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LITERATURE

AN ASSESMENT OF THE PRACTICE OF TEACHING
LISTENING IN EFL PRIVATE CLASSROOM: FOCUS ON
GRADE TEN

BY

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Abstract

In this study an attempt was made to assess the practices of teaching listening skills in English Language classrooms in two private high schools in Addis Ababa in grade 10. The researcher focused mainly on teachers' practices in the three stages of listening, teachers' contribution on students' use of the sub skills of listening while they listen to spoken text, to assess teachers' practice of using additional materials in the class to make the lesson clearer and assess classroom interaction during listening classes. The required data for the study were collected by using classroom observation, students' questionnaire, and teachers' interview. Four classes were observed while teachers were teaching listening. Each class was observed four times using a structured observation checklist. The questionnaire items were administered only for the students. From 342 students, 1/3 of them or 120 students filled in the questionnaire. There were only 4 teachers assigned to teach, therefore; smaller sample populations were interviewed. To see the practice teachers using additional materials in the listening class and classroom interaction questionnaire and classroom observation were used. The findings revealed teachers' poor practice i.e. poor practice of the pre, while and post listening stages. Besides, only very few listening sub-skills were practiced. The interaction of listening class lacks students' active participation and teachers rarely used additional materials in the listening classes. To this end, appropriate recommendations were suggested for improvement of teachers' practice of teaching the listening skill.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Communication plays a great role in human life. Communication requires sender, message and also receiver (Richards, 1985:48). To be communicatively competent we have to respond to various speech acts (ibid) which involve listening. For effective listening in communicative situation, understanding the main message is necessary.

Listening can be considered as back bone for communication even though teaching this specific skill has given low attention in comparison with the rest three skills. Scholars have given different views about teaching listening skill. The cognitive view of language learning sees listening comprehension as being basically the same as reading comprehension and consequently pedagogical practices have been very similar: In a typical lesson, there are “pre” activities, “while” activities, and “post” activities. However, teachers know that, despite our practice, listening is a bit different from reading. For instance, students can skim a text quickly to get a good idea what it’s about, but listeners can’t skim. The language comes rushing in at them. Listening must be done in real time; there is no second chance, unless, of course, the listener specifically asks for repetition. When students read, cognates (words that are similar in two languages) help understanding. But while cognates may look alike on the page, their sounds may be quite different and they may be less useful while listening. Listening also involves understanding all sorts of reductions of sounds and blending of words. There are false starts and hesitations to be dealt with (Brown, 2006).

Other scholars take listening as it is a major component in language teaching and learning process. Learners spend almost half of their communication in listening. Listening is not just recognition of talks or recorded materials; it is an interactive and reflective process of messages (McDonough and Shaw, 1993).

“It has been claimed that over 50 percent of the time that students spend functioning in a foreign language will be devoted to listening”(Nation and Newton 2009:37). More over; Field (2009:1)

consolidate the above arguments by citing the French essayist Michel de Montaigne's idea which is "the word is half his that speaks and half his that hears it". In relation to this Rost states "Listening is an important skill in which students need to gain adequate proficiency. It is a critical means of language learning and teaching, and it is the basis for other language skills"(1990). As a result using one of the most important language skills enriches the learner's spoken competence with new syntactic, lexical, phonological and pragmatic information (ibid).Tyagi also explained listening skills as follows:

Listening skill is a key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It demands that we set aside our own thoughts and agendas; put ourselves in another's shoes and try to see the world through that person's eyes" (Tyagi, 2013:1).

Since listening is a vital skill new approaches give more emphasis to this skill. Approaches that gave more emphasis to listening were based on different ideas. Flowerdew and Miller (2005) express this view clearly.

"Communicative approach" to process spoken discourses for functional purposes; to listen and interact with the speaker and/or complete a task. "Task based approach to process listening for functional purposes; to listen and carry out real tasks using the information. "Learner-strategy approach to develop an awareness of skills related to listening; to use a variety of listening skills effectively in achieving an objective. It is also central for "integrated approach to develop listening as part of interactive communication; to develop critical listening, critical thinking, and effective speaking (p. 4-18).

We can understand from this, learning listening lies at the heart of language learning and we have to involve students in the listening process. If students do not learn to listen effectively, they will be unable to take part in oral communication. By learning to listen, "we help our students to attend to what they hear, to process it, to understand it, to interpret it, to evaluate it, to

respond to it. We need them to become involved and active listener”(Underwood 1989:3). Thus, the researcher motivated to see the practice of learning listening at grade 10 and more importantly these particular group needs emphasis since they are to join preparatory where it requires their active involvement in lecturing.

1.2 Statement of the Problem

In an educational setting where a foreign language serves as a medium of instruction, the case in Ethiopia, the role of learning and teaching listening skill is more significant than in the context where a native language is used. “L1 listeners have many hours of passive listening before they seriously need to attend to the messages they hear, L2 listeners are usually not so privileged. In L2 situations, attending becomes part of the active learning process”(Flowerdew and Miller, 2005:27).

Despite this, we often take the importance of listening for granted, and it is certainly the least understood and most overlooked of the four skills in the language classroom. “Yet listening remains one of the least understood processes in language learning despite the recognition of the critical role it plays both in communication and in language acquisition” (Morley, 1991). Until recently; listening comprehension attracted little attention in terms of both theory and practice. While the other three language skills (i.e. reading, writing and speaking) receive direct instructional attention, teachers often expect students to develop their listening skill by osmosis(if students listen to the target language all day, they will improve their listening comprehension skill through the experience) and without help (Mendelsohn, 1984; oxford, 1993 cited in Osada, 2004:54).

Gilman and Moody 1984, quoted in Wolvin (2010: 159) also justified their reasons how second language listening become least understood skill : (i) learning a language meant being able to speak the language and so listening is relegated to a secondary position; (ii) listening was considered something which could be “picked-up”. Similarly, there are a lot of problems that the researcher encounters in his country on this particular skill.

When there is pressure on contact hours, it is often the listening session that is cut. Students are rarely assessed on their listening skills, and the problems of many weak listeners pass undiagnosed. The methodology of the listening lesson has been little discussed, researched or challenged. Beside; this skill is impacted by grammar, reading and writing, which tend to be regarded as more manageable skills.

Moreover; when Students joined at higher education they are likely to comprehend different types of lectures, discussions, presentations and other academic spoken discourses. Nevertheless, when students come to colleges and universities, their capacities to listening lectures and taking notes seem insufficient. For instance, the researcher as an English teacher has obviously observed these problems. Accordingly, the motivation for the study is mainly from the recognition of the above problem.

Even though there is no research has been conducted on teachers teaching practice of listening in private high schools, some researches has been conducted on this particular skill in different level of governmental schools. All the result of the study shows that this skill still needs emphasis. Muluken (2008) conducted his study on “the practice of teaching listening skill”. This study was conducted to look into how listening lessons are taught and how the listening sub-skills are treated in grade 8 and the result showed that even though the teachers gave room to listening lessons, they failed to manage the listening lessons using the appropriate pedagogical procedures.

Tewolde (1988) attempts investigate the degree of students' intrinsic motivation for studying listening and the motivational roles of the listening tasks, the listening texts and the instructors in the listening classes. The result of the study indicates that the students had poor intrinsic motivation for studying listening. Seime (1989), on the other hand investigates the “listening abilities of students”, and the result of the study indicates that the students are below the level expected of them in understanding their lectures.

Berhanu (1993), on his part studied about “listening strategies”, his study shows that the students have not developed a range of these strategies, and the listening strategies of the students need to be improved by providing them with suitable listening comprehension practices. Haregewoin(2003), investigate “the classroom listening comprehension teaching practices of

Grade 11 teachers in relation to the new course book”. The study indicates that there is a mismatch between what teachers do and the pedagogical procedures suggested in the course books, even though the text book that Haregewoin uses for the study was revised today.

Almost all of these studies recommended that teachers should be given much training in the skill of teaching listening since academic listening is an essential component of communicative competence. This study attempts to explore the practices of teaching listening in private high schools and as far as researcher’s awareness concerns there is no local study has been carried out to investigate the actual practice of teaching listening skill in private schools.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this research was to assess the practices of teaching listening skills in private high schools English language classrooms.

1.3.2 Specific Objectives

The specific objectives of this study were to:

- Identify the extent teachers implement the three stages of teaching listening.
- Examine the extent teacher uses any additional materials in order to make the lesson more concrete.
- Examine teachers effort to help students use different listening sub skills in the listening class
- Examine classroom interaction in listening class

1.4 Research Questions

The search questions of this study were:

- To what extent do teachers use additional materials in order to make the lesson more concrete?
- To what extent do teachers implement the three stages of teaching listening skill?
- What is the classroom interaction like?

- To what extent do teachers help students use different sub skills in the listening classroom?

1.5 Scope of the Study

The focus of the study was on the practice of teaching listening skills in English language classrooms at grade 10 of Yetewled Tesfa and Alpha Keraniyo high schools.

1.6 Significance of the Research

Research results usually solve some problems, or at least, they reveal the existence of a problem. As the aim of this study was to assess the practice of teaching listening in EFL classes, it is significant to English as foreign language teachers, students, course designers and other concerned bodies.

It helps English language teachers to examine the teaching procedures and the aids they use in presenting listening lesson by providing scholarly suggested procedures on teaching listening skill. It helps course book and other listening material designer by providing some information about what type of texts, activities and other materials to be included in the course book.

It raises the awareness of teachers in the perception of teaching listening skill in language learning.

It also uses as a base for further studies for those interested in this area.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Definition of listening

Many scholars give definition for listening, among those Underwood (1989:1), defined listening as “listening is the activity of paying attention and trying to get meaning for something we hear.” According to the definition given listening involves both paying attention and get meaning. Even though listening may be seen as a passive process it is not true because we as listeners have to concentrate on the message to be decoded. Underwood argues that “hearing can be thought of as a passive condition, listening is always an active process.” if the receiver is not active it is difficult to interpret the listening in to meaningful information. Morely (1991:1) 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’”.

Wolvin (2010:9) on the other hand specified the definition of listening by quoting the following scholars definition of listening. “The complete process by which oral language communicated by some source is received, critically and purposefully attended to, recognized, and interpreted (or comprehended) in terms of past experiences and future expectancies” (Petrie, 1964). “When a human organism receives verbal information aurally and selects and structures the information to remember it.” (Weaver,1972).”Listening is hearing, understanding, remembering, interpreting, evaluating, and responding’ (Brownell, 2002). The listening act really consists of four connected activities – sensing, interpreting, evaluating and responding (Steil et al., 1983).

