

***Addis Ababa University
Institute of Language Studies
Department of Foreign
Languages and Literature
(Graduate Programme)***

**An Investigation of the Practice of
Teaching Listening at Primary Level: the
Case of Two Government Schools in Addis
Ababa**

By: Taye Melese

July, 2008

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**A Thesis Presented to the Department of
Foreign Languages and Literature
(Graduate Programme)**

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Abstract

This study was conducted with the objective of investigating the practice of teaching listening comprehension. The study was carried out in two Grade 7 government primary schools found in Addis Ababa in the academic year 2008. Three English language teachers and eighty students were subjects of the study.

Data were collected using questionnaires, observation and content analysis. Three of the teachers (two teachers from Eshet and a teacher from Dejazamch Umer Semeter) who were teaching English in Grade 7 completed the questionnaire. A questionnaire was also distributed to the students and eighty of them responded to the items. Three of the teachers were observed (each four times) while they were teaching listening to see how they were implementing listening. The information gathered from the classroom observations was checked against the questionnaires. From the sixteen units available in English for Grade 7, four units were randomly selected and analyzed using a check list for the consumption of this study. Then, responses given to questionnaires and the findings of the classroom observations were analyzed using frequency and percentage. The findings revealed that teachers failed to implement fully the teaching of listening according to the procedures and techniques favored by the teachers' book and scholars of ELT.

Finally, based on the findings, it was recommended that teachers should get training related to the newly published grade 7 text book. Teachers, on their part, should work hard to prepare supplementary materials and address the interest of their students in teaching listening. The material writers should also revisit the texts and activities prepared for teaching listening to make them engaging and interesting so that students can make use of the listening lessons to achieve the target of learning language.

CHAPTER ONE

1. Introduction

1.1. Statement of the Problem

Listening is an important skill in which students need to gain adequate proficiency. It is a critical means of language learning and so is it the basis for other language skills (Vandergrift, 1999; Rost, 1990). It is very much important particularly in the educational setting where a foreign language is used as medium of instruction. As in the case of Ethiopia listening ability plays a prominent role on students' achievement in other field of studies. Therefore, effective listening becomes one of the determining factors for students' success or failure (Tarone and Yule, 1989.)

In the case of Addis Ababa, primary school second cycle, particularly grade 7, is the level at which English is taught as a subject and is used as a medium of instruction and where students begin to attend lessons in English. Therefore, they are expected to understand what they listen to; however, the listening abilities of most students seem to be inadequate. The researcher of this study as he was an English teacher at primary level and as he is now teaching English in the high school, has a good first hand experience of this problem.

It is believed that students should develop academic listening skills while they are at schools. They should be provided with varied listening comprehension practices and trained to employ effective listening strategies (Ur, 1984; Richards, 1985; Harmer, 2001). Some local researchers also share similar ideas. Berhanu (1993) and Mulugeta (1997) who studied listener strategies in collaborative discourse and

motivation in listening classes respectively are some of the studies worth mentioning.

In addition to Berhanu and Mulugeta's work, other studies were conducted in the area of listening. Studies by Tewolde (1988) and Semie (1989) focused on students' listening ability. Findings by Tewolde show that the listening ability of grade 7 students is below the expected listening level required of them in understanding their subject areas. The study, on the other hand, indicates that the students could understand some functions like definitions. The study also shows that the teachers' language is unsatisfactory and seems to be a problem to the students because it is complex and full of errors. Similarly, findings by Seime depict that students from Bahir Dar Teachers College of Science are below the level expected of them in understanding lectures on physics, chemistry and mathematics subjects.

According to Mulugeta (1997) the student's intrinsic motivation is accounted for by their perception of the relevance of the skill, the tasks and the texts to their needs in the academic setting. Haregewein's (2003) findings indicate that there is a mismatch between the teaching practice implemented by the teachers and the methodologies favored by the course book designers for teaching listening sections of the new course book.

As far as the researcher's knowledge is concerned, no local study has been carried out to investigate the actual teaching practice of listening in light of the listening materials and to evaluate the methodology used in the newly published grade 7 course book.

Students' poor performance motivated the researcher to see the practice of teaching listening at grade 7 where listening is taught as a separate skill in English Language Teaching (ELT) classes for the first time at this

grade level, and more importantly he wants to suggest other alternatives that can be applied to improve students' listening skill.

1.2. Objectives of the Study

The main objectives of this study is to find out how teachers teach the listening lessons incorporated in the new English coursebook for Grade 7. It tries to see if their teaching practices match the teaching techniques and procedures suggested in the coursebook. To this end, it tries to answer the following general and specific questions:

General question

How do teachers teach listening skills at Grade 7?

Specific questions

1. To what extent do teachers implement the procedures and techniques proposed in the coursebook for teaching listening?
2. What modifications do they make to the listening lessons they teach, if any?

1.3. Significance of the Study

The researcher believes that the findings of this study contribute to:

- create awareness for classroom teachers so that they can evaluate their own and the materials they use for teaching listening
- help material developers to make some improvements in the teaching materials and help students develop their listening comprehension skill.
- give feedback to teacher trainers who are in charge of training teachers to test their programmes and improve their methodological training.
- help other researchers to make use of these findings as bases or further study in the area.

1.4 Scope of the Study

It is undeniable that there are many factors that can contribute to the development of listening comprehension skills. Some of these could be the purpose and context of the listening, the teaching material and methods to be implemented. Learners' characteristics and their socio-cultural and economic backgrounds, teachers' capacity and student-teacher relationships (Haregewein, 2003). All of these influence the development of Macro and Micro listening skills of the learners.

Realities, however force us not to include all of these factors in a single study of this kind. Therefore, this study is restricted to investigating the actual teaching practice of listening in Grade 7 i.e. the teaching procedures and the aids that teachers provide when presenting the listening lessons in terms of methodologies stated in the teachers' book and theories of teaching listening.

1.5 Limitation of the Study

A number of factors can influence the teaching of listening. However, this study was restricted to investigating the practice of teaching listening by considering teachers' background, the preparations they make to teach listening, and the techniques they employ in the actual teaching listening classes.

Infact the comprehensiveness of the study would have been increased if it had entertained more schools. But time and finance limited the researcher to three teachers and eighty students from two government primary schools in Addis Ababa.

CHAPTER TWO

2. Review of Related Literature

2.1 Definition of Listening Comprehension

Listening is much more than hearing. It involves both physical and mental processes, hearing and interpreting. The mental processes are both complex and unobservable. This has two consequences. Firstly, we do not know for sure exactly what happens and secondly, it is not always easy to know where things have gone wrong when listening is not successful (Turner, 1995:2).

Listening is a process that enables the brain to construct meaning from the sounds heard. It is, however, an internal process, which can not be observed directly. This is to say that it is difficult to assess whether the listener has effectively used the skills at a particular occasion, what listening strategies are employed, which source of information is dominantly used, and what problems the listener experiences (Anderson and Lynch, 1988:3).

For Underwood (1989:1), listening is the activity of paying attention and trying to get meaning for something we hear. It is a complex process that allows us to understand spoken language. Through listening, we process language in real time employing pacing, units of encoding and pausing that are unique to spoken language (Rost 2001:7).

Listening comprehension is also described by Morley (1990:90) as “an act of information processing in which the listener is involved in two way communication, or one way communication and/or self dialogue communication”. According to this scholar, two way communication refers to interaction listening in which the reciprocal speech chain of

speaker listener is obvious to us. In a one way communication, on the other hand, the auditory input comes from a variety of sources (e.g lectures, news, public address announcements, religious services, and films). The listener listens to the speaker but does not react. Self dialogue communication is the one in which the listener takes internal roles as “speaker” and “listener/reactor” in his/her own thought processing without being aware of it.

What listeners actually do when they are involved in listening activities make it an active process for example, Vandergrift (1999), disregarding the concept of listening as a passive activity, further explains,

Listening comprehension is anything, but a passive activity. It is a complex, active process in which the listener must discriminate between sounds, understand stress and intonation, and retain what was gathered in all of the above and interpreted within the immediate as well as the larger socio-cultural context of the utterance (p. 168)

Vandergrift’s view of listening as a complex and active process is supported by other scholars. Rost (2001) and Cook (2001) argue that as a goal-oriented activity, listening comprehension involves both bottom-up and top-down processing that are assumed to take place at various levels of cognitive organization: phonological, grammatical, lexical and propositional. In the bottom-up processing, listeners attend to data in the incoming speech signals where as, in top-down processing the listeners utilize prior knowledge and expectations to create meaning. It could involve “Prediction and inference on the basis of hierarchies of facts propositions and expectations” (Morley, 1991:87)

From the above explanations given to listening, it is possible to say listening comprehension 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 non-linguistic sources. In other words, having purpose for listening, social and cultural knowledge and background knowledge is very vital (Littlewood. 1981, Richards 1985, Anderson and Lynch 1988)

2.2 Listening in the Primary EFL Classroom

The work of teachers of young children is easier if the learners are motivated and enjoy what they are doing. In connection with this, Brumfit et al (1996: 158) state the following

It is up to us (teachers) to ensure that the activities they are engaged in are interesting and/or fun .we also have to be clear about how much we want our children to listen in English. We should provide purposeful and carefully directed listening activities where learners are asked to focus on specific points. We must ensure that the children's learning is supported wherever necessary.

Studies of classroom interaction show that children spend a large part of their time listening to the teacher, to each other or to pre-recorded material. Each time the teacher uses English to explain something, give instructions, tell a story or praise someone; he/she is making listening demands on the pupils. Problems are likely to arise if teachers do not teach children how to listen, so that they can cope effectively with these demands (ibid: 158)

Often times listening tasks ask children to demonstrate their understanding in question and answer sessions. This kind of activity simply encourages children to remember what they have just heard and tests recall rather than understanding. Concerning this point McDonough (1981) writes, "It is a truism to point out that the technique

of asking questions after a reading or listening task is a testing technique and not a teaching technique”

The practice of asking children to listen to something with no support other than questions to answer after listening has many drawbacks. It concentrates too much on the testing of comprehension or memory rather than encouraging children to develop strategies for copying with meaning. Teachers tend to take one of two approaches to the place of listening in the teaching program. The first considers listening as part of a set of activities which is integrated with other skills work. For example, the children might listen to a dialogue with a clear grammatical focus on tape or read aloud by the teacher as preparation for reading it themselves to practice specific grammatical patterns (Brumfit et al (1996), Atkins et al (1995) and Turner, K. (1995). Anderson and Lynch (1988) stated in Brumfit et al (1996: 159) refer to the above type of material as ancillary listening since it is normally linked structurally, functionally or thematically to the planned language learning focus of the lesson.

The second considers listening as part of a set of activities which may not necessarily be closely integrated with the children’s other language learning. This is referred to as ‘autonomous’ listening practice and may take the form of specially produced listening exercises (Ibid). Whether listening is viewed as ancillary or autonomous, the importance given to listening drives from the teacher’s view of how children learn a foreign language. Regarding this issue, Brumfit et al (1996: 160) identify three views:

1. One view springs from the idea that language is a linear process and that listening provides the learner with confidence in speaking. These two skills listening and speaking provide a backdrop for the subsequent teaching of reading and writing skills. The language content of the listening activities is closely monitored so that it is at the current level of the children's language learning.

2. The second view sees language learning as a comprehension focused process where listening may be regarded as the primary source of language experiences. The first exposure to the L₂ thus aims to provide learners with success in understanding the spoken language but not in producing it. Some of the language content in this case might be pitched at a slightly higher level than the stage which the children have reached.

