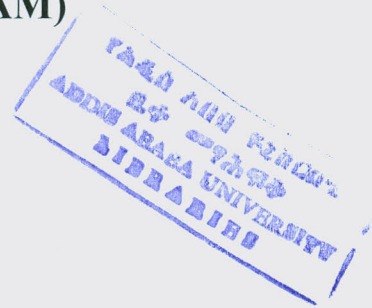


**ADDIS ABABA UNIVERSITY  
INSTITUTE OF LANGUAGE STUDIES  
DEPARTEMENT OF FOREIGN LANGUAGES AND  
LITERATURE  
(GRADUATE PROGRAM)**



**A STUDY ON MATERIALS USED TO TEACH LISTENING  
AT AWASSA COLLEGE OF TEACHER EDUCATION**

**BY  
TEKABE DESTA**

**JUNE 2009**

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**A Thesis Submitted to the Department of Foreign Languages and  
Literature (Graduate program)**

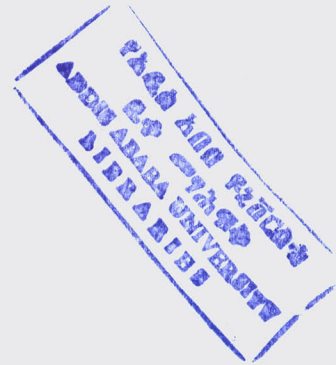
**In Partial Fulfillment of the Requirements for the Degree of  
Masters of Arts in Teaching English as a Foreign Language  
(TEFL)**

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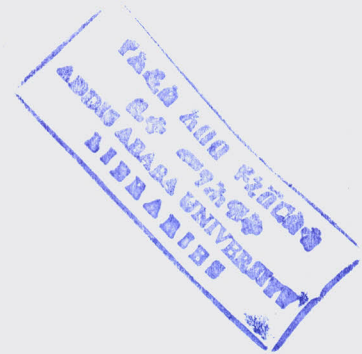
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## Abstract

In this study an attempt was made to investigate the materials used for teaching-listening skills in the student-teachers context of Awassa College of Teacher Education.

The required data for the study were gathered through document analysis, questionnaires, interviews and classroom observation. Document analysis was made using checklist. To support the information obtained through document analysis, questionnaires were distributed to 6 English language instructors and 43 first year English language linear program students of the college. Besides, semi-structured interview questions were held with 3 instructors and 10 observations were held based on structured checklist.

A qualitative analysis was employed on: the information obtained from document inspection, the open-ended questionnaire for the students and the interview with teachers. On the other hand, a quantitative analysis was employed on students' and instructors' responses to the close-ended questionnaire items. The information obtained from the classroom observations was analyzed both qualitatively and quantitatively.

The analysis revealed that the sub-skills of listening that are included in the listening skills course materials do not seem to be adequate as compared to the micro-skills that are required of the student-teachers in their academic listening environments. The study also showed that some of the objectives stated in the syllabus were not properly addressed in the listening course materials.

Finally based on the conclusions reached, it has been recommended that course materials, particularly listening skills materials need to be prepared considering the academic listening needs of the students that are required of them in their academic context.



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# CHAPTER ONE

## Introduction

### 1.1. Statement of the Problem

Listening has an important role to play in a language courses (McDonough & Shaw 1993). For language educators and researchers like Krashen (1981) it is mastered through the various kinds of 'inputs' provided in language context. According to him 'comprehensible' language 'input' is given to learner through listening comprehension.

The reason to listen, or to learn to listen a foreign language can be many and varied. As Brown & Yule (1983) generally identified it could be 'interactional' or 'transactional'. In the former case the reason to listen is mainly 'social'. In other words, the purpose is mainly to create harmonies interaction among participants. In the later case the purpose for listening is to obtain information or it is message oriented such listening form includes listening to: news broadcast, lectures and instruction. (Nunan 1995). Richards (1996:56), citing Tikunoff (1985), states that "effective pupil classroom participation requires command of language in both its interactional and transactional functions." This idea implicitly emphasizes the importance of listening skills for effective classroom communication.

Along with identifying the general purpose why people might use (listen) language for, it is also important to recognize what a listening process involves (Ibid). As Cook (2001) points out listening involves both 'bottom-up' and 'top-down' processing. Bottom-up processing refers to the use of the 'incoming data' as a source of information to extract meaning from the input sources. On the other hand, 'top-down' processing refers to the use of background knowledge to understand the meaning of the message. Therefore, effective listening involves both 'bottom-up' and 'top-down'

processing. Listening skills materials need to be prepared considering the nature of the skill (Richards 1990). He puts this idea as follows. "Any approach to the design of listening skills materials and classroom activities reflects a view of the nature of listening and the process it involves" (p.50).

The student-teachers that are the focus of this study are getting training in the college with the assumption that they are going to be teachers, particularly English language teachers, to the grade level 5<sup>th</sup> -8<sup>th</sup> (Ministry of Education 2007). The teaching of listening skills in their context, therefore, has dual purposes: to enable them develop the necessary micro-skills that are required of them in their academic listening environments, and to enable them get the necessary pedagogical skills that they might use them to teach listening in their future career.

Along with considering the nature and the process of listening in material (listening) preparation and classroom activities, as Richards (1985) points out it is also important for any teaching program to base its design and procedure on particular objectives that it is intended to achieve. He writes this idea as follows:

*The teaching of listening or any language skills involves considering the objectives we are teaching toward and the micro-skills our procedures cover.... Any informed methodology or teaching program looks both at techniques and classroom routines and beyond them to the broader principles that serve as their justification (1985:207).*

In light of this view, how do the listening materials and the classroom activities designed and implemented in Awassa College of Teacher Education? As an English language teacher in the college, the present researcher has observed some problems in this regard. Besides, the claims have often been heard that materials in colleges are prepared in a rush

with more focus on the number of pages rather than considering the theoretical presuppositions in material designing. It is often said that this is highly related to the income with the number of pages or task loads. Can this claim be one of the factors, along with others, for the problems observed in the area?

Local studies were conducted in the area of listening. For example, Seime (1989) conducted research to study the listening abilities of Bahir Dar Teachers College Students and he concluded that the students are below the level that is expected of them to understand lectures.

Birhanu (1993) also made research to investigate the interactional listening strategies 4<sup>th</sup> year AAU students employ. His study indicates that the students failed to use variety of these strategies which can help them to communicate actively and flexibly in collaborative discourse.

Haregewoin (2003) on her part did research to investigate how teachers are handling the practice of teaching listening comprehension in grade-11 with respect to the new course book. Her study reveals that there has been a mismatch between the pedagogical procedures the course designers proposed to be followed and the actual classroom implementations.

Fantaye (2007) attempted to study problems students encounter in listening to lectures and note-taking in Wro. Siheen College. She then concluded that the students use ineffective strategies in listening comprehension and also had problems in comprehending lectures and note-taking.

All these studies seem to reflect that learners in our context have not developed the necessary listening abilities and skills that are required of them at their levels. Besides, there is a gap between procedural designs that are suggested to be followed in the text books and the actual implementation.

Based on the theoretical and practical considerations to be taken into account in any material preparation and based on some personal experiences in the area, it is fair to say that it is very important to explore the nature of the listening materials that are used in the student-teachers context in the college; whether or not they are on the right track in addressing the student-teachers listening skills needs and the pedagogical considerations established in the field. More importantly, investigating the nature of the listening materials and identifying their drawbacks would help to the effectiveness of the listening practice towards achieving the intended goals.

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

The general objective of this study is to examine the material used as a package to teach listening skills in the student-teachers context of Awassa College of Teacher Education.

Pertaining to the general objective, this study will have the following specific objectives.

1. How are the materials convergent with or divergent from the syllabus?
2. How are the materials convergent with or divergent from the student-teachers' listening skills needs?
3. What are the major characteristics of the materials as a package?

### **1.3. Significance of the Study**

Regarding the significance of the study, the researcher hopes to provide some information on the extent to which the listening course materials relate to the academic needs of the students. This information, therefore, serves as a feedback to the listening skills course material writers in

finding out which activities work and which do not, to modify, supplement or change the contents of the course materials for the purpose of making them more effective for further use. It can also serve as groundwork for other researchers exploring into course materials with respect to the academic needs of the students.

#### **1.4. Scope of the Study**

EFL learners might want to develop their listening skills and abilities for a number of different reasons. The reasons could be 'interactional' or 'transactional' (Brown & Yule 1983). Likewise, as already stated the purpose of teaching listening in the student-teachers context might be various. It is beyond the scope of this study to investigate all the possible listening needs of the subjects under study. This study is, therefore, limited to investigating the nature of the listening course materials against the micro-skills that are required of the student-teachers in their academic listening environments of Awassa College of Teacher Education.

#### **1.5. Limitations of the Study**

The materials for the listening course package were prepared by Bonga College of Teacher Education (Note: the reason is included in chapter- 4 under section 4.1.1). Due to distance and time factors the researcher could not reach writers of the materials to have an interview with and include their views on the work. Had it been possible to collect information from the writers, this study would probably have had additional information about the materials used to teach listening in the college under study.

#### **1.6. Definition of Terms**

**Linear Program Students** – refers to student - teachers who are studying one subject as a major field of study and another one subject as a minor course of study (Ministry of Education 2007).



**Cluster Program Students** - refers to student teachers who are studying two or three subjects as a major field of study. In this program the student- teachers are assigned in streams which include: Language stream, social science stream, and Natural science stream (Ministry of Education 2007).

**Academic needs** - the term in this work refers to the different skills of listening required of the students during their academic courses (Richards 1985).

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. Definition of Listening as a Skill

The view that "Listening is an active rather than a passive skill is now becoming a common consensus among applied linguistics" (Elis 2003:39). To mention some of the views, Littlewood (1981), for example, argues that considering listening as a passive skill is a misleading idea. For him the skill needs active involvement of the hearer; and demands both linguistic and non-linguistic knowledge in order to reconstruct the speaker's intended message. McDonough and Shaw (1993) also state that viewing listening as a passive skill is both misleading and incorrect. The process of listening keeps a listener active since it engage him/her in guessing, anticipating, checking, interpreting and organizing.

These views seem to reflect that the concept listening goes beyond a mere grasping of information from spoken words, rather it also involves, though not observed directly, listeners active interaction with the incoming information so as to draw their own interpretation from what has been said.

Based on the nature of listening, ELT writers such as (Underwood 1989; McDonough & Shaw 1993; Rost 1990; Morely 1991 etc.) have given various definitions to listening comprehension. For example, Underwood (1989:1) defines listening as "...the activity of paying attention to and trying to get meaning from something we hear." For her, getting meaning refers to understanding the intended meaning of the message. McDonough and Shaw (1993), on their part, describe listening comprehension in terms of what a listener does. They state that listening comprehension is an activity that involves processing of sound (results in perception) and

processing of meaning (results in cognition) together with activation (use) of contextual clues and prior knowledge.

They write the summary of this view as follows:

*Listening comprehension, then, is not only a function of the interplay between language on the one hand and what the brain does with it on the other: it also requires the activation of contextual information and previous knowledge. (p 136)*

Richards (1985) defines listening comprehension from the perspective of the activities that a listener believed to be engaged in. According to him, three related levels of discourse processing seem to be involved. These are "...propositional identification, interpretation of illocutionary force and activation of real world knowledge" (p.189). What do these three concepts refer to? Propositional identification refers to understanding the message as it is represented in the surface structure of utterances whereas Interpretation of illocutionary force refers to identifying the speakers intended language context. The third discourse processing, namely activation of real world knowledge engages listeners in inference making based on his/her mental script (prior knowledge) to understand what has been said (Leech 1977; Richards 1985).

Morely (1991) also defines listening comprehension as information processing activity in which a listener might be engaged in different communication types; the communication could be 'two-way', 'one-way', or 'self-dialogue'. (Rost 1990) identifies the 'two way' communication as a 'collaborative speech' in which case the speaker-listener role might be exchanged in the process of interaction. In one-way communication, the information flows from a given source to a listener. The input sources could be a lecture, news broad-cast etc. Brown and Yule (1983) label such a speech as 'transactional speech'. In self-dialogue communication the

listener speaks to himself unconsciously in his thought processing, and react to it internally.