From the above definitions given to listening, it is possible to say listening skills is a hard task. It requires a great deal of mental analysis on the part of the listener. Messages are interpreted by employing one’s skill and knowledge from both linguistic and nonlinguistic sources. In other words, having purpose for listening, social and cultural knowledge and background knowledge is vital (Littlewood 1981, Richards 1985).

Therefore; students must be exposed to a variety of input sources in the form of listening opportunities embedded in social and academic situations. Besides, they should be provided with

varying listening activities that enable them to employ different strategies and enhance their macro and micro listening skills (Rost, 1990).

2.2 Development of Listening Skill in Language Teaching Methods

Rost, (1990) specified how listening skill undergone different developments. Language teaching has passed through many ups and downs. Changes in the methodologies have been noted with the development of linguistic analysis. Listening, as one aspect of language, has undergone different developments. Although the direct method of language teaching was widespread for about 100 years, it did not pay due attention to the listening skill and was not incorporated in the language learning syllabuses.

In the 1940s, 1950s and 1960s audio-lingual and situational models of instructions, for example, listening was the first step in the language teaching strategy. But, its purpose was primarily to model structures for language production. It was simply viewed as a problem of aural recognition of linguistic structures. Thus, the development of this important skill was taken for granted (Nunan 1989 and Morley 1991).

Language teaching methods initially did not recognize the need to teach listening, but subsequent approaches used a variety of techniques to develop specific or general listening skills. Flowerdew and Miller specified the developments of teaching listening by citing the works of Field maintains that changes to the teaching of listening have occurred as a result of three main developments: “First, there has been a shift in perspectives, so that listening as a skill takes priority over details of language content. Secondly, there has been a wish to relate the nature of listening practiced in the classroom to the kind of listening that takes place in real life. Thirdly, we have become aware of the importance of providing motivation and a focus for listening” (Flowerdew and Miller, 2005:3).

2.2.1 Listening in Traditional Methods

The grammar-translation approach viewed language as a descriptive set of finite rules that, once learned, gave access to the language. A grammar translation syllabus consisted of two components: grammar and lexical items. “The only listening that students would have to do

would be to listen to a description of the rules of the second language (L2) in the first language (L1) (Flowerdew and Miller, 2005:4).

The other teaching method is the direct method; it appears that the direct-method approach truly focused on teaching listening skills first and other language skills later. However, in any review of early monolingual teaching methods, it seems that although the target language was used for all purposes in the classroom, there was no systematic attempt at teaching listening or at developing listening strategies in the learners. Students could hear what was being said and that comprehension would follow later to as developing listening through “osmosis” (Mendelson, 1994 cited by Floerdew and Miller, 2005:5).

“The audio-lingual approach to listening emphasizes first listening to pronunciation and grammatical forms and then imitating those forms by way of drills and exercises” (Richards and Rogers, 1986:44). Basically, the more the students repeat a “correct” phrase/sentence, the stronger their memory of the structure will be. Therefore, students must listen and repeat similar words and sentence structures many times in order to remember them.

2.2.2 The Current Teaching Methods of Listening

Communicative approach, task-Based approach, and integrated approach are the main focus. Littlewood (1981) states the communicative approach looks at what people do with language and how they respond to what they hear. “Learning goals related to listening: To process spoken discourse for functional purposes; to listen and interact with the speaker and/or complete a task”.

The main idea behind a task-based approach to developing listening is that students become active listeners (Brown, 2007). With this approach, students are asked to listen to what are described as “authentic” situations and to “do something” with the information. This may be completing a diagram or chart, filling in a table, or drawing a picture. Learning goals related to listening: “To process listening for functional purposes; to listen and carry out real tasks using the information (Flowerdew and Miller, 2005:14).

The last is the integrated approach, learning goals related to listening for this approach is: “To develop listening as part of interactive communication; to develop critical listening, critical thinking, and effective speaking. Not only do exercises focus on the more traditional features of

listening’’ (e.g., listening for gist and listening for details), but they also help the students develop critical listening skills (e.g., after listening to a discussion about women’s rights, the students have to present their opinions (ibid).

2.3 Listening Types

Different scholars classify listening considering the cognitive process, listening purposes, listening contexts, the cognitive process types of input and the kinds of the listening activities. Nation and Newton (2009:40) distinguish two broad types of listening: One-way listening: typically associated with the transfer of information (transactional listening). Two-way listening: typically associated with maintaining social relations (interactional listening).

Again, they distinguish traditional, conventional views of listening from more contemporary views. Traditionally, listening was associated with transmission of information, which is with one-way listening. This can be seen in the extensive use of monologues in pervious listening materials. According to the writers this is fine if we are relating primarily to listening in academic contexts. For example, it fails to capture the richness and dynamics of listening as it occurs in our everyday interactions (two-way listening). Most contemporary materials reflect this re-emphasis with a move towards natural sounding dialogues.

Rost (1990) identifies four types of listening from pedagogical perspective: global listening, selective listening, intensive listening and interactive listening. Taye (2008:19) summarizes each feature as follows. “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’.

Anderson and Lynch (1988:4), on the other hand, divide listening into two namely: Reciprocal listening: Which provides opportunity to interact and negotiate meaning. Non-reciprocal listening: in which information is transferred (gained) from one source.

Rixon (1986) identifies listening types as extensive and intensive. Extensive listening can be described as listening for pleasure. According to the writer 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.

Jennerich (2005:1) by quoting the works of Penney Ur also identifies listening type as: Inactive listening – it is simply being present when someone is speaking, but not absorbing what is being said. Selective listening – it is hearing what you want to hear or expect to hear instead of what is being said. Scanning a material or listening text for specific purpose without complete understanding. Active listening – it is hearing what is said, concentrating on the message and absorbing it. Reflective listening – involving actively in the listening, interpreting what is being said and how it is being said.

2.4 The Processes of Listening

Several models have been developed to explain how the listening process functions. According to Flowerdew and Miller (2005:24) the most widely known of these models are: the bottom-up model, the top-down model, and the interactive model.

In the bottom-up model, “listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them.” (Shannon and Weaver, 1949 as cited in Flowerdew and Miller, 2005:26).

Top-down models emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds and words. “In applying prior contextual knowledge to utterance interpretation, listeners use pre-established patterns of knowledge and discourse structure stored in memory”. These pre-established patterns, or “structures of expectation,” as Tannen (1979), quoted in Flowerdew and Miller (2005:26) refers to them, have been conceived of in a number of ways. Terms used include schema, frame, script, and scenario, although schema is often used as a cover term.

The last model that they specified is the interactive model, if listening involves both bottom-up and top-down processing, it follows that some sort of model that synthesizes the two is required. This we have in the so-called interactive model (Flowerdew and Miller, 2005).

For Rost (1994) and Morely (1987) there are two commonly mentioned information-processing models: bottom-up and top-down. “Bottom-up processing refers to the processing of language information initiated by incoming language data. The overall meaning of such data is constructed ‘by proceeding from sounds, into words, into grammatical relationships and lexical meaning, and so on’.

In the second model, top-down, “the processing of linguistic input is basically initiated by internal sources, background knowledge and global expectation. Consequently, the incoming language information is interpreted in light of the receiver’s existing knowledge and experience about the ‘linguistic context’ situation, topic, setting, participants, and so on” (Morley, 1987).

2.5 Sub Skills of Listening

Listening sub skills are specific behaviors that language users do in order to be effective in each of the skills. Bengoa (2008) specified the following sub skills of listening;

- Deducing meaning and use of unfamiliar lexical items through understanding word formation and contextual clues in utterances and spoken text.
- Recognizing and understanding phonological features of speech (especially those forms associated with supra-segmental features).
- Understanding relationships within the sentence: the syntactic and morphological forms characteristic of spoken language.

- Understanding relationships between parts of text and utterances through cohesive devices (especially grammatical cohesive devices such as reference).
- Understanding relationships between parts of text by recognizing discourse markers (especially for transition and conclusion of ideas, for anticipation of objections or contrary views and for turn-taking).
- Understanding the communicative function and value of utterances with and without explicit markers (e.g. definition and exemplification).
- Understanding conceptual meaning in spoken text and utterances (e.g. comparison, degree, cause & effect, result, and audience & purpose).
- Understanding attitudinal meaning in spoken text and utterances (especially ability to recognize the speaker's attitude towards the listener and the topic by intonation).
- Identifying the main points or important information in discourse (especially through vocal underlining and verbal cues).
- Distinguishing main ideas from supporting detail (the whole & its parts, fact & opinion, statement & example, and proposition & argument).
- Understanding explicitly stated ideas and information.
- Understanding ideas and information in spoken text and utterances which are not explicitly stated (e.g. through making inferences).
- Transferring and transforming information in speech to diagrammatic display (e.g. through completing a diagram, table or chart).
- Skimming: listening to obtain the gist of spoken text
- Scanning: listening for specific details in spoken text
- Note-taking from spoken text
 - Extracting salient points to summarize specific idea or topic in text
 - Selectively extracting relevant key points from text (especially involving coordination of related information and tabulation of information for comparison and contrast)
 - Reducing text through rejection of redundant or irrelevant items or information (e.g. determiners, repetition, compression of examples, use of abbreviations, and use of symbols denoting relationships between states or processes)

2.6 Listening Input

According to Rost (1990: 58) input includes “materials and language data that learners are to attend or manipulate while they are carrying out the listening task. It is often closely associated with the teaching materials and the selection of listening materials for particular course and learners will be determined by the aims of the course”.

Resources can include instructors' lectures, factual recordings, recorded books and even music recordings. The goal is to train students to comprehend and retain input delivered as sound. Students with a hearing deficit will need special consideration (Fernchild, 2013 online).

According to Ur (1984), Richards (1985), Rixon (1986), Underwood (1989) and Harmer (2003) input for listening should be from a variety of sources these sources are: Live listening - in which students listen to and interact with a live human being in front of them; in this case, students can ask for clarification, produce follow up questions, and help to direct the course of the listening. Recordings- students listen to an audio cassette, or watch and listen to a video. They usually have some tasks to perform while they are listening which the teacher organizes a feedback. Teacher Talk - This is perhaps the most useful kind of listening. It involves teachers organizing the lesson, chatting to the students in an informal way, or facilitating conversations and discussions. Authentic Material - It is a language where no concessions are made to foreign speakers. It is normal, natural language used by native or competent speakers of the language to fulfill some social purposes.