3. The third view regards language learning as an integrated process where from the outset all four skills are developed in parallel. In this method, learners are encouraged to make some connections between skills, so that practice in one can reinforce another. They also develop thereby a more holistic view of how the L₂ is used.

Although the three views are applied in different circumstances, the integrative approach to listening appears to make a lot of sense for the primary classroom (Brumfit et al 1996). Vandergrift (1999:170) strengthens this view as: "listening comprehension is a highly integrative skill. It plays an important role in the process of language learning /acquisition, facilitating the emergence of other language skills."

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. Anderson and Lynch (1988:4), for example, classify listening as reciprocal and non-reciprocal. For them, reciprocal refers to listening activities which provide the listener with the chance to interact with the speaker and negotiate the context of the interaction, whereas non-reciprocal listening refers to one-way process in which information is transferred only from the speaker like in listening to lecture, news, public announcements which are instances of non-reciprocal listening.

Listening is also identified as conversational listening and academic listening (Richards, 1985: 198-9). Conversational listening, according to him, refers to listening to causal speech while academic listening means listening to lectures, and other presentations in academic contexts.

Rost (1990) on his part distinguishes listening into four classes of active listening such as global listening, selective listening, intensive listening and interactive listening. Haregewein (2003:19) summarizes each feature as follows.

Global listening: Thematic input to tasks aims at helping students construct an overall sense, or gist of a text. Well constructed global listening exercises can be helpful in developing the ability to identify topics and transition points between topics.

Selective listening: informational inputs to tasks aims to help students drive specific information from texts, even when the texts themselves are

well beyond the students current level of linguistic and content knowledge.

Intensive listening: formal input to tasks is aimed at focusing learner attention on features of the language system once text meaning has been established to some content.

Interactive listening: developing appropriate response-focuses on helping listeners develop awareness of differences in cultural styles of listener feedback and options for providing such feedback. Awareness of listener options and strategies can increase the learners' effectiveness and ease in participating in collaborative discourse.

These classifications of listening show that listening is an active and a complex process, which requires the listeners to employ various skills. For the consumption of this study, the classifications made by Richards (1985) and Rost (1990) seem to be more relevant.

2.4 Listening Materials and Activities

According to Ur (1984:22) many listening comprehension exercise used today in the classroom are still based on formal spoken prose, in spite of the fact that most heard speech is infact spontaneous and colloquial in character. She further notes that the type of listening comprehension exercises based on a text proposed in advance and read aloud by the teacher or on tape does not give the kind of practice needed.

Students may learn best from listening to speech which, while not entirely authentic, is an approximation to the real thing, and is planned to take into account the learners' level of ability and particular difficulties (Ibid)

When planning listening exercises according to Ur (1984:22) one should consider the following points:

1. The kind of real-life situation for which we are preparing the students.
2. The specific difficulties students are likely to encounter and need practice to overcome
3. The nature of the classroom teaching-learning process which includes the physical considerations, such as the size and arrangement of the classroom, the number of students; technical ones such as the use of tape recorders or other equipment; the pedagogical ones: how to improve student motivation, concentration and participation; how to correct and give feedback, how to administer exercises efficiently and so on.

In order to teach listening effectively in the L₂ classroom, Anderson and Lynch (1988) and Nunan (1989) explain factors that make listening comprehension easy or difficult. These are:

- The type of the language that learners are listening
- The task or purpose in listening and
- The context in which the listening occurs.

Morley (1991) on his part argues that to make students successful listeners, the teacher must set a purpose for listening, select and design appropriate listening materials and activities taking into account the age, interests and language ability of the students. In other words relevance, transferability, applicability and task orientation would be the three main principles of developing listening materials and activities. Morley emphasizes that these principles are crucial to get learners' attention, to maximize the effectiveness of listening.

Therefore, both the listening lesson content i.e. the information and the outcome i.e. the nature or objective of the information use” need to be as relevant as possible to the learner’s life and life style (Ibid)

2.4.1 The Listening Tasks

It is believed that listening exercises are most effective if they are constructed round a task. In other words students are required to do something in response to what they hear that will demonstrate their understanding (Ur. 1984: 25). For different scholars, the word task is described differently. However, that is stated by Breen (1987) cited in Littlewood (1981:138) is broader and relevant to the intention of this study. According to Breen

Task refers to any proposal contained within the materials for action to be under taken by the learners, which has direct aim of bringing about the learning of the foreign language.

Similarly, Rost (1990: 156) 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”. Tasks are very crucial to achieve a certain learning goals. Regarding this Nunan (1989: 48) says, “Learning goals are vague general intentions behind any given learning tasks that provide a point of contact between the task and the broader curriculum.” Therefore, learning tasks should be planned carefully so as to attain the learning goals.

2.4.2 Types of Listening Tasks

Different scholars classify listening task differently. According to Anderson and Lynch (1988), for example, tasks are divided into eight types. These are: listen and follow, listen and enjoy, listen and do, listen and react, listen and complete, listen and correct, listen and discuss, and listen and recall.

Rost (1990), on his part, identifies tasks as open and closed tasks. The former refers to activities such as note-taking, summarizing where as the latter refers to activities such as multiple-choice, true/false sentences. The other classification made by this writer is based on time factor: prospective tasks which are carried out before listening; simultaneous with listening and retrospective after listening.

There are still others who classify tasks according to the quantity or response required. Ur (1996), for instance, distinguishes four categories of responses required in different types of listening tasks:

1. No response required (e.g. listening to story, news)
2. Short responses – True/False sentence
3. Long responses - e.g. answering questions
4. Extended responses – (e.g. Discussion based on listening material.

According to her, a task requiring a short or no response can be linguistically and cognitively demanding than a task requiring a long response.

In general, different types of task focus on different stages of the listening process, listening strategies and sub-skills that learners need to develop. The choice of task will, therefore, depend on the characteristics of a particular teaching context. In academic listening course, for example, note taking tasks can be more frequent than other types of tasks (Haregewein 2003:26)

2.4.3 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 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.

Input can be described based on the differences in the potential complexity of relationships between the things, people, events, and ideas referred to by a speaker. For example, Anderson and Lynch (1988: 54-55) distinguish input as static, dynamic and abstract types of listening. According to them, static texts deal with descriptions or instructions while dynamic texts are concerned with story telling or recounting incidents. Abstract texts on the other hand, focus on expressing people's opinion, and beliefs. They further noted that the difficulty level increases as we move from the first type to the second, and then to the third type of input.

Other writers such as Ur (1984, 1996) Richards (1985), Rixon (1986) and Harmer (2003) believe that input for listening should be from a variety of sources these sources are:

- 1. 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.
- 2. 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 feed back.
- 3. 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.
- 4. 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.

5. Specially constructed materials – These are materials adapted to meet the levels and interests of particular learners.

What is common to all these writers is that language inputs listening materials should be selected carefully considering lexical and syntactic simplicity, and content familiarity and predictability.

2.5 Effective Teaching of Listening

Language comprehension is generally seen as part of an interactive process arising from the complex interplay of the three main dimensions of interaction; the social, the cognitive and the linguistic (Brumfit et al 1996:16). According to these scholars, the social dimension takes account of the fact that interaction between people is the chief means of maintaining relationships and exchanging information. The cognitive dimension refers to the relationship between interaction and ideas; children hear ideas, suggest their own ideas and develop new ideas through talking and listening to others. The linguistic dimension refers to the ways in which participants interpret, predict and summarize components of spoken message.

According to Anderson and Lynch (1988:13) the kinds of information source used in comprehension can be summarized under two main headings. These are:

- a. Knowledge about the content of the spoken message
 - General knowledge to do with facts and information
 - Socio cultural knowledge to do with topics setting and participants in interaction
 - Procedural knowledge about how language is used, for example, knowing that questions generally demand responses.

- b. Knowledge about the language used in the spoken message
- Recognition of items of vocabulary and sentence patterns
 - Understanding of phonological features such as stress, intonation and sounds

While they are drawing upon these kinds of knowledge listeners are engaging in the process of constructing a coherent interpretation of the spoken word. This process, which involves selecting, interpreting and summarizing input, emphasizes the active and personal nature of successful listening. Thus it is not appropriate to describe listening as a 'passive' skill; listeners are just as much active participants in interpreting a spoken text as readers are active when making sense of a written text (Brumfit et.al 1984: 162)

In addition to this, there should be a link between talk and listening. That is to say, in order to be an effective participant in interaction, the foreign learner has to develop skills in both speaking and listening. This interdependence, according to (Brumfit et. al. (1984), means learners need to be given opportunities to develop, practice and integrate both sets of skills.

For Sheerin (1987: 126) effective teaching of listening involves "procedures such as provision of adequate preparation, adequate support and appropriate tasks, together with positive feedback, error analysis and remedial action". She also emphasizes that language teachers can present listening lessons effectively when they make adequate pre teaching preparation. I.e. study the text, identify and adjust the level of difficulty of the listening tasks.

Citing Rost (2001:11) Haregewein (2003:30) puts elements of effective teaching of listening as follows:

1. Careful selection of input sources (appropriate authentic interesting, varied and challenging)
2. Creative design of tasks (well-constructed, with the opportunities for the learners to activate their own knowledge and experience and to monitor what they are doing).
3. Assistance to help learners enact effective listening strategies
4. Integration of listening with other learning purposes (with appropriate links to speaking, reading and writing)

Language teachers are, therefore, expected to make the necessary preparation (by previewing the material, adapting it using additional and alternative materials, designing suitable tasks. And they also provide the necessary support during the actual classroom practice (Ur 1984, Harmer 2001, Vandergrift 1999). They also play a role in introducing learners the strategies they should employ in listening classes in order to understand the spoken language (Holmes 2001). The practicality of all these, however, highly dependent on the qualification teachers have undergone and how much they have been engaged in continuous professional development trainings (Palmer 1993).

2.6 Stages in Teaching Listening Comprehension

Listening activities in general should consist of some well structured stages. These are pre-listening, while-listening and post listening stages (Rixon, 1986; Underwood, 1989; Yagang, 1993).

2.6.1 The Pre-listening Stage

Before they happen to listen to a certain listening text students should do some activities which help them prepare for what they will hear.

Concerning this Lindsay and knight (2006:49) state that pre-listening activities should aid learners by focusing their attention on the topic, activating any knowledge they have about the topic, and making it clear to the learners what they have to do while they listen. According to these scholars learners should be assisted by dealing with the following:

- Discussing the topic or type of conversation with the learners
- Helping the learners to develop their vocabulary related to the topic
- Giving learners information about the context, for example, who is talking, where they are
- Getting the learners to predict what they will hear
- Making sure learners understand what they have to do while they are listening, i.e. do they have to do something, write something, and draw something, and so on?
- Making sure they understand why they are doing the activity, for example, to introduce new language, to practice listening to native speakers, etc.

Similarly, Turner (1995:12) states that pre-listening work is concerned with setting the scene, preparing the ground linguistically and culturally before the listening begins. According to this scholar a teacher is therefore expected to:

- Inform learners what the recording is about
- Provide a title and/or a brief summary;
- Provide a purpose for listening;
- Indicate whether they will be listening to a monologue; a discussion
- State who is talking to whom and give names if appropriate

2.6.2 While Listening

While- listening activities can be shortly defined as all tasks that students are asked to do during the time of listening to the text. The nature of these activities is to help student to listen for meaning that is to elicit a message from spoken language. While- listening exercises should be interesting and challenging. They should guide the students to handle the information and messages from the listening text. Lindsay, and Knight, (2006: 52) state the following as some examples of while listening activities.