The above definitions seem to share the view that listening is an active skill that involves a complex process. This implies that learners need to be helped to develop the ability to use extra linguistic information (situational and contextual clues) together with their knowledge of the world in order to extract meaning from what they heard.

## **2.2. Types of Listening**

Writers in the area suggest different taxonomies of listening on the bases of listening purposes, levels of cognitive process, input sources and the activity types. Anderson and Lynch (1988) for example, identified the two types of listening on the bases of what a listener does-reciprocal and non-reciprocal. In the former case there is a speaker-listener role exchange in the process of interaction. And the conversation is context embedded. The participants use the contextual clues and their background knowledge to negotiate meaning. In the later case, the flow of the information is one way-from the source to the listener. As Brown and Yule (1983) put it usually happens in transactional speech like news, public announcements lectures etc.

The other kind of listening is conversational listening and academic listening (Richards 1985). For Richards, conversational listening refers to listening for casual speech while academic listening refers to listening for speeches that are formal and academical in nature like lectures, panel discussions, presentations etc.

Rixon (1986) on his part identifies listening types as extensive and intensive. Extensive listening can be described as listening for pleasure. In this type of listening a listener follows the content of the speech in a relaxed way without concentrating on every word or sentence with the

intention of getting the overall impression of what is said. Intensive listening, on the other hand, refers listening to something in order to have critical understanding of what is said. The aim here goes beyond extracting, meaning from the message it also involves evaluating, analyzing, judging etc.

Rost (1990) also identifies four types of listening from pedagogical perspective: global listening, selective listening, intensive listening and interactive listening.

**Global listening** refers to an activity type given for learners to help them develop the skill to get the overall impression of what they heard. Whereas **selective listening** refers to providing, learners with activities to enable them develop the ability to select specific information from the listening texts. **Intensive listening**, on the other hand, indicates an activity type given to learners not only to help them understand the text but also to develop their ability to evaluate the text. The last one, **interactive listening** refers to a kind of activity given to learners with the aim of helping them to develop an ability to identify differences in cultural styles and their impact on listener feedback. Such skills will help learners to be effective in collaborative discourse.

### **2.3. Theoretical Bases of Listening**

Mother tongue listening has been studied a lot as compared to second/foreign language listening; and yet the findings obtained from mother tongue listening studies have significant implications for the pedagogy of foreign language listening (Richards 1985). Various theoretical assumptions have been forwarded over the years about the process of listening. Accordingly, the approaches to teach listening comprehension more effectively have also been changed from time to time (Rixon 1986). As Underwood (1989) points out it is difficult to tell exactly how listening works or how people become able to listen and understand what is said.

For mother tongue listeners, the skill seems to develop easily; however, as far as a foreign language listening is concerned, it appears to be difficult and requires a considerable effort to develop the skill.

Linguistics theory states that as far as the process of listening comprehension is concerned, there are five knowledge areas that will be called upon. These are: pragmatic, semantic, syntactic, lexical and phonological. On the other hand, psycho-linguistic theory holds that these five knowledge areas interact to each other in the process of listening so as to make comprehension possible (Flowerdow 1994; Anderson 1985). With respect to points mentioned above Flowerdow writes:

*...pragmatic knowledge, in the form of world knowledge and knowledge of the linguistic context up to the point of the utterance being processed can interact with phonological processing. (p.8)*

The above idea seems to imply that if a gap due to various reasons is created while the incoming phonological information is being processed a listener can fill the gap and try to understand what is said or going to be said by using his/her prior knowledge or by using contextual information that prevail in that particular situation. (McDonough and Shaw 1993)

Recent ELT writers such as (Underwood 1989; Brown and Yule 1983; Richards 1995; Clark and Clark 1977; Cook 2001) suggest their hypothesis about how the act of listening taking place. Most of them put the process in stages.

In the first stage, the sounds reach the sensory store (also called echoic memory), where they are organized into meaningful units based on the listeners' knowledge of the language, and stay there for a very short moment—for not more than a second. In the second stage, the information is processed again in the short term memory. In here too the process does

not take any more than few seconds. At this phase meaning is extracted after the incoming information is checked against the already existed information in the long term memory. Then once meaning has been extracted, the actual words will soon be disappeared from the short term memory. At the third stage, the meaning that has been constructed from the message will be transferred to the long term memory in reduced form for later use. This discussion seems to imply that in listening classes learners need to be given activities that help them to follow the message and get the overall sense of what they listened instead of demanding them to remember the exact words or sentences.

Recent views on the process of listening reveals that listeners use of context is as important as the syntactic and semantic information that come from outside. To understand a message a listener has to place what he/she heard in context. This context is provided and used by the listener himself/herself (Cook 2001; McDonough & Shaw 1993).

Providing a context for what they have heard may not be difficult for native speakers as they have life long experience on the language and the culture, but for those that the language is a foreign one, giving context for what they are hearing could be a difficult task. As a result Underwood (1989:4) argues that they "...may then resort to trying to drive meaning from the individual syntactic and semantic components of the utterance and the manner in which it is spoken without having any thing to relate to it". This seems to entail that learners in EFL listening classes needs to be given some background information about the text that they are going to listen.

#### **2.4. The Process and Strategies of Listening and its Teaching**

The listening abilities and micro-skills that we want our students to develop should emanate from the nature of the listening process and the

listening purposes. Scholars in the area suggest that the act of listening involves both bottom-up and top-down processing. Bottom-up processing refers the use of incoming data as a source of information to draw meaning out of what is heard. In this type of processing the act of comprehension begins with organizing the incoming data at different levels i.e. at sounds, words, clauses and sentences. Richards (1990:50) states the following activities as what a listener does during the bottom-up processing.

1. Scanning the input to identify familiar lexical items
2. Segmenting the stream of speech into constituents.
3. Using phonological cues to identify the information focus in an utterance.
4. Using grammatical cues to organize the input into constituents.

Top-down processing, on the other hand, indicates listeners use of background information to understand the meaning of what is said. Background may include the contextual knowledge or the prior knowledge a listener has about the topic of the discourse or it may include the knowledge stored in ones long-term memory in the form of 'schemata' and 'mental script'. There are times that we may not understand the meaning of what is said merely from the input source unless we associate what we heard with our experience or mental script? In other words, together with the actual discourse we use our knowledge of the world such as the people, the particular situation, what they may encounter in such particular situation, how they react to it to accomplish their goals-i.e. extracting meaning. (Anderson and Lynch 1988, Nunan 1998, Ur 1984)

Richards (1990:52) outlines the following points as examples that might be included in the top-down processing.

- Assigning an interaction to part of a particular event such as story telling, joking, praying, and complaining.

- Assigning places, persons or things to categories.
- Inferring cause and effect relationships
- Anticipating outcomes
- Inferring the topic of a discourse
- Inferring the sequence between events
- Inferring missing details

Along with identifying the differences between bottom-up and top-down processing of language, scholars such as (Brown and Yule 1983, Brown and Levinson 1978, Rost 1990) suggest that it is also important to recognize the different purposes people might use language for. These listeners' purposes or why they are using language for affect the way they listen. Brown and Yule (1983) identified the two main functions of language. According to them, people use language either for interactional purposes or transactional purposes. The discussion on each of these is given below.

- Interactional uses of language

People use language to interact to each other. Their purpose is social; it is just to create a friendly atmosphere in that particular situation. Thus as Brown and Yule (1983) states the language used here is listener oriented rather than message oriented. The main concern here is just to identify one self in a friendly atmosphere.

- Transactional function of language

Language is used mainly to communicate information. Hence, it is message oriented other than listener oriented. Unlike interactional uses of language, here vividness and directness of meaning is important. Such language use may include news, broadcast, lectures, instructions and descriptions etc (Brown et al 1984; Richards 1990).

Interactional and transactional language functions require learners to use both bottom-up and top-down processing strategies. The extent to which one is used more than the other depends on the degree of familiarity a listener has with the topic of the discourse, the type of background knowledge he calls up to the topic, the purpose he/she is listening for. For example if one listens to something which he/she has an experience for, he uses top-down processing to a greater extent than bottom-up processing. To the contrary if he/she listens to something that he/she doesn't have any experience for he/she uses the bottom-up processing to a greater extent than top-down processing. (Richards 1990; Nunan 1998)

According to Brown and Yule (1983:69) "comprehension is not simply 'the reduction of uncertainty', as has sometimes been claimed; it is also 'the integration into experience'". This idea seems to tell that comprehension does not mean merely grasping information as it is rather it also involves some sort of reaction from the listener; he/she may agree/disagree accept/reject the incoming information by checking it against his/her schematic knowledge. They further argue that "...If this is the correct outline of what we mean by 'comprehension'...it is a process that we could not possibly pretend to teach" (Ibid). Teachers' task should, therefore, be to facilitate or create situations in which learners can develop their listening skill.

Richards (1985) on his part states that the purpose of teaching listening comprehension in a classroom is that to enable learners to develop a certain micro-skills (of listening). These micro-skills can be identified basically through examining the nature of the listening comprehension process and the nature of spoken discourse. Then on the basis of these, learners specific needs will be identified so as to decide which micro-skills they mainly need to develop. With respect to this Richards (1985) has the following to say:

*In teaching listening comprehension our aim is to provide opportunities for the learner to acquire particular-skills, those individual listening abilities that we have identified and used in specifying particular teaching objectives. (p.22)*

He further discusses that in a classroom, helping learners develop ability in a particular skill area can be influenced by two variables: The input and the task. Manipulating the input variable involves the language the learners hear, controlling of selected features like grammatical complexity, topic and rate of delivery. Likewise the task variable includes getting learners to carry out purposeful listening tasks with the aim of developing their particular listening abilities.

As Richards (1985) states people usually have a mental script about different topics and issues. When they listen to something this their mental script renders them some information about the content, the people, the formality level etc of what they are going to listen. Besides as Ur (1984) contends people in their daily life activities often have purpose for listening. These their purposes influence what they expect to listen and where to concentrate. The classroom implication of this discussion is that as Ur (1984:4) points out "...it would seem a good idea when presenting a listening passage in class to give the students some information about the context, situation and speaker before they usually start listening". The idea of giving background information before getting learners to listen to a text seems very significant particularly for EFL listening classes. This is due to the reason that EFL learners in most cases have limited experience on the target language, the speakers of the language and their culture (Rixon 1986).

As it has been discussed in the preceding sections, listening, comprehension involves both 'bottom-up' and 'top-down' processing.

Bottom-up processing refers to the use of the incoming data as a source of information to get the meaning of the message. According to this view, the listeners' lexical and grammatical competence play a significant role for the bottom-up processing.

On the other hand, 'top-down' processing refers to listeners' use of background information so as to get the meaning of what is said (Richards 1990). This seems to show that practitioners, before they embark on the act of teaching listening, first need to become aware of what the process of listening comprehension involves. It will help teachers to think about the possible problems learners may encounter while they listen and provide them the necessary support in their attempt to comprehend. This is one of the ways that learners are helped to become better at listening (Underwood 1989).

All the above views seem to reflect that comprehension in listening doesn't happen simply when someone is quiet while another person is talking. It is a complex process which demands active involvement of a listener. Therefore, its teaching requires rigorous planning and implementation. For this to happen, teachers could play a significant role. Some of their responsibilities include:

- exposing students to a range of listening experiences
- making listening purposeful for students
- helping students understand what listening entails and how they might approach it (it is to change their attitude, maybe they were not successful in their attempt to learn to listen)
- Building-up students' confidence in their own listening ability.