For Anderson and Linch (1988: 54-55) listening inputs are static, dynamic and abstract. ‘Static texts deal with descriptions or instructions while dynamic texts are concerned with storytelling or recounting incidents. Abstract texts on the other hand, focus on expressing people’s opinions, and beliefs’.

2.7 Listening Tasks and Stages of Listening

Nunan (2004:1) is one of the most commonly cited pedagogical definitions of a classroom task. He proposes that a “communication task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form”.

Ellis (2005:16) defines the concept of task as a ‘work plan for learner activity’, which ‘requires learners to employ cognitive processes’, and ‘can involve any of the four language skills’. Rost (1990) explains the term task as “a Unit of teaching/learning activity which involves relevant instructional variables to be manipulated by the learners using some kind of data”.

Listening tasks can be divided into “pre-listening,” “while-listening,” and “post-listening” phases: For Yagang (1993) as Heregewein (2003:34) identified while choosing activities; “it is necessary to consider the following major factors.

- The time available
- The material available
- The ability of the class
- The interests of the class
- The interests of the teacher
- The place where the work is being carried out and
- The nature and content of the listening text itself

2.7.1 Pre-Listening Tasks

Effective listening tasks often involve an explicit “pre-listening” step, some activity that the learner does prior to listening to the main input in order to increase readiness. This step is designed to activate what the learner already knows, provide an “advance organizer” to help the learner predict ideas and “pre-structure” information (Joyce et al., 1992 cited in Rost, 2002:20).

The pre-listening step may include explicit pre-teaching of vocabulary, grammatical or rhetorical structures, specific pronunciations of phrases, or ideas to be contained in the upcoming input (Rost, 2002:20). “The teacher giving background information, students reading something relevant, predicting content from the title, looking at pictures and talking about them, discussion of the topic, reading through questions activities to be answered at while listening” (McDonough and Shaw 1993:14).

2.7.2 While-Listening Tasks

When the learner actually begins listening to the input, there needs to be some expectation for concrete action. As McDonough and Shaw (1993) states while listening activities can be 'extensive or intensive'. Extensive listening practice, is concerned with those activities used to promote overall global comprehension. According to the writers such practice encourages learners not to worry even if they do not grasp every word of the text. The range of possible activities include: Putting pictures in a sequence, following directions on a map, completing a grid, time table or chart of information, answering true/false or multiple-choice questions, predicting what comes next (preceded by a pause), constructing a coherent set of notes.

Intensive listening practice is concerned with those activities that deal with identifying specific items of language or factual detail within the meaning framework already established (McDonough and Shaw 1993). Such activities include: Filling gaps with missing words, picking out particular facts, recognizing exactly what someone said, identifying numbers and letters.

Rost (2002:20) on the other hand put while listening tasks as guided note taking, completion of a picture or schematic diagram or table, composing questions any tangible activity that the learner does while listening to demonstrate ongoing monitoring of meaning.

2.7.3 Post-Listening Tasks

The “post-listening” stage of listening occurs in the few minutes following the actual attending to the text. This is probably the most important part of listening instruction because it allows the learner to build mental representations and develop short term L2 memory, and increase motivation for listening a second time (Rost, 2002). Underwood (1989: 74) specified that the purposes of post-listening activities are to:

- Check whether the learners have understood what they need to understand and whether they have completed the while listening tasks effectively;
- Reflect on why some students have failed to understand or missed parts of the message;
- Give students the opportunity to consider the attitude and manner of the speakers in the listening text;

- Expand on the topic or language of the listening text, and perhaps transfer things learned to another context.

Post-listening tasks can involve additional reading, writing, speaking, and interaction, and may include comparing notes, negotiating a summary with a partner, and formulating responses, or questions about what was just heard (Rost 2002, :20). Underwood on the other hand point out tasks on the post listening phase; according to him “the teacher giving the answers orally, the students checking each other's answer in pairs or groups, extending notes into written responses, reading a related text, summarizing, studying new grammatical structures taken from the listening text, discussion, debate, role-play, etc. related to the spoken text” (1989: 75).

More specifically, the purposes of the listening tasks should be to enable students develop the following listening sub skills.

- Perceiving and discriminating sounds (stress, intonation, pitch) within utterances.
- Adapting to speaker's sound variations.
- Deducing the meanings of unfamiliar words.
- Inferring information not explicitly stated.
- Inferring links between sentences. (Cause, effect...)
- Recognizing discourse markers.
- Recognizing markers of cohesion.
- Identifying relationship among units within a discourse (major ideas, generalizations, supporting ideas, examples).
- Predicting subsequent parts of a discourse.
- Maintaining continuity of context for predictions and verification of propositions.
- Selecting cues from the speaker's text to finish a schematic prediction.
- Identifying the speaker's intention towards a hearer.
- Recognizing speaker's use of gestures.
- Identifying contradiction, inadequate information and ambiguity in the speaker's utterances.
- Differentiating between fact and opinion.
- Identifying uses of metaphor, irony, and other violations of conversational maxims (well-known sayings).

- Selecting very important points from information given for use in a task.
- Reducing /Transcoding spoken discourse into other forms (note taking).
- Identifying topics /ideas that need clarification.
- Integrating information within the text and with other sources using background knowledge.
- Providing appropriate feedback to a speaker.

(Rost, 1990; Richards, 1985; Saricoban, 1999 quoted in Muluken, 2008)

2.8 The Role of Listening Comprehension in Language Learning

Listening is not only one of the most frequently used language skill but also one of the most demanding. This is because listening requires considerable effort in coordinating ones knowledge of linguistic, socio-cultural and contextual elements in order to understand and interpret the meaning conveyed (Underwood 1989).

For Dunkel (1986) quoted in Seyoum, (2013:49) “The goal (i.e., the development of communicative competence and oral fluency) is achieved by putting the horse (e.g. listening comprehension) before the cart (e.g. oral production)”. In other words, the key to achieving proficiency in speaking is developing proficiency in listening.

Tyagi (2010:7) by quoting the works of Rost (1990) and Underwood (1989) summarized the role of Learning listening comprehension in the following ways: Effective Communication - Clear and concise transmission of information is an important component of effective human interaction. Fewer Misunderstandings- Regardless of the clarity of written or spoken messages, the effective listener can prevent misunderstandings and salvage what otherwise might be a miscommunication by practicing active listening skills. Improved Relationships -Relationships are damaged by misunderstandings that can lead to unsatisfactory business transactions as well as hurt feelings in personal relationships. Excellent listening practices tell others that they are important, special, and what they have to say is valued. Personal Growth - A person learns and grows by listening and understanding other viewpoints, differing ideas, and exploring conflicting viewpoints.

Oxford (1993) cited in Seyoum (2013:50) also claimed that ‘listening is the most fundamental skill to develop the other three skills’ (speaking, reading, and writing). With increased attention

to listening skills of second /foreign language instruction, teachers must understand the listening strategies their students adopt in order to help them in improving their English proficiency’.

According to (krashen, 1982:64). “Comprehension plays a central and possibly predominant part in the whole process of language learning. If we are correct in positing comprehensibility as a crucial requirement for optimal input for acquisition, the question of how to aid comprehension is a very central one for second language pedagogy. Indeed, the comprehension requirement suggests that the main function of the second language teacher is to help make input comprehensible, to do for the adult what the "outside world" cannot or will not do.

2.9 Problems of Students in Listening

In setting priorities for skills teaching, we also need to take account of learners’ perceptions of their needs. Many of them /learner/, if asked to rate the relative difficulty of the four language skills, cite listening as the area about which they feel most insecure. For Flowerdew and miller there are several possible explanations for this concern. According to the writers one is the lack of tangible evidence that they are making progress in acquiring the skill. Another is the fact that listening takes place in real time. If a stretch of speech is not understood at the moment it is heard, it is extremely hard to relive it in memory. Failure at a basic level (matching speech to words under the pressure of time) often leads to a loss of confidence, and to the belief that listening is too difficult or that L2 speakers speak too fast. If teachers omit to address these and similar concerns, they create insecurity which may seriously affect learners’ motivation for acquiring the second language (Flowerdew and Miller, 2005).

Three specific aspects of classroom listening deserve mention because of their impact upon the learner. As field point out one derives directly from the tradition of the comprehension approach, the other two from the very nature of listening. The listening class is teacher-centered. The comprehension approach does not fit comfortably into a teaching culture which favors communicative methodology, in that its procedures are very much under the control of the teacher. It is the teacher who operates the button on the CD or cassette player, predicts where problems are likely to occur, asks relevant questions, replays certain passages and decides how much time is spent on each breakdown of understanding (Field, 2009).

Playing a recording to a group of learners has an isolating effect. It could be said that classroom listening is, of its very nature, isolating. Of the four skills, it is the most internalized. At least with reading, we can see the reader's eyes moving down the page. But we cannot force learners to listen if they do not want to, and we cannot be sure whether they are listening at all or whether their minds are elsewhere. Here is a problem that current practice rarely addresses: how can we ensure that the weaker listeners do not simply give up and daydream instead of attempting to impose meaning on what they hear (ibid).

Listening takes place in real time. The cassette moves on, and the learner's mind has to keep up with it. There are really two issues here. Firstly, listening is not under the control of the listener: the speaker decides how much to say, how fast to speak and so on. It is even less under the control of the listener if the speaker's voice is on a CD and cannot be interrupted with a request for an explanation. The second point is that listening is not recursive like reading. The learner cannot look back to check a word or words that they have only partially recognized or to resolve ambiguities in their understanding (ibid).

Those factors identified above contribute to learner anxiety and provide a reason for learners citing listening as a difficult skill to acquire. There is a clear need to revise the current approach in ways that increase the level of interaction and give learners greater control over the listening processes.

2.10 Barriers of Academic Listening

(Hargie, 2011) Barriers to effective listening are present at every stage of the listening process at the receiving stage; noise can block or distort incoming stimuli. At the interpreting stage, complex or abstract information may be difficult to relate to previous experiences, making it difficult to reach understanding. At the recalling stage, natural limits to our memory and challenges to concentration can interfere with remembering. At the evaluating stage, personal biases and prejudices can lead us to block people out or assume we know what they are going to say. At the responding stage, a lack of paraphrasing and questioning skills can lead to misunderstanding. Environmental and physical factors, cognitive and personal factors, and bad listening practices present barriers to effective listening.