Listen and draw - in this kind of activity the teacher describes a room to his learners, for example where the tables, chairs and other furniture are, how many windows and doors there are, and so on. He also tells them to draw the room as he describes it.

Listen and match - The learner have a number of pictures of different people. The teacher describes each of these people and the learners have to identify the correct picture.

Listen and order pictures or a dialogue

The learners have a number of pictures from a strip cartoon or story. They listen to the story and they have to put the pictures into the right order.

Listen and follow a route on a map

Learners listen to directions and they mark the route on a map.

Listen and complete a form

The learners are given something complete according to what they hear, for example, someone giving their name and address, data of birth work experience, and so on.

Listen and Correct

The learners have a written text with details about a certain event. They hear someone describing this event but with a number of factual errors. Learners have to identify the errors.

Listen and Physically Respond

This is often known as Total Physical Response (TPR). Ask learners to stand up if, for example, their name has an 'a' in it, they're wearing a T-shirt; their birth day is in May, and so on.

Another good example of TPR is the game 'Simon says'. You can use this game to help learners practice careful listening, vocabulary for parts of the body, or just as an energizer in the middle of a lesson.

This type of activity often appeals in particular to children because it is fun and competitive. Keeping lessons lively and entertaining can be very motivating. (Ibid)

2.6.3 Post-listening Stage

In real life, we mix and combine the skills all the time. Listening and speaking are inseparable in the young first language learner. Throughout our daily lives we read and make comments; we listen and write. Therefore, the language learning we do through listening should be connected with the language learning we do through speaking, reading or writing. Post-listening activities can consolidate what has been heard through reading and writing, which are more self-paced and reflective activities (Rixon 1986, Underwood 1989 and Turner, 1995).

Underwood (1989: 74-75) discusses that the purpose of post-listening activities are to:

- a. Check whether the learners have understood what they need to understand and whether they have completed the while listening tasks effectively;
- b. Reflect on why some students have failed to understand or missed parts of the message;
- c. Give students the opportunity to consider the attitude and manner of the speakers in the listening text;
- d. Expand on the topic or language of the listening text, and perhaps transfer things learned to another context.

With regard to the types of post-listening activities, Atkins et.al 1995; Lindsay and Knight, 2006; and Yagang 1993) have cited the following

- Problem solving and decision making
- Interpreting
- Role play /Simulation
- Studying new grammatical structures
- Practicing pronunciation
- Put items in the correct order
- Relate what they heard with their own experience etc.

While choosing activities suitable for these three listening stages; it is necessary to consider major factors such as the following (Heregewein 2003:34)

- 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 The Role of the Teacher in Supporting Listening with Understanding

It requires patience, imagination and skill to create an interesting environment for young learners to develop confidence in listening. The teacher's role in this respect is very crucial.

With regard to a teacher's role in supporting listening, Bruinfitt et.al (1996: 172) and Vandergrift (1999: 172) have stated the following.

2.7.1 Planning for Listening and Choosing Appropriate Texts and Tasks

Listening provides a wealth of practice in specific language points, for instance pronunciation vocabulary, grammatical patterns and discourse. The activities chosen may also enhance thinking skills and concept development, for example when matching or predicting items.

To promote effective teaching of listening, the teacher needs to develop an awareness of the listening demands and purposes of different text types and tasks. At the same time the teacher needs to widen his/her repertoire" of the types of spoken text used to develop listening as well as the type of listening skills practiced. The type of text chosen for teaching listening plays a significant role. Therefore, the teachers choice of text can be influenced by the children's age, language level and interests; the specific language and listening focus he/she wishes to provide and the degree to which listening is integrated into general language learning or regarded as a more separate activity.

The teacher needs to develop a feeling for the kind of task which fits a certain text type. These could be listening for gist, listening for specific information, predicting, inferring attitude and working out meaning from

context. It is also equally important to be aware of the level of difficulty of task types. Listening to label a picture, for example, is easier than completing a matrix, sequencing statements or selecting the best summary of a story. (Brumfit et.al 1996)

2.7.2 Providing Support and Varying the Learning Context

A teacher can give support by telling the learner what their listening focus should be before they listen to a text and by other pre-listening orientation activities which arouse interest and introduce key language items or concepts. In addition, it is important that teachers provide young learners with as much visual support as necessary (Brumfit et.al 1996)

In addition to what is stated, a teacher should provide students with appropriate instructions before the task and feedback after the task (Rost. 1990:171)

Creativity is the other quality that a teacher needs. If there is little published material available or simply to provide variety, the teacher can record material on to a cassette him/herself, varying the sex and age of the speakers recorded. Another advantage of the teacher made material is that it can be tailored to the children's experiences or interests (Brunfit et.al 1996 and Turner 1995).

Grant (1987) strengthens this view by saying "There are many occasions when teachers will find it necessary or desirable, to 'adapt replace, omit or add' while using a textbook exercise.

CHAPTER THREE

Research Methodology

This chapter deals with the research methods that were used to collect data. It discusses the subjects, data collection instruments, development of the tools and data analysis used to carry out the research.

3.1 The Subjects

The research was conducted on a sample of three male English language teachers from Eshet and Dejazmach Umer Semester government Primary Schools. In these two primary schools, each teacher (two teachers from Eshet and a teacher from Dejazmach Umer Semester) was assigned to teach English language at Grade 7. Each teacher was teaching 1-4 sections. As a result, the researcher took all the available English language teachers in the sample schools as subjects of the study.

The study also considered 20% or 80(34 male and 46 female students) from a total of 400 students available in both schools. There were 268 grade 7 students in Eshet and 132 grade 7 students in Dejazmach Umer Semester primary schools. Therefore, 12 sample students from each of the three sections and 14 students from a section were taken from Eshet and 15 sample students from each of the two sections in Dejazmach Umer Semester were randomly taken for the purpose of the study.

The reason to select Grade 7 as a focus of the study was due to the fact that Grade 7 is the level where students for the first time get exposed to listening lessons as a separate skill and English is used as a medium of instruction for other subjects in Addis Ababa. Therefore, students are expected to understand teachers talking in English. It was with the assumption that it is important to identify problems related to teaching

listening at this level. In addition, the solution recommended at this level was assumed to contribute to the upper grade levels as well.

3.2 Sampling Procedure

To select the schools, purposive sampling was used. The researcher chose these schools because he had familiarity with teachers teaching there. As a result, he thought that he could get the information needed for the study. Concerning the teachers' selection, three of the teachers were taken. They were the only ones assigned to teach English language in Grade 7 in the sample schools. The students were randomly selected by their seat position with the help of their English teachers.

3.3 Data Collecting Tools

To gather data, questionnaires, classroom observations and content analysis of students' textbook and teachers' book were used. Three of the instruments were used to triangulate the information and increase the credibility of the study.

3.3.1 Questionnaires

To gather data from the sample students and teachers, two types of questionnaires were designed and administered (See Appendices A and B).

The questionnaire for the students was designed in Amharic, and contained 5 items in the first section which was about the listening lessons in their course book and another 18 items in the second sections which were about the teachers' practice of teaching listening in the actual classrooms. The questionnaire for the students was mainly used to cross check the information collected from the teachers on the classroom listening teaching practice.

The teachers' questionnaire, on the other hand, comprised four sections. The first section was about teachers' background. The second section was about use and importance of the listening texts and activities. The third section dealt with the preparations teachers made before listening takes place. The last section was devised to gather information about teachers' actual teaching of listening and the teaching technique they employ in the real classroom. The items in this section were of five point Likert-Scale ranging from 'always' to 'Never'.

3.3.2 Classroom Observation

To investigate what actually was happening in the classrooms during the teaching of listening, the researcher had classroom observations. The researcher selected three of the teachers (2 from Eshet Primary school and 1 from Dejazmach Umer Semeter) and observed each of them four times using structured observation checklist. The researcher made a total of 12 observations when the teaching of listening skills was going on in the classrooms. Information found from observation was to cross check against the data gathered through questionnaires from both students and teachers.

3.3.3 Content Analysis

To have a clear picture of the practice of teaching listening skills in the schools, the listening texts and the activities in the students' text book and teachers' book were analyzed. This helped to examine the content of the listening material and the procedures proposed to teach them. To carryout this, a content analysis checklist was adapted from Cunningsworth, 1995 (see Appendix D). The items emphasized the nature and characteristics of the listening texts and activities. Based on the checklist and a content map, descriptive analysis of the content of the listening components was made (See Appendix E)

3.4 Development of the Tools

The data gathering tools (the questionnaires, the classroom observation checklist and the content analysis checklist) were designed based on what scholars in ELT such as Cunningsworth (1995) and Harmer (2001) advocate in teaching listening. Each tool was commented by the researcher's friends who were attending their second Degree in Teaching English as a Foreign Language (TEFL) and the researcher's advisor. Their comments helped the researcher to make the necessary changes. For example, some of items the researcher designed were vague to exploit the needed information. Taking the comments in to account, the questionnaire was given to two teachers and twenty students in a neighbouring school. This was done with the intention that a further refinement of the items would help to acquire a more valid data during the actual distribution of the questionnaire to the target population. And hence, the response from this mini-group helped to detect irrelevant, ambiguous and unclear statements and questions. Then the necessary corrections were made before administered to collect information for the final study.

3.5 Data Analysis

The data collected from teachers' and students' questionnaires and observation were first gathered, tallied and finally analyzed. Then, descriptive analysis was made for each report and percentages. In addition, mean values were used in some cases. The contents of listening in the course book were analyzed based on the checklist.

In order to triangulate the data gathered from questionnaires, the researcher also used an observation and content analysis. The data gathered through questionnaires (from both teachers and students), classroom observation was presented in an intermingled way.

CHAPTER FOUR

Presentation and Analysis of Data

4.1 Teachers' Background

Table 1

No	Questionnaire Item	Respondents in Number
1	a. Sex:	
	male	3
	Female	-
	Total	3
	b. Qualification:	
	Diploma	3
	Degree	-
	Total	3
2	English language Teaching experience	
	a. Teaching experience in general	
	2 years	2
	38 years	1
	b. English language Teaching experience at primary level	
	2 years	2
	18 years	1
	c. English language Teaching experience in grade 7 using the new coursebook	
	1 year	3
3	Whether he has got any in- service training	
	Yes	-
	No	3
	Total	3

As shown in the above table, three of the teachers are diploma holders. As to their experience, two of them have taught English for two years.

And the other one indicates that he has taught English for about 38 years. Two of the teachers replied that they have taught English at Primary level for two year, where as the other teacher has taught at this level for eighteen years. What is common to all of them, as they replied, is that they all have taught English for one year using the newly published textbook for grade 7. Regarding the training they have taken, all of the respondents reacted that they have never taken any kind of training related to the newly published textbook for grade 7.