(Underwood 1989, Harmer 2001, Sheerin 1987, Brown 1990)

## **2.5. Stages for Teaching Listening**

### **2.5.1. Pre-Listening Stage**

In real life people don't listen to something without having some idea of what they expect to hear. In most occasions, before they are involved in listening, they know who they are going to listen for, what they may possibly listen to, why they listen, where they listen etc. all these things assist their understanding of the information. But in a classroom, particularly in EFL classroom, students have no idea what to expect when they are told to listen to something. Though they have some knowledge of the target language, they may still lack certain kind of knowledge which is important for them to comprehend (Underwood 1989; Yagang 1994; Rost 1990). Underwood (1989:30) therefore, suggests that "...before listening students should be tuned in so that they know what to expect both in general and for particular tasks." This kind of preparatory work that is aimed at helping students get the most out of what they are going to hear is generally described as 'pre-listening' activity (Turner 1995; Underwood 1989).

McDonough and Shaw (1993:141) proposed the following as a pre-listening activities:

- reading a short passage on a similar topic
- predicting content from the title
- commenting on a picture or photograph
- reading through comprehension questions in advance
- working out your own opinion on a topic

### 2.5.2. While-Listening Stage

According to (Rixon 1986, Underwood 1989) while-listening activity can be described as what students are asked to do at the time that they are listening to a text. The aim of while-listening activity is to help learners develop their comprehension skill and therefore, it should not be difficult. In connection with this Underwood (1989:48) writes:

*...The purpose is to assist concentration and to guide the listener through the text, not to test the ability to make correct sentences based on the content of the listening text.*

Rixon (1986) on his part also emphasizes that activities on this stage shouldn't make students to worry too much for not catching each word. (McDonough and Shaw 1993:142-143), Underwood 1989:49-69) suggest a number of while-listening activities. The followings are some of them:

- picture drawing
- marking or checking items in a photograph
- carrying out action
- following direction on a map
- predicting what comes next
- completing a guide, time table or chart of information
- labeling
- spotting mistakes



### 2.5.3. Post-Listening Stage

Post-listening activities are carried out after the listening is completed and it covers all sort of work that is related to the listening text. Some of the activities are the extensions of what have been done in the pre- and while-listening stages and some are related to the listening text only to some

extent. The activities at this stage are some what difficult as they demand memory ability and integration of different skills. (Rixon 1986; Underwood 1989). Underwood (1989:74) writes the following as some of the purposes of post-listening activities.

- to check whether the students have understood what they needed to understand
- to reflect on why some students, have failed to understand parts of the message
- to give students the opportunity to consider the attitude and manner of the speakers of the listening text
- to expand on the topic or language of the listening text, and perhaps transfer things learned to another context

## **2.6. Evaluating Listening Texts and Tasks**

Materials can be evaluated for a number of reasons. One of the reasons could be to identify the strengths and weaknesses of course books that are already functional. Accordingly points that are found to be strong will be encouraged for the maximum use and points that are found to be weak will be strengthen either by adaptation or by substituting them with other materials (Cunningsworth 1995). To put this into effect criteria for evaluation are needed. The criteria that can be used to evaluate listening texts and activities are given below. These criteria and the discussion that follow are extracted from the work of various scholars in the area.

### **2.6.1. Purposefulness and Transferability**

Does the ability reflect the purpose why people listen outside the classroom? Do the skills and abilities that students are helped to develop in a classroom have application in the real world? (Ur 1984; Gower, Philips, Walters 1995:87).

As Rixon (1986:1) claims “The aim of teaching listening comprehension is to help learners of English cope with listening in real life”. The tasks we provide students to carry out should be realistic and motivating so that to make them perceive a purpose for what they listen (Harmer 1991). If news broadcasts are used as an input for classroom listening practice, as much as possible the activities should simulate why people actually listen news broadcasts outside the class. Simply getting students to supply grammatical items in a cloze exercise doesn't reflect the purpose why people actually listen to news broadcast in a real-life situation. Such activities result in low degree of transfer. (Richards 1985)

### **2.6.2. Testing or Teaching?**

Does the activity or classroom procedure presupposes that learners already acquired set of listening skills and then with this assumption simply provide them opportunities to practice the skills, or does it help learners to acquire these skills with the assumptions that they don't know it? A number of listening activities seem to test students listening skills rather than helping them to develop the skills in listening (Richards 1985). He raises a set of true/false questions as example. Such questions often learners are asked to perform following the passage on a tape is only given to check how much they remember out of what they have heard. But such activities have no any relevance in helping learners to develop the skill of extracting the meaning from the message or identifying important details. In connection with this Underwood (1979:4) writes the following as a word of advice:

*It is important that the exercises should not be treated as test items. They are designed as aid to aural comprehension practice, directing the students attention to 'focal points' on the tape so that they will learn to listen more effectively.*

This implies that the aim of the classroom listening activity is to draw learners' concentration and to guide them through the text so that to help them get the overall impression of what has been said rather than checking how much they remember (Underwood 1989).

### **2.6.3. Familiarity of the Topic**

Will the students find the topic and the text interesting? (Gower, Philips, Walters 1995:87)

Listening texts should be chosen having our students' interest in mind. Part of the interest emanates from the topic and the content of the input. To this end, topics that may not be interesting to learners should be adapted when ever possible so as to make them more familiar and motivating (Underwood 1989)

### **2.6.4. Level of Difficulty**

- Is the text at the right level-just beyond the present competence of the students?
- How difficult will the text be for the aim I have in mind and what will the difficulties be? (Gower, Philips and Walters 1995:87).

Providing students listening input of the right level will not only help learners to improve their listening skills as Krashen (1985) argues it also serves as a base for overall language learning. He identified the input that contribute to language learning as 'comprehensible input' (i+1). According to him this refers a language that is a bit beyond students' current level of competence. This entails that if the input is very much beyond students' current competence level; they may not understand the message and as a result couldn't improve their listening skill. On top of this (Underwood 1989) also put her remarks that the listening activities should be as the right level of difficulty. If activities are too difficult to be carried out they may cause learners to feel de-motivated. This in turn lead them to

disengage themselves from the activities. But this doesn't mean that at times challenging activities are not necessarily.

She puts this idea as follows:

*In time of course, it will be necessary to include activities which present potential 'sticking point' so that students learn not to be put off and to persevere inspite of the problems (1989:47)*

This entails that sometimes classroom listening practice should include challenging activities for the reason that active learners may loose interest if they are always performing tasks within their limits.

### **2.6.5. The Use of Visual Support**

Do the listening materials provide visual support? The use of visual support like pictures, diagrams etc are important means of stimulating students. Such support gives them a chance to compare what they have listened with the information given to them in visuals (Rixon 1986)

Real-life listening is usually accompanied by environmental clues. They contribute something to the meaning of the message by providing information about the situation, speakers and general atmosphere. In the classroom listening environmental clues are represented by visual materials such as illustrations, diagrams, maps etc. Most listening exercises can be presented effectively by accompanying them with visual materials (Ur 1984).

## **CHAPTER THREE**

### **RESEARCH METHODS**

This chapter presents the research methods that were employed to collect the desired data to attain the objectives of the study. It deals with the subjects, data collecting instruments and methods of data analysis used in carrying out the study.

#### **3.1. The Research Setting and Subjects**

The research was conducted on first year English language Linear Program Students of Awassa College of Teacher Education. These students were included in the study because of two reasons. The first reason is that listening is given as a course only for language students (Note that in the college there are two programs for language students: Linear and Cluster) and it is given at first year level. The second reason is that unlike cluster program students, linear program students were studying one subject as the major field of study and another subject as the minor course of study. Since the participants of this investigation were studying English language as the major field of study, relatively speaking, they were in a better position to render the necessary information about the nature of the listening skills course materials whether or not they believe the materials are in line with their academic listening needs.

There was only one section for the target participants, which comprises 43 students (24 male and 19 female). Therefore, all of them were included in the study. As three students did not respond to all items of the questionnaire, only the 40 students' responses were analyzed.

In the college, there were 11 English language instructors. Among these only six instructors (4 male and 2 female) were included in the study. It is

because only these instructors have an experience to offer the listening course at different times in the college.

### **3.2. Data Collecting Methods**

The study used four methods to gather data these were: document analysis, questionnaires, interviews and classroom observation.

#### **3.2.1. Document Analysis**

As pointed out earlier the objective of the study was to explore the nature of the listening skills course materials against the micro-skills that are required of the student-teachers in their academic listening settings. To this end, document analysis has been used as main research tool for the study.

The listening course package includes students' modules, instructor's manual and audio cassettes. In the modules that have been prepared for the students the transcripts for the listening texts were not included. But in the instructor's manual they were included otherwise both the materials are similar. Therefore, the instructor's manual was used to analyze the listening texts, and for the analysis of the listening activities, the students' modules were used. Note that all the listening texts and activities have been used for the analysis

#### **3.2.2. Questionnaire**

To strengthen the information obtained from the document analysis, questionnaires were administered to the students and teachers. The questionnaire for the students' consists of three parts: two close- and one open-ended (see Appendix C). And it was written in Amharic so that students respond to the items with ease and understanding

The first part has eight items that were used to assess whether the listening texts include variety of text types and language that are related to student-teachers' other academic subjects. The second part of the questionnaire incorporates fourteen items which were used to assess the nature and characteristics of the listening activities mainly in terms of the type of micro-skills (of listening) they provide the student-teachers' to practice with. The last part of the questionnaire for the students was open-ended. It was used to examine student-teachers' reaction towards the listening materials, whether they believe that the materials improve their listening skills or whether they believe that they are in harmony with their needs. All the questionnaires that were distributed to the students have been returned.

The questionnaire designed for the instructors has three parts (see Appendix B). All the items are close-ended type. Two of its parts are almost similar with the students' questionnaire in content, regardless of some differences with few items. However, the first part that was included in the instructors' questionnaire was not included in the student-teachers'. The items in this part were designed to assess the extent to which the aims of the listening activities are clear and appropriate to the needs and level of the students. The researcher, therefore, excluded this part from the students' questionnaire with the assumption that the items in this part are beyond their scope. The Likert technique that has five scales, which ranges from strongly agree with the score of 5 points to strongly disagree with the score of 1 was used in the questionnaire.

### **3.2.3. Interview**

To cross check the information collected through the questionnaire an interview was held with three volunteer instructors. The interview was conducted in Amharic so that the teachers could explain their feelings and ideas more easily. With the willingness of the instructors, each of the

interviews has been audio-recorded. The interview comprises two semi-structured items (see Appendix D).

#### **3.2.4. Classroom Observation**

The classroom observation was made to obtain data about the implementation of the listening course materials and the type of skills or sub-skills that the student-teachers are practicing in a listening classroom. As already mentioned, in the college there is only one section for first year English language linear program students. Therefore, ten observations were conducted in this section using structured observation checklist. The checklist consists of twelve items, which were all concerned with the micro-skills particularly academic listening requires. They were drawn from the syllabus that was sent from the Ministry of Education for the course listening skills (Eng 105) and the existing ELT literature on the area such as Richards (1985) ; Rost (1990). Some of the items were incorporated in the instructors' as well as in the students' questionnaires. But in the observation checklist they appear in yes/no category. (see Appendix E). At the end of the observation, the total frequency and percentage of the occurrence of each micro-skill at each observation session were tallied for descriptive analysis to see how the micro- skills are given coverage in actual classroom listening practices. (see Appendix F).

#### **3.3. Development of the Data Collecting Tools**

The development of the data collecting tools (the checklists, the questionnaires, interview) underwent the following process. On the basis of the objectives of the study and the existing literature, the researcher constructed the items. Each tool was commented by the researcher's advisor and by two prospective graduate students of TEFL. Using the constructive comments given by these people, the researcher made the necessary changes. Then the pilot study was conducted on four

instructors and fifteen students who were randomly selected. At the end, using the feedback from the results of the pilot study the necessary changes were made to improve the qualities of the questionnaires items.

### **3.4. Method of Data Analysis**

To analyze the data collected through the four instruments, the following procedures have been employed. First, the contents of the listening course materials were described and evaluated using checklist. The content analysis checklist that comprises 12 items was adopted from Cunningsworth (1995); Richards (1985); Rost (1990) and Gower, Philips, Walter (1995). Using this checklist and a content map, analysis on the contents of listening course materials was made. Moreover, the items in the checklist were used to analyze the design and organization of the course materials, the type and nature of the listening texts and activities.

