

AN ASSESSMENT OF THE PRACTICE OF
TEACHING LISTENING SKILLS WITH REFERENCE
TO KOTEBE COLLEGE OF TEACHER EDUCATION:
LANGUAGE STUDENTS IN FOCUS

BY: DANIEL TIRUNEH

A THESIS SUBMITTED TO
THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A
FOREIGN LANGUAGE (TEFL)

FEBRUARY, 2007

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STUDENTS IN FOCUS

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Table of contents

	Page
Acknowledgements	i
Table of contents	ii
List of tables	v
Abstract	vi
Chapter One: Introduction	1
1.1 Statement of the problem	1
1.2 Objectives of the study	4
1.3 Significance of the study	4
1.4 Scope of the study	4
1.5 Limitation of the study	5
Chapter Two: Review Of related literature	6
2.1 Definition of listening	6
2.2 Types of listening	7
2.2.1 Informational listening	7
2.2.2 Critical listening	8
2.2.3 Creative listening	8
2.2.4 Emphatic listening	8
2.3 Barriers to listening	9
2.3.1 External barriers	9
2.3.2 Speaker barriers	9
2.3.3 Listener barriers	10
2.3.3.1 Internal distractions	10
2.3.3.2 Personal Prejudices	10
2.4 The listening situations	11
2.5 Aims of teaching listening	12
2.6 Planning listening lesson	12
2.6.1 Pre-listening phase	13
2.6.2 While-listening phase.....	14

2.6.3 Post-listening phase	14
2.7 Real life listening	15
2.8 Suitability of listening texts	15
2.9 Integrating listening with the other skills	16
2.10 Guidelines to have a successful listening lesson	17
2.10.1. Providing a variety of activities and passages	17
2.10.2. Helping students to see the reasons behind exercises	18
2.10.3. Allowing students time to consider	19
2.10.4. Preventing panic	19
2.11 Factors that affect the listening skills of students	20
2.11.1 Motivation	20
2.11.2. Teachers	21
2.11.3. Students	22
2.12 Kinds of listening activities	23
2.12.1 Using charts.....	23
2.12.2 Using picture.....	23
2.12.3 Following instructions correctly.....	24
2.12.4 Inference	24
2.12.5 Recognizing the speaker's mode attitude and relationship	24
2.13 Assessing the difficulty of listening passages	24
2.13.1 Type of delivery	25
2.13.2 Accent	25
2.13.3 Density of information	25
2.13.4 Number of the speakers	26
2.13.5 Familiarity of subject matter.....	26
Chapter Three: Research methodology.....	28
3.1 Subjects.....	28
3.2. Data collecting tools.....	28
3.2.1 Questionnaires	29
3.2.2. Interview.....	29
3.2.3 Observation	29

3.2.4. Content Analysis	30
3.3. Developing the data collecting tools	30
3.4. Data analysis	31
Chapter Four : Data analysis and discussion	32
4.1 Instructor's background information	32
4.2 Instructor's response concerning the listening texts and activities	33
4.3. Instructors response concerning the practice of teaching listening skills.....	36
4.4 Analysis of students' responses concerning the listening activities in the student's modular materials	49
4.5 Students responses to their listening learning practices	51
4.6 Content analysis	58
Chapter Five: Conclusions and recommendations	63
5.1 Conclusions	63
5.2 Recommendations.....	63
Bibliography	69
Appendix A: Instructor's questionnaire	74
Appendix B: Interview questions for the instructors	79
Appendix C: Student's questionnaire	80
Appendix D: Student's interview	83
Appendix E: Check list for the content analysis	84
Appendix F: Summary of observation check list	85
Annex: Syllabi for the course	86

List of Tables

Tables	Page
Table 1. Instructor's background information	32
Table 2A. Instructor's response concerning the practice of teaching listening skills	36
Table 2 B Instructor's response concerning the practice of teaching , listening skills	41
Table 2 C Instructor's response concerning the practice of teaching listening skills	45
Table 3. Student's responses to their listening learning practices	51
Table 4. The listening texts and activities in the modules	61

Abstract

The objective of this study was to assess the practice of teaching listening skills at Kotebe College of Teacher Education. Specifically, the study was intended to answer the following questions:

What are the factors (positive or negative) related to:

1. the materials the instructors use and
2. the teaching environment that affect the teaching of listening skills at the college?

In order to achieve the objectives of the study, questionnaires, interview, classroom observations and content analysis check list were used as data collection tools. Both open ended and closed ended questionnaires were dispatched to the available English language instructors and the sample students. Semi structured interview questions were held with the available English language instructors and the sample students. Observations were held based on the structured checklist. Document inspection was also done by using checklist. Then based on the information gathered from the instructors, the students, the classroom observation and the content analysis, the study showed that:

There were no teacher made or commercial videocassette listening materials. Likewise, the study revealed that there were few audiocassettes possessed by only two instructors. The study identified the factors that hindered the teaching of listening skills. According to the findings, the majority (89%) of the instructors did not use or attempt to use audio and video recording materials to teach listening partly because they could not operate the equipment available in the language laboratory and partly because the laboratory could not accommodate all the students assigned in one section. Lack of appropriate electricity connection in the classrooms was also identified to be a factor that prevented instructors from using mobile tape recorders.

As to the listening materials, the research showed that the instructors did not use the listening materials that the current ELT scholars suggest. Concerning the listening activities in the students' modular materials, the study showed that the listening texts and activities were not in harmony with what recent ELT scholars say (such as Harmer, 2001; Underwood, 1989).

CHAPTER ONE

Introduction

1.1 Statement of the Study

The ultimate goal of teaching any language is to enable the learners to use the target language and communicate their opinions, thoughts and feelings understandably (Krashen and Terrell, 1983). For any kind of communication to take place successfully, it is important that we (the participants in the communication) listen, speak, write, and read. Among the four-macro language skills, Hedge (2000), citing Rivers and Temperley (1978), Celce Murcia (1995) remarks, much amount of time is devoted to listening in any one's daily communication. According to Hedge, (Ibid.), "... approximately 9 per cent is devoted to writing, 16 per cent to reading, 30 per cent to speaking and 45 per cent to listening".

Hedge's explanation depicts that listening is very much fundamental for daily life communication. Concerning the importance of listening, Nadig (2007), in his on line article writes: "Expressing our wants, feelings, thoughts and opinions clearly and effectively is only half of the communication process needed for interpersonal effectiveness. The other half is listening and understanding what others communicate to us."

Nadig's explanation seems to imply that the effectiveness of our communication is judged not only by how much we speak, but also by how much of what we speak is understood by listeners. Hence, it may be argued that no matter how good a speaker may be at speaking, s/he may find it hard to make impression on listeners if they (the listeners) are not effective listeners.

In almost every part of the world, the number of people speaking English as the first, second or foreign language is increasing. These people study their college or university education through the medium of English whether in their own or in English speaking countries (Flowerdew 1994).

Ethiopia is one of the countries where English is used as a medium of instruction at high schools.

Finally, based on the conclusions reached, it has been recommended that the instructors get enough training to operate the equipment in the laboratory. Besides, the college should fulfill the necessary materials (including payments) for the preparation of listening teaching materials. It has also been recommended that the department head should organize departmental meetings so that the instructors can have experience sharing and professional development.

colleges and universities. Students, especially those in colleges and universities have to listen to lectures and take their own notes. They have to be able to listen, understand and respond in debates, dialogues or oral presentations. Therefore, it follows that developing the students listening skills is a fundamental component of language teaching. If students are not capable of listening successfully, they may find it difficult to have a smooth academic atmosphere in their stay at high school, college or university. In relation to this, Moges (2003:2) writes the following:

In a foreign language context, particularly in contexts like Ethiopia where English is a medium of instruction, the listening abilities of learners could influence learners' achievement in other disciplines. More importantly, at the tertiary level education, where learners are expected to comprehend and take notes from lectures, one's listening ability has a paramount influence on achievement

¶ Such being the case, however, Swanson (1970) indicates that there is a tendency for teachers not to emphasize the listening objectives. Teachers may not teach listening, according to Swanson, because they assume that listening develops naturally. The other reason for not teaching listening, Swanson further argues, is that teachers are not sure how best to teach it. Correspondingly, Getachew (2002: 1) explains: "... there has always been a complaint from different quarters on our students' (Ethiopian Students') poor listening ability." Moreover, he tries to emphasize that listening remains to be the most difficult skill for Ethiopian students. On the other hand, Getachew argues that in a lot of cases listening is not taught because many teachers may have the assumption that it is quite easy to listen.

¶ Consequently, the scholars' ideas explained above seem to make it clear that there is a huge need to teach specific listening techniques which enable the students to listen and understand what they hear. Do teachers and/or instructors teach listening in Ethiopia?

In the college where this study took place, students are often heard complaining about the inadequacy of teaching listening. Why do students complain? What is the practice of teaching like which students complain about? Have there been studies done on the teaching of listening skills?

To the extent that the present researcher knows, there have been some studies (in the Ethiopian context) on listening skills. Seime (1989) conducted research to investigate the listening abilities

of Bahir Dar Teacher's College students. In his study he indicated that the students were not able to adequately listen to what their instructors were saying.

In addition to Seime's study, Berhanu (1993) also carried out research to investigate the listening strategies used by fourth year AAU students. Since Berhanu's study was basically intended to investigate the listening strategies actually used by students, he did not indicate whether there was teaching listening in the university. What Berhanu, indeed indicated was that there was a need to provide students with appropriate listening comprehension practices.

Girma (1999) did research to determine the extent to which high school teachers taught the listening skills with special reference to the newly designed grade nine textbook. He concluded that the majority of the teachers rarely taught listening skills. Furthermore, Girma confirmed that the teachers did not encourage the student to listen to different English media.

Likewise, Haregewoin (2003) conducted a research, in which grade 11 students were in focus, to investigate the classroom listening comprehension teaching practices in relation to the New English Course Books. In her study, she found out that teachers did not show any significant effort to give pre-listening tasks and provide students with visual supports. In addition, Haregewoin concluded that teachers were not teaching listening lessons appropriately. ✓

The above local studies have some implications for what has to be done now. If college students, based on Seime's study, were found to be unable to adequately comprehend what was said by their instructors, it implies that the teaching of listening skills was not as successful it should be. What factors could there be that hinder the teaching of listening in colleges (such as Kotebe College in this context)? Berhanu's study suggested that there was a need to provide students with appropriate listening comprehension practices. The question now is whether students are being provided with appropriate listening comprehension practices or not. If so, what materials are the instructors using to teach the listening skills? It seems also apparent from Girma's and Haregewoin's studies as well that listening is not adequately treated in high schools. If listening is not adequately addressed in high schools, does the problem prevail in colleges as well? This study ultimately tries to address these questions.

1.2 Objectives of the Study

The general objective of this study is to assess the practice of teaching listening skills at Kotebe College of Teacher Education (KCTE). Specifically, the study tries to answer the following question:

What are the factors (positive or negative) related to:

1. the materials the instructors use and
2. the teaching environment that affect the teaching of listening skills at the college? ✱

1.3 Significance of the Study

The researcher of this study hopes that the findings of this study will:

1. instigate the instructors to reconsider their teaching listening skills and make possible improvements.
2. act as a stimulus for the instructors to revisit their listening teaching materials (e.g. modules) and incorporate up –to- date listening texts and activities.
3. inform (and possibly initiate to act up on) the concerned bodies in the college about how successfully or badly the teaching of listening is going on.
4. provoke thought for further studies either in listening and /or other language skills.
5. lay the ground work for other studies.

1.4 Scope of the study

One of the specific objectives of this study is identifying the factors that affect the teaching of listening skills. However, the development of listening skills, as explained by Haregewoin(2003), is influenced by a number of factors. She puts it in plain words that:

The purpose and context of the listening, the teaching material, and methods to be implemented, the learners' characteristics, their socio-cultural and economic background, teachers' capacity and student-teacher relationship, all have much to do with the development of macro and micro-listening skills of the learners.... the amount of classroom listening practices , access to real life listening situations and the role of the target language out side the classroom have their contributions to enhance listening comprehension skills.

In line with Haregewoin, Anderson and Lynch (1988) also argue that there are a number of

closely related factors that affect the teaching of listening. Therefore, the researcher of the current study finds it difficult to consider all these factors in this study. Hence, this study is limited to only some of the factors such as the factors which are related to the teaching environment and the teaching material. Besides, the study does not examine the effectiveness of teaching listening in the college.

1.5 Limitation of the Study

In addition to the permanent (full time) teachers, there were five part time English instructors in Kotebe College of Teacher Education when this study was going on. However, the researcher could not easily get those instructors to distribute the questionnaire and hold interview with. Had it been possible to gather information from those instructors, this study would probably have had additional information about the practice of teaching the listening skills at the college under discussion.

Chapter Two

Review of Related Literature

2.1 Definitions of Listening

Underwood (1989) defines listening as an action of paying attention to and trying to get sense from something we hear. Rost (1991:4) on his part defines listening mainly as “a thinking process.” According to Rost, listening is a thinking process in the sense that listeners think about the meaning of what is said. Hence, “...effective listeners develop a useful way of thinking about meaning as they listen” (Ibid 1991:4). Rost’s view is substantiated by Morley (1991:90) who defines listening as “an act of information processing in which the listener is involved in two way communication.” Whichever way the communication may be (two-way communication or one-way communication), Morley’s explanation shows that listeners are thinking of meaning and interacting with speakers.

Rost (2001) and Cook (2001) as cited in Haregewoin (2003) argue that listening is a goal oriented activity, which involves both bottom-up and top-down processing. In bottom-up processing, listeners attend to data in the coming data signals. In the top-down processing, listeners utilize prior knowledge and expectations to create meaning. In relation to this, Fox (2001), explains that learners have to use their brains actively to create their own pictures, thereby increasing all the vital imagination.

✓
According to Cart (1999) most People (perhaps including teachers) often confuse listening and hearing. This confusion, according to Cart, might lead people to believe that listening is an instinctive behavior and does not have to be taught. Galvin and Pamela (1999), however, argue that there is a clear difference between hearing and listening, where the former is a matter of receiving sounds and the latter is much beyond becoming aware of sounds. According to these authorities, listening involves many processes in which hearing is one among the processes. With regard to this, Ahuja and Ahuja (1990: 18) give a comprehensive definition for listening by

indicating all the components that the process of listening incorporates.

According to Ahuja and Ahuja(1990: 18):

Listening is hearing
PLUS
Attending
PLUS
Understanding
PLUS
Concentrating
PLUS
Remembering
PLUS
Continually grasping and processing information.

Ahuja and Ahuja's definition given for listening indicates that hearing is the first step in listening. Then we give attention to what we hear and use our own experience to understand what we hear.

2.2 Types of listening

As has been indicated above, listening requires conscious mental effort and specific purpose. Based on the purposes for listening, Galvin and Pamela (1999:58) argue that there are four types of listening: informational, emphatic, critical, and creative listening. These same scholars explain that students should be able to determine their purposes in any given listening situation.

2.2.1 Informational Listening

An important purpose for listening is to get information. Informational listening involves listening to information such as directions, explanations, news and so on. When students listen for information, they should be encouraged to take notes. There are lots of situations when listening for information is a must such as when the teacher gives assignments, when there is radio broadcasts, weather news events, sport and so on (Galvin and Pamela, 1999:62).

According to these authorities, informational listening is the basis for the other types of listening. Unless a listener understands a message accurately, s/he cannot analyze another person's ideas or

respond to another person's feelings (Galvin and Pamela 1999). Students are expected to listen and extract as much information as needed. Consequently, it seems quite important to provide students with tasks that demand the extraction of information.

2.2.2 Critical Listening

In critical listening, listeners examine an informative or a persuasive message and make decisions about the issue they listen to. Listeners critically attend the reasons the speaker presents; ask questions for gathering further information; try to distinguish the facts from opinions and examine the source of the information. In critical listening, after listeners have listened, they are expected to respond actively (ibid).

2.2.3 Creative Listening

Creative listening is also sometimes called 'recreational' listening. In creative listening listeners use their active imagination as they interpret a message. For instance, if the listener is listening to a music or narration, he/she may create pictures or stories to go in harmony with the music or narration. When a story teller narrates a story, listeners may create mental pictures. Creative listening is particularly important when students (listeners) do role-playing because they should know how carefully they are supposed to listen to respond to the other people in the scene (Galvin and Pamela, 1999).

2.2.4 Empathic Listening

Empathic listening, according to Galvin and Pamela (ibid) involves listening to others' feelings. In this type of listening listeners must listen carefully and share others' feelings. Listeners must carefully observe eye contact, head movement, or touch of the speaker to clearly understand his/her feelings. In any type of listening in general, in emphatic listening in particular, the use of other bodily receptors besides ears is fundamentally important. In an emphatic listening, listeners look at the speaker by letting their eyes single out the non-verbal signals that the speaker sends out when he/she is speaking.

Speakers with strong feelings want listeners to show them (the speakers) that they (the listeners) care about them. Emphatic listening does demand patience. Listening to negative feelings may at times be very offensive. Therefore, the listeners must patiently listen to what the speakers say and show sympathy. To show that the listener is concerned about the issue, he/ she may even interrupt the speaker and ask questions. Emphatic listening, therefore, entails that the listeners listen very carefully (Ahuja and Ahuja, 1990; Galvin and Pamela, 1999).

Hence, according to these scholars' explanations in emphatic listening the listeners listen to support others but not to judge them. In day to day life situations, every listener is sure to face all of the above listening types. Therefore, teachers need to try to help students practice every kind of listening so that they can develop their listening skills in every possible situation.