4.2 Teachers' Responses to the use and Importance of the Listening Texts

Table 2

No	Questionnaire Item	Responses in	
		No	
1	Whether they teach the listening sections	yes	3
		No	-
		Total	3
2	Frequency of teaching listening sections	Always	-
		Usually	1
		Sometimes	1
		Rarely	1
		Total	3

3	<p>The extent to which the listening texts are suitable</p> <p style="text-align: center;">All of them</p> <p style="text-align: center;">Most of them</p> <p style="text-align: center;">Some of them</p> <p style="text-align: center;">None of them</p> <p style="text-align: center;">Total</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">-</p> <p style="text-align: center;">2</p> <p style="text-align: center;">-</p> <p style="text-align: center;">3</p>
4	<p>Measures teachers take when texts are not suitable</p> <p style="text-align: center;">amending</p> <p style="text-align: center;">adapting</p> <p style="text-align: center;">omitting</p> <p style="text-align: center;">Total</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">1</p> <p style="text-align: center;">-</p> <p style="text-align: center;">3</p>

As indicated in Table 2, all the teachers (three of them) responded that they teach the listening sections given in the coursebook. Regarding how frequently they teach listening in their classes, one teacher replied that he usually teaches the listening sections given in the course book and another teacher reported that he sometimes teaches the listening sections. One teacher, however, responded that he rarely teaches listening.

As far as the suitability of the listening texts is concerned, two of the teachers responded that only some of the listening texts are suitable to the students. The other teacher respondent replied that all of the listening texts fit to grade 7 students.

Regarding item number 4, two teacher respondents pointed out that they amend the text given in the course book (Teacher’s guide and student’s book) when they find it not suitable to the students. One teacher

responded that he adapts a listening text when the already available one is not suitable to the students.

4.3 Responses of Teachers on Pre-teaching Preparation

Table 3

No	Questionnaire Item	Responses in	
		Yes	No
1	the necessary pre-teaching preparation	Yes No Total	3 - 3
2	The kind of preparation they make <ul style="list-style-type: none"> ▪ Studying the listening text and practice reading it loudly ▪ Choosing the listening text ▪ Amending the listening text ▪ Integrating listening with other skills ▪ Identifying the listening purpose ▪ Recording oneself on a cassette ▪ Adapting listening text from other source. ▪ Designing listening activities 		3 3 3 3 2 - 1 3
3	Using visual aids	Yes No Total	3 - 3
4	The type of visuals they use	Audio recordings Video recordings Pictures Drawings Maps Others	- 2 3 1 -

According to Table 3, three of the teachers responded that they make the necessary pre-teaching preparations. With regard to the preparations they make, all respondents (three of them) consider the following before the actual teaching of listening takes place. They study the listening texts and practice reading them loudly. They also choose the listening text and amend the already available one. A part from this, they think of integrating the listening with other skills and designing listening activities. In addition to this, two of the respondents replied that they identify the listening purpose during the pre-teaching sessions. One teacher responded that he adapts listening texts from other sources. However, all the respondents replied that they do not record themselves on a cassette whenever they prepare themselves to teach listening.

Pertaining to the use of visual supports to minimize listening difficulty, all the respondents (three of the teachers) pointed out that they use visual aids. Concerning the types of supports they use, two teachers replied that they use pictures. Three of the respondents responded that they use drawings when they teach listening. However, it was indicated that audio and video recordings are not used by all the respondents (teachers). But on the open ended item, one teacher respondent replied that he uses gestures and body language to make the listening lesson clear to the students. He also mentioned that he uses CD or Tape when he finds the listening texts in the course book not suitable to the students.

4.4 Students' Responses to Learning the Listening Lesson

Table 4

No	Questionnaire Item	Responses		
		No	%	
1	Whether their teacher teaches listening	Yes	70	87.5
		No	10	12.5
		Total	80	100
2	The frequency teaching listening	Always	16	22.9
		Usually	24	34.3
		Sometimes	27	38.6
		Rarely	3	4.3
		Total	70	100.1
3	The extent to which the listening texts are suitable	All of them	19	23.8
		Most of them	42	57.5
		Some of them	19	23.8
		None of them	-	
		Total	80	100
4	Whether their teacher makes use of teaching aids	Yes	31	38.8
		No	49	61.2
		Total	80	100
5	The type of teaching aids used	Tape	-	
		Video	-	
		Pictures	31	38.8
		Maps	-	
		Photograph	-	
		Other	-	

As indicated in the table above, the majority of the student respondents (70 or 87.5%) replied that their teacher teaches them the listening sections in the course book (Student's book and Teacher's Guide). Only

ten students responded that their teacher does not teach them the listening sections found in the course book.

With regard to how frequently their teacher teaches them listening, most of the students (16 or 22.9%= always; 24 or 34.3%= usually) responded that their teacher teaches them listening. And still there are many students (27 or 38.6%) who replied that their teacher sometimes teaches them the listening sections given in the material.

Concerning the suitability of the listening texts, most of the students (42 or 52.5%) agree that most of the listening texts are suitable to this grade level. About 19 or 23.8% of them replied that all listening texts are suitable to the students. A similar number of students (19 or 23.8%) responded that only some of the listening texts are suitable to this level.

As a response to teacher's use of teaching aids, less than half of the respondents (i.e. 31 or 38.8%) replied that their teacher uses teaching aids. On the contrary, majority of the student respondents (i.e. 49 or 61.2%) indicated that their teacher doesn't use teaching aids. As to what type of teaching aids their teacher uses, all the respondents (i.e. 31 or 38.8%) replied that their teacher uses pictures in teaching listening. This shows that teachers do not use varieties of teaching aids such as Tape, Video, Maps, etc.

Discussion on Tables two, three and four

All the teacher respondents said they teach the listening lessons given in the teaching material. As to how frequently they teach this skill, one of them says that he usually teaches listening and the other teaches sometimes. And still the other teacher says he rarely teaches listening. Listening is a skill that should be given equal emphasis with the other skills. According to Vandergrift (1996) listening comprehension plays a

key role in facilitating language learning. Related to this Gray (1975) as cited in Vandergrift (1996) argues that giving pre-eminence to listening comprehension, practicality in the early stages of second language teaching / learning, provides advantages of four different types: cognitive efficiency, utility, and affective. Therefore, teachers should give attention to this skill so that students may develop confidence as they progress academically.

With regard to the suitability of the listening texts to Grade 7 students, two of the teachers thought that only some of the listening texts are suitable. However, one teacher responded that all the texts fit to grade 7 students. As it is mentioned in Gower et al (1995) the teacher is an invaluable source of listening practice. He is the one to look, for a text that interests students and at the right level. Balanced listening text should include a variety of activities, different interaction modes (monologues, dialogues); different contexts and situations (social events, meetings, shops /restaurants/ banks, etc) different styles (formal or informal, with friends or strangers) and different accounts etc.

Most courses give helpful directions for developing listening skills and teachers will not go far wrong if they follow them. However, there are times when teachers will find it necessary or desirable, to adapt, replace, omit or add' while using a textbook exercise (Grant, 1987, Harmer, 2003). Although teachers responded that they 'amend' and 'adapt' listening texts and activities, the researcher didn't see them doing this in all the observation sessions. They were highly dependent on the textbook exercises and activities. They did not practice varieties of exercises that could address students' interests. From this one can conclude that teachers pay little attention to amend, omit or replace listening texts and activities when it is necessary.

Turner (1995) states that visuals are a useful way of setting a context which enables learners to construct meaning from what they hear they also compensate for the difficulties learners face while listening to a text. Pictures assist the teaching of listening. They are valuable stimulus for students. As students listen, they may compare in a picture, or they may listen to a description and try to identify what that speaker is talking about. Students can be asked to listen to the listening text and arrange pictures in a logical order according to what is stated in the listening passage (Atkins et. al 1995, White, 1998). Video is the other material that aids listening. Give clues to meaning. However, if the content is irrelevant to the students' interest it may fail to engage them (Harmer, 2003)

Visual materials such as pictures, video, drawings, etc have a great value in contextualizing and bringing to life the listening situation as well as in aiding comprehension of the language (Ur, 1984).

Findings, from the teachers' and students' responses however, depict that teachers do not use varieties of visual supports in the listening classes. The little effort they show is using pictures and drawings. Therefore, one can infer that teachers do not adequately use visual aids to teach listening. And students are not getting the opportunity to exploit listening text to the maximum. This is supported by 49 (61.2%) of student respondents that teachers do not use supports.

4.5 Analysis of Students' and Teachers' Responses on Teaching Listening

The teaching of listening involves different practices at different stages. The practices at pre- while- and post- listening stages are analyzed as follows.

Table 5 Analysis of students and Teachers questionnaire
SR= Students' Response, TR= Teachers' Response

No	Questionnaire Item	Respondents (R)	Always(4)		Usually(3)		Sometimes (2)		Rarely(1)		Never(0)		Total		mean
			No	%	No	%	No	%	No	%	No	%	No	%	
1	Introducing listening text and activity /ties	SR	32	40	22	27.5	16	20	7	88	3	3.8	80	100	3.11
		TR	2		1										
2	Setting purpose (s) for each listening activity	SR	19	23.8	21	26.3	18	22.5	13	16.3	9	11.3	80	100	2.55
		ST	2		1										
3	Making instructions clear to the students	SR	46	57.5	15	18.8	11	13.8	8	10			80	100	3.24
		TR	2		1										
4	Pre-teaching some words used in the passage	SR	8	10	15	18.8	17	21.3	34	42.5	6	7.5	80	100	1.5
		TR	1		1		1								
5	Helping students to predict about the text	SR	17	21.3	14	17.5	21	26.3	10	12.5	18	22.5	80	100	2.02
		TR	1		1		1								
6	Making students understand why they are listening	SR	20	25	21	26.3	24	30	10	12.5	5	6.3	80	100	2.2.
		TR			2		1								
7	Telling students copy the questions, tables etc before listening	SR	34	42.5	16	20	12	15	8	10	10	12.5	80	100	2.99
		TR	2		1										
8	Telling students to listen and match activities	SR	33	41.3	20	25	4	5	13	16.3	10	12.5	80	100	2.7
		TR	2		1										
9	Engaging students in some listen and follow activities such as drawing pictures, completing tables, etc	SR			10	12.5	15	18.8	16	20	39	48.8	80	100	1.95
		TR	1		1		1								
10	Encouraging students to listen and complete a form	SR	38	47.5	18	22.5	14	17.5	5	6.3	5	6.3	80	100	2.99
		TR	2		1										
11	Telling students to listen and respond physically	SR	21	26.3	14	17.5	16	20	16	20	13	16.3	80	100	2.38
		TR					1		2						
12	Making students to listen and complete factual errors	SR	30	37.5	18	22.5	10	12.5	11	13.8	11	13.8	80	100	2.56
		TR			2						1				
13	Telling students to compare and complete their notes with partners	SR	10	12.5	18	22.5	15	18.8	17	21.3	20	25	80	100	1.76
		TR			3										
14	Moving form group to group to check whether students discuss in English	SR	12	15	11	13.8	21	26.3	9	11.3	27	33.8	80	100	1.63
		TR	2		1										
15	Engaging students in Role-play activities	SR	7	8.8	13	16.3	21	26.3	15	18.8	24	30	80	100	1.55
		TR	2		1										
16	Letting students express their individual views and opinions on the ideas reflected in the text, either supporting or opposing	SR	10	12.5	16	20	16	20	18	22.5	20	25	80	100	1.73
		TR	1		2										
17	Engage the students in extensive writing exercise based on the listening text	SR					35	43.8	29	36.3	16	20	80	100	1.24
		TR	1		1		1								
18	Giving 'appropriate' feedback on the students' work in the listening activities	SR	26	32.5	30	37.5	11	13.8	6	7.5	7	8.8	80	100	2.68
		TR	1		1		1								