Next, the student-teachers' and the instructors' responses to each item in the questionnaires were tallied for descriptive analysis (frequency, percentage, mean) to discuss how each item was answered. Following this, the frequency, percentage and mean of each item were computed. To indicate the relative tendency of the subjects, grand means (the averages of all means given in each table) for each of the parts in the students' and instructors' questionnaires were computed.

Eventually, a qualitative analysis was employed on the data obtained through the open-ended items of the questionnaire and interview. The information obtained through class room observations was analyzed both qualitatively and quantitatively. As the end, based on the results of the analysis conclusions and recommendations have been made.

## **CHAPTER FOUR**

### **ANALYSIS AND DISCUSSION OF THE RESULTS OF THE STUDY**

This chapter deals with the presentation and interpretation of data obtained through the instruments described in the preceding chapter. It presents the results in four major sections: the course materials, student-teachers' and instructors' views of the materials, summary of the student-teachers' responses to the open-ended, questionnaire item and summary of classroom observations.

#### **4.1. The Course Materials**

##### **4.1.1. The Production of the Materials**

In the Southern Nations Nationalities Peoples Region there are four governmental colleges of Teacher Education. The colleges prepare course materials as per the order of the region's educational bureau. Then these materials will be shared among the colleges for instructional purposes. The listening materials which are the target of this study have been prepared by Bonga College of Teacher Education.

##### **4.1.2. The Contents of the Materials**

The modular material prepared for the course listening skills has two units. The first unit presents the theoretical part and the second unit the practical part.

In the first unit, four main sections are included: defining listening, characteristics of effective listening, sub-skills of listening and prediction. Under each section theoretical discussions are presented with sub-sections. For example, in the first section (i.e. defining listening) definition

for listening, mainly in terms of what a listener does, has been given. Following this, what listening as an active process involves is discussed.

The second section in unit one, presents characteristics of effective listening. It first discusses about what effective listening involves and then lists some listening blocks with their respective notes that indicate how to deal with them.

The third section is about skills and sub-skills of listening. It first presents skills that are considered to be main skills of listening labeling them under two major categories i.e. as enabling skills and enacting skills. Following this it presents about 20 sub-skills of listening. The section also discusses about the concept of bottom-up and top-down processing stating that active listening results from the interaction of both processes.

The last section in unit one discusses about prediction as one of the major skills in listening. It first explains the importance of prediction and then states some techniques that can be used in predicting.

The theoretical discussions seem to be prepared based on the views of recent ELT writers mentioned in the proceeding chapters. It provides the student-teachers theoretical bases about the nature of listening and the process it involves. Such theoretical information will benefit both practitioners and students. An informed practitioner who has theoretical ground on the nature of listening will anticipate the possible problems learners, particularly EFL learners, may encounter in the process of listening and accordingly will provide the necessary support. Likewise, learners who have some knowledge about the nature of listening may not depend solely on the phonological information to understand the meaning of the message rather, they also make use of contextual clues and their previous knowledge (McDonough & Shaw 1993; Underwood 1989).

The draw back of the theoretical part appear to be, the material only presents learners with notes after notes with out providing some activities to check their understanding and give feedback accordingly.

The practical part of the course is presented in unit two. As already indicated, the listening texts are included in the instructor's manual. In the manual, about eleven listening texts are given. Each listening text is accompanied with listening activities. The listening activities are presented both in the instructor's manual and the student-teachers' module. The following table provides a summary about the listening texts and the activities that are included in the materials.

**Table 1: Content map for the listening texts and activities included in the course material**

| Listening text | Listening text topic | Text type           | Expected input source | Listening activity type   | Listening skills practiced  | Number of exercise | Pages |
|----------------|----------------------|---------------------|-----------------------|---|---|--------------------|-------|
| 1              | Not given            | Passage             | Tape-recorder         | -Gap filling,<br>-Matching pictures with words                        | -Listen for specific information  | 2                  | 20-21 |
| 2              | Not given            | Passage             | Tape-recorder         | -Multiple choice questions<br>-Short answer giving questions          | -Listen for specific points<br>-Listen for detail information   | 2                  | 22-24 |
| 3              | Not given            | Passage             | Tape-recorder         | -Short answer giving questions<br>-True/false questions               | Listening for main points   | 3                  | 26-28 |
| 4              | Not given            | Passage             | Tape-recorder         | -Multiple choice questions  | Listening for main points<br>Listening for specific points  | 2                  | 29-30 |
| 5              | Not given            | Argumentative essay | Loud reading          | -Taking note of important points                                      | Listening to create text  | 1                  | 30-32 |
| 6              | Development end Aid  | Passage             | Tape-recorder         | -Taking note of the main points<br>-Answering comprehension questions | -Listening to create a text<br>-Listening for detail information<br>-Listening for judging/evaluating | 3                  | 32-39 |

| <b>Listening text</b> | <b>Listening text topic</b> | <b>Text type</b> | <b>Expected input source</b> | <b>Listening activity type</b>  | <b>Listening skills practiced</b>   | <b>Number of exercise</b> | <b>Pages</b> |
|-----------------------|-----------------------------|------------------|------------------------------|---|---|---------------------------|--------------|
| 7                     | EL Norte                    | Passage          | Tape-recorder                | -Identifying transitional device<br>- Multiple choice question<br>- Short answer giving questions | - Listening for identifying transitional devices<br>- Listening for specific information        | 2                         | 39-42        |
| 8                     | Problems of urbanization    | Passage          | Tape-recorder                | - Taking note<br>- Comprehension question   | - Listening for taking note<br>- Listening for detail information                               | 2                         | 44-48        |
| 9                     | Competing for land          | Passage          | Tape-recorder                | - Note-taking<br>- Comprehension question   | - Listening for taking note<br>- Listening for specific information                             | 2                         | 48-53        |
| 10                    | Not given                   | Passage          | Tape-recorder                | - Short answer giving questions<br>- True/false questions<br>- mattering question                 | - Listening for understanding the attitude of a speaker<br>- Listening for specific information | 3                         | 53-56        |
| 11                    | Not given                   | Passage          | Tape-recorder                | - Multiple choice questions<br>- True/false questions   | - Listening for specific information  | 2                         | 57-59        |

### **4.1.3. Design and Organization of the Course Material**

The objectives and the contents of the course materials seem to show that the syllabus type that prevails behind the preparation of the materials is likely to be skill-based syllabus. In both the theoretical and practical part of the materials the contents seem to be selected and organized with the intention of developing student-teachers' certain micro-skills in listening. In the process of developing learners' listening abilities language learning might occur incidentally though this is not the primary purpose of the course.

The approach to the design of the course materials appear to be deductive. It first provides learners with the theoretical discussions which deal about the nature of listening and sub-skills of listening. Following this, learners are given with practical activities with the assumption that they may apply the strategies and skills that they are presented with theoretically when they are engaged in the actual listening practices.

The course materials seem to be sequenced on the bases of complexity and learnability. In unit one for example, the definition of listening is given first. Then the discussion on characteristic of effective listening follows. To the end of the unit sub-skills of listening are discussed. Similarly, in unit two also skills that appear to be simple (e.g. listening for specific/general information) are given first for practice and skills that need much effort and concentration like listening for creating a text, listening for understanding the attitude of a speaker etc. are given for practice around the middle and the end.

### **4.1.4. The Types and Nature of the Listening Texts**

Almost all the listening texts are passages that are especially constructed for the purpose of classroom listening. Besides, most of the contents or topics of the texts appear to be more formal and academic in nature. The

behind reason for this might be to provide learners with more practice on academic functions and study skills that are needed in the tertiary level. Out of the eleven listening texts attempts have been made only on two of them to make them look real-life like and extended type of listening. For example, listening text four, talks about three female pop music singers. Listening text seven also describes about a certain adventures film. As they simulate real life listening, such topics may arouse learners' interest to listen (Ur, 1984). The course package consists of recorded materials for almost all the texts. Except text four, the input source for the rest of the texts is audio-recorder. During the observation time, the researcher noticed that the course instructor had been using tape recorder for text presentation.

As shown in the table 1, the listening texts seem to lack variety in text types. Most of them are passages that are designed for classroom listening purposes. Text types like radio-extracts, dialogues, interviews, real stories etc are not included.

Concerning the length of the texts, some of them are too long to use them for the classroom listening purposes. For example, the recording for listening texts-six ("Development and Aid") takes about 25 minutes for a single listening. Similarly, listening text nine ("process of urbanization") takes about 20 minutes for once listening. Learners might feel boredom to listen for such long texts and as result, they might lose interest for further activities. Texts like these, should, therefore, be adapted to a reasonable length to keep learners attention to the text (Underwood, 1989)

#### **4.1.5. The Types and Nature of the Listening Activities**

As indicated in the content map (table-1), the micro-skills that learners are given to practice do not totally exceed more than eight in type. As it is stated in (Richards, 1985) excluding the 32 micro-skills that conversational listening requires, there are about 18 micro-skills that are

required in academic listening settings. In light of this view, some micro-skills that seem very important for academic listening situations like making predictions, inferring, identifying relationships among units, recognizing functions of non-verbal cues, asking for clarification and repetition, etc are not included in the course material for practice. The listening abilities and the micro-skills that we provide learners with to practice should emanate from the nature of the listening process and from the objectives of the teaching program (Richards, 1990).

The syllabus that was sent from the Ministry of Education (see Appendix G) for the course listening skills states as one of its objectives- "At the end of the course, learners will identify different micro-skills of listening to achieve different purposes." When the course materials are closely examined against this objective, the gap between the materials and the syllabus can clearly be noticed. Similarly, the other objective in the syllabus states that learners will use listening as the strategy of learning language and other subjects effectively. To use listening as a strategy of learning the student-teachers first need to develop the desired micro-skills that academic listening requires.

In the course materials, the activities are presented procedurally in stages:- as pre-, while, and post listening activities. Concerning their nature-, the pre- listening activities seem to be in line with the idea of recent ELT writers mentioned in the preceding chapters. The activities in this section provide learners opportunities to think about and relate what they already know with the idea that they are going to listen. Besides, the section provides learners with some background information about the text they are going to listen, the idea of giving background information is very significant particularly in EFL listening classes. As these (EFL) learners, in most cases have limited experience about the target language, its speakers and their culture (Underwood 1989; Ur, 1984).

Most of the activities in the while and post listening sections also seem to be in harmony with the views of recent ELT writers such as (Rost 1990, Underwood 1989; Ur, 1984). But some activities, particularly in the while listening part (e.g. activities under listening texts seven, eight and ten on pages 41, 51, 55 respectively) appear to be too difficult for learners to give answer for. They demand too much detail. As this stage engages learners with a lot of tasks at a time, like listening, understanding what they listen, thinking about the questions, responding to the questions etc. the purpose of the activities should be to assist concentration, and guide learners through the texts not to test their ability to give right sentence based on the content of the text (Underwood 1989).

#### 4.2. Student-teachers' and Instructors' Views of the Materials

**Students' reaction to the type and nature of the listening texts (N-40)**

**Table-2**

| Items        | Frequency of Responses |      |            |      |           |      |           |    |           |      | Total | Mean |
|--------------|------------------------|------|------------|------|-----------|------|-----------|----|-----------|------|-------|------|
|              | 5                      |      | 4          |      | 3         |      | 2         |    | 1         |      |       |      |
|              | F                      | %    | F          | %    | F         | %    | F         | %  | F         | %    |       |      |
| 1            | 2                      | 5    | 5          | 12.5 | 2         | 5    | 22        | 55 | 9         | 22.5 | 89    | 2.2  |
| 2            | 3                      | 7.5  | 12         | 30   | 3         | 7.5  | 18        | 45 | 4         | 10   | 112   | 2.8  |
| 3            | 8                      | 20   | 23         | 57.5 | 1         | 2.5  | 6         | 15 | 2         | 5    | 149   | 3.7  |
| 4            | 7                      | 17.5 | 14         | 35   | 10        | 25   | 6         | 15 | 3         | 7.5  | 136   | 3.4  |
| 5            | 14                     | 35   | 15         | 37.5 | 2         | 5    | 6         | 15 | 3         | 7.5  | 151   | 3.8  |
| 6            | 5                      | 12.5 | 6          | 15   | 5         | 12.5 | 16        | 40 | 8         | 20   | 104   | 2.6  |
| 7            | 2                      | 5    | 7          | 17.5 | 9         | 22.5 | 12        | 30 | 10        | 25   | 99    | 2.5  |
| 8            | 10                     | 25   | 19         | 47.5 | 3         | 7.5  | 6         | 15 | 2         | 5    | 149   | 3.7  |
| <b>Total</b> | <b>51</b>              |      | <b>101</b> |      | <b>35</b> |      | <b>92</b> |    | <b>41</b> |      |       |      |

Grand Mean = 3.1

The table consists of 8 items which were used to elicit information on the listening texts.