2.3 Barriers to listening

That someone is with a normal hearing does not guarantee by itself that he/she is a good listener. Various barriers hinder the speaker's message from being received. There are three major barriers to listening: external barriers, speaker barriers, and listener barriers (Galvin and Pamela, 1999).

2.3.1 External Barriers

External barriers are situations in the environment that distract the listener's attention. These distracters include ambulance siren wailing, other students' noise outside class, improper lightning, improper room temperature, or ventilation (Sandal et al., 2003).

To minimize, if not avoid, the external barriers, it seems to be the listener's responsibility. Teachers should also play their own role in avoiding distracters. If the distracters cannot be avoided, the teacher should tell students to be aware that there are distracters and to ignore them.

2.3.2 Speaker Barriers

Speaker barriers are characteristics of the speaker that interfere with listening. Some of the speaker barriers include appearance and manner of speaking. Appearance may interfere with the message. For instance, if a speaker's clothes (the teachers' clothes, for example), jewelers, or

hairstyle distracts students, they may miss the main point of the message. Excessive use of filler words such as “you know,” or “like” and the habit of looking at the floor during a conversation distracts listeners’ attention. Likewise, some prejudice speakers who are biased can be a source of barrier for listeners. If a speaker is saying that females are weak in sport and less amount of money should be funded for them, listeners may get angry with the speaker and fail to attend his/her speech attentively (Sandal et al., 2003).

2.3.3 Listener Barriers

Listener barriers are personal attitudes or behaviors that interfere with listening. Internal distractions such as lack of knowledge, personal prejudices, and the listeners’ desire to talk may distract ones attention during listening (Kline, 1996: online).

2.3.3.1 Internal distractions

The listeners’ thoughts, feelings, or physical conditions can interfere with listening. The barriers that limit an effective listening environment are physical, psychological, and emotional conditions. Physical distractions include fatigue, hearing impairment, illness and so on. The psychological conditions include an inability to focus, short attention span, lack of interest and different intellectual ability. The emotional barriers include worry, grief, anger, depression, fear, prejudice and so forth. In order for listeners to be effective in listening, they must first avoid these distracters. They have to take the risk of asking questions without fear to clear up what they cannot understand (Sandal et al., 2003).

2.3.3.2 Personal prejudices

Personal beliefs may also keep listeners from paying attention to what people say. If people believe that they know everything about a certain topic, they may be reluctant to what others say and get information for they do not think they can learn anything new by listening carefully to others. Such people with this attitude close their minds and fail to comprehend what others say (Kline, 1996: online).

Based on the scholars’ ideas above it may be felt that teachers have certain things to do. If teachers know that there are such problems in the classroom, they need to make as much effort as possible to inform students that what they are listening can add something new to the information in their minds’ stock. Teachers should also be careful when listening texts are chosen. Issues such

as religion may not be good topics. If a certain person is talking about a certain religion, other listeners may not listen because they believe that they always hold the opposite view that applies to their own religion. Hence the kind of listening texts and activities teachers design should take these things into consideration.

2.4 The Listening situations

In our day-to-day life activities, there are various situations when and where listening becomes so much fundamental that we have to engage ourselves in the listening. Listening occurs where there are speakers of a language. Therefore, students should be able to listen whenever and wherever there are speakers. Underwood (1989:5) lists the following situation for which we have to prepare our students.

1. Listening to conversations in which one takes no part. Underwood (ibid) calls this an 'eavesdropping'. This is a listening situation where the listener listens for the mere reason that what is being said attracts him or her. In this case, the listener does not intervene and simply tries to find out the message without seeking explanation.
2. Listening to announcements (at airport, rail way station, etc). In this listening situation, the listener tries to extract the relevant information without worrying about other irrelevant information. Here the listener is aware of the context and may wish to tell a friend what he/she has heard.
3. Listening to news, to weather forecast, and so on on the radio. Here the listener may listen to the radio where the objective is again to extract clearly stated information.
4. Listening to the radio for entertainment. In this kind of listening, the listener has very limited knowledge of what is going to be said or who is going to make the utterances.
5. Watching television entertainment. This listening is easier than simply listening to the radio. Here the listener can enjoy the 'paralinguistic signals' given by the speaker (the nods, the hand movement, the smiles and the frowns).
6. Following a lesson (in a school where English is one of the languages of instruction, for example) where the listener may need to grasp concepts and distinguish between main and subsidiary ideas. During lessons, listeners can be called upon to respond to what they hear in a number of ways.

7. Listening on the telephone (to take a message, or simply to hold a conversation) where the listener is unable to see the speaker and may, in addition, have problems in distinguishing the spoken sounds because of inference and distortion.

2.5 Aims of Teaching Listening

Progress in listening, Rost (1991) explains, will provide a basis for development of other language skills. Consequently, Grant (1989:19) advises teachers to teach listening skills to enable students to do the following:

1. Discriminating between sounds both in single words (e.g. pray and play) and in connected speech. For example:

I think we should taste that liquid.
I think we should test that liquid.

2. Recognizing (and understanding) various stress and intonation patterns; for instance, the differences in meaning among the following.

I don't know anything about her.

I don't know anything about her.

I don't know anything about her.

I don't know anything about her?

3. Recognizing language signals in talks and lectures that indicate:

When a new idea is being introduced;

When a speaker is going to give an example of something that he or she has been talking about;

When a speaker is making an important point.

4. Overall comprehension skills, which are important in any communication situation. Examples include understanding the main points in a news broadcast, following a complex chain of thought in a talk or a lecture, etc.

2.6 Planning a listening lesson

Rixon (1986:63) explains that the phases of a listening lesson can roughly be divided into three:

1. Things to do before the students hear the passage to help them get most out of what they are going to hear.
2. Activities and exercises to be carried out as the students listen to the passage to guide them as they try to grasp the main information in it.
3. Things to do once the class has come to grips with the meaning and content of the passage, and is ready to look back, to reflect on some of the language points in it, or to do some extension work based on the content of the passage. These three phases can

be termed as pre- listening, while- listening and post listening.

2.6.1 Pre-listening Phase

The pre-listening phase is a kind of preparation in which we set up the challenges that will give the students a basis for having the interest to listen to the passage. The pre- listening phase provides the students with the opportunity of deciding their purpose for listening. During the pre-listening phase teachers need to understand that all students bring different backgrounds to the listening experience such as beliefs, attitudes, linguistic and cultural background (Rixon, 1986; Turner, 1995; Cunningsworth, 1995; Rost, 1990).

Some scholars such as Turner (1995); Underwood (1989) list the following activities to be performed during the pre- listening phase:

- ♦ providing the topic and getting students discuss it;
- ♦ providing a purpose for listening;
- ♦ indicating whether the students are listening to a monologue dialogue or story and (indicating who is talking to whom and giving names of the speakers if appropriate);
- ♦ activating existing knowledge (letting students predict about the topic; brainstorming);
- ♦ letting students look at pictures;
- ♦ giving (or asking about) some cultural information;
- ♦ informing about the kind of task the students are expected to perform;
- ♦ clarifying the procedures in the listening (how many times the tape will be played; whether the teacher will pause the tape at some stages);
- ♦ telling something (but not too much) about the passage or asking students what the passage will be about;
- ♦ having a quick look at the activities or exercise for the while listening phase;
- ♦ teaching some vocabularies, if it is assumed that students may not work out from the context;
- ♦ motivating students;
- ♦ giving clear instruction and

2.6.2 While- listening phase

In the while-listening phase, students will be given questions to answer during the time of listening to the text. According to Underwood (1989: 45), "The purpose of while listening activities is to help learners develop the skills of eliciting messages from spoken language." At this phase, the students are expected to understand important information. Teachers should encourage students to collect as much information as possible from the text at the time of listening to it. In order for the students to be capable of comprehending the most important information, they should be given questions that they read and understand before they hear the listening text. The questions that the students are given to answer as they listen should not be too many. If too many questions are given, the students may fail to remember them all as they listen to the text (Rixon, 1986).

Atkins, et al. (1995:116) suggest the following as some of the while- listening tasks students can be provided with:

- ♦ listen and tick (things, people, dates, etc. on a list);
- ♦ listen and do (fill in a chart, diagram, table, list);
- ♦ listen and match (pictures to a text/put in the correct order);
- ♦ listen and draw (pictures /diagrams from instructions);
- ♦ listen and follow (e.g. directions on a map);
- ♦ listen and select (e.g. the best choice);
- ♦ listen and choose (e.g. whether given statements are true/false according to what they hear);
- ♦ listen and complete (e.g. notes from talks/news broadcasts, etc);
- ♦ listen and enjoy (e.g. a joke, a story).

2.6.3 Post -Listening

In the post-listening phase, students need to act upon what they have heard to clarify meaning and extend their thinking. The tasks the students are expected to do at this stage could be the extension of the activities in the pre and while- listening phases (Underwood, 1989).

Well-planned post-listening activities are just as important as those before and during listening activities. In post -listening, students talk about what the speaker said, question statements of opinion, strengthen certain remarks, and identify corresponding incidents from life. Furthermore, students can also ask one another about their understanding of the listening text to confirm their assumptions and clarify their understanding. Students may also orally present a short summary of the speaker's presentation. Or they may write a summary. They may also be asked to critically

analyse what they have heard (Underwood, 1989; Nadig.: online: Rixon, 1986).

2.7 Real-life listening

The objective of teaching any language is/should be basically to enable the students to express themselves when they meet the society outside the classroom. In other words, our teaching of a language should be in such a way that students can successfully use the language in their day-to-day life activities. Similarly, it sounds reasonable to base our listening teaching on the real life situation. But what does real life listening involve? Ur (1984:2) lists the following as real life listening situations.

- ♦ listening to the news, weather forecast /sport report: announcements, etc. on the radio;
- ♦ discussing work/current problems with family or colleague;
- ♦ making arrangements /exchanging news and so on with acquaintances;
- ♦ making arrangements /exchanging views etc. over the telephone;
- ♦ Chatting at a party /other social gathering;
- ♦ hearing at a party/ other social gathering ;
- ♦ hearing announcement over the loud speaker (at a railway station ,for example or airport);
- ♦ receiving instruction on how to do something /get somewhere ;
- ♦ attending a lesson /seminar;
- ♦ being interviewed /interviewing;
- ♦ watching a film/ theatre show /television programme;
- ♦ hearing a speech /lecture;
- ♦ listening to recorded /broadcast songs;
- ♦ attending a formal occasion /wedding /prize giving /other ceremony;
- ♦ getting professional advice (from a doctor, for example);
- ♦ being tested orally in a subject of study.

2.8 Suitability of Listening Tasks

The listening tasks we set must be appropriate to students. The tasks we prepare should not take too much time to complete. If the tasks take too much time to complete, "...they will deflect our attention away from making sense of the speech that continues to come in through the ears. In other words, we shall miss incoming information whilst we concentrate on recording what we have already heard" (Turner 1995:14). Turner further stresses that suitable tasks will be quickly and easily completed.

According to Swarbrick (1994) and Turner (1995), examples of such listening tasks may include:

- ♦ Yes/no True/false....tick/cross answer.
- ♦ either....or answers.
- ♦ Ticking items from a list, not all of which will be heard,
- ♦ putting in chronological order by numbering ,
- ♦ writing figures or symbols,
- ♦ filling gaps with one word,
- ♦ correcting factual details, like colors, times, prices.
- ♦ matching up hashes,
- ♦ making notes via key words-as, for example, in description.

In addition, to the ideas given by Turner (ibid) above, Underwood (1989:33) stresses that the following points should be taken into consideration when we think of listening tasks.

- ♦ 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.

2.9 Integrating listening with the other skills

What do we do in real life communications? Do we simply speak while others listen? Or do we merely listen while others speak all the time as long as we are with them? Or do we read without taking any note? Or do we simply read without making comments? In real -life situation one language skill- reading, writing, speaking or listening- may not take place independently. One language skill is usually integrated with the other(s). Turner (1995:21) explains this integration when he says:

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. In classroom foreign language learning the skills need to be integrated in the same way. The language learning we do through listening should not be unconnected with the language learning we do through speaking, reading or writing. If learners are to have that automatic access to language that they

enjoy in a first language, then they need to keep what they know in constant circulation.

The quotation above indicates that the listening tasks should be prepared in a way that lets students practice the other skills as well. This does not mean, however, that the practice of listening skills should be overshadowed by the other skills. Rost (1990) remarks that the integration of listening with other skills should be appropriate. The integration of listening skill with the other skills usually happens in the post-listening phase. In the post-listening, students discuss, write about (summarize), reflect on what they heard in which they exercise the other skills namely reading speaking and writing (Turner 1995). The integration of skills is important, according to Gower et al (1995:85), "...because it gives opportunity for a topic to be fully explored and for vocabulary connected to the topic to be practiced and recycled." The integration of skills is also crucial, these authorities further argue, "...because one context or one text can be used for another activity."

2.10 Guidelines to have a successful listening lesson

Brown (1998) argues that the listening tasks teachers prepare play a great role in the teaching of listening. Hence, Rixon (1986) proposes that interesting passages should be used for the listening purpose. Besides, we have to do the right sort of exercise in a consistent sequence. Rixon (1986:74) gives some lesson guidelines to have a successful listening lesson but the following are worth mentioning in this paper.

2.10.1 Providing a variety of activities and passages

Since students in classrooms differ in many cases such as social (background) and ability, teachers need to prepare as various activities as possible to satisfy most of their students' needs at various times. In a listening lesson, a single specific type of exercise should not be overused (Harmer 1983). "If students know that they will always start the lesson by having to listen to a tape played to them by you, answer multiple choice questions and then move into pairs to compare their answers, this will become too much of a routine, and they will become bored" (Rixon 1986:74).

In line with Rixon's (ibid) idea, Underwood (1989) also remarks that the frequent use or avoidance of recorded materials can have its own demerits. Therefore, exposure to different types of passage and to the possibilities of interaction with the speakers is very important in boosting learners' experiences of and self-reliance in handling the spoken word.

Byrne (1986:16) indicates that various listening materials and listening activities should be used to develop the students' listening ability. According to Byrne, the listening materials include:

- 1 Stories, anecdotes, jokes, talks, commentaries. In such listening materials, according to Byrne, there is only one speaker and listeners will not have difficulties in trying to identify who the speakers are.
- 2 Conversations, discussions, plays. In such kind of listening materials, there are two or more speakers. Here the students may be given some hints about the speakers ahead of time and then they will be let free to identify the speakers.
- 3 Songs. Songs, according to Byrne (ibid), are good listening materials because students are very much concerned about songs. In using songs as a listening material, the students should be provided with tasks such as fill in the missing words, phrases and sentences.
- 4 Videos and films. Videos and films are of vital importance to the teaching of listening because the students can see what is taking place. Videos, films and recorded materials are important because, according to Dubin and Olsbain (1986), in our real life situations we get involved in watching films and listening to recorded materials such as radio broadcast. These authorities also take a firm position that courses and materials should be designed in such a way that varieties of listening materials and activities are involved.

2.10.2 Helping students to see the reasons behind exercises

Students should clearly see the reasons behind listening to a listening passage. "If they [students] are allowed to do them [the listening activities] in a blind or mechanical way they will get much less out of them than they should." (Rixon, 1986:75). Rixon's explanation depicts that the instructions students are given should be concrete rather than technical or abstract. The citation also implies that students should listen not for the mere reasons of practicing listening skills but for the sake of communications or extracting meaning out of what is said.

Atkins et al. (1995:106) substantiate Rixon's explanation when they say: "Effective listening involves listening for a purpose, i.e. we do not listen to merely practice language skills. We listen for social purposes or to transfer or exchange information." If students have a purpose for listening, Atkins et al (ibid) explain, they may attend actively to the message and try to construct a consistent interpretation of the speaker's mind. When students have a purpose for listening, they become active and ask themselves questions as to whether what they listen to matches with what they already know.

2.10.3 Allowing students time to reconsider

A listening class should sound like a teaching session, not a testing session (Atkins et al 1995; Rixon 1986). Rixon takes a firm position in saying that it does not have to be regarded as cheating if students would like to hear the passage again in any way it suits them in small section, with pauses, or in any other way that students are comfortable with. Rixon further explains that students should not be expected to give an immediate answer. They need time to check whether what they heard matches with what they know. They need to be given time to reconsider the answer(s) they have initially given (ibid).

2.10.4 Preventing Panic

Atkins et al. (1995:108) affirm that students face a psychological rather than a linguistic problem. When students appear before the listening text they show some sort of uneasiness and discomfort. With regard to this, Rixon (1986:77) explains that the feeling of anxiety damages the students' listening ability. To alleviate this problem the following points are worth considering.

- 1 Teachers should be determined to teach students to listen effectively rather than to test their listening skills (Atkins et al 1995:108). In other words, "The idea of a lesson as a training session, not a test, should be emphasized at all cost. Student should feel that a wrong answer is not a sign of failure, but something whose causes can be analyzed with a sympathetic teacher" (Rixon 1986:77).
- 2 When students become better listeners, it could be a good idea to use recorded materials. However, teachers should make sure that they (the teachers) or the students are capable of operating the parts of the machine or the tape in order to play back the parts that students

- find difficult and/or interesting (Rixon 1986).
- 3 Face to face listening provides students with the opportunity of interrupting and asking for clarification or repetition. So students should be trained and heartened not to be shy about this.
 - 4 Students should be taught to write down words or phrases that they do not understand. This gives them a sense of independence and self-confidence. If they write down words or phrases they cannot comprehend, they may read them back later and ask for clarification or search for their meaning in a dictionary (Rixon 1986).