Table. 6 summary of Classroom Observation

No	Questionnaire	CO1		CO2		CO3		CO4		Total Frequency				Total
		Yes	No	Yes	No	Yes	No	Yes	No	NO	%	No	%	
1	Introducing listening text and activity /ties	3		2	1	3		3		11	91.7	1	8.3	12
2	Setting purpose (s) for each listening activity	2	1	1	2		3	1	2	4	33.3	8	66.7	12
3	Making instructions clear to the students	2	1	3		2	1	3		10	83.3	2	16.7	12
4	Pre-teaching some words used in the passage		3	2	1		3		3	2	16.7	10	83.3	12
5	Helping students to predict about the text		3	1	2		3		3	1	8.3	11	91.7	12
6	Making students understand why they are listening	1	2	1	2	2	1		3	4	33.3	8	66.7	12
7	Telling students copy the questions, tables etc before listening	2	1	3		3		2	1	10	83.3	2	16.7	12
8	Telling students to listen and match activities	3		2	1		3		3	5	41.7	7	58,3	12
9	Engaging students in some listen and follow activities such as drawing pictures, completing tables, etc		3		3		3		3		0	12	100	12
10	Encouraging students to listen and complete a form	2	1	3		1	2	1	2	7	58.3	5	41.7	12
11	Telling students to listen and respond physically		3		3		3		3		0	12	100	12
12	Making students to listen and complete factual errors	1	2	1	2		3	1	2	3	25	9	75	12
13	Telling students to compare and complete their notes with partners	1	2	1	2	1	2	1	2	4	33.3	8	66.7	12
14	Moving form group to group to check whether students discuss in English	1	2	1	2	1	2	1	2	4	33.3	8	66.7	12
15	Engaging students in Role-play activities		3		3		3		3		0	12	100	12
16	Letting students express their individual views and opinions on the ideas reflected in the text, either supporting or opposing	2	1	1	2	1	2	1	2	5	41.5	7	58.3	12
17	Engage the students in extensive writing exercise based on the listening	1	2		3		3		3	1	8.3	11	91.7	12
18	Giving 'appropriate' feedback on the students' work in the listening activities	3		3		3		2	1	11	91.7	1	8.3	12

CO1= First classroom observation, CO2= Second classroom observation, CO3= Third classroom observation, CO4= Fourth classroom observation

4.5.1 Teaching listening at the Pre- listening Stage (items 1-7)

As indicated in the Table 5, two of the teacher respondents replied that they introduced the listening texts and activity / ties before they started reading the text aloud for the students to listen. And one of the teacher responded that he usually did this. Majority of the student respondents/ i.e. 32 or 40% always; 22 or 27.5%= usually) replied their teacher introduced listening texts before listening takes place. It was also seen during the twelve observations in which the teachers were seen practicing the activity in 11 (91.7%) of the observation sessions. The mean value of this item is 3.11 which is inclined to the frequency “usually”.

Concerning setting purpose(s) for each listening activity two of the teacher respondents said that they always set purpose for each listening activity. One of the teacher responded that he usually did this in the listening classes. This was supported by (19 or 23.8%=Always; 21 or 26.3%=usually) who responded that their teacher usually set purpose (s) for each listening activity. The mean value of this item is 2.55 which is inclined to the frequency “Usually”.

Contrary to this, (18 or 22.5%) of the students replied that the practice was sometimes seen by the teacher, and 13(16.3%) of them responded that the teacher rarely did this. 9 or 11.3% replied that their teacher never set purpose. It was also seen that the teachers did not set purpose for the activities in eight of the observation sessions.

The other crucial activity in the pre- listening stage is making the instruction clear to the students. With regard to this, two teachers replied that they always made instructions clear. One of the teacher respondents also responded that he usually made instructions clear to

the students. The student respondents also supported this practice of the teacher. Majority of the students (i.e. 46 or 57.5%) responded that their teacher always made instructions clear before students started listening. The other 15 (18.8%) students replied that their teacher sometimes made instructions clear. The rest (i.e. 8 or 10%=rarely, 6 or 7.5%=never) reacted negatively. The mean value of this item, which is 3.24, is inclined to the frequency “Usually”.

What was seen during the twelve observation sessions supported the teachers and students’ responses (most of the students). That is, the teachers were seen doing this in 10 (83.3%) of the observations.

Regarding whether the teacher taught lexical items before the actual listening, two teachers (i.e.1=always and 1 = usually) said that they taught lexical items at the pre- listening stage. One of the teachers responded that he sometimes taught lexical items before listening took place. On the other hand, less than half of the students (i.e. 8or 10% - Always; 15 or 18.8%) responded that their teacher taught them lexical items. A significant number of respondents (i.e. 34 or 42.5%= Rarely; 6 or 7.5% = Never) replied that their teacher did not teach them lexical items. 17 (21.3%) of the student respondents replied that their teacher sometimes taught them lexical items. The mean value of this item is 1.5 which is inclined to the frequency “sometimes” The data from the observation sessions depict that teachers were not seen teaching lexical items during the pre- listening stage in 10 (83.3%) of the observations.

Pertaining to item Number 5 the majority of the students (i.e. 21=26.3%) responded that their teacher sometimes helps them to predict about the text before they start listening. To prove this, the mean value of this item, which is 2.02, indicates that this value inclines to the frequency “sometimes” However, two teacher respondents pointed out that they

help their students predict about the listening text more frequently. But the response from one of the teachers supports what the students responded which is sometimes. What was seen during the observation sessions indicates that teacher do not help students predict about the forecoming listening text. From the twelve observations made the teachers were seen not applying this skill in the eleven of the observations.

According to Table 5, majority of the students (I.e. 24 or 30%) responded that their teacher sometimes made students understand why they listen to the text. In order to prove this, the mean value of this item, which is 2.2., depicts that this value inclines to the frequency “Sometimes”

Concerning item Number 7, most of the subject students (i.e. 34 or 42.5%= always, 16 or 20% = usually) responded that their teacher usually tells them to copy the questions, tables, etc before they start listening. This supported by the mean value 2.99 which is inclined to the frequency “usually. Similarly, two of the teacher respondents pointed out that they always tell their students to copy the questions, table, etc before the students get in to the actual listing. Furthermore, practices see which were seen during the observation depicts that in 10 of the observations, the teachers were seen telling the student to copy the questions they were going to work on.

Discussion on Pre-listening

Pre- listening is the stage at which students do some activities which help them prepare for what they will hear. Lindsay and knight (2006) state that pre-listening activities aid learners by bringing their attention to the topic, activating background knowledge of the students and telling

students what is required of them when they are exposed to the actual listening.

As pointed out in table 5, most students agreed that their teacher introduces the listening topic at the pre-listening stage. The teachers also replied that they employ this activity very frequently. Furthermore, the researcher has observed this during the observation sessions. From this, it might be possible to infer that introducing the listening texts and activities are frequently handled during the teaching of listening.

In order to bring effective listening in the classroom, there should be a purpose for the activities, and students are told why they will listen to the text. Although it was not seen in most of the observation sessions, teachers reacted that they always set purpose at the pre-listening stage. Similarly, the student respondents replied that their teachers set purpose at the pre-listening stage. A Lindsay and knight (2006) explain teachers should make sure that students understand why they are doing a certain listening activity.

According to Gower et al (1995), teaching key words /phrases, without which the listening would be very difficult to understand, is helpful. Therefore, the teacher is expected to pre-teach some words that might create problem to understand a certain listening text. However, the data gathered through questionnaire and observation depict that the teachers do not implement this activity frequently. This in turn affects students understanding of the listening text.

One technique in which teachers create real interest that will motivate the students to listen to a certain text is helping students predict about the text they will listen to (Gower et al. 1995). For Ur (1984) listening to a text requires listener prediction and making inference. If a listener can

make a guess about the thing that is going to be said, he will understand it well. Therefore, students should be given adequate chances, before they listen, to predict what they are going to hear. This can be done by activating any knowledge they may have of the topic or situation. But responses from the students and the findings of the classroom observation indicate that the teachers apply this technique sometimes or rarely. Hence, it seems that students have not been provided with the opportunity to predict what a certain text is about.

To sum up, in the pre-listening teaching practices, teachers have failed to make use of some basic strategies that enhance the teaching of listening. For example, they were not seen teaching lexical items which hinder understanding when the actual listening takes place. They also give less attention to prediction through which students anticipate about the listening text. On the other hand, as it was seen during the classroom observation and as was reported by the students, teachers introduce listening texts and activities, they give clear instructions to the students and tell students to copy the activities in to their exercise book before while listening session.

4.5.2 The While-Listening Stage (items 8-12)

As depicted in Table 5, majority of the student respondents (i.e. 33 or 41.3= always; 20 or 25%= usually) responded that their teacher usually tells them to listen and match activities. This is supported by the mean value 2.7, which is inclined to the frequency value “usually”. Two of the teacher respondents also pointed out that they always tell their students to listen and match activities. And the other subject teacher responded that he usually did it. However, in the data gathered through observation it was seen that the teachers did not do this in seven of the observation.

Concerning item Number 9, most of the students (i.e., 15 or 18.8% = sometimes; 16 or 20% = rarely and 39 or 48.8% = never) responded that their teacher sometimes engage them in some listen and follow activities. This is proved by the mean value 1.95 which is inclined to the frequency “Sometimes” However; two teachers responded that they (1=always and 1=usually) employ this in the classroom. But one teacher applied this sometimes. Although the two teachers pointed out that they carried out these activities in while listening phase, the data gathered during the observation sessions contradicts with this. The teachers were not seen handling these activities in all the twelve observation sessions.

According to Table 5, majority of the students (i.e. 38 or 47.5% always. 18 or 22.5% = usually) responded that their teacher usually encouraged them to listen and complete a form. This is supported by the mean value 2.99 which is inclined to the frequency “usually”. As depicted in the table, two teachers responded that they always encourage students to listen and complete a form. It was also seen during the observation sessions that teachers used this activity in the teaching of listening.

Pertaining to item Number 11, a significant number of students respondents (i.e. 21 or 26.3% = always, 14 or 17.5% = usually) replied that their teacher tells them to listen and respond physically in listening classes. However, majority of the students (i.e. 16 or 20% = Rarely; 13 or 16.3% = Never) responded that their teacher does not tell them to listen and respond physically. Similarly, some of the students (i.e. 16 or 20%) pointed out that their teacher sometimes make them respond physically. The mean value of this item is 2.38 which is inclined to the frequency “sometimes”

Two of the teachers responded that they rarely make their students practice this activity. One teacher, however, responded that he some

times uses this activity. What was seen during the observation sessions depict that none of the teachers tells his students to listen and respond physically.

As far as item Number 12 is concerned, most of the students (i.e. 30 or 37.5% = Always; 18 or 22.5% = usually) responded that their teacher usually make them listen and correct factual errors. The mean value of this item is 2.56 which is inclined to the frequency “Usually”. Similarly, two teacher respondents replied that they usually make their students listen and correct factual errors. But a teacher responded that he never made his students practice this activity. The data found from the observations showed that the teacher was not seen using this activity in nine of observation sessions.

Discussion on the While- listening Stage

While- listening stage is the stage where learners are required to listen to a text and answer questions. Matching is an activity in the listening class, where learners at primary level can do it in a playful manner. This could be matching words with pictures which represent them, or with words which have the same meaning or opposite meaning. (Brumfit et.al 1996) It is also possible to use this activity to match items expressing relationships of cause and effect in a story or description of a process (ibid).