2.10.1 Environmental and Physical Barriers to Listening

As (Andersen, 1999) point out environmental factors such as lighting, temperature, and furniture affect our ability to listen. According to the writer a room that is too dark can make us sleepy, just as a room that is too warm or cool can raise awareness of our physical discomfort to a point that it is distracting. Some seating arrangements facilitate listening, while others separate people. In general, listening is easier when listeners can make direct eye contact with and are in close physical proximity to a speaker. The ability to effectively see and hear a person increases people's confidence in their abilities to receive and process information. Eye contact and physical proximity can still be affected by noise. Environmental noises such as a whirring air conditioner, barking dogs or a ringing fire alarm can obviously interfere with listening despite direct lines of sight and well-placed furniture (Anderson, 1999).

Physiological noise, like environmental noise, can interfere with our ability to process incoming information. This is considered a physical barrier to effective listening because it emanates from our physical body (Andersen, 1999). Physiological noise is noise stemming from a physical illness, injury, or bodily stress. Ailments such as a cold, a broken leg, a headache, or a poison ivy outbreak can range from annoying to unbearably painful and impact our listening relative to their intensity (ibid).

According to the writer, psychological noise, or noise stemming from our psychological states including moods and level of arousal, can facilitate or impede listening. Anderson also states any mood or state of arousal, positive or negative that is too far above or below our regular baseline creates a barrier to message reception and processing. The generally positive emotional state of being in love can be just as much of a barrier as feeling hatred. Excited arousal can also distract as much as anxious arousal. Stress about an upcoming events ranging from, to having surgery, to wondering about what to eat for lunch can overshadow incoming messages. Additionally, mental anxiety (psychological noise) can also manifest itself in our bodies through trembling, sweating, blushing, or even breaking out in rashes (physiological noise)(Anderson,1999).

2.10.2 Cognitive and Personal Barriers to Listening

Barriers to effective listening are present at every stage of the listening process. At the receiving stage, noise can block or distort incoming stimuli. At the interpreting stage, complex or abstract information may be difficult to relate to previous experiences, making it difficult to reach understanding. At the recalling stage, natural limits to our memory and challenges to concentration can interfere with remembering. At the evaluating stage, personal biases and prejudices can lead us to block people out or assume we know what they are going to say. At the responding stage, a lack of paraphrasing and questioning skills can lead to misunderstanding. In the following section, we will explore how environmental and physical factors, cognitive and personal factors, and bad listening practices present barriers to effective listening.

Aside from the barriers to effective listening that may be present in the environment or emanate from our bodies, cognitive limits, a lack of listening preparation, difficult or disorganized messages, and prejudices can interfere with listening. Whether you call it multitasking, daydreaming, glazing over, or drifting off, we all cognitively process other things while receiving messages (Anderson, 1999).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

Since the study was mainly concerned with describing what was actually being practiced by language teachers to teach listening skills, the researcher used descriptive method. Thus, qualitative and quantitative data were collected to describe the existing practices in the selected school.

3.2 Subjects

Students and teachers at Yetewled Tesfa and Alpha Keranyo private high schools were the subjects of the study. Information that was obtained from the schools showed that there were 342 (158 male and 184 female) grade 10 students in both schools. There were also 8 grade ten sections in both schools. The study considered 1/3 of them or 120 (54 male and 66 female students). They were taken from all sections, 30 sample students from each of the eight sections. However, 6 students (4 male and 2 female) did not respond to all items of the questionnaire. Therefore, only the responses of 114 students were analyzed. There were also 4 teachers assigned to teach English language at Grade 10. As a result, the researcher took all the available English language teachers in the sample schools as subjects of the study.

3.3 Sampling Procedure

To select the schools, purposive sampling was used. The researcher chose this school because due to its geographical proximity to the researcher and familiarity with teachers teaching there. As a result, he thought that he could get the information needed for the study. Concerning the teachers' selection, four of the teachers were taken. They were the only ones assigned to teach English language in Grade 10 in the sample schools. The students were randomly selected by their seat position with the help of their English teachers.

3.4 Data Collection Instruments

The researcher used quantitative data collection method as the primary instrument. The qualitative data collection was used to support the quantitative one by providing it with detailed information. Therefore, classroom observations, questionnaires and interview for teacher were used. These instruments were used to triangulate the information and increase the credibility of the study.

3.4.1 Classroom Observation

Under the observation method, the information is sought by way of investigator's own direct observation without asking from the respondent. The main advantage of this method is that subjective bias is eliminated, if observation is done accurately. This method is particularly suitable in studies which deal with subjects (i.e., respondents) who are not capable of giving verbal reports of their feelings for one reason or the other (Kothari, 2004:96).

Classroom observation was used to investigate what actually happened in the listening classes. Four classes were observed while they learn the listening lessons. Each class was observed four times using a structured observation checklist. The checklist included seventeen items, which out of all seventeen sixteen were concerned with teachers' practices at the pre, while, and post-listening stages, practices while the last seventeenth concerned with the practice of teachers which is related with using additional materials. The practices were recorded in the category of Yes/No, as they happen in the classroom. At the end of the observation, they were summarized and changed into five-measure frequency: always (4), usually (3), Sometimes (2), rarely (1) and never (0).

3.4.2 Questionnaire

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (Cohen, Manion and Morrison, 2007:317).

The questionnaire items were administered only for the students. There were only 4 teachers assigned to teach, therefore; smaller sample populations were interviewed. The questionnaire comprised four parts-three close-and one open -ended. The first part has sixteen items that deal with students practices at pre, while and post listening stages. The pre listening comprised 5 items the while listening 3 items and the post listening 8 items. The second part consists of seven items which intended to ask teachers help withstudents' capability of the uses of the sub skills of listening while they comprehend the listening text.

The last part of the questionnaire for the students was open-ended and used to elicit information on the overall strengths and weaknesses of the listening lessons presented to the students. The items in the first two parts were of five point Likert Scale ranging from 'Always' to 'Never'.

3.4.3 Interview

The other type of data collecting technique used in this study was an interview. Interviewing allows access to a wide variety of information in-depth and quickly with the possibility of follow-up and clarification (Seliger and Shohamy, 1989). The interview was administered for teachers only.

Teachers' Interview was used to complement or strengthen the data gathered through the students' questionnaire. In other words, it was believed that interview as an additional data collecting method that would help in triangulating or crosschecking the data gathered through the other tools. Three interview questions which were very much related to the questionnaire items were prepared and administered based on the convenience of the interviewee. The interview questions were ready-made, i.e., it was semi-structured type of question (see appendix C). All the available teachers were interviewed and audio recorded. Transcription was done later. On average, each interview took 11 minutes time.

3.5 Development of the Instruments

The data gathering instruments (questionnaires and classroom observation checklist) were adapted from, Cunningsworth (1995), Rost (1990), Richards (1985) and (Bengoa, 2008). The three interview items for the teachers were created by the researcher. The development of the data collecting tools (the checklists, questionnaires, and interviews) underwent the following process. Each tool was commented by the researcher's advisor and by other prospective graduate students of TEFL. Using the constructive comments given by these people, the researcher made the necessary modifications. Some items were revised, some were added, and some items that seemed not necessary were dropped.

3.6 Data Collection Procedures

The desired data for the study were collected over six weeks using the following data gathering procedure:

- First of all, 4 classes were selected for the classroom observation one class in each teacher.
- Then, each class was observed, 4 times each, for 6 weeks.
- After the classroom observation was done at the end of the 6th week the selected 120 students fill the questionnaire and teachers who were assigned to teach English were interviewed.

3.7 Data Analysis

The data generated from the questionnaire were tallied. Then on the basis of descriptive statistical analysis, i.e. using frequency and percentages, the data were interpreted. The observed classroom listening comprehension practices were recorded carefully in the category of Yes/No as they happened in the listening classes. The Yes/No categories were changed into five measure frequency, ranging from 'Always' to 'Never'. This means, if the practice happened in four of the observation days, it would be 'Always (4)', if it happened in three of the observation days, it would be 'usually (3)', and so on. Then, the frequency of the observed practices were summarized and tabulated for interpretation. The data gained through interviews, was analyzed qualitatively. It was transcribed and summarized. The data collected through questionnaires classroom observation and interviews were presented in an intermingled way. Data obtained from the questionnaire were compared with the data obtained from classroom observation and the

interviews obtained from teachers were added on the data's found from the questionnaire and observation. The sub skills of listening that students' use while they listen to the spoken text were checked by students' questionnaire.

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 different sections: teachers practice of teaching in the three stages of listening, sub skills of listening, the type and the practice teachers practice of using additional materials classroom interaction of listening class summary of open ended questionnaire items will presented.

4.1 The Practice of Teaching in the Three Stages of Listening

Table 1: Students' response concerning the practices of teaching at the Pre-listening Stage

No	Practices	Responses										Total
		Always		Usually		Sometime		Rarely		Never		
		F	%	F	%	F	%	F	%	F	%	
1	Teacher gives appropriate Introduction on listening text and activity/ies briefly for background information.	7	6.1	14	12.3	57	50	32	28.1	4	3.5	114
2	Teacher makes them engage in pair/group discussions on pre-listening tasks.	2	1.8	16	14	62	54.4	34	29.8	4	3.5	114
3	Teacher lets them read the exercises before listening to the text.	76	66.7	37	32.5	1	0.9	-	-	-	-	114

4	Teacher lets them copy the listening exercises before they listen to the text.	8 1	71. 1	2 1	18. 4	9	7.89	3	2.6	-	-	114
5	Teacher gives them a chance to ask clarification if the issue that they going to listen is new to them.	-	-	7	6.1	26	22.8	5 1	44. 7	3 0	26. 3	114

Pre-listening activities are crucial for good second language pedagogy. During this critical phase of the listening process, teachers prepare students for what they will listen and what they are expected to do. First, students need to bring to consciousness their knowledge of the topic, their knowledge of how information is organized in different texts, and any relevant cultural information. Second, a purpose for listening must be established, so that students know the specific information they need to listen for and/or the degree of detail required (Vandergrift, 1999). The above 5 items of the tables which incorporate students 'questionnaire (Table, 1), researcher's classroom observation (Table, 2) as well as teachers' interview (appendix D) defines this phase right next to the table of observation summary.