2.11 Factors that affect the listening skill of the students.

2.11.1 Motivation

Different scholars such as Harmer (1993) and Krashen (1981) remark that for any kind of action to be performed successfully, motivation plays a significant role. Ahuja and Ahuja (1990:8) firmly argue that motivation is fundamentally important in the teaching of listening skills.

According to them:

Motivation is one of the most significant elements of listening proficiency. It does play a very important role, as far as listening is concerned. More specifically, motivation, in terms of interest, emotional appeals and attitudes, and mind set determines one's level of aural competence. Listening comprehension improves if there is interest in the topic before the speech communication or in the discussion to follow after the speech.

According to these authorities, motivated listening leads to better understanding and interpretation. The inference we can draw here is that listening comprehension can be improved if listeners are interested in what they listen.

The significance of motivation seems to be extremely mandatory when it comes to listening. Underwood (1989:104) states "Whilst motivation is important in all language learning, it is doubly important in learning to listen, and needs to be coupled with a high level of success from the very beginning."

2.11.2 Teachers

Teachers have lots of roles to play when they are teaching listening. They need to, for example, build up the students' confidence by helping them listen better rather than testing their listening abilities. It is also teachers' responsibility to provide students with activities in which students can be successful. In addition, teachers should tell students that the teacher is not the only person in the class who has come with useful and interesting things to say. Hence, it is important that teachers provide students with numerous opportunities by exposing them to music, conversation, family stories and so on (Bowen and Jonathan, 1994; Harmer, 2001).

In addition to giving the opportunity to have the exposure to listening, teachers need to try to encourage students to record their (the students') own voice for learners hearing their own voice is a useful experience (Grant 1987). Furthermore, Jalongo (1995), as cited in Sandal et al.(2003), remarks that it is a good thing if teachers inform students to listen and accomplish certain tasks. Otherwise, students do not always focus on the content of what is stated if teachers do not point out in advance what is important. Students are more motivated to listen when they know that they will be expected to perform a specific task. Hence, teachers are expected to know how to select appropriate language learning materials and suitable activities in harmony with the students' interest, age level and language ability.

Preparing various activities may not guarantee that students can practice listening successfully. After preparing different listening activities, teachers ought to check whether students can purposefully listen to the activities. According to Underwood (1989), this can be achieved by providing tasks that are as realistic as possible so that the students can relate what they are doing in real life outside the classroom.

Setting purpose for listening or making the listening tasks realistic is very important because "Authentic language and real world tasks enable students to see the reliance of classroom to their long term communicative goals by introducing natural texts (for a list of real world texts) rather than fictitious, artificial material" (Brown 1994:245).

The other fundamental role that teachers play in teaching listening is preparing the students for the listening activity. Accordingly, as to Gower et al (1995), teachers need to prepare students for the listening activity by informing them ahead of time that they (the students) are not expected to understand everything they hear. Too much expectation from students during the listening period. Gower et al (ibid) warn, is very dangerous. According to these authorities to demand too much perfect responses from students would jeopardize the learning atmosphere. Therefore, over and unnecessary corrections of the students' speech during listening comprehension activities are of no use.

The ideas given by the scholars' above do not imply, however, that teachers should refrain from giving feedbacks. In fact feedback is important because students should know whether they have succeeded in accomplishing the listening activities. If feedback is not given students may not recognize their errors (Yagang, 1993; Rost, 1990).

2.11.3 Students

The success or failure of the task of teaching and learning seems to rely basically on the two stakeholders: students and teachers. As we have seen above, there are huge responsibilities that teachers should carry out in order for listening to be taught effectively. If one of the two stakeholders, either the teacher or the student is reluctant to let the teaching learning process happen smoothly, the teaching of listening or any other skill is sure to face problems. For example, "...a learner may be unwilling to take risks by guessing, or anticipating, or establishing a frame work for understanding without worrying about details..." (McDonough and Christopher, 1995:139). If students appear to be so, these authorities explain, it is difficult to successfully teach a language.

In relation to McDonough and Christopher's explanation, Parrott (1993: 161) also argues that "Learners employ a variety of strategies in their attempt to understand attitudes and expectations. Although some of these personal factors (strategies, attitudes and expectations) may facilitate understanding, others may be counter productive." Some of the personal factors that emanate from students and inhibit effective listening, according to Parrott (ibid) may include:

- learners may be afraid of appearing silly by getting the answer wrong

- learners may try to understand everything they listen to
- learners may try to listen word by word.

Underwood (1989), as quoted in McDonough and Christopher (ibid) enumerates the following as potential factors that inhibit successful listening.

- ♦ The learner listener cannot control the speed of delivery;
- ♦ He/she cannot always get things repeated;
- ♦ He/she has a limited vocabulary;
- ♦ He/she may fail to recognize 'signals';
- ♦ He/she may lack contextual knowledge;
- ♦ It can be difficult to concentrate in a foreign language;
- ♦ The learner may have established certain learning habits, such as a wish to understand every word.

Listening can be effective if students (listeners) are "...relaxed, physically alert and feel able to ask for clarification and know how to do this"(Parrott, 1993:161). Hence learners, in addition to what their teachers do, play their own part for their listening lesson to be a successful event.

2.12 Kinds of Listening activities (exercise)

Rixon (1986:82) lists the following as good listening activities.

2.12.1 Using Charts

Charts can be used when the speaker compares and contrasts two things. If there are many things to be compared and contrasted, there may be many columns. When the tasks focus on such exercise, students need to be familiar with note taking. The notes can be used by the students (listeners) when taking unguided notes on the same types of passage (ibid).

2.12.2 Using Pictures

The use of pictures assists the teaching of listening. Pictures can be a 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 also be provided with some pictures arranged in a wrong order. So students can be asked to listen to the listening text and arrange the pictures in their logical order according to what is stated in the listening passage (Atkins et al., 1995; Wright, 1989).

2.12.3 Following instructions correctly

According to Rixon (1986), listen and do exercises, in which students must act upon instructions, can be pleasurable in addition to providing students with instantaneous feedback on how good their listening has been done. The teacher can easily assess such kind of exercises because everyone performs at once. Since it is a kind of game, students do not experience any kind of tension and shame at getting something wrong or not great. Communication games in listening, Rixon further goes on to say, can be played in pairs that involve the giving and understanding of instructive skills. This kind of listening activity helps students develop the students' listening skill that they need in real life.

2.14.4 Inferences

Sometimes speakers may not be direct in their speech. In such cases listeners should join the pieces of information they hear and reach a conclusion. This kind of listening activity is a much more sophisticated activity. It is more than "simply understanding single pieces of information in isolation, and it is a step that many learners need to be pushed to take" (Rixon, 1986: 94). In such listening activities, Gower et al (1988) comment, teachers should encourage students to use their own background knowledge (their knowledge of the world and English) to infer meanings. Before they listen, students can also be asked to predict as to what the listening text will be about. It is also useful to teach some key vocabularies that appear in the listening in order to facilitate the skill of inferring.

2.12.5 Recognizing the speaker's mood, attitude and relationship

Different speakers may give the same information by displaying very different moods and attitudes. It is also possible for an individual to give the same information in different ways. The information given by the speaker may not be discerned from the words alone. So teachers should try to enable their students to be "more sensitive to tone of voice ... about the way speakers have delivered their information" (Rixon 1986:96).

2.13 Assessing the difficulty of listening passages

Assessing the difficulty level of a listening passage is a serious problem that concerns syllabus designers and curriculum specialist (Nunan 1991). This is mainly because it is very difficult to

get a hard and fast rule that governs the difficulty level of listening texts or tasks. It might happen that what is difficult for one individual may be simple for the other depending on various things such as the present level of language development of the listeners, their background knowledge of the topic present state of mind and so on (Rixon 1986). Yet, this does not mean that assessing the difficulty level of a listening text or task is so much difficult that it is not worth wasting time in trying to assess the difficulty of listening text or task. When considering the difficulty level of listening texts and tasks, Rixon (ibid), Brown and Yule (1983) suggest considering the following points.

2.13.1 Type of delivery

If a speaker is speaking very fast, he/she is sending the information to the listener with a greater speed. So a listening text that is read fast can be more challenging than a text that is read slowly. Therefore, when students show improvement in their listening skills, the listening texts we select should move from a slow delivery to a fast delivery (Rixon 1986).

2.13.2 Accent

English language, as one observes, has various accents. Some accents may be difficult to comprehend for some people and simple for others depending on the exposure they have had. If students, for example, frequent to listen to the London accent, naturally they face huge difficulties in listening to Black American accent. What do teachers do in selecting the listening texts then? According to Rixon (ibid), the teacher should check which accent he/she feels comfortable with himself/herself. Since the teacher is supposed to live with the community in which the students are living, he/she knows the kind of accent the students are likely to listen to and he/she can reach conclusion as to which accent the students listen to. However, Rixon (ibid: 59) advises, “ It is a good idea to give students experience of the range of accent, that they are likely to come into contact within real life, but extremes should be avoided unless you know that your students are going to integrate into a particular community.”

2.13.3 Density of information

How dense information in a certain listening text is varies from individual to individual. Some people say things only one time while some others tend to repeat, pause, and explain in as many

ways as needed. If speakers repeat what they say and give pause, listeners can have the time to check, ascertain, and comprehend the information they are trying to grasp (Rixon 1986). Information density. Rixon explains, also varies within the same person. If the person has already planned in his/her own mind what he/she has to say, he/she will make fewer pauses. If that person is reading what is already written, the information is likely to be as densely packed as it is in written language. On the other hand, if that same person is delivering a speech without having made any plan before hand, he/she at times repeats himself/herself.

The implication of the density of information for the teaching of listening skills seems to be, therefore, that the density of information should go in harmony with the students' listening ability development. This would mean that the better listener the students are becoming, the denser the listening text should get.

2.13.4 Number of speakers

A listening passage in which there are more than one speaker is more difficult than a listening passage which contains only one speaker. If there are many speakers in the listening passage, the listener will be kept busy relating one speaker's idea to others' ideas. The difficulty further increases if the speakers are of the same sexes. If the speakers are only males or females, the listener may find it difficult to distinguish one speaker's voice from another (Gower et al., 1995).

From the scholars' explanation, one may understand that depending on the students' ability, teachers can select listening passages. For instance, initially students may be provided with one speaker, then two speakers of different sex and then more than two speakers of both sexes.

2.13.5 Familiarity of Subject matter

Comprehension in listening is facilitated if the speaker is talking about what listeners have already heard something about. If what is spoken is totally new for students, the students may fail to grasp the idea no matter how good they may be at listening (Rixon 19986: 62). Therefore, students should have some ideas about the culture in the target language in order to prevent obstacles to comprehension during listening (Anderson and Lynch. 1988:35).

With regard to the assessment of the difficulty of a listening passage, Gower et al (1995:88) also share the ideas raised by the above scholars. Listening texts are easier if:

- ♦ they are fairly short;
- ♦ they have only one speaker or two speakers who are easy to tell apart ;
- ♦ the speakers speak slowly (though naturally) in a standard accent , and use simple grammar and vocabulary ;
- ♦ the speakers can be heard clearly_ there is no distracting background noise;
- ♦ the speakers can be seen live or on videos rather than recorded solely on audio
- ♦ the topic is familiar;
- ♦ the students are interested and prepared for what they will hear (ibid: 88).

CHAPTER THREE

Research Methodology

3.1 Subjects

The target population of this study were a sample of first and second year diploma students from language streams of 1999 E.C academic year and all of the available English language instructors of Kotebe College of Teacher Education. Third year language students were not included in the study because English language courses that contain the listening skill as one of the course components of the syllabi are offered at first and second years only.

According to the data available in the College's Registrar Office, there were four sections of first year language stream students (section A, B, C and D), each containing 44, 46, 42 and 46 students, respectively. Similarly, there were four sections of second year language students (section A, B, C and D), each containing 43, 43, 43, and 38 students, respectively.

Hence, when this research was carried out, there were 178 first year and 167 second year language students. All in all, there were 345 first and second year diploma language stream students. Out of these students, 20% of them (70 students) were selected as samples using quota sampling technique to fill in the questionnaire. So, the sample size is 70. Accordingly, the proportion was 36 students from first year and 34 students from second year language stream students.

The sections in each year level were regarded as strata and sample students were chosen from each stratum by using stratified simple random sampling. Hence, nine (9) sample students from each section of first year were chosen. From second year students, nine (9) sample students from each section (except section D) were randomly selected. Since there were fewer students in section D, only seven (7) students were chosen as samples. The reason why the researcher took samples from each section (stratum in this case) is that there could be a possibility that students in each section might have been taught by different instructors having different teaching experience and methodology.

3.2 Data collecting tools

In this study, questionnaires, interviews, classroom observations and content analysis checklist were used as data collecting tools.

3.2.1 Questionnaires

To gather data from the instructors and the sample students, questionnaires were distributed. The questionnaires given to the instructors had three parts-both open ended and closed ended: Part One is about their background information and Part Two about the listening texts in the students modules. Part Three is concerned with the instructors' experience of teaching the listening skills at the college in focus.

The students' questionnaire had two parts- both closed ended and open ended. The first part was intended to gather data about the listening activities in the students' modules. On the other hand Part Two focuses on the students' experience in learning listening skills at the college. Since the researcher felt that the students might not adequately understand and respond to the questions, the questionnaire for the students was translated into Amharic.

3.2.2 Interview

In order to elicit additional information from the study subjects and fill in the likely gaps in the questionnaires, the researcher prepared semi structured interview questions both for the instructors and the sample students. The interview questions for the students were translated into Amharic lest the students may not clearly understand the questions. Interview was held with 10 instructors and 35 sample students (18 from first year and 17 from second year) who were randomly selected from each section.

3.2.3 Observation

To assess what actually was happening in the classroom during the teaching of listening, the researcher had classroom observations. During the semester the researcher carried out this study, there were four instructors (two instructors teaching first year language stream students and two instructors teaching second year language stream students) who were offering English language courses to language stream diploma students. The researcher selected these instructors for

observation and observed each of them four times using structured checklist. Hence the researcher carried out sixteen observations when the teachings of listening skills were going on in the classrooms. In addition to the structured checklist, the researcher also wrote down things that were thought to have some implications for the teaching of listening.

3.2.4 Content Analysis

In order to have a clear picture of the practice of teaching listening skills in the college, the listening texts and the activities in the students' modules were inspected. Normally, the listening texts are supposed to be found in the instructors' manuals only. However, since there were no manuals, some of the listening texts were given in the students' modules along with the activities. Therefore, both the listening texts and activities available in the modules were inspected. Furthermore, to check whether the listening texts and activities in the modules match with the syllabi prepared for the English courses, the syllabi were also examined. To inspect the listening texts and activities, document inspection checklist was prepared. The checklist was adapted and prepared based on what researchers and experts in ELT (such as Cunningsworth, 1995; Harmer, 2001) suggested.

3.3 Development of the Data Collecting Tools

The data collecting tools (the questionnaires, interview, content analysis checklist and observation checklist) were designed basically based on what current ELT scholars say (such as Cunningsworth, 1995; Harmer, 2001, Underwood, 1989) on the teaching of listening. Each tool was commented by recognized individuals namely the researcher's advisor and his (the researcher's) colleagues who teach at Kotebe College of Teacher Education. After noticing the constructive comments given by these people, the researcher made the necessary changes. After all the changes were made, pilot study was conducted on five teachers and twenty students who were randomly selected. The pilot study was helpful because it indicated that some ambiguous and irrelevant questions were asked in the questionnaire. Hence, the items that the subjects found confusing were crossed out.

3.4 Data Analysis

The data gathered through questionnaires, interviews, observation, and document analysis were analyzed both quantitatively and qualitatively. Since the interview and classroom observations were basically meant to triangulate the information, no separate section was given for the analysis of the data gathered through these tools. The data gathered through interview (both from the students and instructors) and observations were presented in an intermingled way with the data gathered through the questionnaires and document inspection.

Chapter Four

Data Analysis and Discussion

This chapter is about the analysis and discussion of the data obtained through: questionnaires, interviews, content analysis checklist and classroom observations. The chapter has six sections. Section One deals with the instructors' background information. Section Two discusses the questions that are about the listening activities in the students' modular materials. Section Three presents the data that are gathered from the instructors' about their listening skills teaching practices. Section Four deals with the data gathered from the students concerning the listening texts and activities in their modular materials. Section five discusses the data collected from the students. These data are about the students' practice in listening skills. Finally Section Six, which is about the content analysis, is presented.

4.1 Instructors' Background Information

Table 1: The instructors' responses for questions on their background information

No.	Required Information		Response in	
			Number	%
1	Sex	Male	12	63
		Female	7	37
	Total		19	100
2	Qualification	M.A	10	53
		B.A/B.ED	9	47
	Total		19	100
3	Work experience	1__5 Years	7	36.8
		6__10 years	2	10.5
		11__15 years	9	47.3
		Above 15 years	1	5.2
	Total		19	100

As mentioned in Chapter Three, the researcher considered all the instructors to gather the required data. Among the twenty English language instructors in the college, the researcher distributed the questionnaire to nineteen instructors as one teacher was away from the college due to health problem. Among the nineteen respondents, seven (37%) of them were females while twelve (63 %) of them were males.