According to the result of the questionnaire, most students responded that their teachers usually tell them practice this activity in listening classes. The teachers also depicted that they always use the matching exercise. And they were seen applying it during the five observation sessions. From these findings it might seem that teachers employ the activity in teaching listening.

Majority of the student respondents replied that teachers sometimes engage students in some listen and follow activities such as drawing pictures, showing the location of a place on a map, etc. Although the teacher respondents say that they handle the activity in listening classes, what is depicted by students' responses and what is seen during the classroom observation are different. The teachers, for example, were not engaging students in this kind of activities, however, these kinds of activities according to Brumfit et.al, 1996, involve the children listening to a description, and drawing a picture of what they hear. For example, the children could draw shapes in the correct position and colour them in according to instructions given by the teacher.

At the elementary level commands may be simple and interesting" Ur (1984) state that commands which are followed by immediate teacher feedback, provide good practice and are motivating in themselves. Similarly, Brumfit et al (1996) explain that this activity provides a meaningful context for reinforcing lexical item. More than half of the students depict that the teachers do not tell students to listen and respond physically. The teacher respondents also reply that they rarely implement this activity. Findings from the observation sessions and responses from both teachers and some students show that this activity is practiced rarely. As a result, students may not exploit what this activity brings to the individual and to the whole class as well.

Most of the students' and two of the teachers' responses depict that the teachers usually make students to detect factual errors. This is done, according to Ur (1984:80), by letting students listen to long passages and responding only when they come across something wrong. Students may react immediately to mistakes, shouting out or raising their hands; or they may volunteer corrections; or they may simply make a mark on a piece of paper for every mistake they hear and see it they get the correct

number of marks. This activity as Ur states is enjoyable. Therefore, it is good if teachers frequently apply it in their classes.

4.5.3 The Post-listening Stage (items 13-18)

With regard to item Number 13, a significant number of the students (i.e. 15 or 18.8%=rarely; 20 or 25%= Never) responded that their teacher did not tell them to discuss with their partners and compare and complete their notes. Other respondents (i.e. 10 or 12.5%= Always; 19 or 22.5%=usually) responded that their teacher told them to compare and complete their notes with partner. The other respondents (i.e. 15 or 18.8%) reacted that their teacher sometimes, made them use this strategy. The mean value 1.76 is inclined to the frequency “sometimes” All of the teacher respondents, on the other hand, responded that they usually tell their students to compare and complete their notes with partners. However, the data from the observation sessions depicted that the teachers were not seen practicing this technique in eight of the observations sessions. It was less frequent than expected. The teachers responded what they did not practice in the class while they were handling the listening lessons.

Regarding item Number 14, majority of the students (i.e. 21 or 26.3%) reacted that their teacher sometimes move from group to group to check whether students discuss in English when they are doing some activities. The mean value, which is 1.63, also inclines to the frequency sometimes. The other student respondents (i.e. 9 or 11.3% = rarely; 27 or 33.8%= Never) pointed out that their teacher did not move from group to group to check whether students use English. On the other hand, two teachers responded that they always go from group to group to check whether students use English. One teacher also replied that he usually did this.

But during the observation, in eight of the sessions, the teachers were not seen performing this responsibility.

Pertaining to item Number 15, majority of the students (i.e. 21 or 26.3%) responded that their teacher sometimes engages them in role play activities. The mean value of this item is 1.55 which is inclined to the frequency “sometimes”. A significant number of the respondents (15 or 18.8%= rarely, 24 or 30% = Never) also replied their teacher did not engage them in role play activities

On the contrary, two of the teacher respondents indicated that they always engage students in role- Play activities. One teacher reacts that he usually engaged the student in role -play activities. However, what was found from the observation sessions supports student respondents. The teacher was not seen making his student play roles in all of the observations (in twelve of them).

According to Table 5, some of the student respondents (18 or 22.5%= Rarely; 16 or 20%= Never) indicate that their teacher does not let them express their individual views and opinions on the ideas reflected in the text. Similarly, most student respondents (i.e. 29 or 36.3%, 16 or 20%=Never) reacted their teacher does not engage them in extensive writing activities. The mean values of items 16 and 17 are 1.7 and 1.24 respectively. They are inclined to the frequencies “sometimes”. Two teachers responded that they let their students to express their individual view (students’) about the listening text. In addition to this, except one teacher, who responded that he sometimes lets his students practice writing activity, the two teachers replied that they usually let their students to practice the writing activities. However, in majority of the observations the teacher was not seen making students practice these activities.

Regarding item Number 18, which is about giving appropriate feedback, majority of the students (i.e. 26 or 32.5%= Always, 30 or 37.5%= Usually) indicate that their teacher usually give them appropriate feedback. The mean value of this item is 2.68 which is inclined to the frequency “Usually”. Similarly, two teacher respondents (1= Always, 1= usually) react that they give appropriate feedback. One teacher responded that he sometimes gives appropriate feedback on the student’s work in the listening activities. The data gathered during the observation also supports this. For example, out of the twelve observations made, the teachers were seen doing this in eleven of the observations.

Discussion on the Post-listening Stage

At this stage, students are asked to discuss their answers and opinions in pairs or groups. Post-listening activities often move on from listening practice to practicing other skills. Thus, the language learning students do through listening should be connected with the language learning they do through speaking, reading or writing (Rixon 1986, Lindsay and Knight 2006)

As indicated in Table 5, the chance students are given to discuss in groups after they listen to a text is not a frequent one. The fact is, however, to help students be in pairs /groups and discuss the difficulties they encounter while they are listening to a text. But the student’s responses and the findings from the classroom observation depict that teachers do not usually encourage students to discuss in pairs /groups. From this, it is possible to infer that the attention teachers give to discussions among peers is below expectation. And it is not in accordance with the nature of language teaching classroom where students are expected to actively participate in the learning process and develop confidence.

It is a common fear (from my experience as a language teacher) that students divert to mother tongue when they are put in groups to discuss in English. Therefore, the role the classroom teacher plays is very vital. He should supervise what students are doing and how much effort they are showing to use the target language. If need be, he/she could solve students' problems when they discuss in groups. Telling students to discuss in groups does not by itself bring the end result. From the responses given by the students and what the observation sessions show, one might conclude that teachers are not using group work effectively.

In real life the language skills of listening, speaking, reading and writing are generally integrated rather than occurring in isolation. When taking part in a conversation, for example, we both listen and speak; when we fill in a form we read and write (Gower et al, 1995).

This explanation shows that listening should be integrated with other skills. This could be done by employing different activities at the post listening stage. One way of developing students' speaking ability is by employing the role-play activity in the actual classes, although the teacher respondents reply they make use of this, the responses from the students and from the observation sessions are contrary to this. According to the students, the teachers sometimes use role play activities. Significant number students also responded that teachers use this activity rarely or never use it. They were also not seen applying role play activity in all of the observation sessions. From this, one can infer that role play, as one type of activity, is not fully practiced in listening classes.

Most of the student responses and the observation session findings indicate that teachers do not frequently let their students express their

views and opinions based on the idea reflected in the listening text. Lindsay and Knight (2006) strongly advise that learners should be asked to speak about the issues mentioned in a listening text. Though the teachers show effort to help students express themselves either opposing or supporting certain issue explained in the listening text, the practice is not fully employed in the listening classes.

Post-listening activities can consolidate what has been heard through writing, which is more self-paced and reflective activity (Turner, 1995). In this way teachers can provide a range of tasks suited to the level of competence of the learners. As it is indicated in Table 5, most student respondents reply that their teachers engage them in writing activities rarely or never. Findings from the observation sessions also depict similar reality i.e. teachers do not handle writing exercises in listening classes. From this, it might be concluded that writing is not given attention. As a result, students are not making use of listening texts for practicing writing.

It is natural that students want to get feedback for what they tried to perform in the classroom. This feedback, as much as possible, should be positive to ensure learners to experience success as often as possible (Sheerin, 1987). With regard to appropriate feedback, the responses from the teachers and the findings from classroom observation reveal that teachers usually give appropriate feedback. Ur (1984), on her part, argues that if a student does a listening task such as checking a list or answering questions and is then given back his answer with corrections day or two later, he will reap very little benefit from the feedback given. The learning value of listening exercise, according to her, is increased if there is immediate teacher feedback on the student performance.

4.6 Content Analysis

The English for Ethiopia Grade 7 Textbook has 16 units. Each unit has its own listening text. The main objective of this content analysis is to investigate how many of listening texts and activities are prepared in accordance with the ELT scholars advise about the nature of listening materials.

To carry out this, checklist for analyzing the content of the listening Texts and activities was prepared from the work of Cunningsworth (1995) (See Appendix D). From the 16 units available in the teaching material, the researcher took 4 units (every fourth unit) for investigation purpose. However, the content map of all the units is shown in Appendix E.

To begin with, the first unit of the listening text is found on page 1 of the teaching material. The text designed for listening is entitled *Soreti and Megersa Greet each other*. It is a conversation presented in a dialogue. The teacher is told to read the text and the students listen. The text is accompanied by a picture which shows two people greeting each other. The listening is followed by speaking activity which requires students to tell the personal details they heard in the dialogue.

In the pre-listening session the students are asked about the picture in their text. This helps students to predict what the passage is about .This listening text also invites itself for teaching grammar skills such as *so am I, so do I, Nor am I, and Neither am I* expressions. In this case listening is some how integrated with other skills. Although there is no clear category of the three phases of listening (/pre-while and post – listening phases) the nature of the activities presented in the students' book and in this unit could tell one which is pre-while or post listening stages.

As to how much varied the activities are, this unit entertains only one type of activity which is speaking. There are not any writing, fill in the gap, or comprehension questions.

The topic of unit 5 is *Addis Ababa is Not As old As Harar*. It is found on page 40 of Teachers' Book and on page 44 of the Students' Book. The topic of the listening text is *A Journey to Harar*. It is presented in the form of a passage. In this listening lesson, the students are told to look at the map of Ethiopia and the picture which shows the old city of Harar. There is not any activity that engages students to work on. The students are expected to simply listen and tell orally what they understand. With regard to the pre-listening activities, the Teachers' Book tells the teacher to encourage the students. For instance, the teacher is told to make students look at the map of Ethiopia and tell where Harar is located. There are other activities like telling the meaning of some words from the listening text and also making students practice their pronunciation after their teacher. However, the pre-listening activity is well set and relevant to the text to be read, the absence of activities at the while listening stage makes the lesson uninteresting. The type of the text is not a story that students should listen to. It is a type of text that demands certain activities to be designed so that students are engaged in doing them.

What is strong about the text in this unit is that it is aided by pictures which at least tell something about Harar. But it does not have any clear purpose that could impact the teacher teaching it and the students who listen to it as well. It is also impossible to talk about integration of skills in the absence of varieties of activities.

In general, this text, except at the pre-listening stage, lacks qualities that a listening lesson requires.

The third sample text is the 10th unit of the teaching materials. It is found on page 97 in the Students' Book and 87 in the Teacher's Book. The topic of the unit is *How to live with HIV/AIDS*. The listening text topic is *Preventing Illness*. The copy of the same text is also presented in the Students' Book. Every thing that a teacher reads for listening purpose is already available in the students' book. Listening is not treated on its own right with listening texts for comprehension. The reason why the material writers used this same text for two different skills is not stated either in the teacher's book or Students' Textbook. The writer of this paper could not see the pedagogical significance of this lesson in developing listening abilities of students. A listening text to be read by its very nature should not accompany Students' Book. If it is available in the students' book, it is possible for the students to read the text ahead of time or during the time the listening takes place.