Item 1, 2, and 3 were used to assess whether the course materials include variety of text types which are related to the student-teachers' other academic subjects and within their level of understanding. Based on their responses the mean score to each item reads 2.2, 2.8 and 3.7 respectively. This implies that the students seem to have a believe that the texts do not have varieties in their types though they are not difficult for them to understand. Besides, they do not relate with other subjects that they are taking in the college.

Item 4 was used to assess whether the listening texts contain language that has important contribution for the student-teachers' overall language development; and the mean score 3.8 indicates that more than half of the respondents (62.5%) believe that the listening texts contribute for the students' overall language developments. Items 5 and 6 were concerned about the structure of the listening texts. It is to see whether they contain discourse markers and reduced forms of words. The mean scores for each item 3.8 and 2.6 respectively indicate that more than half number of the respondents (72.5%) agree to the idea that the texts contain discourse markers. As for item 6, 60% of the respondents showed their disagreement to the idea that the texts contain reduced forms of words.

Item 7 was intended to assess whether the listening texts provide learners with knowledge about common classroom practices. Only 22.5% of the respondents showed their agreement to the item. This would seem to indicate that the listening texts do not provide learners with some knowledge about common classroom practices. Item 8 was also used to examine whether the listening texts provide background information before students start to listen. Accordingly with the mean score 3.7, the majority of the respondents (82.5%) showed their agreement to the item.

## Student-teachers' reaction to the type and nature of the listening activities

**Table 3**

| Items        | Frequency of Responses |      |            |      |           |      |            |      |           |      | Total | Mean |
|--------------|------------------------|------|------------|------|-----------|------|------------|------|-----------|------|-------|------|
|              | 5                      |      | 4          |      | 3         |      | 2          |      | 1         |      |       |      |
|              | F                      | %    | F          | %    | F         | %    | F          | %    | F         | %    |       |      |
| 1            | 6                      | 15   | 22         | 55   | 3         | 7.5  | 6          | 15   | 3         | 7.5  | 142   | 3.55 |
| 2            | 8                      | 20   | 16         | 40   | 2         | 5    | 7          | 17.5 | 7         | 17.5 | 131   | 3.3  |
| 3            | 14                     | 35   | 12         | 30   | 4         | 10   | 7          | 17.5 | 3         | 7.5  | 147   | 3.7  |
| 4            | 7                      | 17.5 | 15         | 37.5 | 5         | 12.5 | 9          | 22.5 | 4         | 10   | 132   | 3.3  |
| 5            | 12                     | 30   | 16         | 40   | 3         | 7.5  | 5          | 12.5 | 4         | 10   | 147   | 3.7  |
| 6            | 11                     | 27.5 | 13         | 32.5 | 7         | 17.5 | 6          | 15   | 3         | 7.5  | 143   | 3.6  |
| 7            | 8                      | 20   | 13         | 32.5 | 3         | 7.5  | 10         | 25   | 6         | 15   | 127   | 3.2  |
| 8            | 2                      | 5    | 2          | 5    | 8         | 20   | 16         | 40   | 12        | 30   | 8     | 2.15 |
| 9            | 2                      | 5    | 3          | 7.5  | 7         | 17.5 | 14         | 35   | 14        | 35   | 85    | 2.1  |
| 10           | 13                     | 32.5 | 14         | 35   | 4         | 10   | 7          | 17.5 | 2         | 5    | 149   | 3.7  |
| 11           | 12                     | 30   | 17         | 42.5 | 4         | 10   | 5          | 12.5 | 2         | 5    | 152   | 3.8  |
| 12           | 8                      | 20   | 14         | 35   | 7         | 17.5 | 8          | 20   | 3         | 7.5  | 136   | 3.4  |
| 13           | 11                     | 27.5 | 10         | 25   | 7         | 17.5 | 9          | 22.5 | 3         | 7.5  | 137   | 3.8  |
| 14           | 9                      | 22.5 | 15         | 37.5 | 5         | 12.5 | 9          | 22.5 | 2         | 5    | 140   | 3.5  |
| <b>Total</b> | <b>120</b>             |      | <b>182</b> |      | <b>72</b> |      | <b>118</b> |      | <b>68</b> |      |       |      |

Grand Mean=3.3

The table comprises fourteen items which were used to assess the type and nature of the listening activities that are incorporated in the course materials. From the table item one was used to examine whether the listening texts promote cooperative work among students. The mean score 3.55 seems to show that the listening activities encourage collaborative work.

Item two was designed to examine whether the listening activities lead on learners to practice other language skills perhaps speaking and/or writing. More than half of the respondents (60%) showed their agreement to the item.

Moreover, items 3, 4, 5, and 6 were used to examine the demand of the activities that require of the student-teachers to practice. Accordingly, the mean score for each item 3.7, 3.3, 3.7, 3.6 respectively indicate that more than half number of the respondents (56%) agree with the idea that the listening activities do not require the students to understand all points that are included in the texts. Likewise, 55% showed their agreement to the idea that the listening activities require students to listen for main idea of the text. As for the idea that the listening activities require the students to listen for specific information, about 70% of the respondents showed their agreement to the item. In the same way 60% of the respondents reflected their agreement to the idea that the activities require students to listen for detail information.

A mean score 3.2, for item 7 indicates that more than half of the respondents (52.5%) agree with the idea that the activities require the students to identify the attitude of a speaker that she/he has towards the topic. Item 8 was used to assess whether the activities encourage student-teachers to use non-verbal cues as a clue to get the meaning of the message. Accordingly, only 10% of the respondents showed their agreement to the idea. This implies that almost no practical activities were included in the course material on features of paralinguistic signals.

For item 9, the mean score 2.1 is obtained from the student-teachers' responses. This indicates that only 12.5% of the students showed their agreement to the idea which states the listening activities provide students with practices on stress and intonation patterns in order to show how these features bring meaning difference.

Items 10 and 11 were used to elicit information on the activities whether they require students to take-notes while they listen and organize these notes for writing a summary and/or creating a text; for each item about 67.5% and 72.5% of the respondents respectively showed their agreement to the idea that the listening activities engage them in note-taking and organizing practices.

From the table items 12 and 14 were concerned about identifying words' meaning. Accordingly, the mean score to each item 3.4 and 3.5 respectively indicate that more than half number of the respondents (55%) showed their agreement to the idea that the listening activities require student-teachers to understand key words that are related to the topic. Likewise, about 60% of the students agreed to the idea that the activities require the students to guess the meanings of words from the context.

Item 13 was used to assess whether the listening activities require the student-teachers to evaluate what they listened based on their experience. More than half number of the respondents (52.5%) indicated their agreement to the idea.

#### **Instructors' assessment on the aims and objectives of the listening activities (N=6)**

**Table 4**

| Items        | Frequency of Responses |   |          |      |          |      |           |      |   |   | Total | Mean |
|--------------|------------------------|---|----------|------|----------|------|-----------|------|---|---|-------|------|
|              | 5                      |   | 4        |      | 3        |      | 2         |      | 1 |   |       |      |
|              | F                      | % | F        | %    | F        | %    | F         | %    | F | % |       |      |
| 1            | 0                      |   | 1        | 16.7 | 2        | 33.3 | 3         | 50   | 0 |   | 16    | 2.7  |
| 2            | 0                      |   | 1        | 16.7 | 1        | 16.7 | 4         | 66.7 | 0 |   | 15    | 2.5  |
| 3            | 0                      |   |          |      | 2        | 33.3 | 4         | 66.7 | 0 |   | 14    | 2.3  |
| <b>Total</b> |                        |   | <b>2</b> |      | <b>5</b> |      | <b>11</b> |      |   |   |       |      |

Grand Mean=2.5

In this table, three items were used to examine the clarity, relevance and suitability of the aims and objectives of the listening activities to the student-teachers needs in their academic context. Accordingly, with the mean score for each item 2.7, 2.5, 2.3 respectively, 50%, 66.7% and 66.7% of the respondents showed their disagreement to the items. The figure would appear to indicate that the aims and objectives of the listening activities are not as such clear, relevant and suitable in the student-teachers context. Moreover, the grand mean of the items 2.5 also indicates instructors' disagreement to the clarity, relevance, and suitability of the aims and objectives of the listening activities.

**Instructors' reactions to the type and nature of the listening texts (N=6)**

**Table 5**

| Items        | Frequency of Responses |      |           |      |           |      |           |      |          |      | Total | Mean |
|--------------|------------------------|------|-----------|------|-----------|------|-----------|------|----------|------|-------|------|
|              | 5                      |      | 4         |      | 3         |      | 2         |      | 1        |      |       |      |
|              | F                      | %    | F         | %    | F         | %    | F         | %    | F        | %    |       |      |
| 1            |                        |      |           |      | 1         | 16.7 | 4         | 66.7 | 1        | 16.7 | 12    | 2    |
| 2            |                        |      | 4         | 66.7 | 1         | 16.7 | 1         | 16.7 |          |      | 21    | 3.5  |
| 3            |                        |      | 2         | 33.3 | 1         | 16.7 | 3         | 50   |          |      | 17    | 2.8  |
| 4            |                        |      | 3         | 50   | 2         | 33.3 | 1         | 16.7 |          |      | 20    | 3.3  |
| 5            |                        |      | 4         | 66.7 | 2         | 33.3 |           |      |          |      | 22    | 3.7  |
| 6            |                        |      |           |      | 1         | 16.7 | 4         | 66.7 | 1        | 16.7 | 12    | 2    |
| 7            | 1                      | 16.7 | 4         | 66.7 | 1         | 16.7 |           |      |          |      | 24    | 4    |
| 8            |                        |      |           |      | 2         | 33.3 | 4         | 66.7 |          |      | 14    | 2.3  |
| 9            |                        |      |           |      | 1         | 16.7 | 4         | 66.7 | 1        | 16.7 | 12    | 2    |
| <b>Total</b> | <b>1</b>               |      | <b>19</b> |      | <b>13</b> |      | <b>18</b> |      | <b>3</b> |      |       |      |

Grand Mean=2.84

In the table nine items were used to gather information from the instructors on the content of the listening texts. Item 1 was used to elicit

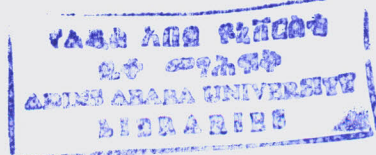
information on the nature of the listening texts; and the mean score 2 was obtained from the responses of the instructors. This in turn indicates that the majority of the respondents (83.4%) showed their disagreement to the idea that the texts enable learners to listen language that has different functions--transactional and interactional. The figure would also seem to suggest that the texts included in the course materials are more of academic in nature.

Item-2 was designed to get information on the organization of the texts, whether they include relevant and sufficient information for the students to follow, more than half of the respondents (66.7%) showed their agreement to the item.

Items 3 and 4 were concerned about the topics of the listening texts, whether they cover topics that are relevant to the student-teachers' other academic subjects and which are at the appropriate level of difficulty. Accordingly, with the mean score for each item 2.8 and 3.3 respectively, only 33.3% and 66.7% of the respondents showed their agreement to the items. The figure would seem to suggest that the topics that are included in the listening texts are not as such relevant to the student-teachers' other academic subjects though they are more or less at the appropriate level of challenge.

Item 5 was designed to assess if the listening texts contain language that are worth acquiring for overall language development. More than half of the respondents (66.7%) agreed that the texts include language that contribute for student-teachers overall language development.