With regard to their qualification, ten (53%) of the instructors are M.A holders while nine (47%) of them are B.A/ B.ED holders. Despite their qualification, the instructors used similar materials to teach listening skills. The fact that the instructors used similar materials to teach the listening skills does not lead to the conclusion that qualification or further education does not play any role in helping teachers to improve their teaching materials. That the instructors use similar poorly organized materials to teach listening skills may indicate that there are factors that hinder all the instructors from applying their potential.

As to their service as language instructors, the table above shows that 36.8 % of the instructors taught English up to five years. 10.5 % of them taught from six to ten years. We can also observe from the table that about 26% of the instructors taught English for eleven to fifteen years. It is also indicated in the table that one of the instructors had more than fifteen years of experience as a language teacher. We may conclude from the data that the majority of the instructors in the college have long years of teaching experience. This might in turn lead to the assumption that the majority of the instructors know how to teach listening skills and what materials to use to teach listening.

4.2 Instructors' response concerning the listening texts and activities

The instructors were asked about the number of courses they have taught that are concerned with the teaching of listening skills, at least as a course component. In response to this question, all the instructors indicated that they had taught at least four courses that presented listening in a separate

section. During the interview, the sample instructors explained that the four English courses treated listening in separate sections as a course component. These courses are: English in Use I (Eng.111), English in Use II (Eng.112), English in Use III (Eng.211) and English in Use IV (Eng.212). The syllabi sent from the Ministry of Education also indicate that the listening skills are given separate sections in the courses mentioned above (Please see the Annex).

The informants were also asked to tell how many of the courses that treated listening as a course component had students' modular materials. The majority of the instructors (84%) indicated that all of these courses had modular materials. During the interview, however, the sample interviewees argued that the modules were so much less organized that they did not deserve the name 'module'. The informants further explained that many of the modules did not contain appropriate listening activities.

The instructors were also asked to tell how many of the courses that contain listening skills as a course component have instructors' manuals. All the instructors answered that none of the courses had instructors' manuals. The informants further explained that the absence of the manuals made the teaching of listening a difficult task.

In response to the question of whether they used the listening activities available in the students' modular materials, more than half of the instructors responded that they did not use them because the listening texts were also attached to the listening activities in the students' modules. Some of the informants also explained during the interview that they did not believe that there were appropriate and well graded listening activities in the modules. The informants also indicated that since there were no manuals, there were no suggested procedures of presenting the listening texts and activities.

As far as the presentation of listening skills is concerned, the instructors pointed out that the modules had many weak sides. The listening tasks and activities, according to the instructors, were not appropriately prepared. In addition to what the instructors said, the content analysis also revealed that the modules did not contain varieties of listening activities. In this context, Byrne (1986) remarks that the possible listening activities include ear training, game like activities, instruction, completion, identifying mistakes or contradiction, finding differences, problem

solving, extracting information and so on. However, the so called modules at the college contain only limited listening activities, namely, extracting information and listening for specific information activities. Consequently, one may draw a conclusion here saying that teaching listening by using these modules would help very little to improve the students' listening ability.

The instructors were also asked if they taught the listening activities available in the students' modules. About 73% of the respondents answered that they did not use the listening activities available in the modules. The reason why they did not use those activities, according to the instructors, was that the listening texts were attached to the students' modules along with the activities. Besides, all of the instructors indicated that the listening activities were not graded. The instructors were also asked if the modular materials suggested any possible procedure of presenting the listening texts and tasks. Concerning this question, all of the instructors indicated that the modules did not show any procedure of presenting the listening texts.

It has also been indicated by the instructors that the modules have lots of weak sides as far as the presentations of the listening skills is concerned. The weak sides of the modules, according to the instructors, include lack of appropriate difficulty level, lack of varieties in the listening activities. As a result of this, the instructors affirmed that the students were not provided with adequate listening comprehension activities. From this discussion, it could be argued that the students' modules could hardly be used to teach the listening skills

4.3. Instructors' Response concerning the practice of teaching listening skills

For the sake of simplicity, the data gathered from the instructors is presented in three tables below

Table 2A Instructors' Response concerning the practice of teaching listening skills

No	Teaching listening practice	Rating Scale									
		Never		Rarely		Sometimes		Usually		Always	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	I use audiocassettes for classroom listening work.	17	89.4	2	10.6						
2	I use videocassettes for classroom listening work.	19	100								
3	When I teach listening, I grade the listening tasks.	4	21	3	15.7	7	36.8	5	26.3		
4	I use materials that appeal to the students' interests and needs.			6	31.5	7	36.8	6	31.5		
5	I encourage learners to listen to each other rather than only to the teacher and cassettes.					6	31.5	12	63	1	5.2
6	I prepare visual materials (e.g. drawings, pictures, maps, and so on). So students would look at the visual material presented to them while following a spoken description.	19	100								
7	I use films and narrative comics when I feel that my students need to listen for pleasure	19	100								

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3	When I teach listening, I grade the listening tasks.	4	21	3	15.7	7	36.8	5	26.3		
4	I use materials that appeal to the students' interests and needs.			6	31.5	7	36.8	6	31.5		
5	I encourage learners to listen to each other rather than only to the teacher and cassettes.					6	31.5	12	63	1	5.2
6	I prepare visual materials (e.g. drawings, pictures, maps, and so on). So students would look at the visual material presented to them while following a spoken description.	19	100								
7	I use films and narrative comics when I feel that my students need to listen for pleasure	19	100								

As can be seen from the table above, instructors were asked if they used audiocassettes for classroom listening work. The majority of the instructors (89.47%) indicated that they did not use audiocassettes at all. The remaining instructors, only 10.5% of them, indicated that they used audiocassettes rarely. This same question was raised to the sample instructors during the interview. All of them except one instructor revealed that they did not use the language laboratory mainly because they could not operate the language laboratory equipment properly. In addition, the respondents added that there were two language laboratories at the college, but neither of them had enough booths to accommodate all students in a section. The two language laboratories could each accommodate a maximum of thirty six students while the number of students assigned in each section was more than forty two on average. In addition, it was learned from the interviewees' explanation that there were no audio and videocassettes. It was also indicated by one of the informants during the interview that there were many blank tape cassettes. These tape cassettes were bought so many years ago that nobody was sure whether they were still functioning for the purpose of recording. From this information, it seems that the idea of teaching listening in the college is forgotten.

The instructors were also asked to show how often they used videos for classroom listening work. All of the respondents (100%) replied that they never used video recordings to teach listening. The researcher asked the instructors during the interview if the TV set, deck and other relevant materials were available. The informants explained that all the relevant materials were available in the language laboratory except that the video deck was out of order.

In relation to the use of the same listening text for various levels of students by grading the tasks rather than the listening texts, the instructors were asked if they graded the task rather than the material. 21% of the respondents (as seen from Table 2A above) replied that they never did so. 15.78% of them indicated that they rarely graded the tasks by using similar materials. 36.84% of the respondents indicated that they graded tasks sometimes; 26.3% of the respondents answered that they did it usually. The figure shows that many of the instructors (36.84% sometimes and 26.3% usually) graded the tasks

when they taught listening. Yet, some of the instructors explained during the interview that the listening tasks they prepared were not appropriately graded. Some interviewees even went on to say that the teaching of listening skills was given little attention, if not ignored at all.

Similarly, during the interview the researcher had with the students, some students reported that they practiced listening too rarely to talk about it. On the other hand, other students pointed out that they practiced listening skills even if they did not do it as often as they were supposed to do. We may infer from the students' responses that some of the instructors taught listening skills less often than others. The discrepancy among instructors occurred maybe because they (the instructors) did not have teachers' manuals to be used by all the instructors or due to some other reasons. From the students' response, it might also be concluded that there was no uniformity in the teaching of listening skills among the instructors at the college.

Scholars firmly argue that no matter how simple the listening tasks may be, students may not have good listening performance if the listening texts (from which the tasks are prepared) do not appeal to the learners' interest and needs. Teachers/instructors have to consider the students' interest, not their own because, according to Edge (1993) what interests a teacher may not interest the students. Do instructors in the college under discussion use such materials? How often do they use materials that appeal to the students' interests and needs? With regard to this, 31.5% of the respondents said that they rarely used such materials while 36.8 % of them indicated that they sometimes used materials that suited students' interest. 31.5% of the instructors revealed that they usually used such materials.

The instructors' responses to item 1 and 2 in the above table contradict with their responses to item 4. When they were asked how frequently they used audio and video recordings (see item 1 and 2 in Table 2A above), almost all the instructors indicated that they did not use such materials. However, the students explained during the interview that they would appreciate having the chance to learn listening by audio and video

when they taught listening. Yet, some of the instructors explained during the interview that the listening tasks they prepared were not appropriately graded. Some interviewees even went on to say that the teaching of listening skills was given little attention, if not ignored at all.

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cassettes. ELT scholars (such as Cunningsworth, 1995; Harmer, 2001; Underwood, 1989 and many others) in this regard widely acknowledge that audio and video recordings are important as far as the teaching of listening skills is concerned. Accordingly, the instructors' answers to Item One and Two imply that they did not use materials that appealed to the learners' interests and needs perhaps due to lack of commitment, or access or other reasons. Contrary to this, for Item number four, 37% and 31.5 % of the respondents, respectively indicated that they used listening materials that appealed to the students' interests and needs. In the interview, however, the instructors made it clear that they could not have the courage to say that their listening texts appealed to the students' interests. According to them, choosing listening texts and designing tasks and activities was not given due emphasis in the modular materials. The teaching of listening skills, the interviewees went on to say, varied from instructor to instructor. The variation occurred maybe because there was no well organized listening text in the students' modular materials.

The listening skills, as is discussed in the literature, may not be developed by listening to instructors, or recorded cassettes alone. Students should also attentively listen to their own friends. Do the instructors in focus encourage students to do so? With regard to this, 31.5% of the instructors revealed that they sometimes encouraged their students to listen to each other; 63.15% of them responded that they usually encourage the students to listen to each other. It was indicated by one instructor that students are always encouraged to do so. Nevertheless, the instructors' responses are not reflected in the modular materials. There are only limited activities in the module which are prepared in such a way that some students listen while the others talk.

Listening skills can be developed and the listening tasks can be made easier if visual materials accompany the listening texts. However, contrary to what educators say (e.g. Atkins et al 1995; Wright, 1989), all of the instructors (100%) indicated that they never used visual aids. During the interview, all the sample interviewees affirmed that visual aids were not used in the college for teaching listening. Visual aids (stimuli) were not used because, the interviewees replied, there were no listening texts recorded in cassettes

or written in the teachers' manuals and given to instructors ahead of time. If the listening texts and tasks had been recorded or written on the manuals, these interviewees argued, they could have prepared visual aids. The conclusion to be drawn here from the instructors' explanations is that lack of manuals is one of the factors that hindered the teaching of listening skills.

As far as using entertaining films and enjoyable comic narratives were concerned, we can see from the table above (Table 2) that all of the respondents indicated in their responses to the questionnaire that they never used any kind of film or comic narratives. The sample instructor interviewees also told the researcher during the interview that they did not use the TV set and other devices to teach listening. Some even went on to say that they did not use the TV set to show films because they were not sure if they could handle it properly. The interviewees further explained that they were given a day or so training on how to operate the tape recorders in the laboratory, but they were not given any training on the operation of the TV set and other devices related to this. In this sense, one may infer that lack of skills to operate the language laboratory equipment can be one factor that hinders the teaching of listening at the college.

Table 2B Instructors' Response concerning the practice of teaching listening skills

No	Teaching listening practice	Rating Scale									
		<i>Never</i>		<i>Rarely</i>		<i>Sometimes</i>		<i>Usually</i>		<i>Always</i>	
		No.	%	No.	%	No.	%	No.	%	No.	%
8	I encourage my students to listen to certain sources outside the classroom (e.g. BBC, CNN, ETV English news and the like).	13	68.4	3	15.7	2	10.6	1	5.2		
9	I give assignments which can be done after listening to a selected program from BBC, CNN, and the like.	16	84.3	3	15.7						
10	When /If I want to use the language laboratory, I can easily meet the laboratory technician.	17	89.4	2	10.6						
11	I invite a native speaker(s) of English to come to my class and read a listening text to my students.	19	100								
12	I use authentic listening materials (such as stories from magazine, news paper, recorded materials in a market place etc).	6	31.6	9	47.4	4	21				
13	I prepare the listening tasks in the form of pre-listening, while-listening and post listening) before the learners listen.							3	15.8	16	84.3
14	I take care of checking that the listening tasks are not too difficult.	3	15.8	5	26.3	7	36.8			4	21

To develop listening skills, students need to expose themselves to various English mass media. To what extent do their instructors encourage them? In response to this question, as can be seen from Table 2B above, the majority of the respondents (68.4%) said that they did not encourage their students to listen to various mass media such as BBC, CNN and so on. 15.78% of the subjects indicated that they rarely encouraged their students to do so. 10.6% and 5.2% of the respondents respectively made it clear that they usually and always encouraged the students to access as various media as possible. The sample students during the interview, however, gave a different view saying that their instructors encouraged them to listen to mass media. During the observation, the researcher did not notice (except one instructor in some of the classes) instructors encouraging the students to listen to foreign media. The difference between the students' and the instructors' responses may perhaps reveal that the students and the instructors have given different meaning and interpretation to the word 'encourage'.

When listeners listen to certain media, they usually bear some purposes for listening. Likewise, when students are encouraged to listen to BBC, CNN, or to whatever English medium broadcasting, they should have a purpose (e.g. to have general comprehension, to have specific information and so forth). These purposes for listening are usually indicated by tasks. With regard to this, the instructors were asked if they gave assignments that could be done after listening to mass media. It would appear from the table above that 84.3% of the instructors indicated that they did not give any assignment of that sort. 15.7% of the respondents answered that they rarely gave that kind of assignments. This was also affirmed during the interview both with the sample instructors and students. Majority, except one instructor, pointed out that they did not give that sort of assignment for fear that some students might not get the access to such media easily. The students also made it known that they did not have any listening activities to be answered after listening to mass media. This would mean that the instructors made little or no attempt to relate their teaching of listening to the students' day-to-day activities.

The instructors were asked if they could easily meet the laboratory technician. 17 of the respondents (89.4%) said that they could never meet the technician when they want to teach

listening in the laboratory. Only two of the respondents indicated that they could rarely meet the technician. However, the researcher knows that the language department in the college did not have any laboratory technician before December 2006. It is only after December 2006 that the college has employed one language laboratory technician.

Underwood (1989) indicates that recorded materials may not be used in the classroom all the time because there are no facial expressions and non-linguistic clues which students should be familiar with. Hence, according to Underwood, it is important that teachers invite native or native like speaker(s) to read listening texts to students in the classroom. With regard to this, all the instructors indicated that they did not at all call, or attempt to call any native or native-like speaker(s) to read listening texts.

Instructors were also asked whether they used authentic listening materials (materials which are not prepared for the sake of teaching listening skills) such as stories from internet, magazine, newspaper and the like(Item 12 in the above Table) . Concerning this question, six instructors (31.6%) indicated that they did not use such materials. Nine (47.4%) of the respondents pointed out that they rarely used authentic listening materials. However, four (21%) of the instructors indicated that they usually used authentic materials. During the interview, it was learned that the majority of the instructors used non-authentic listening materials (materials already designed for teaching purpose in different books). It seems clear from this that the practice of listening skills is limited only to previously prepared activities. The listening activities prepared some years ago by foreigners may not suit Ethiopian students because of many factors such as culture and the students' level of understanding. Consequently, if the instructors stick to listening activities which are already prepared, especially by non Ethiopian writers, the students may not benefit as much as they are required to.

Concerning the preparation of the listening tasks, three (15.7%) of the instructors indicated that they usually prepared the listening tasks in the form of pre-listening, while listening and post-listening activities. Sixteen (84.3%) of the informants remarked that they always presented the tasks by following the three phases. The idea of dividing the listening tasks into the three phases namely pre- listening, while- listening and post- listening was also observed during the classroom

observation. From the sixteen occasions of classroom observations, it was noticed in the thirteen of them that all the three phases were being used. In the remaining three occasions, the researcher did not observe any post-listening activity being done. This maybe because the instructors wanted to focus more on the while-listening activities or perhaps did have their own reasons.

It has been argued that dividing the classroom listening activities into three phases may not by itself guarantee that the teaching of listening will go on smoothly. The tasks should also have appropriate purpose and difficulty level to challenge the students' thoughts and attention. Thus the question to be addressed here is that to what extent do the instructors take care to check that the listening tasks are neither too difficult nor too easy to deal with? Three (15.78%) of the instructors indicated that they did not at all take care to check the difficulty level of the tasks. Five (26.3%) of the respondents indicated that they rarely checked the difficulty level of the listening tasks. Seven (36.84%) of the respondents said that they usually took care of determining the appropriate difficulty level of the tasks. Four (21%) of the respondents pointed out they always took care of checking the difficulty level of tasks. Based on such information, it could be noticed that the listening tasks were not evaluated and graded in terms of their difficulty level.