The type of text presented in the tenth unit is a conversation between two people. The listening is not followed by activities to be done. The questions set for this text are available only in the Teacher's Book. Students do not have the chance to read the questions. But they are expected to answer these questions when the teacher reads them from the teacher's book.

The pre-listening phase presents an activity that helps students to get ready for the listening text to come at the while listening stage. Students are deprived of activities to work on. However, when the listening is over, students are asked to work in groups of four and tell one another the names of other diseases they know about; how these diseases can be transmitted from one person to another. As it is discussed in the aforementioned sample listening text, the idea of integrating listening with other skills is very limited.

The 15th unit of the teaching material is the other point of discussion for this study. The unit topic of this unit is Time-Saving. This unit has not got listening text topic. But in the teacher's book there are some sentences which deal with how two brothers use time. The teacher is told to read these sentences because they are not available in students' book. And students are asked to complete a chart by listening to their teacher. Then, they are let to discuss in groups. They also choose one person to report to the whole costs about the chart they completed. At the pre-listening stage, there are a couple of activities that students work on. These are related to the sentences read at the while listening stage. For instance, students are asked to tell the ways by which they save time and waste time. The listening text is accompanied by visuals that enhance one's understanding about the listening text. The three phases of listening are not written in both the teacher's and student's materials. But there are instructions that lead the teacher and the students to implement some activities accordingly. There is one activity that requires students to write (complete a chart) from what they hear. In addition to this, the students are given some pictures in their text book which show people performing different activities. Therefore, they look at the picture and match them with the activities they carry out by listening to the text being read by the teacher.

In this unit, the listening text presented entertains varieties of activities which could engage students and practice some meaningful aspects of listening for learning a language. There are also clear procedures for the teacher to orient his/her students to the right track.

CHAPTER FIVE

Summary, Conclusions and Recommendations

In this chapter, the Summary, Conclusion and Recommendations of the study are presented

5.1 Summary

The study attempted to evaluate the practice of teaching listening with special focus on the newly published grade 7 English teaching materials.

The study has the following research question

1. Do teachers teach listening comprehension using the new published teaching materials?
2. To what extent do teachers implement the proposed techniques for teaching listening?
3. Do teachers make modifications to the listening lessons? If yes, of what kind?

In order to answer these questions, two primary government schools found in Addis Ababa were selected for the study. The two schools were selected because they are the ones that do not access supplementary English teaching resources as compared to other private schools in the city. On top of this, the researcher is familiar with the teachers teaching there. As a result, he thought that information for the study was easily accessed. Teachers and students of Eshet and Dejazmach Umer Semeter Primary Schools were the subjects of this study. Out of the eight sections available in both schools, six sections (4 sections from Eshet and 2 sections from Dejazmach Umer Semeter) were selected. And 80 randomly selected (50 from Eshet and 30 from Dejazmach Umer) were included in the study. All the teachers who were teaching English one

teacher from Dejazmach Umer and two teachers from Eshet) were selected for the study.

The data for the study were gathered using questionnaire for teachers and students, classroom observation, and content analysis of the materials. To elicit the relevant information a total of twenty three questions for the students and thirty three questions for the teachers were used. An observation checklist consisting of eighteen items was prepared to see the practice of teaching listening. A checklist for analyzing the content of the listening texts and activities was prepared to see whether they are set in accordance with what the ELT scholars propose for teaching listening, and how helpful they are for teachers and the students.

After carefully gathering the relevant data using the three instruments of data collection, the data was analyzed in an integrated manner using descriptive analysis. Therefore, frequency counting, percentage, mean and description of some qualitative data were applied to analyze and describe the data. Lastly, based on the findings obtained, conclusions and recommendations were forwarded.

5.2 Conclusions

The following were the conclusions made based on the analysis and interpretation of data.

- All the teachers are trained in teaching English. They all have diploma and teaching experiences which range from 2–38 years. However, they did not take any sort of in-service training on the newly published English Text Book for grade 7.
- Not all the teachers give equal attention to teaching of listening. They sometimes or rarely teach it. This could be from the fact that

the teaching material for listening is not as appropriate as possible.

- Teachers introduce listening texts and activities; they usually give clear instructions to the students and tell them to copy the activities in to their exercise book before while listening sessions.
- Although teachers claim that they make necessary pre-teaching preparations, the students' responses and the classroom observations reveal that they do not do this. They were not seen using appropriate visual supports, amending or adapting, the already prepared materials which demand preparation.
- Most of the listening texts are not equipped with varieties of exercises. They emphasize listening followed by speaking. The listening texts are less integrated with other skills.
- The teacher's book provides the teacher with the techniques and methods of handling listening classes. However, teachers are not seen applying them appropriately.
- Majority of the listening texts which are read by the teacher are available in the student's book. This can hinder the development of student's listening ability. And in some of the listening lessons the exercise students should work on are not written in student's book.
- Pre-listening stage is the stage where the ground is laid for the while-listening phase, but the teachers fail to implement some of the pre-listening activities. For instance, they rarely teach lexical items that contribute for understanding of the listening text. They do not encourage students to predict about the listening text before they get into the actual listening.
- Though varieties of activities are expected to be practiced at the while listening stage to make students practice different skills of listening and to make language learning possible, the activities designed for this purpose by the text book writers are not as varied

as possible. There is also little effort, on the part of the teachers, to amend these activities or prepare their own so that students are engaged in doing them.

- With regard to the post-listening stage, the data indicate that teachers usually fail to engage students in different activities pair /group work is practiced very rarely. Students are not exposed to extended activities like writing.

5.3 Recommendation

Based on the conclusions made, the following recommendations are forwarded.

- Teachers should be given the relevant training on how to implement teaching listening in the newly published Text Book for grade 7.
- Teachers on their part should exert maximum effort to prepare materials that best suit their students. They should take time and prepare thoroughly before they come to class to teach listening.
- The material writers should give attention to activities prepared for teaching of listening. They should vary activities so that teaching listening by integrating with other skills will be possible.
- It is also good if a listening text which is read by the teacher is not available in the students' book. It might hinder students to develop their listening ability once everything is in their book.
- Teachers should be aware of the concept and use of extended activities when the listening is over. They should engage their students in pair /group work tasks so that students develop confidence and progress academically.
- Finally, the researcher believes that no claim of comprehensiveness is made here. As a result, further research should be carried out to replicate the findings of the study.

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Appendix A
Addis Ababa University
Department of Foreign Languages and Literature
(Graduate Programme)

Dear Teachers,

At present, I am doing on the practice of teaching listening comprehension in grade 7. The following questionnaire is designed to collect relevant data for the study. Thus, your responses will have much contribution to the success of the intended study.

You are therefore kindly requested to read each item carefully and give your genuine responses. Concerning the information you give me, I would like to assure you that all would be kept confidential and used only for the research purpose. You are not required to write your name. Thank you.

Direction I: Please, write about yourself

1. Sex _____ Qualification _____ Major _____ Minor _____
2. Experience:
 - 2.1 Teaching experience in general _____
 - 2.2 English language teaching experience at primary level _____
 - 2.3 English language teaching experience in grade 7 using the new course book _____
3. Currently, you are teaching the new English course for grade 7. Have you got any in-service training (including a workshop) with regard using newly published textbooks?
 - a. Yes
 - b. No

3.1 If 'Yes', please give specific information on what the training was, for how long and what you learned from it _____

3.2 Do you fill the training you took was adequate to prepare you for teaching listening?

a. Yes

b. No

Direction II. Please read the following items which deal with the use and usefulness of the teacher book and put a tick /✓/ in the boxes indicating your practices and beliefs.

1. Do you teach the listening sections in the course book?

a. Yes

b. No

2. If your answer is 'Yes' to question number 1. How often do you teach the listening sections of the course book?

Always

Usually

Sometimes

Rarely

3. How useful have you found the listening texts in the course book?

a. Useful

b. quite useful

c. Pictures

d. drawings

4. If you use supports, which of the following do you usually use?

a. Audio recordings

b. video recordings

c. Pictures

d. drawing

e. Map

f. Others _____

Direction III. The following items deal with the pre-teaching preparation and support provided in the teaching of listening. Read them carefully and give your response by putting a tick /✓/ in the boxes.

1. Do you make the necessary pre-teaching preparation to teach listening?

- a. Yes b. No

2. If your answer is 'yes' to question 1, indicate your practice by putting a tick / ✓ / mark in the box against the points.

- Studying the listening text and practicing read it loudly
- Choosing the listening text
- Amending the listening text
- Integrating listening with other skills
- Identifying the listening purpose
- Recording oneself on a cassette
- Adapting listening text from other sources
- Designing listening activities

3. Do you use visual supports to minimize listening difficulty?

- a. Yes b. No

4. If you use supports, which of the following do you usually use?

- a. Audio recordings b. Video recordings
c. Pictures d. drawings e. maps
f. Other _____

5. If you have some more components about the use of support, please write here.

Direction IV: The following statements refer to your classroom teaching listening comprehension practices. Please indicate how often you carry out these practices while you present the listening lesson by putting a tick /✓/ in the box against each statement.

Key over = 0; rarely = 1; sometimes = 2; usually = 3; Always = 4

No	Practices	Rating scale				
		0	1	2	3	4
1	I introduce the listening text briefly					
2	I set purpose (s) for each listening activity					
3	I make instructions clear to the students					
4	I pre-teach some words used in the passage					
5	I get learners to predict what they will hear					
6	I help them understand why they are doing the activity, for example, to introduce new language, to practice listening to native speakers, etc.					
7	I tell the students to copy the questions, tables, and note outlines					
8	I read the text aloud, and make students listen and much					
9	I engage the students in some listen and follow-up activities such as drawing pictures, putting pictures in order, following a route on a map					
10	I encourage the students to listen and complete a form					
11	I tell students to listen and respond physically					
12	I Makes them listen and correct factual errors					

13	I tell students to compare and complete their notes with their partners					
14	I move from group to group to check whether students discuss in English					
15	I engage the students in role play activities					
16	I let students express their individual views and opinions on the ideas reflected in the text, either supporting or opposing					
17	I engage the students in extensive writing exercises based on the listening text					
18	I gives 'appropriate' feedback on the students work in the listening activities					

Appendix B

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¾ÉI[U[n S`H-Ów`

¨<É }T]-<

u>G<'< "pf u7— jõM ¾TÇSØ (Listening) fUI`f »k^[w" Ý>Ç=c< ¾ST]Á SêNõ Ò` uT³SÉ uØ"f
LÃ "¨:: K²=IU Ø"f " <Ö? T'f Ã[Ç Ý"" } Ý}T]-< ¾T>Ñ-¨< S[Í u×U ÖnT> "¨<:: ¾²=I SÖÃp^{an} "LTU
KØ"~ »eðLÑ> ¾J'< SÍ-<" w%o KScwcw "¨<:: eK²=I "¨<É }]-< uSÖÃI "¨<eØ ¾Y}~f" 'Øx< uIV" uT"uw
fijK— SMf" "ÉfcÖ< fÖ¾nL<G<:: eU Trío »eðLÑ> »ÃÅKU::

KT>Á[ÓM` fww` G<K< upÉT>Á »ScÓ"KG<

ï ----- f/u?f -----

SS]Á 1. kØKA ¾k[u<f ØÁo-< uST]Á SêNõ "¨<eØ ¾}"~f" ¾TÁSØ fUI`»< ÅSKY K<:: uØ"no "uv<G<
u%EL udØ'< "¨<eØ ¾+; /✓/ UM;f uTÉ[Ó SMd<G<" »SM;~::

1. ¾ "ÓK=´ — SUI^<G</ <G< uST]Á SêNõ "¨<eØ ¾}"~f" ¾TÇSØ fUI`»< Áe)U^f%EM?