Table 2: Summary of classroom observation concerning the practice of teaching listening at the pre-listening stage

No	Practices	Responses											
		Always		Usually		Sometimes		Rarely		Never		Total	
		F	%	F	%	F	%	F	%	F	%		
1	Teacher gives appropriate Introduction on listening text and activity/ies briefly for background information.	-	-	1	25	2	50	1	2	5	-	-	4
2	Teacher make them engage in pair/group discussions on pre-listening tasks	-	-	-	-	1	25	3	7	5	-	-	4

3	Teacher makes them read the exercises before listening to the text.	3	7	1	25	-	-	-	-	-	-	4
			5									
4	Teacher makes them copy the listening exercises before they listen to the text.	3	7	1	25	-	-	-	-	-	-	4
			5									
5	Teacher gives them chance ask clarification if the issue that they going to listen is new to them.	-	-	-	-	-	-	1	2	3	7	4
								5	5	5	5	

Pre-listening activities play a great role in arousing students' motivation. Activities on this stage help teachers draw students' attention and make ready for lesson. This step is designed to activate what the learner already knows, provide an "advance organizer" to help learner predict ideas and "pre-structure" information (Joyce et al, 1992 cited in Rost, 2002: 20).

Item 1 was used to find out if teachers give introduction on listening text and activity/ies briefly for background information, as indicated in Table 1, 57(50%) of the students responded that they sometimes got appropriate introduction. Other 32(28%) and 14(12.7%) of the respondent reported that as they got this practice rarely and usually respectively.

However; the teachers' reaction to the interview question showed as they give appropriate introduction before another move. It was also seen during the four observation days (Table, 2) half 2(50%) of the observed classrooms sometimes got this practice and other 1(25%) and 1(25%) usually and rarely respectively. Though teachers' repose to the interview question had a positive implication to this practice, students' response on questionnaire and researcher's classrooms observation proved that students got this practice sometimes. The researcher clearly observed that teacher maderead and copy the exercises before they exposed to background information. But as Vandergrift (1999), point out, students must "orient early in the experience and formulate the 'big picture' of what the speakers are trying to do".

Item 2 was intended to see if teacher makes students engaged in pair/group discussions on pre-listening tasks. Majority of the students 62(54.4) and 34(29.8%) responded that they sometimes and rarely practice it. Other 16(14%) and 2(1.8%) responded that they usually and

always engaged in pair/group discussions on pre-listening tasks. Responses of the teachers from the interview were similar to students' response, as they clarified to students practices at pre listening phase due to time constraints they didn't spent much time for this practice.

It was also seen during the four observation days 25% of the observed classes sometimes engaged in pair/group discussions on pre-listening tasks and 75% of the students rarely engaged. Therefore, based on response of the students, teachers and researcher's classroom observation, it was inclined that students rarely engaged in pair/group discussions on pre-listening tasks which was not satisfactory. Letting listeners to discuss pre-listening activities in pairs or groups would enable them to use their prior knowledge in order to make sense of the listening text. It is also a good means of integrating listening and speaking skills. Grade 10 teachers' book also stated it as one of the main purposes of the listening skills activities.

Item 3 was to see whether teacher lets them read the exercises before listening to the text, 76(66.7%) of the students reported that they always did and 37(32.5%) of the students responded that they usually did this practice. As the result of the interview depicted the teachers were also in support of their students, the teacher thought that students read the exercises before listening to the text. The classroom observation also confirmed the same i.e. 3(75%) of the classrooms always did this practice and other 1(25%) of the class did it usually. Therefore, from this, it can be concluded that majority of the students read the exercises before listening to the text. Therefore; it is quite helpful for the learners to see the questions before they begin listening, as they know what sort of information they have to look for (Underwood, 1989).

Concerning Item 4, which asked if teachers makes them copy the listening exercises before they listen to the text, 81(71%) students responded that they always and 21(18.4%) students reported as they usually copy the listening exercises before they listen to the text. The teachers' interview is also in support of their students, and they thought that students utilized this practice. The classroom observation also witnessed that 3(75%) of the classes did this always and 1(25%) usually did so.

Item 5 was designed to see if teachers give clarification on the issue that students are going to listen was new to them, 51(44.7%) of the students replied that they rarely did it. Other 30(26.3) of the students replied never and 26(22.8%) of the students responded sometimes. The

teachers' interview and their justification to this practice also showed that most of the time they did try their best but the response from students and researchers' observation didn't match with them. Some teachers fail to do it. It was also seen during the four observation days that ¾ or 75% of the observed classes never did this practice and only 1(25%) of the classes rarely did it.

Getting clarification can help students to understand the issues that they are going to listen. As the majority of the students reported, they rarely did it; the teachers' thought to the interview and the classroom observations showed that the practice was not employed in the actual lessons as required. Therefore, as Rost (2002) pointed out it is necessary to identifying questions that can be asked to supplement partial understanding or correct misunderstanding at pre listening stage.

Generally, students learning practices at this stage were not satisfactory especially students' poor practice in pair/group discussions on pre-listening tasks and teachers help on motivating students to ask clarification if the issue that they going to listen is new to them were not satisfactory. The researcher feels, it is important to devote a fair proportion of a lesson to the pre-listening task, since the listening deserves it.

Table 3: Students' response concerning the practice of teaching at the while and post - listening stages

No	Practices	Responses										Total	
		Always		Usually		Sometimes		Rarely		Never			
		F	%	F	%	F	%	F	%	F	%		
6	The teacher makes the students listen and match activities e.g. completing, tables, lists, diagrams and note outlines.	88	77.2	20	17.5	6	5.3						114

7	The teacher makes them take important notes to write summaries and reports later.		-	-	-	1	0.9	22	19.3	91	79.8	114
8	Students interrupt when the teacher speaks	-	-	-	-	2	1.8	21	18.4	91	79.8	114
9	The teacher lets them compare and contrast their answers on the comprehension questions in pair/group discussions.	-	-	1	0.9	91	79.8	19	16.7	3	2.6	114
10	The teacher lets them elect their group leaders who moderate the group discussion.	-	-	1	0.9	4	3.5	23	20.2	86	75.4	114
11	When students work in group the teacher helps them come to consensus on their answers.	-	-	2	1.8	60	52.6	33	28.9	19	16.7	114
12	The teacher lets them report/express their group decisions	-	-	8	7	8	7	67	58.8	31	27.2	114

	turn by turn for whole class discussion.											
13	The teacher lets them summarize main points of their whole class discussions.	-	-	12	10.5	7	6.1	33	28.9	62	54.4	114
14	The teacher lets them express their individual answers to the comprehension questions on the listening text.	21	18.4	69	60.5	21	18.4	3	2.6	-	-	114
15	The teacher makes them engage in extensive writing exercises (e.g. writing composition based on the listening text).	-	-	16	14	15	13.2	58	50.9	25	21.9	114
16	The teacher gives them appropriate feed-back on their work in the listening activities.	32	28	77	67.5	3	2.6	2	1.6	-	-	114

While-listening activities are tasks that students asked to do during the time of listening to the text. The nature of these activities are to help learners to listen for meaning that is to elicit a message from spoken language whereas; the post-listening stage comprises all the exercises which are done after listening to the text. (Rost, 2002).

In the previous section, students' response to questionnaire, teachers' interview and researchers' classroom observation for teachers practice on teaching pre-listening activities were analyzed. In this section, students' response to the questionnaire concerning their learning practices at the while and post -listening stages (Table 3) researchers' classroom observation concerning the teaching practices at the while and post -listening stages (Table 4)and teachers' interview (appendix D) analyzed. Items 6, 7 and8 focused on the while listening and the rest (9-16) was on post- listening underneath table 4.

Table 4: Summary of Classroom Observation Concerning the Practices of teaching at the While and Post -Listening Stages

No	Practices	Responses										Total
		Always		Usually		Sometimes		Rarely		Never		
		F	%	F	%	F	%	F	%	F	%	
6	The teacher lets them listen and match activities e.g. completing, tables, lists, diagrams and note outlines.	1	25	2	50	1	25	-	-	-	-	4
7	The teacher makes them take important notes to write summaries and reports later.	-	-	-	-	-	-	1	25	3	75	4
8	Students interrupt when	-	-	-	-	3	75	1	25	-	-	4

	the teacher speaks.											
9	The teacher lets them compare and contrast their answers on the comprehension questions in pair/group discussion.	-	-	-	-	2	50	2	50	-	-	4
10	The teacher lets them elect their group leaders who moderate the group discussion.	-	-	-	-	-	-	-	-	4	100	4
11	The teacher lets students work in group and help them come to consensus on their answers.	-		-		2	50	2	50	-	-	4
12	The teacher gives them chance report/express their group decisions turn by turn for whole class discussion.	-	-	-	-	-	-	1	25	3	75	4
13	The teacher lets them summarize main points of their whole class discussions.	-	-	-	-	-	-	1	25	3	75	4
14	The teacher lets them express their individual answers to the comprehension questions on the listening text.	1	25	3	75	-	-	-	-	-	-	4
15	The teacher makes them engage in extensive	-	-	-	-	-	-	1	25	3	75	4

	writing exercises (e.g. writing composition based on the listening text.											
16	The teacher gives them appropriate feed-back on their work in the listening activities.	1	25	3	75	-	-	-	-	-	-	4

Item 6, (Table 3) was concerned with whether teacher lets students listen and match activities e.g. completing tables, lists, diagrams and note outlines, 88(77.2%) of the students responded that they always and 20(17.5) usually did it, other 6(5.3%) replied that they sometimes did this practice respectively. Even though it was intangible to the teacher and the researcher for seen whether students listen appropriately or not, it was possible to perceive while students completing tables, list diagrams and note outlines. The teachers' explanation to the interview for students practice at while listening revealed students active involvement to this practice. The observation report table 4, also witnessed that 3(75%) of the observed classes seen while they were matching the activities and 1(25%) of the students' practice sometimes.

Responding to item 7, 91(79.82%) of the students replied never and 22(19.3%) reported that their teacher rarely makes them take important notes to write summaries and reports later; other 1(0.9%) of them responded that they sometimes did. The interview from the teachers thought was contrary to students' response. The teachers depicted as students take notes. What is observed in the classroom showed that 3(75%) of the classes never seen while taking notes and only 1(25%) rarely of the students did this practice. Contrary to teachers thought response of the students and the researcher classroom observation showed that their note taking habit was poor, but it needs emphasis as Gillett (2013), point out taking notes helps them to maintain a permanent record of what they have listened to. This is useful when revising in the future for examinations or other reasons. In addition; teachers need to work harder concerning this issue.