Table 2C Instructors' Response concerning the practice of teaching listening skills

No	Teaching listening practice	Rating Scale									
		Never		Rarely		Sometimes		Usually		Always	
		No.	%	No.	%	No.	%	No.	%	No.	%
15	I check that the listening tasks for first year are less difficult than those I prepare for second year students.	9	47.4	7	36.8	3	15.8				
16	I advise my students as to how to use different listening strategies.	2	10.6	5	16.3	6	31.6	2	20.6	4	21
17	I give immediate feedback on my students' listening performances.			7	36.8	7	36.8	4	21	2	10.6
18	I use listening texts to teach grammar.	17	89.5			2	10.6				
19	I teach listening in a class where there are noises that distract students' attention.			4	21	4	21	6	31.6	5	26.3
20	I let my students record their own voice and listen to it again and again.	19	100								
21	I teach listening to enable students discriminate individual sounds.	17	89.4	2	10.6						
22	I teach listening to enable students identify different stress and intonation patterns.	19	100								

As can be seen from Table 2C above, the instructors were also asked if they graded the listening tasks. Nine (47.36%) of them indicated in the questionnaire that they did not at all try to grade the tasks based on the students grade level. Seven (36.84%) of the respondents in the questionnaire responded that they graded, or tried to grade the tasks very rarely. Only three (15.78%) of the respondents said that they sometimes tried to grade the listening tasks. Some of the respondents during the interview admitted that the listening tasks they prepared for year I students might be even more demanding and difficult than those tasks they prepared for year II students. Some interviewees were also heard during the interview saying that they used a particular listening text both for first year and second year students even without making any change in the tasks. It seems apparent from such information that there is a haphazard way of designing listening activities at the college. In fact, preparing well graded listening activities is not an easy task. One has to devote his/her thoughts and time to design appropriate tasks. Nevertheless from the preceding discussions, it could be argued that the instructors teach the listening skills whenever they feel like doing it.

In teaching listening, teachers have lots of responsibilities. For example, they are required to prepare appropriate tasks and activities. Besides, they motivate the students. Above all, teachers, as authorities indicate, have the responsibility of advising students how to use different listening strategies. Concerning this, 10.5% of the instructors pointed out that they never advised the students to use different listening strategies and techniques. 16.3% of the instructors answered that they rarely advised their students to use listening strategies. 31.6%, 20.6% and 21 % of the instructors respectively indicated that they sometimes, usually and always advised their students to use strategies to listen effectively. From the given data, we can notice that majority of the instructors gave information with regard to the techniques and strategies of listening.

As Rost (1990) and other scholars such as Khanzode (2004) remark, feedback is very important in teaching listening. In accordance with this, statement seventeen above in the table was intended to determine the extent to which the instructors gave feedback on the students' listening performances. 36.8% of the informants indicated that they rarely gave feedback on the students' listening performance. The same percent of the respondents revealed that they usually gave

feedback. 21 % of the respondents said that they always gave feedback on the students' listening performance.

Experts in the teaching of listening say that the teaching of listening can also be used to teach grammar. Do the instructors in focus use listening texts to teach grammar? In response to this, the great majority of them (89.5%) indicated that they never used listening texts to teach grammar. Two instructors reported that they sometimes used listening texts to teach grammar. Based on the information the instructors gave, we can say that no or little attempt was made to integrate listening with grammar activities.

Listening skills should be practiced in areas where there are no distracters. Concerning this, the instructors were asked to indicate the extent to which they teach listening skills in distracter free areas. 26.3% of the respondents indicated that there were always noises that distracted the students' attention when they were practicing listening. 31.6% of the respondents said that they usually taught in classrooms where there were noises. 21% of the informants said that sometimes noises distract the teaching of listening. Likewise 21% of the informants said that noises rarely distracted their practice of teaching listening. It was also noticed during the observation that there are rooms around which there were noises, especially in the classrooms which students call 'The Old Building'. It would seem that the data gathered from the instructors show that the task of the majority of the instructors in teaching listening was handicapped by distracters such as noise.

From the literature already reviewed, authorities such as Grant (1987) say that students, in addition to listening to speakers in a tape recorder, should record their own voice. This motivates the learners to pronounce sounds and words like the model speaker they hear. Item Twenty in the table above is intended to determine the practice of letting students record their own voice. As is indicated in the table above (Table 2C), all the instructors indicated that they never let students practice it. During the interview, all the sample instructors indicated that the practice of getting their students record their own voice was very necessary. When asked why they did not have students record their own voice, the respondents indicated that the number of tape recorders in the language laboratory could not match with all the students assigned in one section. Besides, the respondents explained that they could not successfully manipulate the equipments in the

language laboratory.

Scholars remark that students will be unable to understand what they hear if they cannot recognize the distinctive sounds. For example, if we consider the words: *asked*, *required* and *wanted*, we come to realize that there are three ways of pronouncing the regular -ed ending namely /t/, /d/, /id/. This implies that students need practice to discriminate sounds. This kind of listening activity, according to Byrne (1986) is called 'ear training'. What is the practice like in the college? 89% of the informants argued that they never had students practice distinguishing individual sounds. 10.6% of the respondents indicated that they sometimes taught about distinguishing sounds. The content inspection also indicated that there were limited types of listening activities in the modules. It is only in the first modules (Eng.111) that activities are prepared on discriminating sounds. The importance of teaching about various speech sounds is particularly the case in countries like Ethiopia where students can meet few or no native speakers outside the classroom to imitate individual sounds.

In English, perhaps in other languages too, intonation and stress do bring change in meaning. Therefore, it is important that students learn intonation patterns and stress. Concerning this, 94.7% of the instructors affirmed that they never taught stress and intonation patterns. It was indicated by one informant during the interview that the practice of teaching intonation and stress took place only sometimes. This information, along with the preceding discussions, might lead to the recognition that the practice of teaching listening is very poor.

4.4 Analysis of students' responses concerning the listening activities in the students' modular materials

The first question the sample students were given (see appendix C) reads: 'In your opinion in your English Language modular materials, are the listening skills given equal attention as reading writing and speaking?' The majority of the respondents (70%) said that the listening skills were not given due attention in their modular materials. The students also added during the interview that some of the listening activities were not used by their instructors and in some cases the listening texts were given as reading tasks. The information obtained from the students supports the views held by their instructors. In the questionnaire, the majority of the instructors pointed out that they did not use the listening activities available in the students' modular materials.

The second question the students were asked reads: 'Do (es) your instructor(s) let you practice the listening tasks and activities that are available (if there are any) in your module?' Concerning this question, 60% of the respondents said that their instructors did not teach listening from the modules; 21% of the sample students indicated that their instructors taught listening from the modules rarely. 19% of the sample students said that their instructors used the listening texts and tasks available in the modular materials to teach listening. In harmony with the students' responses, the majority of the instructors also indicated that they did not teach listening activities available in the module. Accordingly, it may sound reasonable (based on the information) to conclude that the practice of listening skills is overshadowed by the other equivalent language skills-reading.

In view of this, students were asked why their instructors did not teach the listening lessons available in the modules, 70% of the respondents replied that they knew nothing about the reason and 30% of the students said that the instructors were not initiated or interested to teach listening skills.

The students were also asked if they believed that the listening tasks and activities were important. All the students (100%) indicated that they liked the listening activities available in the modular materials. They further suggested the need to include additional listening tasks and activities. It is thus reasonable to underline that there is a need to help students access the

4 Analysis of students' responses concerning the listening activities in the students' modular materials

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appropriate listening activities through appropriate listening strategies.

Motivation, as many scholars argue, is very much important in order for the teaching and learning process to go on smoothly. The information gathered from the students above indicates that the students have a positive attitude towards practicing listening skills. During the interview, the students expressed their interest in practicing listening skills, especially in the language laboratory. Nevertheless, it is not likely that the instructors are also motivated to help students practice the listening skills. As indicated above, the instructors explained during the interview that they knew how poorly the teaching of listening was being carried out. However, they did not take time and discuss the issue to search for corrective measures.

4.5. Students' responses to their listening learning practices

Table 3 Students' responses to their listening learning practices

No	Listening activities	Rating Scale									
		Never		Rarely		Sometimes		Usually		Always	
		No	%	No	%	No	%	No	%	No	%
1	Our instructors use audiocassettes to develop our listening skills.	60	85.7	7	10	3	4.3				
2	Our instructors use videocassettes to develop our listening skills.	68	97.1	2	2.9						
3	We practice listening to be able to discriminate individual sounds (e.g. th and s as in <u>think</u> and <u>sink</u>).	45	64.3	17	24.3	6	8.6	2	2.9		
4	We practice listening to identify how different intonation patterns and stress change meaning.	59	84.3	7	10	4	5.7				
5	Our instructors invite native or native like speaker (s) to our class to read the-text in the classroom.	69	98.6			1	1.4				
6	Our instructors take great care to check that the listening tasks and activities are not too difficult	4	5.7	12	17.1	22	31.4	25	35.7	7	10
7	Our instructors show us entertaining films and comic narratives in the language laboratory.	70	100								

No		Rating Scales									
		No.	%	No	%	No	%	No	%	No	%
8	The instructors encourage us to listen to various mass media (e.g. BBC, CNN, ETV English New, etc).					10	14.3	49	70	11	15.7
9	The instructors give us listening activities as a home work to be performed by listening to BBC, CNN, ETV English news and others.	62	88.6	6	8.6	2	2.9				
10	Our instructors advise us as to how to be good listeners.	3	4.3	21	30	24	34.3	19	27	3	4.3
11	We learn listening skills in an area where there are no distracters (such as noise, hot temperature and so on).	35	50	28	40	4	5.7	3	4.3		
12	Our instructors check if there are students with hearing or visual impairment during listening classes.	25	35.7	20	28.6	13	18.6	10	14.3	2	2.9
13	Our instructors bring visual aids such as pictures, maps, diagrams and so forth when we practice listening.	64	91	2	2.9	1	1.4	4	5.7		
14	Since I have the apprehension that I may not understand what an English speaker says, I find it difficult to understand what the speaker says.	11	15.7	9	12.9	0	0	5	7.1	45	64.3

As can be seen from Table Three above, the first statement was intended to gather information to determine the extent to which instructors use audiocassettes to teach listening skills. The great majority of sample students, that means 85.7%, pointed out that their instructors never used tape cassettes to teach listening. 10 % of informants stated that their instructors rarely used tape cassettes to teach listening. In much a similar way it was exhibited that only one instructor was using the audio cassettes in the language laboratory. It was realized during the interview as well that only two of the instructors were using the audiocassettes in the language laboratory. It would seem that this situation might contribute its own negative impact on the attempt to develop the students' listening skills.

In teaching listening, the importance of providing students with video cassettes is widely acknowledged by scholars (e.g. Dubin and Olsbtain, 1986). As far as the use of videocassette to teach listening is concerned, almost all the sample students indicated that they had never had the chance to see video in the college to practice listening. The students' response was backed up with what the instructors said during the interview. In the interview, all the interviewee instructors indicated that they never used video cassettes to teach listening lessons.

Scholars, as it is reviewed in the literature, remark that students should be helped to discriminate individual sounds. English has different sounds that are not available in Amharic, probably in other Ethiopian languages too, such as /θ/ and ~~θ~~ as in think and clothe. These sounds give more trouble to our students than the other sounds. Since these sounds are not available in the students' mother tongue, it is common to see students mispronouncing them. Since the researcher is teaching in the college where this research is taking place, it is his day to day experience to notice students confuse the /θ/ sound as in think with the /s/ sound as in sink. The researcher has also noticed that many students are not aware that the /ed/ can be pronounced in three different ways as in, for example, worked (t), waited (id), and quarreled (d). If students get difficulties in pronouncing such sounds, it seems a must that they listen to a native speaker or recorded material in which the native speaker pronounces such sounds. How frequently are the students in the college (the college under discussion) practicing listening to discriminate individual sounds? According to the data gathered from the sample students, 64.3% of them said that they had never had such listening practices. 24.3 % of the respondents indicated that they had such practices

rarely. 8.6 % of the students said that they sometimes practiced discriminating individual sounds. The information gathered from the students concerning the teaching of individual sounds is similar to the information gathered from the instructors both through questionnaire and interview. In fact the great majority of the instructors affirmed that sound discrimination was not taught in listening. However, the instructors said that the teaching of discriminating sounds would have to be taught preferably when native speakers talk.

Experts in language teaching, Grant (1987), for example, remark that students should be taught about intonation patterns and stress because intonation patterns and stress could bring about change in meaning. With regard to this, 84.3 % of the informants said that they never practiced stress and intonation. 10 % of the respondents indicated that they rarely practiced intonation and stress. 5.7 of the sample students claimed to have practiced intonation and stress only sometimes. The students' response in relation to the teaching of stress and intonation strengthens the instructors' response about this same issue.

Students should enjoy live presentation of listening texts. Teachers should, therefore, invite native speakers or native like speakers to read the listening texts to students. Concerning this, almost all the students pointed out that they had never had the opportunity to listen to native or native like speakers reading a listening text.

Listening tasks, as experts firmly argue, should not be too difficult to do. This is primarily because listening tasks and activities are meant to develop the students listening skills, not to test their listening ability. With regard to this, 10% of the students said that their instructors always took care to check that the listening tasks were not too difficult. 35.7% of the students stated that their teachers usually took care to do so. Only 31.4% of the students said that their teachers sometimes took care to do so. However, 17.1% of the respondents indicated that their instructors rarely took care to check that the listening tasks were not difficult. Based on the students' response, it might follow that the instructors were trying to develop the students' listening skills rather than testing their ability. This might imply that the instructors know the theoretical principle that listening skills be taught rather than tested.

With regard to watching entertaining films and comic narratives, all the sample students indicated

that they had never watched any entertaining film and comic narratives to develop their listening skills. The sample instructors also backed up the students' response during the interview in which all the sample instructors affirmed that they had never used or even attempted to use the TV set and deck to let students watch films.

Students should be provided with various sources of the target language. The sources in this context include-but may not be limited only to-BBC, CNN, ETV English service and so on. In connection with this, students were asked if their instructors encouraged them to listen to those mass media. The great majority of the sample students, about 70 % of them, replied that their instructors usually encouraged them to listen to mass media such as BBC and CNN. 14.3% of the sample students indicated that the instructors only sometimes encouraged them to do so. 15.7 % of the respondents replied that their instructors always encouraged them to expose themselves to such English media.

From the data above, one can notice that the instructors encourage the students to listen to various mass media. However, encouraging students to various English media may not be adequate. In addition, teachers should give some tasks and activities to the students to perform after listening to the aforementioned English sources. Students were asked if this was the case. The great majority of the students (88.6%) replied that they were not given any sort of assignment or what so ever to be performed after listening to English media. 8.6% of the respondents replied that their instructors rarely gave such listening assignments. 2.9 % of the respondents indicated that their instructors sometimes gave such assignments. In relation to this the information the instructors gave during the interview also proves that the students were not encouraged to listen to English medium broadcasting and perform some activities. This is so perhaps because there are no manuals which possibly hint that teachers should do such things.

In addition to giving listening activities to students, instructors should also advise students how to be good listeners. With regard to this, 4.3% of the sample students replied that their instructors never advised them. 30 % of the informants indicated that their instructors rarely advised them as to how to be good listeners. 34.3 % of the sample students pointed out that their instructors sometimes advised them how to be good listeners. Table Three also shows that 27 % of the

informants indicated that their instructors usually advised them how to be good listeners. It is also noticed from Table Three that only 4.3 % of the respondents said that their instructors always advised them how to be good listeners. It was realized both in the classroom observation and the interview with the instructors that very limited listening materials were used to teach listening skills. As a result there were also limited types of listening activities such as listening for specific information and listening for general idea. If there are various types of listening activities, there will be various techniques and strategies of listening.

In order for effective listening to take place, barriers to listening should be avoided or kept as minimum as possible. The barriers to effective listening include unnecessary noises outside /inside classrooms, hot temperature and so on. Students were asked if they were learning listening skills where there were not such distracters. To this question, as can be seen from Table Three above, 50% of the sample students said that they never learned listening in areas where there were no distracters. 40 % of the respondents said that they rarely learned listening away from distracters. 5.7 % of the sample students said that they sometimes learned listening in a noise free room. 4.3 % of the informants indicated that they usually learned listening in classrooms where there were no noises. With regard to distracters, the instructors during the interview also pointed out that the classrooms were not conducive to teach listening. According to the instructors there were rooms without electric connection to use mobile tape recorders. Furthermore, the instructors added that there were also classrooms around which there were noises. The classroom observation indicated that there were rooms in which teaching listening lessons would be very difficult as the noises coming from the students from outside classes distract the students' attention in attending the listening lesson. It would be recommended, therefore, that the instructors use the language laboratory even when they might not use audio or videocassettes.

Barriers of effective listening can also arise from the students themselves such as when they have hearing impairments. When such problems occur teachers have the responsibility of identifying students with problems and taking measures that can alleviate the problem. Concerning this, 35.7 % of the respondents said that their instructors never checked if there were students with hearing impairments. 28.6 % of the samples indicated that their instructors rarely checked if such problems occurred. 18.6% of the informants indicated that their instructors sometimes checked

the existence of such problems. Among the selected sample students, 14.3% of them responded that their instructors usually checked if students had that kind of problem. The remaining sample students (2.9 %) pointed out that the instructors always checked whether there were students with that sort of problem. Based on this data, it may be possible to conclude that hindrances were not given adequate attention by the instructors.

Listening as many experts confirm, is made less difficult if visual aids such as maps are used. By using the visual aids as clues or contexts, students can be asked to predict what the listening text is likely to be. With regard to this, the great majority of the students (91%) pointed out that they had not at all had any visual support when they were practicing listening skills. 2.9 %of the sample students indicated that the instructors had rarely used visual aids.

Students were asked if their apprehension that they might not understand what an English speaker says affect their understanding in listening. 64.3 % of the sample students replied that their apprehension always prevented them from understanding what was said by a speaker. 7% of the informants indicated that their apprehension usually affected their listening comprehension ability. However, 15.7% of the respondent indicated that their apprehension never affected them. The students can have such apprehension when they think that they should understand all what is said. Students may try to understand all what a speaker says and panic if they miss some of what is said. Students should therefore be told/ advised by teachers or instructors from the outset that they should not panic if they do not understand some of the words the speaker uses. They should rather try to use the clues or the context available and guess the meanings based on the context. Since listening is not taught in the way it should be taught, it seems that the instructors do not teach the listening strategies.

