right. There are a lot of listening skills .But listening for specific information and predicting skills are the main what students have to learn in general. As much as possible what the theme or the general meaning of the text, and deducing meaning of words. But predicting skill and listening for details is not at this stage of students. This is all about, I think.*

*Teacher 3. Yes, there are many sub-skills under listening skill, but most of the times I didn't focus on these all of them. Regarding this what I practice is mostly listening for specific information. Because if you see the teachers guide it is written eee.... listening for specific information is many times given on the teaches' guide. Because of this listening for specific information and for main ideas and also listening for deducing meaning from context are those I mostly teach my students.*

## Framework of the Listening Sections in the English for Grade 9 Textbook

unit	Topic of listening text	Type of the text	Method of presentation	Types of activities	Listening sub-skill practiced	Number of exercises
One	The first aeroplane to land in Ethiopia	Passage	Reading loud	Note taking	Listening for specific information	1
Two	An HIV victim who lived in Uganda	Passage	Reading aloud	Note taking	- Listening for specific information - deducing meaning	2
Three	How writing developed	Passage	Reading aloud	Cooperation	Listening for specific information	1
Four	How deaf people communicate	Passage	Reading aloud	Writing after taking notes	Listening for specific information	2
Five	Reason for and impacts of female genital mutilation (FGM)	Passage	Reading aloud	Guided note taking	Listening for specific information	1
Six	Ali and the pyramid	Story	Reading aloud	- Listening and matching - Dictation	Listening for detailed information	2
Seven	Gender Roles Belief in the family	Passage	Reading aloud	Matching	Listening for detailed information	1
Eight	How babies learn their first langue and how students learn a foreign language	Passage	Reading aloud	Completing a table dictation	Listening for specific information	2
Nine	The jewel in the sand	Story	Reading aloud	Completing a chart	Listening for specific information	1
Ten	Urban water supply	Passage	Reading aloud	Listen and follow	Listening for details	1
Eleven	Abate and the monkeys	Story	Reading aloud	- taking simple notes - dictation	Listening for details	2
Twelve	Women's work in Ethiopia	Passage	Reading aloud	- gap-filling	Listening for specific information	1
Thirteen	Anton van Leeuwenhoek	Passage	Reading aloud	- Guided note taking - Dictation	Listening for specific information	2
Fourteen	Dates and days	Passage	Reading aloud	- Transferring information	Inferring	1

## DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been dully acknowledged.

Name: Dagim Endale

Signature: 

Date of submission: 08/06/11

This thesis has been submitted for examination by my approval as a University advisor.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date of submission: \_\_\_\_\_