Pertaining to item Number 8, a significant number of students' respondents i.e. 91 or 79.8% replied that as they never interrupt when the teacher speaks. 21 or 18.4% of them reported that they rarely did and 2 or 1.8% replied sometimes. Results of the teachers' interview revealed that most of students couldn't consider listening as a means of learning, and chatting together is an obvious problem. Opposite of students replied, results from the teachers interview and researcher's classroom observation showed that 75% of the students were seen sometimes interrupting in 4 observations days. Thus; this shows there is a communication problem between the teacher and the learner in the listening class.

Items 9 and 10 were concerned with whether teacher lets them compare and contrast their answers on the comprehension questions in pair/group discussion and elect their group leaders who moderate the group discussion. 79.8% and 3.5% of the students replied sometimes 16.7% and 20.2% reported rarely whereas 2.63% and 75.4% responded that they never compare and contrast their answers on the comprehension questions in pair/group discussion and elect their group leaders who moderate the group discussion respectively.

The results of teachers' interview on the other hand depicted students' poor culture of comparing their work and make teachers poor habit so. Teachers identified limitation of time as their obstacle to implement. The result of classroom observation depicted that 50% of the students sometimes and rarely each were seen while they compare and contrast their answers on the comprehension questions in pair/group discussion. As students revealed in open ended questions, time constraint was a big challenge to carry out everything in 40 minutes duration especially electing leaders to moderate the group discussion. The researcher also clearly observed this problem during his observation days.

Item 11 and 12 were designed to investigate whether teachers helps students come to consensus on their answers in their group and report/express their group decisions turn by turn for whole class discussion. 52.6% and 7% of the students reported that they sometimes did, 28.9% and 58.8% replied rarely, other 16.7% and 27.2% responded that they never come to consensus in their group and express their group decisions turn by turn for whole class discussion.

The results of teachers' interview were similar to the result of item 9 and 10. As, indicated in the teachers thought it was common to do in the whole class basis than turn by turn. The observation

report also showed that 3(75%) and 1(25%) of the classes rarely did, whereas 1(25%) of the class were seen sometimes in consensus on their work, whereas 3(75%) of them never seen while they were express their group decisions turn by turn for whole class discussion. It was common to seen diverged students who were talking irrelevant issues, convincing their group mate through force, and talking personal issues. There were also disruptions among students when the teacher asked them to deliver their answer to the class; they nagged each other for rejecting the presentation.

Item 13, was concerned with teachers practice in helping students write summary of main points of their whole class discussions; 62 or 54.4% of the students responded as they never did this practice, other 33(28.9%) and 7(6.1%) replied rarely and sometimes respectively. Teachers thought to the interview questions also revealed the poor practices of the learner; as they explained, they gave chances to ask questions than to allow them to summarize what they had learned. The classroom observation on the other hand revealed that 75% of the classes never seen while they did this practice and only 25% of the classes were rarely did it. Thus, we can recognize from this students' ability to conclude essential ideas and details seems poor.

Item 14, was intended to see if teacher lets students express their individual answers to the comprehension questions on the listening text, 69 or 60.52% of the students reported that they usually did this practice. Other 3(2.6%), 20(21.7%) and 3(2.6%) of the students reported that they rarely, always and rarely did this respectively. Results from teachers' interview were also in support of students' response. The teachers thought that as they asked them to give their view than in group basis. The classroom observation was also witnessed that 75% of them did this usually and 25% always did so. From the above response we understand that grade 10 students inclined to engage in individual activities than pair or group work.

Item 15, was used to find out whether teacher lets students engage in extensive writing exercises (e.g. writing composition based on the listening text, 58(50.9%) the students responded that they rarely did other 25(21.9%) and 15(13.2%) of the students reported that they never and sometimes did this practice. On the other hand the teachers' interview showed teachers poor habit of giving extensive writing practice. The teachers thought that they gave some summary and paraphrasing activates than composition. The result of classroom observation showed that 3(75%) of the

classes never seen and 1(25%) of them rarely did this practice which was unsatisfactory. It was not only the students' poor practice; activities at grade 10 students' text didn't allow the students to practice such extensive writing activity. The researcher clearly observes this problem since he had a chance to teach the same class before.

As shown above in students' response to questionnaire, teachers' interview and researchers' classroom observation, students practice in extensive writing based on listening text was poor. Listening must integrate with other skills like writing and speaking to these effect students need much practice on this issue since it has a vital role as Rost (1990) point out extensivewriting exercises help students expand their knowledge on the topic or on the language of the listening text, and perhaps transfer things learned to another context.

The last item 16, asked about provision of appropriate feedback on the students work, 77(67.5%) and 32(28%) of the students responded that they usually and always get appropriate feedback on their work and other 3(2.6%) of them responded that they sometimes get this practice. Results of teachers' interview were also in support of their students and they thought as they gave feedback. The classroom observation was almost in harmony with students' and teachers' response 75% of the classes were usually accompanied by the provision of appropriate feedback.

As revealed above much of their communications supplemented by feedback including slips and attempts, but teachers did not allow students to be able to correct themselves. As Harmer (1995), point out it important to give correction for errors than slips and attempts. 'Slips' (that is mistakes which students can correct themselves once the mistake has been pointed out to them) 'errors' (mistakes which cannot correct themselves and which therefore need explanations and 'attempts' (that is when a students to say something but does not yet know the correct way of saying it).

Generally, teachers practice at while and post listening was not adequate. Much of the practices were enhanced by Students expression of individual answers to the comprehension questions on the listening activities and students do not much engaged in extensive writing exercises based on the listening text which needs their capability to integrate with writing skills. In addition to this

there was poor group/ pair work. Students' poor note taking habit was another obvious problem in this phase.

4.2 Teachers teaching Practices on the Sub-skills of Listening

Table 5: Students' response to practices of teachers contribution on the sub skills of listenig for spoken text

No	Sub skills	Responses										To tal
		Al wa ys		Usu ally		Som etim es		Rarel y		Nev er		
		F	%	F	%	F	%	F	%	F	%	
1	Deducing the meanin gs of unfamiliar words from the listening text.	5	4.4	5	4.4	11	9.6	69	60.5	24	21	11 4
2	Distinguishing main ideas from supporting detail.	8	7	3	2.6	6	5.3	66	57.9	31	27. 2	11 4
3	Understanding conce ptual meaning in spo ken text and utterance s (e.g. comparison, de gree, cause & effect, r esult etc.	11	9.6	19	16.7	74	64.9	5	4.4	5	4.4	11 4
4	Recognizing discours e markers	6	5.3	25	21.9	62	54.4	17	14.9 1	4	3.5	11 4
5	Skimming: listening to obtain the gist of spoken text.	8.3	72.8	13	11.4	13	11.4			5	4.4	11 4

6	Scanning: listening for specific details in spoken text.	19	16.7	68	59.6	22	19.3	5	4.4			11 4
7	Reducing text through rejection of redundant or irrelevant items or information.	8	7	39	34.2	59	51.8	2	1.8	6	5.3	11 4

The researcher used students' questionnaire in this section. Teachers need to develop students' ability of practicing different sub-skills as it has different purposes.

Item 1 was used to find out whether teachers help students deducing the meanings of unfamiliar words from the listening text, more than half of the respondents 69(60.5%) reported that they rarely did and other 24(21%) and 11(9.6%) of them replied that they never and sometimes did it while they were listening to the text. Thus, teachers help for deducing the meanings of unfamiliar words from the listening text to comprehend the listening text seems poor, but teachers need to help them apply the skill of inferring as Brown (2006) point out listeners have to "listen between the lines" to figure out what really is meant.

Item 2, was intended to ask if teachers help students distinguishing main ideas from supporting detail; 66 (57.9%) of the respondent replied that they rarely did this practice. The remaining 31(27.2%) and 6(5.3%) of the respondent revealed that they never and sometimes did this practice. Their response to the questionnaire showed their poor practice of main ideas from supporting details in the spoken text. Nevertheless; teachers need to help students to use this sub skill as Macmillan education (2010) point out the main ideas show them the key points in the text. The supporting details show them why the writer believes the main ideas. Understanding both of these things is an important part of understanding the text as a whole.

Item 3, asked the students if their teachers try to help them understand conceptual meaning in spoken text and utterances (e.g. comparison, degree, cause & effect, result etc. More than 74, 64.9% of the students reported that they sometimes get chance to apply it. 9.6% and 16.7% of them answered as they did this practice always and usually. Other 5(4.4%) and 5(4.4%) them

replied that they rarely and never engaged on this practice. Thus; this showed their understanding to conceptual meaning in spoken text and utterances was unsatisfactory.

Responding to item 4, 62(54.4%) of the students replied sometimes, 25(21.9%) and 6(5.3%) of them reported that they usually and always got to help recognizing discourse markers. Other 17(14.2%) and 4(3.5%) claimed that they rarely and never got help to do this practice respectively.

Pertaining to item number 5, a significant number of students' i.e. 72.8 % replied that their teacher helps them as they applied the sub skills of Skimming; listening to obtain the gist of spoken text whereas the remaining respondents 11.4% responded that they sometimes and usually involved in this practice. This shows that most of the ordered by teachers activities were ordered them to find the gist of the spoken text and most of the students apply it.

Concerning item 6, which asked if students scanning: listening for specific details in spoken text 68 or 59.6% of the respondents' responded that they usually tied up with the listening text for this practice. The remaining respondents' 22(19.3%), 19(16.7%) and 5(4.4%) reported that they sometimes, always and rarely ordered to do. and they thought as they did since most of the order by teachers exposed them to scan for specific details.

The last item, 7 was used to investigate if teacher helps students reducing text through rejection of redundant or irrelevant items or information, more than 59 or 51.8% of the respondent responded that as they ordered to sometimes reducing text through rejection of redundant information. The rest of the respondents' 39(34.2%), 2(1.8%) and 8(7%) of them reported that they usually, rarely and always respectively were ordered to focus by their teacher in this practice.

Among the respondents (21.3%) students respond that they sometimes get chance to practice reducing text through rejection of redundant information, but it needs weight reducing text through rejection of redundant or irrelevant items or information (e.g. determiners, repetition, compression of examples, use of abbreviations, and use of symbols denoting relationships between states or processes) to have a good record for the listening text (Bengoa, 2008).

In general, the application of listening sub skills will help students to capitalize on the language input they received, and to achieve greater success in language learning. Teachers should provide their learners with opportunities to involve on their listening processes and practices. The role of the teacher is very important, as the teacher not only guides the students to use the sub skills of listening, but also motivates them and puts them in control of their learning.