4.6 Content Analysis

The modular materials prepared for the course: English in Use I (Eng.111) indicates in the introduction part that the module has six parts: Listening, Speaking, Reading, Word building, Grammar in use and Writing. It is further explained there that the objective of the listening section is to develop the various listening skills of the learner. Besides, the introduction part in the module promises that the listening texts are carefully chosen.

This module has five units. Each unit contains listening activities. In the module, attempt has been made to include the three phases of teaching listening skills (pre- listening, while- listening and post- listening). The first listening text is available on page Four. This listening text is attached with the students' module. The module does not have teachers' manuals. Since the listening texts are available in the students' module, the instructors cannot use this text to teach listening. Majority of the instructors (60 %) revealed during the interview that they either used this text for reading text or left it by informing the students to read it at home. This implies that the teaching of listening skills is over shadowed by the teaching of reading skills.

One of the instructors indicated during the interview that he/she used the text to teach listening by just informing the students to close the text and listen to him /her when he/she was reading the text. However, this interviewee admitted that there was a problem in using this text because some students could open the module and read it to answer the questions.

On pages Fifty four through fifty five of this module, listening activities are given. However, since the listening text is not available with the teacher (because there is no manual given to instructors) there is no hope that listening is taught in this unit.

In Unit Three on page sixty seven, there is a listening text entitled: *scientific law*. This listening text is available in the students' module and hence teaching listening in this unit is very difficult, if not impossible. Since the text is available in the students' module, it tempts students either to read it at home or in the class when the instructor is reading the text aloud.

There is also a listening text in unit four of this module. Like unit two and unit three, this unit also contains the listening text and hence the teaching of listening is difficult. In unit five on page 102-104 both the listening text and the listening activities, which still make the teaching of listening very difficult, are given

The other modular material prepared for language students is English in Use II (Eng.112). This course is the continuation of English in Use I (Eng.111). Unlike the module for Eng.111, the module for Eng. 112 does not have any introduction part and hence the units and skills included in the module are not mentioned. However, the researcher observed (on pages Two and Twenty nine) during the content analysis that the module had listening activities. The listening activities seem to have been prepared for the pre-listening and while- listening phases. Unfortunately the post- listening activities are missing. Unlike the module for the course Eng.111, this module does not at all contain the listening texts and yet there was no manual prepared for the instructors. The inference one can make here, therefore, is that the possibility of teaching listening by using this module is nearly zero. Hence, if the instructors strictly follow what is written in this module, the teaching of listening is sure to be seriously affected.

The third module prepared for the language stream students is entitled: English in Use III (Eng. 211). This module is much less organized than the other modules. Unlike the module for Eng.111, it does not contain the listening texts with the activities. In some of the pages the activities are given and the listening text is missing and in some of the other pages the reverse happens: the listening text is available and the activities are missing. The module contains some listening activities, but as is the case in the other modules the listening texts are missing.

The fourth module is prepared for the course entitled: *English in Use IV (Eng.212)*. This course is the immediate continuation of Eng. 211. This module does not contain table of contents, introduction or what so ever that gives clues about the contents in the module. Be this as it may, it was realized that the module had four units. In these four units, attempts have been made to include listening tasks and activities in each unit. On page 2 in the module, listening activity is given. The instruction for the listening activity reads: *Your instructor will read you a text about 'The Engle and the chicken' Try to elicit the main idea.* As far as there is no manual for the course, the instructors (including the module

writer perhaps) do not know where the listening text is. Therefore, it seems that the listening section in this module would be ignored. Some teachers during the interview indicated that they prepare their own listening text and activities when they face such a problem. However, they indicated again that they teach fewer listening activities as compared to the other skills. Some of the sample students also indicated in the interview that they had very little practice in listening. Some others even went on to say that their listening practice is too little to talk about.

In Unit Two on page fifteen in the module (the module for the course Eng. 212) a listening activity is given. As is the case in Unit One, the instruction for this listening activity reads: *Listen and fill the blank spaces*. However, there is no clue which text the instructor is going to read. In unit three on page Twenty five in the module, the section is entitled listening and speaking, but no particular listening text or activity is available. In unit four on page forty two, listening activities, explicitly identified as pre- listening while- listening and post- listening activity are given. Students are provided with instruction, but the listening text is nowhere to be read. Therefore, unless, the instructors offering this course devise their own listening texts and tasks, this module offers no opportunity to practice listening skills. Based on such things, it may be safe to conclude that rewards for enhancing the students' listening skills by using the modules is not worth the effort. As far as the presentations of the listening texts and activities are concerned, it could also be concluded that the modules are not worth of a place in the students' bags and on the instructors' shelves.

After having a look at the modules prepared for the students, one may realize that the students are not provided with adequate listening comprehension. With regard to this the instructors also indicated during the interview that the students were not provided with adequate listening comprehension. The listening activities the instructors use to teach listening, according to the instructors' response, were not graded. The following table presents what the listening texts and activities look like in each module prepared for the language students.

Table 4 The listening texts and activities in the modules

Module	Unit	Listening Text Topic	Text Type	Expected input source	Listening activity type	Listening skills practiced	No	Page
Eng. 111	One	Not given	Passage	Loud reading	True false question	Listening for specific information	1	4 - 5
	Two	Not given	Unknown	Unknown	Blank filling questions true false	Listening and note taking	2	54 - 55
	Three	Scientific Law	Passage	Unknown	True/false dictation	Listening and note taking	2	68
	Four	Not given	Passage	Loud reading	True /false blank filling	Listening for specific information	2	102 - 104
Eng. 112	One	Not given	Conversation	Unknown	Giving short answers	Listening for specific	2	2
	Three	Not given	Passage	Unknown	Classifying	Unknown	1	29
Eng. 211	Four	Not given	Passage	Loud reading	True/false	Unknown	1	37
Eng. 212	One	Not given	Passage	Loud reading	Listening for general idea	Listening for general idea	1	2
	Two	Not given	Passage	Loud reading	Listening and note taking	Not clearly indicated	1	15
	Three	Unknown	Unknown	Not clearly indicated	Not clearly indicated	Not clearly indicated	1	25
	Four	Not given	Unknown	Unknown	Not clearly indicated	Not clearly indicated		

Scholars such as Cunningsworth (1995) argue that ELT materials should handle the listening skill in its right place. When we consider the modular materials prepared for the language stream students at KCTE, we can see from the above table that the teaching of listening is not handled in its own right place. For example, module one has five units; however, it has only four listening sections. The second module has four sections for the other skills such as reading, writing and speaking; yet there are only two sections for listening. The worst of all is module three which does not have listening in unit one and two. The fourth module has four listening sections in the given four units.

One can see from the above table (Table Four) that there are insufficient listening texts, and activities. In addition, since the modules do not have equivalent instructors' manuals, majority of the listening texts and activities are left untouched. It was revealed by the instructors that many of the listening texts and activities were not taught. In order to develop students' listening skills, they should be provided with various listening activities. According to Byrne (1986), the listening activities students can be provided with include: ear training, game like activities, completions, problem solving, and dictation, identifying mistakes or contradictions and so on. However, the table above shows that there are limited listening activities.

Since the modules do not contain enough listening activities for the post-listening, one can hardly say that the listening skills are integrated with the other skills. There is no clear indication in the modules whether the listening texts are to be read aloud or heard from a tape recorder.

Chapter Five

Conclusions and Recommendations

5.1 Conclusions

The objective of this study was to assess the practice of teaching listening at Kotebe College. Specifically, the study tried to answer the following research question.

What are the factors (positive or negative) related to:

1. the materials the instructors use and
2. the teaching environment that affect the teaching of listening skills at the college?

In order to give answers for these questions, questionnaires, interviews, classroom observations and content analysis checklist were used as data collecting tools.

Based on the information gathered from the instructors, the students, the classroom observations and the content analysis, the researcher reached the flowing conclusions:

Current ELT scholars (Like Underwood 1989, Byrne 1986, and Cunningsworth 1995) indicate that audio and video recordings are of vital importance to teach listening skills. This study proved; however, that great majority (89%)(Please Table 2A Item 1) of the instructors did not use or attempted to use audio recordings. The study also showed that none of the instructors used video recordings. Besides, the study indicated that there were no teacher made or commercial recorded listening materials. The study identified the following factors that negatively affected the teaching of listening in the college.

- The majority of the instructors (89%) do not know, or are not sure if they know, how to operate and handle the equipment in the language laboratory. The researcher knows (because he is teaching in this college) and was also informed by the sample instructors during the interview that there was a half day training on how to deal with the equipment in the language laboratory. However, it was

proved during the interview that the instructors benefited little from the training.

- There are two language laboratory rooms in the college. Each language laboratory room accommodates a maximum of 36 students. However, according to the data available in the College's Registrar Office, the number of students assigned in one section is more than 43 on average. Hence the mismatch between the number of students assigned in one class and the number of students the language laboratory rooms accommodate is another negative factor that prevented the instructors from using or attempting to use audio and /or video materials.
- The other factor that seems to have prevented the instructors from using the audio recordings to teach listening is lack of appropriate electric power connection in the classrooms. In the interview, the instructors revealed that they could not use the mobile tape recorders because many of the rooms had no power connection.
- The study showed that the students were very much interested in practicing listening skills, especially by using the audio and video recordings. During the classroom observation, the students were observed listening eagerly and participating actively (during the post listening phase). However, there does not seem to exist equivalent motivation and commitment from the instructors' side to teach listening skills. During the interview, majority of the sample instructors affirmed that they knew very well that there were problems in the teaching of listening in college. Such being the fact, however, the instructors during the interview indicated that there were no departmental meetings or discussions among the instructors to alleviate the problem. This leads to the conclusion that the instructors have little or no motivation to teach listening skills. Therefore, lack of motivation from the instructors' side may still be regarded as a factor that deteriorated the teaching of listening skills in the college.
- The instructors made it clear that the modular materials were poorly organized. According to the interviewees, the poor organization of the modules, among

others. has highly affected the teaching of listening. Some of the interviewees further went on to say that the college gave little or no attention to the preparation of modular materials. As to these interviewees, the college gave no incentive for those who wanted to prepare modules that are to the students' standard. The conclusion that can be drawn here is that the college's lenient administrative system and unwillingness to give incentive to the instructors who prepare modules can be regarded, directly or indirectly, as a factor that affected the teaching of listening.

- As for the materials the instructors used to teach the listening skills, the study indicated that the instructors did not use the listening materials that the current ELT scholars suggest. According to Byrne (1986) and Underwood (1989), the materials for teaching listening may include-but are not limited only to - stories, songs, videos, conversation, jokes, entertaining films audio recordings listening passages and so on. However, the study revealed that the instructors did not use as various listening materials as they should. It was affirmed during the observation and the interview that the instructors mostly used listening passages. Since there are fixed listening materials, it seems most likely that there are fewer listening activities as well.
- From the 19 instructors, only 2 instructors indicated that they used audio cassettes to teach the listening skills. Experts in the area of language teaching explain that authentic listening materials should be used. Since the instructors do not use various listening materials, they design limited kinds of listening activities. Scholars, Byrne (1986) for example, remark that there are varieties of listening activities such as 'ear training' to differentiate various intonation patterns and stress, game like activities to listen out for specific items and so on. However, the study indicated that the students did not practice ear training listening activities at all. The researcher knows, however, from his teaching experience in the college that majority of the students get difficulties in identifying some sounds. The study revealed that the students did not know (because they were not taught) that

intonation patterns and uses of stress give clues to meaning and social setting.

- Concerning the listening activities in the students' modular materials, the study showed that they were not in harmony with what recent ELT scholars' say. Normally, the listening texts should be prepared in the instructors' manuals. However, there are no manuals prepared for courses. Hence, the listening texts are attached to the listening activities in the students' modules. These listening activities in the so called modules are mainly focused on listening for specific information. Besides, some of the listening texts do not contain the post listening activities.
- The majority of the instructors indicated during the interview that no manuals were prepared for the modules. Since some of the listening texts are attached with the students' modules, teaching listening was proved to be difficult. It was proved during the document inspection that some of the listening texts were not given in the students' modules and yet there were no manuals where the listening texts were assumed to be found. Accordingly, the practice of teaching listening is largely handicapped. The listening activities, contrary to what scholars say, are not accompanied by visual aids/stimuli. Hence, as to the listening texts and activities in the modules, one can safely conclude that the modules are not worth of a place in the students' bags and on the instructors' shelf.
- Since there is a disorganized way of teaching the listening skill, there is no uniformity of teaching the skill among the instructors in the sample college of the study. According to the data gathered from the students and the instructors, some of the instructors teach listening more often than the others. This would lead to the conclusion that the instructors teach the listening skills whenever they feel like doing it, not because they think that the students should practice the listening skills.

5.2. Recommendations

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

- The instructors' lack of skills to handle and operate the equipment and devices in the language laboratory was found to be a hindering factor to the teaching of listening. Hence, instructors need to be given adequate training until they become capable of operating every device in the laboratory. Hence, the college should do everything necessary to train the instructors. A training for half a day or so (as what was done in the past) may not be enough. Even after taking the training, they might again forget how to operate with the equipment. Consequently, it is necessary that the department of English at times organize experience sharing and professional development programs among the instructors in the department.
- The research also revealed that the majority of the instructors did not teach the listening activities available in the students' modular materials. It was partly because the students' modular materials did not have equivalent instructors' manual. Therefore, manuals should be prepared containing the listening texts, possible answers for the listening tasks and pedagogical procedures of using the listening texts.
- As far as the presentations of listening texts and activities in the modules are concerned, all the modules available need a complete revision. The listening texts and activities available in the students' modules seem to have fallen far below what current ELT scholars say. Therefore, the college should allocate budgets and pay intellectual payments to the instructors to completely revise the modules and prepare equivalent instructor's manuals.
- The two language laboratories each accommodates a maximum of 36 students. However, the number of students assigned in one section was proved to be more than that. Hence, the mismatch between the number of students assigned in one section and the number of students the laboratories accommodate has been proven to be one factor that hindered the teaching of listening skills. Therefore, the college should check that the maximum number of students assigned in one section is 36, or a new language laboratory that accommodates

more than 36 students should be built and installed with the necessary equipment.

- Since there are /will be many sections of language students taught by many English language instructors, using the language laboratory may not always be possible. Accordingly, it may be at times necessary to use mobile tape recorders in the classrooms. To do this, the entire classroom should have electric powers connections. Besides, the college should provide as many tape recorders and cassettes as there are instructors.
- In the academic world in general and in language teaching in particular, everything is subject to change. The innovation of language teaching methodology is a journey, not a destination. Consequently, it appears that the instructors need to read recent ELT books and journals to upgrade their knowledge of teaching language.
- Finally, the findings of this study showed that the listening texts and activities are all irrelevant and disorganized. This problem might also apply to the writing, speaking, reading and grammar sections. Consequently, the present researcher feels that there is a need to examine whether these language areas are appropriately addressed.

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D. Tcrneh

Appendix A
Addis Ababa University
School of graduate Studies
Department of Foreign Languages and Literature
Questionnaire for Instructors

Dear colleagues,

For the completion of my Master's of Arts(MA) degree. I am doing a research entitled : *An assessment of the Practice of listening teaching skills at KCTE*. To this end, I have prepared a questionnaire to assess the practice of teaching listening at the college.

While I kindly request you to answer the questions, I want to inform you that the information will be used purely for the research purpose. Please give your answers as it applies to your listening teaching experience, not as what you think it should be. If you have any question about this, you can comfortably reach me through my:

Cell phone: 091117 85 29. E-Mail: danielltt@yahoo.com

Thank you very much in Advance.

Sincerely,

The researcher

In responding to the questions, please note that:

- A. There is no need to write your name
- B. Provide your responses by putting an "✓" mark in the spaces provided for the objective type questions and by writing your opinion to the open ended questions.

Part One: Background information:

- 1.1. Sex: Male _____ Female _____
- 1.2. Age (in years): between 20 and 25 _____ between 31 and 35 _____
Between 26 and 30 _____ between 36 and 40 _____
Above 40 _____
- 1.3. Educational Background: First Degree _____
Second Degree _____
PHD _____
- 1.4. Service as language teacher: 0 _____ 5 years _____ 11 _____ 15 years
6 _____ 10 years _____ above 15 years _____

Part Two: The following questions are concerned with the listening texts in the instructors' manuals (if there are any) and tasks in the students' modular materials. Please read each question and provide your responses by putting a tick (✓) mark in the spaces provided for the objective type questions and by writing your opinion to the open ended questions.

1. How many English language courses have you taught/ have you been teaching that are concerned with the listening skills at least as a course component?

2. How many of these courses (the courses that are concerned with listening skills) you have taught have students' module?
A. All of them B. some of them C. few of them D. None of them
3. How many of these courses (the courses that are concerned with listening skills) have teachers' manual?
A. all of them B. Some of them C. few of them D. None of them
4. How many of the students' modules have listening tasks and activities?
A. all of them B. some of them C. few of them D. None of them
5. How many of the teachers' manuals have listening texts?
A. all of them B. Some of them C. few of them D. None of them
6. Do you teach the listening activities and tasks available in the students' modular material?
A. Yes. B. No.