The purpose of item 6 was to elicit information about the listening texts whether they provide students with knowledge of classroom conventions. Accordingly, the majority of the respondents (83.4%) showed their disagreement to the idea of the item. The mean score, 2 would also seem to indicate that such materials are not part of the listening texts.



In addition, items 7 and 8 were used to assess whether the listening texts provide learners with information on discourse markers and features of spoken language. The mean score 4 and 2.3 indicate instructors' agreement to the first (item 7) and their disagreement to the later one. The majority of the respondents (83.4%) believe that the text give learners information about discourse markers. To the contrary, more than half of the respondents (66.7%) showed their disagreement to the idea that the texts present learners with information on features of spoken language.

The last item from the table, item 9, was designed to examine whether the listening texts provide input that involve different accent and speed. The majority of the respondents (83.4%) showed their disagreement to the idea of the item. The mean score 2 would also seem to indicate that the recorded listening texts do not have variety in approach particularly in accent and speed.

**Instructors' assessment of the type and nature of the listening activities (N-6)**

**Table 6**

| Items        | Frequency of Responses |      |           |      |          |      |           |       |           |      | Total | Mean |
|--------------|------------------------|------|-----------|------|----------|------|-----------|-------|-----------|------|-------|------|
|              | 5                      |      | 4         |      | 3        |      | 2         |       | 1         |      |       |      |
|              | F                      | %    | F         | %    | F        | %    | F         | %     | F         | %    |       |      |
| 1            | 1                      | 16.7 | 4         | 66.7 | 1        | 16.7 |           |       |           |      | 24    | 4    |
| 2            | 2                      | 33.3 | 4         | 66.7 |          |      |           |       |           |      | 26    | 4.3  |
| 3            | 2                      | 33.3 | 4         | 66.7 |          |      |           |       |           |      | 26    | 4.3  |
| 4            | 3                      | 50   | 3         | 50   |          |      |           |       |           |      | 27    | 4.5  |
| 5            |                        |      |           |      |          |      | 4         | 66.7  | 2         | 33.3 | 10    | 1.7  |
| 6            |                        |      |           |      |          |      | 5         | 83.3  | 1         | 16.7 | 11    | 1.8  |
| 7            |                        |      | 4         | 66.7 | 2        | 33.3 |           |       |           |      | 22    | 3.7  |
| 8            |                        |      |           |      |          |      | 2         | 33.33 | 4         | 66.6 | 8     | 1.3  |
| 9            |                        |      |           |      |          |      | 1         | 16.7  | 5         | 83.3 | 7     | 1.2  |
| 10           | 3                      | 50   | 3         | 50   |          |      |           |       |           |      | 27    | 4.5  |
| 11           | 2                      | 33.3 | 4         | 66.7 |          |      |           |       |           |      | 26    | 4.3  |
| 12           | 2                      | 33.3 | 3         | 50   | 1        | 16.7 |           |       |           |      | 23    | 3.8  |
| 13           |                        |      |           |      | 2        | 33.3 | 4         | 66.7  |           |      | 14    | 2.3  |
| 14           |                        |      |           |      |          |      | 4         | 66.7  | 2         | 33.3 | 10    | 1.7  |
| 15           |                        |      | 3         | 50   | 2        | 33.3 | 1         | 16.7  |           |      | 20    | 3.3  |
| <b>Total</b> | <b>15</b>              |      | <b>32</b> |      | <b>8</b> |      | <b>21</b> |       | <b>14</b> |      |       |      |

Grand Mean=3.1

From the table, item one was used to assess if the listening activities promote cooperative work among the students. The majority of the respondents (83.4%) showed their agreement that the activities encourage collaborative work. Similarly, the mean score 4.3 for item 2 indicates that almost all the respondents (100%) agreed to the idea that the listening activities are designed in a way that lead on to the further skills work perhaps speaking or/and writing.

Item 3 and 4 were designed to assess what the activities require of the students to do, almost all of the respondents (100%) in both items said that the activities don't demand learners to understand everything in the

text, rather they require them to understand the main idea or to extract specific information.

Items 5 and 6 were concerned about the micro-skills that the listening activities require learners to practice. 1.5 mean score for item 5 and 1.6 mean score for item 6 indicates that almost all of the respondents (100%) showed their disagreement to both items. This would seem to indicate that the listening activities do not totally give student-teachers practice activities that require them to identify relationships among units. Besides, the activities do not also enable students to predict outcomes from events described.

66.7% of the respondents with the mean score 3.7 showed their agreement to the idea of item 7 which states that the listening activities enable student- teachers to detect attitude of a speaker towards subject mater.

From the respondents to item 8 (66.7% strongly agree, 33.3% disagreed, and the mean score 1.7), it appears that the listening activities do not almost incorporates practices on functions of non-verbal cues as makers emphasis and attitude.

Item 9 was used to examine whether the activities enable student-teachers to identify different stress and intonation patterns. Accordingly, almost all the respondents (100%) with the mean score 1.2, showed their disagreement to the item. The figures would seem to suggest that practices on stress and intonation patterns were totally neglected in the course materials.

In addition, items 10 and 11 were used to assess whether the listening activities require student-teachers to retain information through note-taking and to reorganize these information to the later use-perhaps summary writing and/or creating a text. Accordingly, with the mean score

4.5 and 4.3 for each item respectively, almost all the respondents (100%) showed their agreement to the items.

In the table item 12 and 15 were concerned about working with words' meaning. Accordingly, 83.3% of the respondents showed their agreement to the idea that the listening activities require the student-teachers to recognize key lexical items that are related to the topic. Similarly, almost half of the respondents (50%) showed their agreement to item 15. This would seem to imply that the listening activities more or less enable students to guess the meaning of words from the context.

Items 13 and 14 were designed to assess whether the listening activities enable student-teachers to recognize reduced forms of words and distinguish word-boundaries. The mean score for each item 2.3 and 1.7 respectively seem to show that the activities do not enable learners to understand reduced form of words and identify word boundaries.

To summarize, the analysis on the student-teachers and instructors view of the materials would seem to indicate that both subjects have more or less similar views towards the materials. For example, the grand mean score 3.3 and 3.1 of the items in the table 3 and 6 respectively indicates the subjects' similarity of views towards the nature of listening activities.

### **4.3. Summary of the Students' Responses to the Open-Ended Questionnaire Item**

As indicated earlier, one open-ended item was incorporated in the student-teachers' questionnaire. The item was designed to elicit information from the students about the listening materials whether they believe that the materials are in harmony with their listening skills needs. Out of the 43 respondents 36 students responded to this part of the questionnaire. Among the 36 students 13 of them (32%) showed their positive inclination towards the listening course materials. They reported that the language

used in the listening text are not as such difficult for them to understand the meaning of the message. They also stated that the materials contain language that contribute to their overall language development.

However, the majority of the respondents (67%) stated that the materials are not as such satisfying their needs and wants. They reported that the listening activities do not have variety, they focus on only particular skills. They also said that activities like dictation, listening to dialogue etc are not included. The interview made with instructors also indicated similar problem as pointed out above. The instructors explained that the micro-skills given in the course materials for practice are very limited; skills like inferencing, predicting, identifying topic of the text, following topic development etc are not included in the listening activities.

Some students also described that they found it hard to get the message from the audio-recorder due to pronunciation factors. According to their report, as a result of this, some times they end up with out grasping any information from the input source.

Moreover, considerable number students stated that the absence of separate room arranged for listening skill classes, affects the entire listening practices. During the observation time the researcher also noticed the problem stated. In the interview session the instructors also reflected their complaint about the absence of separate rooms like language laboratory for listening skill classes. The instructors said that some times they spend a lot of minutes looking for a room which has an electric system for the tape-recorder.

#### **4.4. Summary of Classroom Observations**

As already indicated in the methodology part, there is only one class for first year English language linear program students. Therefore, ten observations were made in this class to get some insight into the

implementation of the course materials and the micro-skills that student-teachers are practicing in the class.

In each of the sessions, the instructor begins presenting the text first by telling the students to open the page where the exercises for the day's lesson are found. Then the instructor tells the students to listen to the audio-recording and answer the questions that appear in their modular material. The instructor was observed only in three of the lessons telling the students some background information about the text. In the rest of the lessons, he simply tells the students to read the questions first before he plays the tape-recorder. After the students listen to the text once or sometimes twice, he discusses the answers of the questions with the students.

The topics of the texts could be familiar to the students; still, it is worthwhile to give some background information about the text or to engage learners in some pre-listening work in order to make the lesson enjoyable and motivating (McDonough & Shaw 1993; Ur 1984).

Concerning the micro-skills that were being practiced during the observation time, it was noticed that some sub-skills of listening appeared for practice more frequently than the other sub-skills of listening presented in the course materials. For example, as shown in the Appendix (see Appendix F) listening for specific information and listening for detail information appear five times and three times respectively during the observation time. As compared to the frequency occurrence of the other sub-skills, these two skills are given much coverage than the others. The content map also reveals this fact. In the content analysis part, the sub-skills that were presented for practice in the course material do not totally exceed more than eight in type. But when we examine the frequency of their occurrence we can notice that there is in balance among skills in their appearance in the course material. This would seem to indicate that some sub-skills of listening are given much emphasis than the others.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

In this study, an attempt was made to examine the extent to which listening skills course materials relate to the student-teachers' needs and goals in academic settings. To put it differently, an attempt was made to investigate the extent to which the texts and activities that are selected and designed for the teaching of listening skills for first year English language students facilitate to develop skills of listening required of them in situations where English is used as a medium of instruction. The data obtained through document analysis, questionnaires, interview and classroom observations were analyzed through qualitative and quantitative methods.

#### 5.1. Conclusions

On the basis of these findings the following conclusions were made.

1. The theoretical discussions presented in unit one seem to be in line with the views of recent ELT writers mentioned in the preceding chapters. It provides the student-teaches with some theoretical bases about the nature of listening and the process it involves. Learners who have such ground may not entirely depend on the phonological information while they listen to a message; rather they also make use of contextual clues and their previous knowledge in order to understand the meaning of the message (McDonough & Shaw 1993). But activities were not included in this part.
2. The contents of the course materials appear to be ordered on the basis of complexity and learnability. Skills that seem to be less challenging to perform (e.g. listening for specific/main points) are presented first and skills that appear to require much effort and concentrations (e.g.

5. In their response to the open-ended questionnaire item, the student-teachers reported that they get it difficult to understand the message from the audio-recorder due to pronunciation factors. Besides, the results of the close-ended questionnaire analysis revealed that practices on stress and intonation patterns were not included in the course materials.
6. Regarding student-teachers' reaction to the nature of the listening texts and activities, they seem to have believes that the texts are to their level of understanding. But they disclose that the topics/contents of the texts lack variety in type. They also added that the topics do not as such relate to other subjects that they are taking in the college. Concerning the listening activities they appear to have a believe that most of the activities included in the materials are helpful in developing certain sub-skills of listening, which include: listening for specific/main points, listening for taking-notes. Yet they reported that the activities do not have varieties. They said that activities like dictations, listening to dialogues etc. are not included. Teachers also react similarly about the nature of the activities. They stated that sub-skills of listening that seem important for academic listening such as inferencing, identifying topics of the text etc. are not included.
7. Concerning instructors' reaction to the general context of the practice of teaching listening in the college, they explained that the course listening skills is accompanied with enough copies of course materials which include: Instructor's manual, Student-teachers' modules and audio-cassettes. But they complained that the practice of teaching listening in the college is often hindered by the absence of particular room meant for listening classes.

## **5.2. Recommendations**

Based on the conclusions drawn, the researcher forwards the following recommendations.