Áe)U`M Áe)U`U

2. ¾ "ÓK=´ — SUI^<G</ <G< uST]Á SêNõ "¨<eØ ¾}"~f" ¾TÇSØ fUI`»< (Listening lesson)
¾T>Áe)U^<G< U" ÁIM "¨<?

G<MÑ>²? "¨< »w³—¨<" Ñ>²?

»Ç"É Ñ>²? u×U »Mö »Mö

3. uSêNõ "¨<eØ ¾}"~f" ¾TÇSØ fUI`»< (Listening lessons) ST` U" ÁIM »eðLÑ> "¨< wL<G<
}U"L<G<?

ÍÓ u×U »eðLÑ> "¨< »eðLÑ> "¨<

U×U »eðLÑ> "¨< uSÖ'< »eðLÑ> "¨<

4. ¾ "ÓK=´ — SUI^<G< ¾TÇSØ fUI`»< (Listening lessons) uT>Ák`u<uf Ñ>²? fUI`~" ÅuMØ
ÓMî" KLM KTÉ[Ó }ÚT] ¾fUI`f S[Í ÃÖKTK<

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Sõ%õ' G<MÑ>²? (Always)
 >w³—`<" Ñ>²? (Usually)
 u×U >Mö >Mö (Sometimes)
 uß^i (Never)

}.I	SÖÄp	SÖ' SKÝÁ-<				
		G<M Ñ>²?	>w³—`<" Ñ>²?	>"Ç"É Ñ>²?	u×U >Mö >Mö	uß^i
1	¾ "ÓK=´ — SUI^<"/<" ¾TÇSØ U"vw" (Listening text) " SMSÍ-<" upÉT>Á Áe]ª< `M' S'h Gdw ÁeÚwÖ"M					
2	¾ "ÓK=´ — SUI^<"/<" ¾ Á"Ç"Æ" ¾TÇSØ SMSÍ -LT ÄÑMì<M"M					
3	¾ "ÓK=´ — SUI^<"/<" SS]Á-<" uÓMî ÄÓ M::					
4	uU"vu< `<eØ ÁK<f" >"Ç"É nLf >ekÉS`< Áe)U"vM::					
5	¾ "ÓK=´ — SUI^<"/<" U"vu<" ÝTÇS×<" uòf ¾TÇSØ U"vu<" `°e" "®<e`°e" K?KA< ÝU"vu< ¾ÁÁ²< e°KA< uSÖkU ¾U"vu<" Ä²f "É"}wÄ ÁÄ`ÖK<					
6	¾ "ÓK=´ — SUI^<"/<" uTÇSØ U"vu<" KU" "ÁU"ÖkUuf "É"[Ç ÁÄ`Ñ<"M					
7	¾ "ÓK=´ — SUI^<"/<" ØÁo-<" c"Ö[¼<"`²}... upÉT>Á "É"ÑKwØ ÁÄ`Ñ<"M::					
8	¾ "ÓK=´ — SUI^<"/<" U"vu<" Ýj wK`< uT"uw SMSÍ-<" "É"³UE ÁÄ`ÖK<					
9	¾ "ÓK=´ — SUI^<"/<" U"vu<" uTÇSØ e°KA<" "É"ÑMî upÁU }Ý}M "É"ekUØ" u" LÄ eö^-<" "É"ÖIU ÁÄ`Ñ<"M::					
10	¾ "ÓK=´ — SUI^<"/<" U"vu<" >ÇUÖ" jõf x -<" "É"VL ÁÄ`Ñ<"KM::					
11	¾ "ÓK=´ — SUI`<"/<" U"vu<" ÇUÖ" f³µ<"					

	uÉ`Ñ>f "É"ÑMî ÁÃ`Ñ<"M					
12	¾ "ÓK=´— SUI^<"/' <" U"vu<" >ÇUÖ" el}„<" "É"e)"jM ÁÃ`Ñ<"M::					
13	¾ "ÓK=´— SUI^<"/' <" U"vu<" >ÇUÖ" ¾W/^^<" YÖÄ™ <" Ò` SMf%oo<"" "É" Sdj` ÁÃ`Ñ<"M					
14	¾ "ÓK=´— SUI^<"/' uÖ^ e"ÁÃ ¾µ\ u "ÓK=´— ¾)ÖkU" SJ"<"" Á[ÖÓ×K<					
15	¾ "ÓK=´— SUI^<"/' <" U"vu<" "ÇSØ" u%EL uT>" /Role play/ "É"ÖÑ` ÁÃ`Ñ<"M::					
16	¾ "ÓK=´— SUI^<"/' <" eK U"vu< Gdw ÁÓð"U J' }s"<S" Gdv<"" "É"iv`p ÁÃ`Ñ<"M::					
17	¾ "ÓK=´— SUI^<"/' <" uU"vu< LÃ }S`Y<²" ¾êOö SMSÍ-< "É"W^ ÁÃ[~"M::					
18	¾ "ÓK=´— SUI^G<"/' <" >ÇUÖ" SMSÍ-<" uU"W^uf Ñ>²? >e†Ö^ ¾J'<f" uSK¾f Á`Ä`"M }Ñu= ¾J' >e}Á¾f `Uf ÄcÖ<"M::					

Appendix C
Addis Ababa University
Department of Foreign Languages and Literature
Graduate programme

Observation Checklist

This checklist is intended to investigate the practice of teaching listening comprehension on the bass grade 7 English course book. The practices will be recorded in the category of yes /No, as they happen in the classroom. Each teacher will be observed four times.

School _____ section _____ period ____ Time _____ Observation day _____

No	Practices	Yes	No
1	The teacher introduces the listening text and activities briefly.		
2	The teacher sets purpose (s) for each listening activity		
3	The teacher makes instructions clear to the students		
4	The teacher pre-teaches some words used in the passage		
5	The teacher gets learners predict what they will hear		
6	The teacher helps learners understand why they are doing the activity; for example, to introduce new language, to practice listening to native speakers, etc.		
7	The teacher tells the students to copy the questions, tables, and note outlines		
8	The teacher reads the text aloud, and make the students to listen and match		

9	The teacher engages the students in some listen and follow-up activities such as drawing pictures, putting pictures in order, following a route on a map		
10	The teacher encourages the students to listen and complete a form		
11	The teacher tells students to listen and respond physically		
12	The teacher makes them listen and correct factual errors		
13	The teacher tells students to compare and complete their notes with their partners		
14	The teacher moves from group to group to check whether students discuss in English		
15	The teacher engages the students in role play activities		
16	The teacher lets students express their individual views and opinions on the ideas reflected in the text, either supporting or opposing		
17	The teacher engages the students in extensive writing exercises based on the listening text		
18	The teacher gives 'appropriate' feedback on the students' work in the listening activities		

Appendix D
Addis Ababa University
Institute of Language Studies
Department of Foreign Languages and Literature
(Graduate programme)

Checklist for Analyzing the Content of the Listening Texts and Activities

1. Do the students' textbook and teachers' guide handle listening in its right way?
2. What are the materials for listening? (e.g. Stories, jokes, conversations, role-plays, etc)
3. Do the materials contain varieties of activities? (Comprehension questions, completing table, etc)
4. Are there pre-listening activities?
5. Are the materials accompanied by visual medium to provide a meaningful context? What kinds of visual supports are provided?
6. Do the tasks involve the various stages of teaching listening (pre-while-and post-listening)?
7. Are there listening skills integrated with the other skills in the listening activities?
8. Is there any possible listening teaching technique suggested in the teacher's book? How are the texts read? By the teacher or heard from radio?

(Adapted from, Cunningsworth 1995 and Daniel 2007)

Appendix E
Addis Ababa University
Institute of Language Studies Department of
Foreign Languages and Literature (Graduate programme)

Content Map for the Listening Sections in the newly published grade 7 English Textbook.

Unit	Unit topic	Listening text topic	Text type	Input source	Listening activity type	Listening skills practiced	No of exercise	Page
One	A famous person	Soreti and Megersa Each Other	Conversation	Loud reading	pair work	Speaking	1	1
Two	The Story of Two Brothers	Stop Dreaming	Story	Loud reading	- Completing a table outline - writing	Listening for specific information	2	12-13
Three	Neither Tears Nor Sweat Transmit HIV/AIDS		Conversation	Loud reading	- writing sentences using neither nor	Neither-nor Either – or, both	1	22
		Any One Can get HIV/AIDS	Passage	Loud reading	Oral paretic (pair/group work)	Understanding and respond	1	23
Four	Helping our parents	The City family	Story	Loud reading	Oral question (wh-questions)	Listening and understanding	1	35
Five	Addis Ababa is not as Old as Harar	A Journey to Harar	Passage	Loud Reading	Group Discussion	Listening for the main idea	1	49
Six	I want Respect		Conversation	Loud reading	Oral exercise	-	-	57
		The narrow bridege	Story	Loud reading	Wh-questions	Understanding and Speaking	1	59
Seven	My Responsibilities	-	Conversation	Loud reading	Wh-questions (oral practice)	Speaking	1	70
Eight	Do Things On Time	-	Conversation		Oral Practice	Speaking	1	79
Nine	Learning from your Mistakes	-	Conversation	Loud reading	Dictation	Writing	1	93
Ten	How to Live with HIV/AIDS	Preventing Illness	Conversation	Loud reading	Wh-questions coral activities, pair mark	Speaking	1	101

Eleven	Bullying /Frightening People	-	Conversation	Loud reading	Fill in the chart	Listening for specific information	1	108
Twelve	Be Proud of Good Deeds	Tadelech	Conversation	Loud reading	Wh- question	Writing	1	120-121
Thirteen	A clear environment	-	Conversation	Loud reading	Identifying whether a sentence they listen to is a question or a statement	-	1	128-129
Fourteen	School Regulations	-	List of phrases	Loud reading	Pronunciation	Pronouncing phrases properly	1	137
Fifteen	Time-Saving	-	List of sentences	Loud reading	Completing a table	Note taking	1	147
Sixteen	A rural road	-	List of sentences to be read	Loud reading	Taking dictation	Writing	1	162

Appendix F
Addis Ababa University
Institute of Language Studies
Department of Foreign Languages and Literature
(Graduate Programme)

Checklist of Listening (Original)

- ⇒ What kind of listening material is contained in the course?
 - Does listening form part of dialogue/conversation work?
 - Are there specific listening passages?
- ⇒ If there are specific listening passages, what kind of activities are based on them comprehension questions, extracting specific information, etc?
- ⇒ Is the listening material set in a meaningful context?
- ⇒ Are there pre-listening tasks, questions, etc?
- ⇒ What is the recorded material on audio-cassette like in terms of
 - Sound quality
 - Speed of delivery
 - Accent
 - Authenticity?
- ⇒ Is there any video material for listening?
- ⇒ If so, is good use made of the visual medium to provide a meaningful context and show facial expression, gesture, etc?

(Taken from Cunningsworth, 1995)

Declaration

I, the undersigned, declare that this thesis is my work and all sources of materials used for this thesis have been duly acknowledged.

Name: Taye Melese

Signature: _____

Place: Institute of Language Studies
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Date of Submission: July, 2008