7. If your answer for the question No. 2 is 'No', please tell your reasons.

8. In your opinion, are the listening tasks in the modular materials graded?

A. yes

B. No

9. Do the modular materials you use suggest any possible procedure of presenting the listening texts and tasks?

A Yes

B. No

10. Please write some of the strong and weak sides (if there are any) of the modular materials as far as the presentations of the listening skills are concerned.

Part Three: The following statements are dealing with your experience of teaching listening skills. Please show the extent to which you carry out these practices by putting a tick (✓) mark in each box against each statement.

No	Practices	Rating Scales				
		Never	Rarely	Sometimes	Usually	Always
1.	I use audiocassettes for classroom listening work.					
2.	I use videocassettes for classroom listening work.					
3.	When I teach listening, I grade the task.					
4.	I use materials that appeal to the Students' interests and needs.					
5.	I encourage learners to listen to each other rather than only to the teacher and cassettes.					
6.	I prepare visual materials (e.g. drawings, pictures, maps, and so on). So students would look at the visual material presented to them while following a spoken description.					
7.	I use films and narrative comics when I feel that my students need to listen for pleasure.					
8.	I encourage my students to listen to certain sources out side the classroom (e.g. BBC, CNN, ETV English news and the like).					
9.	I give assignments which can be done after listening to a selected program from BBC, CNN, and the like.					
10.	When /If I want to use the language laboratory. I can easily meet the laboratory technician.					

No	Practices	Rating Scales				
		Never	Rarely	Someti	Usually	Always
11.	I invite a native speaker(s) of English to come to my class and read a listening text to my students.					
12.	I use authentic listening materials (such as stories from magazine, news paper, recorded materials in a market place etc).					
13.	I prepare the listening tasks in the form of pre-listening, while- listening and post -listening) before the learners listen.					
14.	I take care to check that the listening tasks are not too difficult.					
15.	I check that the listening tasks for first year are less difficult than those I prepare for second year students.					
16.	I advise my students as to how to use different listening strategies.					
17.	I give immediate feedback on my students' listening performances.					
18.	I use listening texts to teach grammar.					
19.	I teach listening in a class where there are noises that distract students' attention.					
20.	I let my students record their own voice and listen to it again and again.					
21.	I teach listening to enable students discriminate individual sounds.					
22.	I teach listening to enable students identify different stress and intonation patterns.					

Appendix B

Interview questions for the instructors

1. Do you use visual support to make listening texts and tasks less difficult? How often?
2. Do you use the language laboratory when you wish to teach listening?
3. Can you operate the machines in the language laboratory so that you can teach listening skills with out any problem?
4. Do you treat listening as you treat the other skills?
5. Are there available recorded materials specifically developed for the teaching of listening?
6. How often do you use authentic materials (materials which are not designed for the purpose of teaching listening, but for real life communication purpose)?
7. Do you use video tapes to teach listening? How often?
8. Do you allow students to record their own voice by themselves and listen some time latter?
How often?
9. Does the students' module contain listening activities tasks? If so, how often do you use it to teach listening?
10. What are some of the problems you face when you try to teach listening?

Appendix C

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ መርሀ-ግብር

የውጭ ቋንቋችንና ሥነ ፅሁፍ ትምህርት ክፍል

በተማሪች የሚሞላ የጽሁፍ መጠይቅ

ውድ ተማሪች፡

የዚህ መጠይቅ ዋና አላማ በኮሌጁ ያለውን የማዳመጥ ክሂል የማስተማር አተገባበር አስመልክቶ ለሚካሄደው ጥናት መረጃ መስብሰብ ነው። የጥናቱን አላማ ከግብ ለማድረስ የእናንተ የጥናቱ ተሳታፊዎች መልካም ትብብርና የምትሰጡት ሀቀኛ መረጃ ከፍተኛ ጠቀሜታ ስለሚኖረው ጥያቄቹን በሚገባ አንብባችሁ መረጃ እንድትሰጡ አጥኚው በትህትና ይጠይቃል። በዚህ መጠይቅ የሚገኘው መረጃ ምስጢራዊና ለጥናቱ ብቻ የሚውል ነው።

ማሳሰቢያ፡

1. ስም መጻፍ አያስፈልግም
2. የናንተን ሀሳብ እንትገልጹ ከሚጠይቁ ጥያቄች በቀር ይህንን ምልክት (X) በተሰጠው ቦታ ላይ በማድረግ ጥያቄቹን መልሱ።

ለትብብራችሁ በቅድሚያ ላመለግን እወዳለሁ

አጥኚው

ክፍል አንድ

የሚከተሉት ጥያቄች ለተማሪች ተዘጋጅተው በሚሰጡ ሞጁሎች ውስጥ የተካተቱ የማዳመጥ ክሂልን በሚያዳብሩ ትምህርቶች ላይ ያተኩራሉ። መልስህን/ሽን/ የ(X) ምልክት በመጠቀም አመለካከት/ቺ/።

1. በአንተ/ቺ አመለካከት እስካሁን የተሰጠህ/ሽ/ የእንግሊዝኛ ቋንቋ ሞጁሎች ሁሉን የቋንቋ ክሂሎች (ማለትም ማዳመጥ፣ መናገር፣ መጻፍና ማንበብ) በእኩል መልኩ አካተዋል?

ሀ/ አዎ ☐ ለ/ የለም ☐

2. በመማሪያ ሞጁሎች ውስጥ ያሉትን (ምናልባት ካሉ) የማዳመጥ ክሂልን ሚያዳብሩ ትምህርቶች ተግባራት መምህርህ/ሽ/ በክፍል ውስጥ ያስተምራሉ?

ሀ/ አዎ ☐ ለ/ የለም ☐

3. በተራ ቁጥር ሁለት ለተጠየቀው ጥያቄ መልስህ/ሽ/ የለም ከሆነ ምክንያቱ ምን ይመስልሃል/ሻል?

5. በምጽላችሁ ውስጥ ያሉት የማዳመጥ ትምህርቶችን /listening lessons/ አስመልክቶ መሰጠት የምትፈልጉት አስተያየት ካለ ቀጥሎ የተሰጡትን ቦታዎች ተጠቀሙ::

ክፍል ሁለት:-

ከዚህ ቀጥሎ የተዘረዘሩት ሃሳቦች የእናንተን የማዳመጥ ትምህርቶች /Listening lessons/ የሚመለከቱ ናቸው:: በእያንዳንዱ ሃሳብ ፊት ለፊት የትምህርቶችን ምን ያህል ጊዜነትን የሚያመለክቱ መጠነ መለኪያዎች /Rating scales/ ተቀምጠዋል:: ስለዚህ ለሀሳቦቹ ተገቢ ነው በምትሉት መለኪያ ስር የ (X) ምልክት በማስቀመጥ አሳዩ::

ተ/ቁ	መጠይቅ	መጠነ መለኪያ				
		በጣም ሺ	በጣም አልፎ	አልፎ	አንዳንድ ጊዜ	አብዛኛውን ጊዜ
1	የማዳመጥ ሀረጎችን ለማዳበር መምህሮቻችን አዲሱ ካሴት በመጠቀም ያስተምሩናል::					
2	የማዳመጥ ክሂሶችን ለማዳበር መምህሮቻችን ቪዲዮ ካሴት በመጠቀም ያስተምሩናል::					
3	አንዳንድ የእንግሊዝኛ ቋንቋ ውስጥ ያሉትን ቃላት ለይቶ ለማወቅ ለምሳሌ በ think እና በ sink ውስጥ ያሉትን የመጀመሪያ ድምጾች ያላቸውን ልዩነት ለማወቅ የማዳመጥ ልምምድ እናደርጋለን::					
4	የድምፅ አወጣጥ/ Intonation patterns/ እና ጥብቀት /stress/ የትርጉም ለውጥ እንዴት እንደሚያመጡ ለማወቅ የማዳመጥ ልምምድ እናደርጋለን::					
5	መምህሮቻችን የእንግሊዝኛ ቋንቋው የአፍ መፍቻው የሆነን ሰው ወደ ክፍል በመጋበዝ የማዳመጥ ምንባብን እንዲያነብልን /አንድታነብልን/ ያደርጋሉ::					
6	የማዳመጥ ክሂሶችን ለማዳበር የሚሰጡን ጥያቄዎች በጣም ከባድ እንዳይሆኑ መምህሮቻችን ትልቅ ጥንቃቄ ያደርጋሉ::					

ተ/ቁ	መጠይቅ	መጠነ መለኪያ				
		በጥራት	በጣም አልፎ አልፎ	አንዳንድ ጊዜ	አብዛኛውን	ሁልጊዜ
7	መምህሮቻችን አዝናኝ የሆኑ ፊልሞችን በቋንቋው ላቦራቶሪ ውስጥ ያሳያሉ።					
8	መምህሮቻችን የተለያዩ የብዙሃን መገናኛች (ለምሳሌ ሲ. ኤን. ኤን፣ የኢትዮጵያ ቴሌቪዥን እንግሊዝኛ ፕሮግራም ወዘተ/ እንደናዳምጥ ያበረታቱሉ።					
9	መምህሮቻችን የተለያዩ ብዙሃን መገናኛች (ለምሳሌ ሲ ኤን ኤን፣ ወዘተ ካዳመጥን በኋላ የሚሰሩ ተግባራትን በቤት ሥራ መልክ እንደንሰራ ያደርጋሉ።					
10	መምህሮቻችን ጥሩ አድማጭ እንዴት መሆን እንደሚቻል ምክር ይሰጣሉ።					
11	የማዳመጥ ትምህርቶችን /ክሂልን የምንማረው ማዳመጥን ሊያደናቅፉ ከሚችሉ ነገሮች /ማለትም ጫጫታ፣ ከፍተኛ ሙቀት፣ የመሳሰሉት) በሌለበት ቦታ ነው።					
12	የማዳመጥ ትምህርቶችን ስንማር መምህሮቻችን የመስማት ወይም የማዳመጥ ችግር ያለበት ተማሪ ካለ አስቀድመው ይጠይቃሉ።					
13	የማዳመጥ ትምህርቶችን ስንማር መምህሮቻችን visual aids (ለምሳሌ ስዕል፣ ካርታ፣ ዲያግራም፣ እና የመሳሰሉትን) ወደ ክፍል በማምጣት የማዳመጥ ክሂልን እንደንለማመድ ያደርጋሉ።					
14	አንድን የእንግሊዝኛ ተናጋሪ ሳይሆን መልእክቱ አይገባኝም ብዬ ስለማስብ የተናጋሪውን/አንባቢውን መልዕክት ለመረዳት ያስቸግረኛል።					

Appendix D

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ መርሀ-ግብር

የውጭ ቋንቋዎችና ሥነ ጽሁፍ ትምህርት ክፍል

የተማሪዎች ቃለ መጠይቅ

1. የማዳመጥ ክሊልን ለማዳበር በክፍል ውስጥ የማዳመጥ ትምህርት ትማራላችሁ? ምን ያህል ጊዜ?
2. የማዳመጥ ክሊልን listening skill/ በመለማመድህ /ሽ/ ደስተኛ ነህ/ሽ/?
3. የማዳመጥ ክሊልን ለማዳበር የእንግሊዘኛ ቋንቋ ላቦራቶሪውን ትጠቀማላችሁ?
4. መምህራችሁ የማዳመጥ ትምህርት በቴኝ በመታገዝ ያስተምራሉ?
5. የማዳመጥ ክሊልን ለማዳበር መምህርህ/ሽ/ የቪዲዮ ካሴት ተጠቅመው ያውቃሉ?
6. በመማሪያ ሞዴሎች ውስጥ ያሉትን የማዳመጥ ክሊልን የማያዳበር ተግባራትን /Listening Activities/ በክፍል ውስጥ ትሰራላችሁ?
7. መምህራችሁ ከክፍል ውጭ ሌሎች የብዙሃን መገናኛዎችን /ለምሳሌ ሲ. ኤን.ኤን፣ ቢ.ቢ.ሲ ወዘተ/ እንድታዳምጡ ያበረታቷችኋል?
8. መምህሮቻችሁ ከክፍል ውጭ ሌሎች የብዙሃን መገናኛዎችን /ለምሳሌ ቢ.ቢ.ሲ፣ ሲኤን ኤን ወዘተ/ አዳምጣችሁ ተግባራትን እንድታከናውኑ የቤት ሥራ ሰጥተዋችሁ ያውቃሉ?
9. በቋንቋ ላቦራቶሪው ውስጥ የራሳችሁን ድምጽ እየቀዳችሁ የማዳመጥ ትምህርትን ትማራላችሁ?
10. የማዳመጥ ክሊላችሁን ለማዳበር የሚደረገው የማስተማር ሂደት ችግር አለበት ትላላችሁ? ካሉ ምንድን ናቸው?

Appendix E

Addis Ababa University

Department of Foreign Language and Literature

Checklist for Analyzing the Content of Listening Texts and Activities in the Modular Materials

1. Do the modular materials handle listening in its own right way?
 2. What are the materials for listening? e.g. stories, jokes, commentaries, conversation, songs, role play etc.
 3. What are the activities included in the modules? e.g. ear training, instruction, finding differences, problem solving, extracting information, game like activities, writing summaries, completing tables, etc.
 4. Are the phases of teaching listening skills (pre- listening, while- listening, and post- listening)?
 5. Are there visual support to make the texts /tasks less difficult? If there are, what are they?
 6. Are the listening skills integrated with the other skills in the listening activities?
 7. Is there any possible listening teaching procedure suggested in the modules?
- If there are listening texts, are they to be read by instructors or heard from radio?

(Adapted from Byrne 1986, Cunningsworth 1995, Haregewoin 2003.

Appendix F Summary of Observation Checklist

Frequency of the observed actual Teaching practices of listening

No										Total Frequency				Total
		Yes	No	yes	No	Yes	No	Yes	No	Yes		No		
										No	%	No	%	
1.	There are noise that interrupt the teaching of listening	3	1	4	0	2	2	3	1	12	100	4		16
2.	The teacher used visual stimuli (e.g. maps, diagrams, etc) when teaching listings	0	4	0	4	0	4	0	4	0	0	16	100	16
3.	The Teacher uses recorded material to teach listening	0	4	0	4	0	1	0	4	3	18.75	13	81.3	16
4.	The teacher uses videotape to teach listing	0	4	0	4	0	4	0	4	0	0	16	100	16
5.	The teacher lets students read the questions before they listen to the listening text	4	0	4	0	4	0	4	0	16	100	0	0	16
6.	The teacher sires feedback on the students. Listening performance	2	2	3	1	3	1	2	2	10	62.5	6	37.5	16
7.	The teacher lets student read their won voice and listen to it	0	4	0	4	0	4	0	4	0	0	16	100	16
8.	The teacher sets pr-listening tasks	4	0	4	0	4	0	4	0	16	100	0	0	16
9.	The teacher sets while listing tasks	4	0	4	0	4	0	4	0	16	100	0	0	16
10.	The teacher uses par-listing tasks	3	1	4	0	3	1	4	0	14	87.5	2	12.5	16

FRO: - first round observation

TRO: - Third round observation

SRO: - Second round observation

FRO: - Fourth round observation

Annex
Syllabi Sent from the Ministry of Education for the courses
Eng.111,122, 211, and 212

Appendix D

Addis Ababa University

School of Graduate Studies

Department of Foreign Language and Literature

Course Title: English in Use I

Course No: Eng. 111

Credit Hours: 4

Contact Hours: 6

Course Description

This course is designed for trainees in teacher education colleges in Ethiopia enrolled in language and Social Science Streams. It is a first year, first semester course prepared in line with contents of the grades 1- 10 English text books of the Ethiopian primary and secondary education system.

It is an integrated skills development course covering the four language skills (Speaking, reading, listening and writing) and language areas such as spelling pronunciation, vocabulary and language awareness). The Course is Composed of seven units each of which comprises of six Sections:

- Speaking
- Reading
- Vocabulary
- Grammar (language Awareness)
- Listening and
- Writing

In each unit, one main topic forms the theme of all activities in the unit. For instance, if the selected theme for a unit is about gender, the activities in all the six sections revolve around that theme topic- gender.

Objectives

- At the end of this course (package) the student teachers will be able to:
- Read and explain academic and other non - technical texts with ease.
 - Develop and extend their skills of using English so that they can handle a range of classroom events with reasonable degree of fluency, accuracy and confidence .
 - Produce meaningful pieces of writing both formally and informally (paragraph, letters guided summaries, reports, agreements etc.)
 - Respond to lectures, classroom discussions news in the media
 - Use a wide range of vocabulary Particularly those in grades 1 - 10 in contexts.

- Consolidate and build on their pre - college language skills and be able to use their knowledge for self expression.

Course Content

Unit one

Topic (Selected Passage) Theme

Section 1: Speaking

- Brain storming
- Introduction & Leave taking
- Giving and asking for information
- Pronunciation: /p/, /b/, /k/, /g/

Section 2: Reading (Selected Passage)

- Pre- reading activities
- While reading: Scanning
Skimming
- Post Reading

Section,3: Vocabulary

- Vocabulary from the passage.
- Words from grades 1 - 4 students texts
- (Use different techniques like games and activities)

Section 4: Grammar (Language Awareness).

- Adjectives - Comparison: Simple, Comparative & Superlative.
- Present simple & continuous.

Section 5: Listening

- Listening to dialogues
- Listening to specific information in short stories (narration)

Section 6: Writing

- Forming the letters (handwriting)
- Dialogue (completion)
- Capitalization: At the beginning of sentences,
- Proper nouns.
- Spelling

Unit Two

Topic (Selected Passage)

Section 1: Speaking

- Talking about our bodies, family, places
- Pronunciation: /t/, /d/, /s/, /z/

Section 2: Reading

- Pre reading activities
- While reading: Scanning
Skimming

- Post reading activities.