1. As a skill course (listening), student-teachers need to be given activities after certain discussions in order to help their understanding through feedback.
2. The materials need to provide learners with some practice on discrete units of the language such as the sound system of English. As these units (sound systems) affect the process of extracting meaning from the input sources, the student-teachers ought to be given practical activities that help them identify the sound of English and some of their characteristics.
3. Moreover, the materials ought to include activities on stress and intonation patterns in order to solve student-teachers' pronunciation related difficulties.
4. Syllabuses are the guidelines that serve as a base for the formulation of the objectives of the teaching program. To this effect, listening course materials in the college ought to be prepared in line with the objectives that are set to be achieved in the syllabus for the course.
5. Listening texts and activities that are designed to improve student-teachers' listening skills should reflect purpose. Therefore, materials prepared for the student-teachers ought to be in harmony with their listening skill needs which are required of them in their academic environment.

6. Listening is a skill which demands conducive setting for its practice. Therefore, the college should arrange a room or establish a language laboratory to solve the problems observed in the area.

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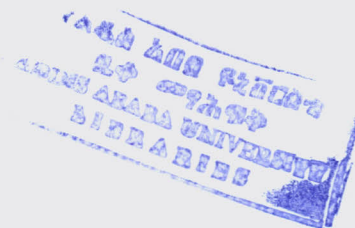
**APPENDIX A**  
**ADDIS ABABA UNIVERSITY**  
**School of Graduate Studies**  
**Department of Foreign Language and Literature**

**Checklist for Analyzing the Content of the Listening Texts and Activities**

1. What components make up the total listening course package (e.g. students' modules, teachers' modules, workbooks, cassettes etc)?
2. What is the nature of the listening materials?
  - Do the materials involve part of general oral work (e.g. dialogue, role plays, conversation etc)?
3. If there are texts meant for listening, what are the input sources: live, recorded, authentic or specially constructed passage for loud reading?
4. Are the listening texts and tasks accompanied with visual support?
5. Are the listening texts set in a meaningful context?
6. Are the classroom listening activities supported by audio-visual materials? If it is so, what do they look like interms of sound quality, speed of delivery, accent and authenticity?
7. What kinds of activities are based on the listening text (e.g. comprehension questions, extracting information, writing summaries, labeling figures etc.)?
8. To what extent do the input and tasks enable students to practice the micro-skills that are required in academic listening environments?
9. Do the aims of the course book correspond closely with the aims of the teaching program?

10. How is the content organized (e.g. according to structure, functions, topics, skills etc)?
11. How is the content sequenced (e.g., on the basis of complexity, learnability, usefulness etc).
12. Are there suggested procedures to work with the listening materials (pre-, while, post-listening stages)?

(Adapted from Richards 1985; Gower, Philips, Walters 1995; Cunningsworth 1995 and Rost 1990)



**APPENDIX B**  
**ADDIS ABABA UNIVERSITY**  
**School of Graduate Studies**  
**Department of Foreign Language and Literature**  
**Questionnaire for Instructors**

Dear Colleagues:

The aim of this questionnaire is to study the nature of the listening materials that are used to teach listening skills in the student teachers context in the college. To this end, your response will have much contribution to the success of the research. You are, therefore, kindly requested to read each item carefully and give your genuine response. I would like to assure you that the information you give will be kept confidential and to be used only for the research purpose.

You are not required to write your name.

Thank you in Advance!

**DIRECTION:** The following statements are dealing with the listening materials that are used in the college. Please show the extent to which you agree with the given idea by putting a tick (✓) mark in one of the boxes against each statement.

A. The following statements are about the aims and objectives of the listening activities.

| No | Statements  | Rating Scales  |       |             |          |                   |
|----|---|----------------|-------|-------------|----------|-------------------|
|    |   | Strongly agree | Agree | No response | Disagree | Strongly disagree |
| 1  | The aims of the listening activities are clear.   |                |       |             |          |                   |
| 2  | The aims of the listening activities are related to the academic needs of the students-i.e. related to the practice of lecture listening and note-taking. |                |       |             |          |                   |
| 3  | The aims of the listening activities are suitable to the grade level of the students.   |                |       |             |          |                   |

B. The following statements are about the listening texts

| No | Statements  | Rating Scales  |       |             |          |                   |
|----|---|----------------|-------|-------------|----------|-------------------|
|    |   | Strongly agree | Agree | No response | Disagree | Strongly disagree |
| 1  | The listening texts enable learners to listen for language that have different functions-transactional functions (e.g. news broadcast, lectures, descriptions etc.) and interactional functions (e.g. greetings, making small talk, telling jokes etc). |                |       |             |          |                   |
| 2  | The listening texts contain relevant and sufficient information for the students to follow.   |                |       |             |          |                   |
| 3  | The listening texts cover topics which are relevant to the students' other academic subjects.   |                |       |             |          |                   |
| 4  | The listening texts contain topics that are at the right level of the students, i.e. not too difficult to understand.   |                |       |             |          |                   |
| 5  | The listening texts contain language (grammar and vocabulary) that are worth acquiring for overall language development.  |                |       |             |          |                   |
| 6  | The listening texts provide learners with knowledge of classroom conventions (e.g. turn-taking, clarification requests, etc.).  |                |       |             |          |                   |
| 7  | The listening texts contain various discourse markers (e.g. turning to, to begin with, to summarize, etc)that signals text organization.  |                |       |             |          |                   |
| 8  | The listening texts provide learners with information on features of spoken language such as irregular pauses, false starts, hesitations etc.   |                |       |             |          |                   |
| 9  | The listening texts provide learners with inputs that involve different accent and speed.   |                |       |             |          |                   |

C. The following statements are about the nature of the listening activities

| No | Statements   | Rating Scales  |       |             |          |                   |
|----|--|----------------|-------|-------------|----------|-------------------|
|    |  | Strongly agree | Agree | No response | Disagree | Strongly disagree |
| 1  | The listening activities are designed to promote cooperative work among the students.  |                |       |             |          |                   |
| 2  | The listening activities are designed in a way that lead on to the further skills' work perhaps speaking or/and writing.   |                |       |             |          |                   |
| 3  | The listening activities don't require the students to understand everything in the text.  |                |       |             |          |                   |
| 4  | The listening activities require the students to understand the main idea or to extract specific information.  |                |       |             |          |                   |
| 5  | The listening activities require students to identify relationships among units within discourse (e.g. major ideas generalizations, hypothesis, supporting ideas, examples). |                |       |             |          |                   |
| 6  | The listening activities enable students to predict outcomes from events described.  |                |       |             |          |                   |
| 7  | The listening activities enable students to detect attitude of speaker toward subject matter.  |                |       |             |          |                   |
| 8  | The listening activities enable students to recognize functions of non-verbal cues as markers of emphasis and attitude.  |                |       |             |          |                   |
| 9  | The listening activities enable students to identify different stress and intonation patterns.   |                |       |             |          |                   |
| 10 | The listening activities enable students to retain information through note-taking.  |                |       |             |          |                   |
| 11 | The listening activities require students to retrieve information from   |                |       |             |          |                   |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
|    | notes.   |  |  |  |  |  |
| 12 | The listening activities require students to recognize key lexical items related to subject/topic.           |  |  |  |  |  |
| 13 | The listening activities enable students to recognize reduced forms of words.                                |  |  |  |  |  |
| 14 | The listening activities require students to distinguish word boundaries.                                    |  |  |  |  |  |
| 15 | The listening activities enable students to guess the meaning of words from the context in which they occur. |  |  |  |  |  |

# APPENDIX C

## አዲስ አበባ ዩኒቨርሲቲ

### የድህረ ምረቃ መረጃ-ግብረ

### የውጪ ቋንቋዎችና ስነ-ፅሁፍ ትምህርት ክፍል

### በተማሪዎች የሚሞላ መጠይቅ

ውድ ትማሪዎች:-

የዚህ መጠይቅ አላማ በኮሌጁ ለማዳመጥ ክሂል የሚያገለግሉትን የማስተማሪያ ማቴሪያሎችን (ሞጁሎችን፣ ቪዲዮና ኦዲዮ ካሴቶች ወዘተ.) ከአጩ መምህራን ሁኔታ አንፃር ማጥናት ነው። ለጥናቱ ውጤታማነት ከናንተ ከተማሪዎች የሚገኘው መረጃ በጣም ጠቃሚ ነው። ስለዚህ ውድ ተማሪዎች በመጠይቆቹ ውስጥ የተካተቱትን ነጥቦች በፅኑና አንብባችሁ ትክክለኛ መልሶች እንድትሰጡ አጥኚው በትህትና ይጠይቃል። በዚህ መጠይቅ የሚገኘው መረጃ ምስጢራዊና ለጥናቱ ብቻ የሚውል ነው።

ስም መጻፍ አያስፈልገም

ለትብብራችሁ በቅድሚያ ላመሰግን እወዳለሁ

መመርያ 1: ከዚህ ቀጥሎ የተዘረዘሩት ሃሳቦች በኮሌጁ ውስጥ የማዳመጥ ክሂልን ለማስተማር የሚያገለግሉ ማቴሪያሎችን (ሞጁሎችን፣ ካሴቶች ወዘተ.) የሚመለከቱ ናቸው። ከሃሳቦቹ ትይዩ የስምምነት ደረጃችሁን የምታመለክቱበትን መጠነ መለኪያዎች (rating scales) ቀርበዋል። ከመጠነ መለኪያዎቹ ስር ባሉ ባዶ ቦታዎች ከመጠይቆቹ ትይዩ የቲክ (✓) ምልክት በማድረግ ምን ያህል እንደበትስማሙ አሳዩ።

መፍቻ: በጣም እስማማለሁ (Strongly agree)

እስማማለሁ (Agree)

ምንም ሃሳብ የለኝም (No response)

አልስማማም (Disagree)

በጣም አልስማማም (Strongly disagree)

ሀ. ለማዳመጥ የቀረቡ ምንባቦችን (ንግግሮችን) የሚመለከቱ መጠይቆች

| ተ.ቁ | መጠይቅ  | መጠነ መለኪያ   |        |          |        |            |
|-----|---|------------|--------|----------|--------|------------|
|     |   | በጣም እስማማህሁ | እስማማህሁ | ሁከታ ማለፊያ | አልስማማም | በጣም አልስማማም |
| 1   | የማዳመጥ ምንባቦቹ የተለያዩ የምንባብ አይነቶችን (text types) ለምሳሌ ከራዲዮ የተወሰዱ ንግግሮችን፣ መዝሙሮችን፣ ቃለ ምልልሶችን፣ በቪዲዮ የሚቀርቡ ንግግሮችን፣ በመምህሩ ወይም በተማሪው የሚነገሩ እውነተኛ ታሪኮችን አካተዋል |            |        |          |        |            |
| 2   | የማዳመጥ ምንባቦቹ ተማሪዎች በኮሌጁ ከሚማሩዎቸው ሌሎች የትምህርት አይነቶች ጋር የሚዛመዱ ፅንሰ ሃሳቦችን (topics) አካተዋል   |            |        |          |        |            |
| 3   | በማዳመጥ ምንባቦቹ ውስጥ የተካተቱትን ፅንሰ ሃሳቦች (topics) ለመረዳት ለተማሪው ብዙም አስቸጋሪ አይደለም   |            |        |          |        |            |
| 4   | የማዳመጥ ምንባቦቹ ያካተቱዎቸው ቃላትና ሰዋሰው (grammar and vocabulary) በአጠቃላይ ለተማሪው የእንግሊዝኛ ቋንቋ ችሎታ መዳበር አስተዋፅኦ አላቸው  |            |        |          |        |            |
| 5   | የማዳመጥ ምንባቦቹ ያንድን ንግግር አወቃቀር ማለትም የሃሳብ መስፋፋትን ፣ ተቃርኖን፣ መጠቃለልን ወዘተ የሚያመለክቱ የተለያዩ አያያዥ ቃላትን (discourse markers) ጥቅም ያሳያሉ።                            |            |        |          |        |            |
| 6   | የማዳመጥ ምንባቦቹ አጥረው የሚነገሩ ቃላትና ሃረጎችን (ለምሳሌ I've, he's, we're) በወስጣቸው አካተዋል   |            |        |          |        |            |
| 7   | የማዳመጥ ምንባቦቹ ክፍል ወስጥ ተዘውትረው ስለሚክናወኑ ተግባራት ማለትም ተራ ጠብቆ ስለመሳተፍ፣ ማብራሪያ ስለመጠየቅ ወዘተ ለተማሪው እውቀት ይሰጣሉ   |            |        |          |        |            |
| 8   | የማዳመጥ ምንባቦቹ ተማሪው ማዳመጥ ከመጀመሩ በፊት በምንባቡ ውስጥ ስለተካተቱት ሰዎች፣ የምንባቡ ሃሳብ ስለተከናወነበት ቦታና ሁኔታ ወዘተ ጥቂት መረጃ እንዲያገኝ ያደርጋሉ                                       |            |        |          |        |            |