4.3 Classroom Interaction and the Practice of Using Additional Materials

Table 6: students’ response on the classroom interaction and teachers practices of using additional materials in the listening class

No	Items	Responses										
		Alwa		Usual		Som		rare		Nev		Tot
		ys	%	ly	%	etim	%	ly	%	er	%	al
		F	%	F	%	F	%	F	%	F	%	
1	Students follow teachers instruction well	14	12.3	3	2.63	57	50	27	23.7	13	11.4	114
2	Students participate in group discussion	6	5.3	11	9.6	53	46.5	27	23.7	17	14.9	114
3	Teacher uses additional materials to make the lesson more clear	-	-	-	-	21	18.4	84	73.7	9	7.9	114

Good classroom interaction is crucial for better teaching and learning process. (Table 6) deals with students response on the classroom interaction and teachers practices of using additional materials in the listening class while (Table 7) deals with the summary of class observation concerning the classroom interaction and teachers practices of using additional materials in the listening class. The interpretation of both tables is given below (Table 7).

Table 7: Summary of Classroom Observation Concerning the classroom interaction and teachers practices of using additional materials in the listening class

No	Items	Responses										
		Alw ays		usu ally		So met ime s		Rar ely		Never		To tal
		F	%	F	%	F	%	F	%	F	%	
1	Students follow teachers instruction well	-	-	-	-	3	75	1	25	-	-	4
2	Students participate in group discussion	-	-	-	-	3	75	1	25	-	-	4
3	Teacher uses additional materials to make the lesson more clear	-	-	-	-	1	25	2	50	1	25	4

As it has been mentioned Smooth classroom interaction is crucial for good teaching and learning process. Item 1 was intended to find out if students follow teachers instruction well, as indicated in Table 6, 57(50%) of the students responded that they sometimes follow teachers instruction. Other 27(23.7%) and 13(11.4%) of the respondent reported that as they follow the instruction rarely and never respectively. Also classroom observation showed as they follow the instruction (Table, 7) 3(75%) of the observed classrooms sometimes did this practice and other 1(25%) rarely do. Students' response on questionnaire and researcher's classrooms observation proved that students did this practice sometimes. The researcher clearly observed that students sometimes interrupt and not following instructions. This could affect the benefit that students should get from their teacher. Teachers and students discussion for better classroom interaction is needed here.

Item 2 was intended to see if students participated in pair/group discussions on tasks. Majority of the students 53(46.5) and 27(23.7%) responded that they sometimes and rarely practice it.

It was also seen during the four observation days 25% of the observed classes sometimes engaged in pair/group discussions tasks and 75% of the students rarely engaged. Therefore, based on response of the students and researcher's classroom observation, it was inclined that even though it is a good means of integrating listening and speaking skills students rarely engaged in pair/group discussionstasks which were not stat factory.

Item 3 was to seewhether teachers use additional materials to make the lesson more concrete, 84(73.7%) of the students reported that teacher rarely used and 21(18.4 %) of the students responded that they sometimes used any additional materials. The classroom observation also confirmed the same i.e. 2(50%) of the classrooms observed rarely saw martials (chart) and other 1(25%) did it usually and never respectively. As Harmer (1995) point out taped material allows students to hear a variety voices apart from just their own teachers'. It gives them an oppportunity to 'meet' a range of different characters, especially where real people are talking.

Generally, listening classinteraction and teachers practice of using additional materials were not satisfactory. Since very smooth classroom interaction is needed teachers need to try their best to look for better solution. In addition teachers need to look for better teaching approach and have discussion with students concerning their feeling about the solution.

As it was mentioned above teachers need to use additional materials to make their lesson clearer. Using recorded materials helps teacher easily get full students attention. In addition; using recorded and other teaching aid materials in the class refreshes students' mood for learning by changing the usual learning environment and create eagerness.

4.4 Summary of students' Responses to the Open ended Questionnaire Items

Open-ended items were included in the questionnaire for the students with the intention to elicit the overall comments of the students on the strengths and weaknesses of their teachers practice on teaching listening skills sections. Concerning the strength of their listening lesson, the respondents specified that the listening texts cover a variety of interesting topics that were relevant to them for other subjects.They also portrayed that the languages used in the listening

texts were not as such challenging for them to understand. The interview made with teachers also indicated similar result.

Regarding the weakness of their learning the listening skill sections, as they illustrate there were circumstances which lessons were not manageable within the presented time as also indicated in the interview with the teachers. As a result, most of the teachers jump some of the listening lessons and concentrate on those sections that were likely to appear on the national examination, particularly on the grammar section. As indicated from the interview, most of the teachers assumed that grammar were very necessary than other they were motivated to teach grammar more than other sections of the textbook.

In addition to this they revealed the absence of listening classroom with recorded texts or the absence of separate room arranged for listening skill classes.

According to students' response on questionnaire and teachers observations in the class showed that though using additional materials like Cd or Videos in the class is very necessary to make the lesson clearer and interesting. Teachers only bring some charts very rarely. As Harmer (1995) point out taped material allows students to hear a variety voices apart from just their own teachers'. It gives them an opportunity to 'meet' a range of different characters, especially where real people are talking. Teachers also admitted this problem from their interview. Beside this students revealed that, there were cases that the listening goes long. If the listening goes on a long time they get tired, and find it more and more difficult to concentrate. Catching some sounds from the teacher also another problem that students confronted.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the conclusions drawn from the findings of the study. It also presents possible recommendations forwarded by the researcher based on the conclusions.

5.1 Conclusions

The objective of the study was to assess the practice of teaching listening skill in English language classroom with particular reference to grade ten. To achieve this target, 4 research questions were formulated. These were:

- To what extent do teachers use additional materials in order to make the lesson more concrete?
- To what extent do teachers implement the three stages of teaching listening skill?
- What is the classroom interaction like?
- To what extent do teachers help students use different sub skills in the listening classroom?

The data required for the study obtained through questionnaire, classroom observation, and interview and analyzed through qualitative and quantitative means.

- Teachers' practice of using additional materials was below expectations. Teachers rarely appeared to the class with the necessary materials for teaching listening skill. Materials like Cd, audio, charts and pictures play great role in helping the listening class.
- An effort was made for only two practices among the pre-listening practices that teachers were expected to help students carry it out. The teacher let them read the exercises and copy the questions, tables, and note outlines in to their exercise book before listening. In the other cases, students appeared to be reluctant. For example, students' practice in pair/group discussions on per listening and their motivation to ask clarification were not satisfactory.
- In the while listening stage, the data has drawn from the subjects showed that students listen and write down answers to the comprehension questions while the teachers read the texts loudly. From this we can understand that students were only directed to listening for the gist of the text and practicing the intended listening sub skills seemed to be forgotten.

- With regard to the post-listening stage, the data showed that teacher rarely made students engage in pair/group works which enable the students to compare, complete and discuss their work on the listening activities with groups. Such activities were decisive for simulating the listening lessons with speaking and improving the students' speaking skills. As the finding shows teacher did much engaged in extensive writing exercises based on the listening text which needs their capability to integrate with writing skills. Much of the practice was enhanced by Students expression of individual answers to the comprehension questions on the listening activities supplemented by teachers' feedback including slips and attempts. Students' poor practice again suggests that the teachers did not conceptualize the methodology and techniques suggested by the course writers appropriately.
- Concerning teachers' contribution to students' use of the sub skills of listening was not satisfactory. Students' response to the questionnaire revealed that there were poor applications of sub skills of listening while they comprehend the listening text. Most of the time teachers made students obtain the gist of the listening text and rarely help them practice listening for specific and rarely practice taking notes from their listening in spoken text. This implied that teachers directed the students to listen and match activities .e.g. completing tables, lists and diagrams only.
- Regarding the interaction of the class, teachers have been observed giving instruction even though students rarely applied the instruction given. In addition; it has been observed that students were using other language instead of using the target language. Some students were also observed while misbehaving while group discussions were going on.

5.2 Recommendations

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

- Teachers need to know that students' should be aware of the concept and use of extended activities when the listening is over. Hence teachers' should engage their students in pair /group work tasks since such tasks are decisive for assimilating the listening lessons with speaking and improving the students' speaking skills.
- Teachers have to help students use different sub skills of listening while they comprehend the spoken text in addition to the gist of spoken text and listening for specific details. In addition

teachers should show students some simple methods that could help them practice use sub skills and comprehend the spoken texts.

- Teachers should inspire students to ensure more listening to English out-of-school circumstances such as listening to English entertainment like films and songs.
- Teachers ought to make an effort to arouse their students to improve listening skills with the awareness of the relevance of the skill to their academic settings.
- Teacher need to develop their practice of using additional materials besides students' text book.
- The course designers and the course book writers should produce at least audio-recordings as a course package and provide to the school. It gives them an opportunity to meet a range of different accents and pronunciations
- In order to bring the classroom interaction to the better level teachers need to work hard and discuss with their students on the solution.
- Finally, the researcher believes that further research should be conducted to find out more problems related to this topic and all responsible body needs to react on the solutions.

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Appendices

Appendix A

Addis Ababa University

College of Humanities, Language Studies, Journalism and

Communication

Department of Foreign Languages and Literature

Students' Questionnaire

Dear student,

Currently, I am conducting a study on “Exploring the Practice of Learning the Listening Skills in English Language Classrooms.” This questionnaire is prepared to collect relevant information for the study. Your responses contribute a lot to the success of the study. Therefore, I kindly request you to give your genuine responses. I would like to assure you that the information you give will not be used for any other purpose.

Thank you

Personal information

1. Sex _____ age _____ grade _____ school _____

Instruction I: The following statements refer to your classroom listening learning practices in the three stages of listening. Please show the extent to which you carry out these practices while you learning the listening lessons by putting a tick /x/in one of the boxes against each statement.

Key: - Never =0; Rarely = 1; Sometimes = 2; Usually = 3; Always = 4

No	Practices	Rating scale				
		4	3	2	1	0
1	Our teacher gives us good Introduction on listening text and activity/iesbriefly for background information.					
2	Our teacher lets us read the exercises before listening to the text.					