ሰ. የማዳመጥ መልመጃዎችን አጠቃላይ ሁኔታ የሚመለከቱ መጠይቆች

| ተ.ቁ | መጠይቅ  | መጠነ መለኪያ    |         |                     |       |           |
|-----|---|-------------|---------|---------------------|-------|-----------|
|     |   | በጣም እስከማሳሰህ | እስከማሳሰህ | ሁለት ሦስት ሦስት ሦስት ሦስት | አልሰማም | በጣም አልሰማም |
| 1   | የማዳመጥ መልመጃዎች ተማሪዎች በግል እንዲሰሩ ከሚያዟቸው ስራዎች በተጨማሪ በጋራና በቡድን የሚሰሩ ጥያቄዎችንም ይጠይቃሉ።  |             |         |                     |       |           |
| 2   | የማዳመጥ መልመጃዎች ተማሪው ሌሎች የቋንቋ ክሊሎችን ማለትም መናገርና መጻፍን እንዲለማመድ እድል ይሰጣሉ።  |             |         |                     |       |           |
| 3   | የማዳመጥ መልመጃዎች ተማሪው ምንባቡ ውስጥ ያለውን እያንዳንዱን ነገር እንዲረዳ አያስገድዱም   |             |         |                     |       |           |
| 4   | የማዳመጥ መልመጃዎች ተማሪው የሚያዳምጠውን ምንባብ ዋና ሃሳብ እንዲረዳ ይጠይቃሉ።   |             |         |                     |       |           |
| 5   | የማዳመጥ መልመጃዎች ተማሪው አንድ ውስን መረጃ ብቻ ለማግኘት እንዲያዳምጥ ይጠይቃሉ።   |             |         |                     |       |           |
| 6   | የማዳመጥ መልመጃዎች ተማሪው በሚያዳምጠው ምንባብ ውስጥ ያሉትን ዝርዝር ሃሳቦች እንዲረዳ ይጠይቃሉ።  |             |         |                     |       |           |
| 7   | የማዳመጥ መልመጃዎች ተማሪው ስለሚናገረው ንግግር ያለውን አመለካከት ተማሪው ለይቶ እንዲረዳ ይጠይቃሉ።  |             |         |                     |       |           |
| 8   | የማዳመጥ መልመጃዎች ከቃላት በተጨማሪ ተናጋሪው የሚያሳዩቸውን ሌሎች ምልክቶች (non verbal clues) ለምሳሌ የተናጋሪውን የሰውነት እንቅስቃሴ፣ በፊት ላይ የሚያሳዩቸውን የተለያዩ ገለጻዎች (facial expressions)፣ በንግግር መሃል የሚያደርጋቸውን ቆምታዎች (paues) የአነጋገሩን ሁኔታ (ton of voice) ወዘተ በመጠቀም የንግግሩን መልእክት እንዲረዳ ይጠይቃሉ። |             |         |                     |       |           |
| 9   | የማዳመጥ መልመጃዎች የድምጽ አወጣጥ (intonation patterns) እና ጥብቀት (stress) እንዴት የትርጉም ለውጥ እንደሚያመጡ ለማሳየት ተማሪው የማዳመጥ ልምምድ እንዲያደርግ ያግዛሉ።  |             |         |                     |       |           |
| 10  | የማዳመጥ መልመጃዎች ተማሪው እያዳመጠ ማስታወሻ እንዲወስድ ይጠይቃሉ።   |             |         |                     |       |           |
| 11  | የማዳመጥ መልመጃዎች ተማሪው እያዳመጠ የወሰዳቸውን ማስታወሻዎች እንደገና እንዲያደራጅ ይጠይቃሉ።  |             |         |                     |       |           |
| 12  | የማዳመጥ መልመጃዎች ተማሪው ከንግግሩ ዋና ሃሳብ ጋር የሚገናኙ ቁልፍ ቃላትን እንዲረዳ ይጠይቃሉ።   |             |         |                     |       |           |
| 13  | የማዳመጥ መልመጃዎች ተማሪው ያዳመጠውን ነገር ከህይወት ልምዱ አንጻር እንዲገመገም ይጠይቃሉ።  |             |         |                     |       |           |
| 14  | የማዳመጥ መልመጃዎች ተማሪው ቃላት ከገቡበት ቦታ አንጻር ያላቸውን አውዳዊ ትርጉም (contextual meaning) እንዲገምት ይጠይቃሉ።  |             |         |                     |       |           |

ሐ. ለሚከተለው ጥያቄ ሃሳባችሁን በጽሁፍ ግለጹ

1. በኮሌጁ የእናንተን የማዳመጥ ክሊል (listening skill) ለማዳበር ያገለግላሉ ተብለው የተዘጋጁት ማቴሪያሎች (ሞጁሎች ካሴቶች ወዘተ) ከእናንተ የማዳመጥ ክሊል ፍላጎት ጋር ተጣጥሟል ትላላችሁ? መልሳችሁን በምክንያት አስረዱ።

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**APPENDIX D**  
**ADDIS ABABA UNIVERSITY**  
**School of Graduate Studies**  
**Department of Foreign Language and Literature**  
**Interview Questions for Teachers**

- Do you think that the materials used to teach listening skill in the college enable learners to acquire the necessary micro-skills that they need?
- What do you generally comment about the context of teaching listening in the college?

## APPENDIX E

### ADDIS ABABA UNIVERSITY

#### School of Graduate Studies

#### Department of Foreign Language and Literature

Observation Date \_\_\_\_\_

### Observation Checklist

This checklist is aimed at investigating the micro-skills of listening that are being practiced in the classroom. The occurrence of each micro-skill will be recorded in the category of Yes/No at they happen in classroom. The listening class under study will be observed ten times. Finally, the frequency occurrence of each skill will be tallied as the result the frequency and percentage of their occurrence will be computed to see the relative treatment of the micro-skill in the classroom.

| No | Listening skills observed  | Yes | No |
|----|--|-----|----|
| 1  | Do learners ask for clarifications?  |     |    |
| 2  | Do learners engage in activities that require them to listen for specific information?                     |     |    |
| 3  | Do learners engage in activities that require them to listen for detail information?                       |     |    |
| 4  | Do learners engage in activities that require them to listen for main points?                              |     |    |
| 5  | Do learners engage in listening activities that enable them retain information through note-taking?        |     |    |
| 6  | Do learners engage in activities that require them to create a text or give a summary based on their note? |     |    |
| 7  | Do learners engage in activities that require them to listen for identifying the topic of the text?        |     |    |
| 8  | Do learners engage in activities that require them to listen for identifying relationships among units?    |     |    |
| 9  | Do learners engage in activities that require them to listen for   |     |    |

|    |   |  |  |
|----|---|--|--|
|    | evaluating a text?  |  |  |
| 10 | Do learners engage in activities that require them to listen for identifying transitional devices?  |  |  |
| 11 | Do learners engage in listening activities that enable them to recognize function of non-verbal cues as markers of emphasis and attitude? |  |  |
| 12 | Do learners engaged in listening activities that required them to predict outcomes from events described?                                 |  |  |

## APPENDIX F

### Summary of observation checklist

Frequency of listening skills observed in the actual teaching practice of listening

| No | Listening skills observed   | Total frequency |    |    |     | Total |
|----|---|-----------------|----|----|-----|-------|
|    |   | Yes             | %  | No | %   |       |
| 1  | Do learners ask for clarifications?   | 0               | -  | 10 | 100 | 10    |
| 2  | Do learners engage in activities that require them to listen for specific information?  | 5               | 50 | 5  | 50  | 10    |
| 3  | Do learners engage in activities that require them to listen for detail information?  | 3               | 30 | 7  | 70  | 10    |
| 4  | Do learners engage in activities that require them to listen for main points?   | 0               | -  | 10 | 100 | 10    |
| 5  | Do learners engage in listening activities that enable them retain information through note-taking?                                       | 1               | 10 | 9  | 90  | 10    |
| 6  | Do learners engage in activities that require them to create a text or give a summary based on their note?                                | 1               | 10 | 9  | 90  | 10    |
| 7  | Do learners engage in activities that require them to listen for identifying the topic of the text?                                       | 0               | -  | 10 | 100 | 10    |
| 8  | Do learners engage in activities that require them to listen for identifying relationships among units?                                   | 0               | -  | 10 | 100 | 10    |
| 9  | Do learners engage in activities that require them to listen for evaluating a text?   | 0               | -  | 10 | 100 | 10    |
| 10 | Do learners engage in activities that require them to listen for identifying transitional devices?  | 1               | 10 | 9  | 90  | 10    |
| 11 | Do learners engage in listening activities that enable them to recognize function of non-verbal cues as markers of emphasis and attitude? | 0               | -  | 10 | 100 | 10    |
| 12 | Do learners engaged in listening activities that required them to predict outcomes from events described?                                 | 0               | -  | 10 | 100 | 10    |

## **APPENDIX - G**

### **(Syllabus sent from the Ministry of Education for the course listening skills – Eng-105)**

**Course Title: Listening Skills**

**Course Code: Eng- 105**

**Credit Hours: 3**

#### **Course Description**

In this course, students will be presented with effective ways of dealing with listening and its sub-skills. In such ways, they practice listening for overall themes: information processing, making inferences, taking notes from short talks, and the like. With those practices they will have a somewhat total picture of how they would make use of listening to overcome problems in academic practices as strategy of learning and other settings, too.

#### **Course Objectives**

By the time they complete this course, students will be able to:

- take notes effectively;
- decode meanings from listening to short texts;
- use listening as a strategy of learning languages and other subjects effectively;
- identify different micro-skills of listening to achieve different purposes;
- listen to lectures and identify major transitional signals to clearly, identify and follow a speech effectively.

## **Course Content**

### **Unit 1: What are Listening Skills?**

- Defining Listening Skills
- Purposes of Listening
- Types of Listening Skills

### **Unit 2: Problems in Learning to Listen to English**

- Lack of Control over the speed at which Speakers Speak
- Not being able to Get Things Repeated
- The Listeners Limited Vocabulary Abilities
- Failures to Recognize the 'Signals':- Linguistic and Paralinguistic Signals
- Noises or Internet and External Interferences

### **Unit 3: Characteristics of Effective Listening Techniques**

- Listening with Purpose
- Understanding the Setting or Context
- Understanding the Central Ideas or Messages
- Predicting
- Bringing One's Own Previous Knowledge/Experience to a Text
- Identifying Transitional Devices
- Ignoring Unknown or Irrelevant Words or Details
- Understanding Implied Meanings

#### **Unit 4: Practicing Listening Skills**

- Identifying Main and Specific Points
- Listening for Creating Texts for Main Ideas
- Identifying Transitional Devices in a Text
- Listening to Different Recorded Cassettes and Note-taking
- Listening and Decoding Meanings from the Note, and Paralinguistic Features
- Understanding the Attitude of Speakers
- Evaluating Speeches


#### **Methods of Assessment**

- Presentations on Extensive Listening Tasks
- Group and Pair Discussions
- Listening Practices or Exercises

Tests on Listening Texts

## DECLARATION

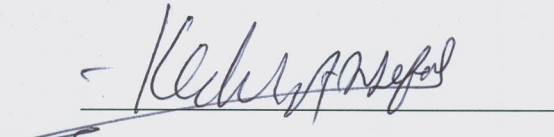
This thesis is my original work and has not been presented for a degree in any other university, and that all the sources of material used for the thesis have been duly acknowledged.



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Tekabe Desta

This thesis has been submitted for examination with my approval as a university advisor.



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KEDIR ASSEFA (Ass. Prof.)