3	Our teacher lets us copy the listening exercises.					
4	Our teacher makes us engage in pair/group discussions on pre-listening tasks.					
5	Our teacher lets us ask clarification if the issue that we are going to listen is new to us					
6	Our teacher makes us engage in some listen and follow-up activities, e.g. completing, tables, lists, diagrams and note outlines.					
7	Our teacher lets us take important notes to write summaries and reports later.					
8	We interrupt while the teacher speaks.					
9	Our teacher let us compare and contrast our answers on the comprehension questions in pair/group discussions.					
10	Our teacher lets us elect our group leaders who moderate the group discussion.					
11	Our teacher helps us work in group come to consensus on the answers.					
12	Our teacher lets us report/express our group decisions turn by turn for whole class discussion.					
13	Our teacher lets us summarize main points of our whole class discussions.					
14	Our teacher lets us express our answers to the comprehension questions on the listening text.					
15	Our teacher makes us engage in extensive writing exercises (e.g. writing composition based on the listening text.					
16	Our teacher gives us appropriate feed-back on my work in the listening activities.					

Instruction II: The following statements are dealing with your teachers contributions that help you develop different **sub skills of listening**. Please show the extent to which you carry out these practices while you learning the listening lessons by putting a tick (x) in one of the boxes against each statement. Key: - Never =0; Rarely = 1; Sometimes = 2; Usually = 3; Always = 4

No	Sub skills	Rating				
		4	3	2	1	0

1	Deducing the meanings of unfamiliar words					
2	Distinguishing main ideas from supporting detail.					
3	Understanding conceptual meaning in spoken text and utterances (e.g. comparison, degree, cause & effect, result etc.					
4	Recognizing discourse markers					
5	Skimming: listening to obtain the gist of spoken text					
6	Scanning: listening for specific details in spoken text					
7	Reducing text through rejection of redundant or irrelevant items or information					

Instruction III. The following statements are dealing with the extent teachers use additional material and the classroom interaction likes.

No	Item	Rating scale				
		4	3	2	1	0
1	I follow teachers instruction well					
2	I participate in group discussion					
3	Our teacher uses additional materials					

Instruction IV: give appropriate answer for the following open ended question.

1. If your teacher uses additional materials show them here.

Video _____; Audio _____; Picture _____; Map _____; Chart _____

Other _____

2. Please write some points you like to comment about the strength and weaknesses of teaching the listening skill in your class.

Strong side: _____

Weak side : _____

Appendix C

Addis Ababa University

College of Humanities, Languages Studies, Journalism and

Communication

Department of Foreign Language and Literature

Observation checklist

This checklist is intended to investigate Grade 10 classroom the practices of teaching listening skill. The practices will be recorded in the category of Yes/No, as they happen in the classroom.

School _____ Section _____ Period _____ Time _____ Observation day _____

No	Practices	yes	No
1	The teacher gives them good Introduction on listening text and activity/ies briefly for background information.		
2	The teacher lets them read the exercises before listening to the text.		
3	The teacher lets them copy the listening exercises.		
4	The teacher makes them engage in pair/group discussions on pre-listening tasks.		
5	The teacher lets them ask clarification if the issue that they going to listen is new to them.		
6	The teacher makes them engage in some listen and follow-up activities, e.g. completing, tables, lists, diagrams and note outlines.		
7	The teacher lets them take important notes to write summaries and reports later.		
8	Students interrupt while the teacher speaks.		
9	The teacher lets them compare and contrast their answers on the comprehension questions in pair/group discussions.		
10	The teacher lets them elect their group leaders who moderate the group discussion.		
11	The teacher makes them work in group and come to consensus on the answers.		
12	The teacher lets them report/express their group decisions turn by turn for whole class discussion.		
13	The teacher lets them summarize main points of the whole class discussions.		

14	The teacher gives them a chance to answers to the comprehension questions on the listening text.		
15	The teacher lets them engage in extensive writing exercises (e.g. writing composition based on the listening text.		
16	The teacher gives them appropriate feed-back on their work in the listening activities.		
17	The teacher uses additional materials to make the lesson more concrete.		

Appendix D

Addis Ababa University

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Teachers' Interview questions

1. How do you explain your role and students practice in the three stages of listening?
2. Would you please explain activities that you let students practice in each listening (pre, while and post listening)?
3. Would you please give your general comment about the strength and weaknesses that you observed while you are teaching listening skill at grade 10?

Appendix E

Addis Ababa University

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Department of Foreign Language and Literature

Transcribed Interviews Made with the Teachers

Teacher one:

1. How do you explain your role and students practice in the three stages of listening?

Answer: It is not satisfactory

Interviewer: could you explain why it is not satisfactory?

Answer: Yes I can! Most of the time students do not take the listening session as a way of learning; still it needs to create awareness in students mind the importance of this skill. Simply they prefer to learn grammar, writing and other aspect rather than learning listening.

2. Would you please explain activities that you let students practice in each listening stages (pre, while and post listening stages)?

Answer: Activities that students practice in each listing stage: at pre listening stage students copy the activities to their exercise books and talkingabout their listening.

Interviewer: Does this the only activities that students do in the pre listening stage? What is your role also in this stage?

Answer: Yes of course there are other activities in addition to this for example students predict what will happen in the listening. My role here is I organize their work, introduce ideas, and give direction to their work.

Interviewer: Ok now let us see the while listening phase?

Answer: During while listening stage, as we know students listen to the text and complete tasks that can be carried out in this stage.

Interviewer: What about the post listening stage?

Answer: In the post listening stage, it is obvious that students' complete their tasks personally or in groups. I think that is some important roles that they perform.

3. Would you please give your general comment about the strength and weaknesses that you observed while you are teaching listening skill at grade 10?

Answer: Generally, learning listening skill at grade 10 is difficult.

Interviewer: what makes it difficult?

Answer: Since listening skill is not a part of their national exam students don't give credit for this particular skills and much of their focuses are on grammar. The school doesn't want us to leave grammar and teach listening too.

Teacher two:

1. How do you explain your role and students practice in the three stages of listening?

Answer: Yea, of course listening is an important skill and it is due to give advice for the learner to learn this skill. Students' in my class learn this skill but not always.

Interviewer: Why your students didn't learn listening always?

Answer: As you know students are now preparing for their national exam and they prefer to learn the other skills instead. Totally as compare with the first semester the amount of time we spend to listening is not equal with the other skill.

2. Would you please explain activities that you let students practice in each listening stages (pre, while and post listening stages)?

Answer: Their practice at pre while and post listening seems good. Yea of course their ability improves through time. For example students always beg me to repeat what I read before. You can understand their curiosity how their thinking is changed.

In the pre listening stage, it is usual that the learner adjust themselves to the while listening and we don't spent extra time; you know there is limited time to carry out the other tasks.

Interviewer: So, how your students do the other listening stages without necessary preparation to this stage? What activities students do here?

Answer: Of course students take time for this stage but if they kill much time in this phase they couldn't achieve the rest phases. Discussing on the listening issues can be one of the activities that my students do.

Interviewer: What about the while and the post stages?

Answer: In the while listening phase I read the listening passage loud and students' complete tasks. In post listening stage they correct the comprehension question while they encounter in while listening phase. If there is enough time students check their work each other if not I correct their mistakes and we conclude the class.

3. Would you please give your general comment about the strength and weaknesses that you observed while you are teaching listening skill at grade 10?

Answer: Of course I already told you before how my listening classes look like. Apart from increasing their listening ability, this skill has vital for the development of the learner for other skill like speaking and writing. If there is enough time to practice this skill it has countless value to improve their language. But we all want them to be successful in the coming exam.

Teacher three

1. How do you explain your role and students practice in the three stages of listening?

Answer: Good question! First, to tell you frankly conducting research in this skill has significant role you know this skill has little emphasis in high schools the same is true for our school. I have a good looking for this skill you know people who can learn their language only by exposing themselves for different Medias and by watching movies. So, if we use appropriately this skill, it has a central role for second language learning.

Interviewer: So, how do you explain students practice in the three stages?

Yea! Of course you observe the class how it looks like. I think it is not bad.

2. Would you please explain activities that you let students practice in each listening stages (pre, while and post listening stages)?

Answer: Even though, it is difficult to achieve what the real pedagogy says in my classroom students try their best to do in each listening stages. After I gave introductory part at the beginning of our lesson students take a few minute and discuss on what they are going to listen. Then the next step is simply gone to the while listening stage because there is a shortage of time. In the while listening period, this is the time that everybody is eager to take notes and complete the tasks. I read the listening text 3 times, but it is not enough for them.

Interviewer: Do you know the reason why it is not enough to them reading the listening text three times?

Answer: You know all learners haven't similar understanding. There are students they can do everything while I read the listening text one time and there are also students which couldn't do anything after I read the text three times.

At post listening stages students complete their work. Most of the time students in this phase work in pair and compare their answer with their friends. Finally, we do the activities together and conclude our class. Our listening class looks like this.

3. Would you please give your, strength and weaknesses that you observed while you are teaching listening skill at grade 10?

Answer: My general comment is well we have to give enough consideration to this skill. Do believe this; we are forced to teach for students to get good result for their national exam. Hence listening is a forgotten skill, it is a big sorrow.

Teacher four

1. How do you explain your role and students practice in the three stages of listening?

Answer: To explain their practice, they can do if we let them to do so. Unfortunately; we blame them.

2. Would you please explain activities that you let students practice in each listening stages (pre, while and post listening stages)?

Answer: Concerning their practices to pre listening stages students spent their time for some facts and ideas to their while listening. This depends on the amount of time we had.

Interviewer: What do mean when you said it depends on the amount of time we had? What is your role in this stage?

Answer: Yea! The more the time we had the more we spend to this phase if not we simply jumped to the while listening to listen the text. My role in this stage is facilitating the learner and gives hint if any confusion happened.

Interviewer: What about students' role in the while and post listening stages?

Answer: During while listening stages I think nothing new to this stage and everybody is ready listen to the ideas that I am going to read. Almost all of the students give focus to this stage and fill out the activities. The post listening stages also the period where students take time to complete their tasks and they compare their answer to their class mates. We also discuss on the activities where students confused. I think the lesson look like this.

3. Would you please give your general comment about the strength and weaknesses that you observed while you are teaching listening skill at grade 10?

Answer: I don't know how I tell the teaching learning process conducted. I think you are a teacher and to tell everything to you is wasting time any ways I don't know how I am going to aware the students the value of the skill. I think it becomes a habit learning English is learning a language rules and students couldn't find listening as way language learning. When I introduce the class is listening, there is always a rumor in my class and they claimed why we don't learn English and something like that. So, we have to pull them and create awareness the value of this skill.