Section 3: Vocabulary

- Vocabulary from the passage
- Vocabulary from Grade five pupils text book
- * (Use different techniques)

Section 4: Grammar (Language Awareness)

- Past Tenses (Simple, Continuous and perfect)

Section 5: Listening

- Listening for gist
- Listening to simple descriptions

Section 6: Writing

- Completing a story transposed from the listening or reading texts.
- Rearranging letters, words, etc.
- Describing Places, events etc.
- Capitalization (Abbreviations, geographical entities)

Unit Three

Topic (Selected Passage)

Section 1: Speaking

- Telling Time
- Expressing Likes and Dislikes + Preferences
- (prepositions used in talking about time)
- Pronunciation : /f/, /v/, / - /, / /

Section 2: Reading (Selected Topic)

- Pre- reading activities
- While- reading: Scanning
Skimming
- Post reading activities (Using the information)

Section 3: Grammar

- Vocabulary from the passage
- Vocabulary from grade 6 pupils textbook
- (words in contexts, word games etc.)

Section 4: Grammar

Talking about the future.

- the Simple future.
- the Simple present used to talk about the future
- the present continuous used to talk about future
- the "going to" form

Section 5: Listening

- Listening for gist
- Dictation

- Section 6: Writing
- Sentence Combination
 - Sentence Completion
 - Sentence Construction
 - Punctuation - end marks

Unit Four

Topic (Selected Passage)

- Section 1: Speaking
- Describing people
 - Telling a story
 - Talking about your village town, region etc.
 - Pronunciation: / s/, / t s /, / 3/, / d₃/

- Section 2: Reading
- Pre - reading
- While reading: Skimming
Scanning
- Post reading

- Section 3: Vocabulary
- Words from the reading passage
 - Words from Grade 7 pupils text book (use different techniques & activity)

- Section 4: Grammar
- The present perfect Tense - (use of since & for)
 - Adjective Vs Adverbs (Modifiers)

- Section 5: Listening
- Listening for specific information
 - Listening for gist

- Section 6: Writing
- Controlled writing - Identifying, matching topic sentences with a paragraph jumbled sentences.
 - Guided - writing (parallel paragraphs)

Unit five

Topic (Selected Passage)

- Section 1: Speaking
- Asking for and giving directions
 - Giving and accepting advice

- Persuading someone to do something
- Pronunciation: / n/, / m/, / j/

Section 2: Reading

- Pre - reading activities
- While reading activities: Scanning
Skimming
- Post reading activities

Section 3: Vocabulary

- Words from the reading text
- Vocabulary from pupils textbook (Grade 8)

Section 4: Grammar (Language Awareness

- Active / Passive construction

Section 5: Listening

- Listening to lectures
- Note taking

Section 6: Writing

- Controlled writing topic section
- Guided writing - Developing a topic sentence
- writing a paragraph - Describing Process.

Unit Six

Topic (Selected Passage)

Section 1: Speaking

- Reporting group work
- impromptu speech
- Telephone conversation
- Pronunciation: / j/, / r/, / l/. /w /

Section 2: Reading

Pre - reading
While reading: Skimming
Scanning
Post reading activities

Section 3: Vocabulary

- words from the reading text
- Words from the grade nine pupils book

Section 4: Grammar

- Pronouns and relative clauses

- Preposition

Section 5: Listening

- Identifying markers in lectures
- Note making

Section 6: Writing

- Summary writing
- Making Notes
- Paragraph writing
- The Comma
- Narration
- Description

Unit Seven

Topic (Selected Passage)

Section 1 Speaking

- Asking classroom questions
- Offering and asking for help
- Asking for, requesting & giving permission.
- Pronunciation: Revision of consonant sounds

Section 2: Reading

- Pre - reading activities
- While reading: Skimming
Scanning
- Post reading

Section 3: Vocabulary

- Vocabulary from the reading passage
- Vocabulary from grade 10 pupils text book

Section 4: Grammar

- Modals
- Conditionals

Section 5: Listening

- listening for lectures
- Identifying markers.

Section 6: Writing

- Writing Summary
- Writing stories e.g. picture stories

Methodology

- Brain storming
- Individual / pair and group work (e.g Presentations)

- Demonstration
- Problem solving
- Discovering
- Role play
- Mini - lectures
- Dialogue
- Questioning - teacher - student
 - Student - teacher
 - Student - student
- Open and close question
- Language Games
- Information Gap filling

Modes of Assessment

- I - Continuous assessment
 - assignments (individual and group)
 - Project work
 - mini - research
 - Writing portfolios
 - Report writing
 - Quizzes
- II Exams
 - Mid
 - Final

Suggested Topics (as themes) for the units

- HIV/AIDS
- Gender
- Population
- Desertification /Deforestation
- Tourism
- Wild Life
- Conservation
- Harmful Practice
- Culture
- Ethics
- Child Abuse
- Climate - Weather forecast

Course Title: English in Use II

Course No: Eng. 112

Credit Hours: 4

Contact Hours: 9

N. B The nine contact hours are not necessarily teacher taught classes.
It is suggested that at least three of the nine should be left for trainee

independent work.

Course Description

This course is a continuation of General English I . It is believed that it would extend, build up and concretize the skills, sub skills and knowledge areas covered in the proceeding course . Hence, the general objectives and strategies enshrined in General English I will also be maintained in this second part.

Objectives

At the end of this course (package) the student teachers will be able to:

- Read and explain academic and other non- technical texts with ease.
- Develop and extend their skills of using English so that they can handle a range of classroom events with reasonable degree of fluency, accuracy and confidence.
- Produce meaningful pieces of writing both formally and informally (paragraph, letters guided summaries, reports, agreements etc)
- Respond to lectures, classroom discussions and news in the media
- Use a wide range of vocabulary particularly those in grades 1 - 10 in contexts.
- Consolidate and build on their pre - college language skills and be able to use their knowledge for self-expression.

Unit One

Topic People and customs

- Section 1: Speaking
- Spot the difference between pictures
 - Reaching consensus
- *
- section 2: Reading (Selected Passage)
- Pre reading
 - while reading: Scanning
Skimming
 - Post reading
- Section 3: Vocabulary
- From the reading passage
 - From (recycle) the 7 - 10 text books
- Section 4: Grammar
- Nouns (singular and plural or count and non count nouns
 - Adverbial clause:
 - * of time and place
 - * of manner
- Section 5: Listening
- Listening to the News & other radio/ TV Programs.
- Section 6: Writing

- Writing News for Broadcast
- Transforming information (table to passage or vice versa)

Unit Two

Topic (Food for Thought)

- Section I Speaking
- Discussion on selected topics /issues
 - Debating and reporting
- Section II: Reading (People and Customs)
- Pre reading activities
- while reading activities: Scanning
Skimming
 - Post reading activities
- Section III Vocabulary
- Vocabulary from the reading text
 - Phrasal verbs
- Section IV Grammar (Language Awareness)
- Adverbial Clause
 - Purpose
 - contrast
 - The Present participle and the infinitive
- Section V Listening
- Listening for specific information
 - Dictation
- Section VI Writing
- Writing from reading
- Summary
Paraphrasing

Unit Three

Topic: Animal Behavior

- Section 1: Speaking
- Interviewing - (asking for information)
(Responding to questions)
- Section 2: Reading (Animal Behavior)
- Pre - reading activities
 - Reading for detail
 - Post - reading activities
- Section 3: Vocabulary

Vocabulary from the reading passage

- inference or dictionary use
- Phrasal verbs.

Section 4: Grammar (Language Awareness)
Adverbial Clause of

- result
- reason

Determiners:

- quantifiers
- qualifiers

Section 5: Listening

- Note taking
- information transfer-labeling

Section 6: Writing

- Narration and description
- Describing animals
- Quotation marks

Unit four

Topic: Famous Africans

Section 1: Speaking

- Agreeing and disagreeing
- Presenting reports of group discussion

Section 2: Reading (Famous Africans)

- Pre - reading Activities
- Reading for detailed information
- Post reading Activities

Section 3: Vocabulary

- Words from text - inference
- phrasal verbs

Section 4: Grammar

- Reported speech

Section 5: Listening

- Retelling (Summarizing a talk)
- Rearranging jumbled ideas after listening to a talk
- Using markers (of addition, sequencing etc)

Section 6: Writing

- Writing questionnaire
- Collecting and collating data

Vocabulary from the reading passage

- inference or dictionary use
- Phrasal verbs.

Section 4: Grammar (Language Awareness)

Adverbial Clause of

- result
- reason

Determiners:

- quantifiers
- qualifiers

Section 5: Listening

- Note taking
- information transfer-labeling

Section 6: Writing

- Narration and description
- Describing animals
- Quotation marks

Unit four

Topic: Famous Africans

Section 1: Speaking

- Agreeing and disagreeing
- Presenting reports of group discussion

Section 2: Reading (Famous Africans)

- Pre - reading Activities
- Reading for detailed information
- Post reading Activities

Section 3: Vocabulary

- Words from text - inference
- phrasal verbs

Section 4: Grammar

- Reported speech

Section 5: Listening

- Retelling (Summarizing a talk)
- Rearranging jumbled ideas after listening to a talk
- Using markers (of addition, sequencing etc)

Section 6: Writing

- Writing questionnaire
- Collecting and collating data

- Interpreting data
- Writing Reports

Unit Five

Topic Life in the Streets (Juvenile Delinquency)

Section 1: Speaking

- Panel Discussion (on life of street boys)
- Expressing facts and opinions

Section 2: Reading (Life on the streets)

- Pre reading activities
- While Reading activities: Reading for understanding
- Post reading activities

Section 3: Vocabulary (Life in the streets)

- words from the passage
- Selected words from grade 11 textbook (Part I)

Section 4: Grammar

Revision of Tenses

- Talking about regular actions, processes, etc.
- Talking about actions in progress
- Telling stories
- talking about the past)

Sections 5: Listening

- Listening to a taped interview

Section 6: Writing

- Situational Compositions - describing a street scene
- Writing and reporting on the life of street boy.

Unit six

Topic: Water and life

Section 1: Speaking

- Reaching a consensus
- Interview (Survey)

Section 2: Reading (water and life)

- Pre reading activities
- While reading activities: Reading for detailed information
- Post reading activities

Section 3: Vocabulary

- Word building exercises
- Phrasal verbs
- Collocations

Section 4: Grammar.

Conditionals (Revision)

Question tags
Adjectives for description

Section 5: Listening
 Dictation
 Note taking (lecture. Audio- visuals)

Section 6: Writing
 – Letter writing
 – Describing Processes
 – Note making

Unit seven

Topic School Life (Education)

Section 1: Speaking
 – Class Presentation
 – Public Speech
 – mini discussions

Section 2: Reading - (School Life:- Education)
 – Pre - reading activities
 – while reading activities: Reading for writing - Note making
 – Post reading activities

Section 3: Vocabulary
 – Words from the passage
 – Look alike and sound alike (words that are sometimes confused)

Section 4: Grammar
 – Adverbs of frequency
 – Active / Passive (revision)

Section 5: Listening
 – Listening for specific information
 – Listening for gist

Section 6: Writing
 – Editing texts
 – Writing longer pieces of writing- Essays.

English language Course Outline for Second Cycle Teacher Education Programme, year II

Course title: English in Use III

Course No. : Eng 211

Credit hours: 4/6

Contact hours: 6/9

English in Use III

Eng. 211

Question tags
Adjectives for description

Section 5: Listening
 Dictation
 Note taking (lecture. Audio- visuals)

Section 6: Writing
 – Letter writing
 – Describing Processes
 – Note making

Unit seven

Topic School Life (Education)

Section 1: Speaking
 – Class Presentation
 – Public Speech
 – mini discussions

Section 2: Reading - (School Life:- Education)
 – Pre - reading activities
 – while reading activities: Reading for writing - Note making
 – Post reading activities

Section 3: Vocabulary
 – Words from the passage
 – Look alike and sound alike (words that are sometimes confused)

Section 4: Grammar
 – Adverbs of frequency
 – Active / Passive (revision)

Section 5: Listening
 – Listening for specific information
 – Listening for gist

Section 6: Writing
 – Editing texts
 – Writing longer pieces of writing- Essays.

English language Course Outline for Second Cycle Teacher Education Programme, year II

Course title: English in Use III

Course No. : Eng 211

Credit hours: 4/6

Contact hours: 6/9

English in Use III

Eng. 211

Course Description

This course is a continuum of English in use II. It is hoped that the course will consolidate and concretize the language skills and language items discussed in the previous course. Therefore, the general objectives and strategies treated earlier will also be maintained in this part.

Objectives of the course

At the end of this course, student-teachers will be able to:-

- use English spontaneously and flexibly for academic and non-academic situations.
- develop and extend their skill of oral communication for daily use.
- handle a range of classroom events with reasonable degree of fluency, accuracy and confidence.
- read various types of texts and critically interpret them.
- produce meaningful and sensible written texts such as letters of different types, composition, reports, etc.
- enhance their vocabulary knowledge in contexts particularly those in grades 11 and 12

Unit One

Topic: Selected Passage

Section 1: Listening and Speaking

- Exchanging information
- Listening for general ideas

Section 2: Reading (Selected passage)

- Pre-reading activities
- While-reading activities
 - Scanning
 - Skimming
- Post-reading activities

Section 3: Vocabulary

- Words related to the topic
- Selected words from grade 11 textbook-Book - 2

Section 4: Grammar

- Count and non-count nouns
- Articles

Section 5: Writing

- Writing instructions on how to make thing
- Note making

Unit Two

Topic: Selected Passage

Section 1: Listening and Speaking

- Listening for specific information
- Asking for and offering help

Section 2: Reading (Selected text)

- Pre-reading activities
- While-reading activities
 - Scanning
 - Skimming
- Post-reading activities
- Critical reading

Section 3: Vocabulary

- Words from the reading text (referential)
- Antonyms and synonyms

Section 4: Grammar

- Pronouns
 - Personal pronouns
 - Possessive pronouns
 - Possessive adjectives
 - Reflexive pronouns

Section 5: Writing

- Writing based on the text
- Sentence combination (conjunctions)

Unit Three

Topic: Selected Topic

Section 1: Listening and Speaking

- Dictation
- Note-taking
- Expressing opinions

Section 2: Reading (the selected passage)

- Pre-reading activities
- While-reading activities
 - Scanning
 - Skimming
- Post-reading activities
- Critical reading

Section 3: Vocabulary

- Words from the text (inference)
- Word formation: Prefixes and suffixes

Section 4: Grammar

- Demonstrative pronouns
- Indefinite pronouns
- Revision of tense
 - Simple present
 - Simple past

Section 5: Writing

- Writing from reading text:- Summarizing
- Paragraph coherence (logical order of events)

Unit Four

Topic: Selected Text

Section 1: Listening and Speaking

- Data collecting, collating and reporting
- Debating on selected topic

Section 2: Reading (Selected text)

- Pre-reading activities
- While-reading activities
 - Scanning
 - Skimming

- Post-reading activities
- Critical reading

Section 3: Vocabulary

- Words from the text
- Phrasal verbs

Section 4: Grammar

- Infinitives
E.g. like, begin, omit
- Verbals
 - Gerund
 - Participles
 - Infinitives

Section 5: Writing

- Expository writing
- Essay writing.

Unit Five

Topic: Selected Text

Section 1: Listening and Speaking

- Listening and note-taking
- Telling story

Section.2: Reading (Selected text)

- Pre-reading activities
- While-reading activities
 - Scanning
 - Skimming
- Post-reading activities
- Critical reading

Section 3: Vocabulary

- Words related to the text

Section 4: Grammar

- Relative clauses
- Participles
 - Present participles
 - Past participles

Section 5: Writing

- Project writing obtaining information by producing and administering questionnaire.
- Argumentative composition.

Suggested Topics

- Globalization
- Rich groups (HIV/AIDS)
- Attitude and beliefs (strengthening important value)
 - Adduction
 - Early marriage
 - Circumcision
 - Skin piercing

Section 3: Vocabulary

- Words from the reading passage (inference)
- Selected words from grade 11 textbook (Book – 1)

Section 4: Grammar

- Verbs followed by infinitives
 - object + infinitive
- Passive voice
 - Present simple
 - Present progressive

Section 5: Writing

- Identifying topic sentences
- Identifying paragraph developers
- Listening for general ideas

Unit 2

Topic: Selected Passage

Section 1: Listening and Speaking

- Listening and note taking
- Asking for and offering help

Section 2: Reading (Selected passage)

- Pre-reading activities
- While-reading activities
 - Scanning
 - Skimming
- Post-reading activities

Section 3: Vocabulary

- Words from the reading text (referential)
- Selected words from grade 11 textbook (Book – 2)

Section 4: Grammar

- Pronouns
 - Reported speech
 - Statements
 - Questions
 - Commands
 - State verbs

Section 5: Writing

- Transforming information (passage to table or vice versa)
- Writing from reading
 - Summarizing
 - Paraphrasing

Unit 3

Topic: Selected Passage

Section 1: Listening and Speaking

- Dictation
- Note-taking
- Expressing opinions

Section 2: Reading (Selected passage)

- Pre-reading activities
- While-reading activities
 - Scanning
 - Skimming
- Post-reading

Section 3: Vocabulary

- Words from the text
- Phrasal verbs related the topic
- Antonyms and synonyms

Section 4: Grammar

- Conjunctions
 - Passive
 - Present perfect
 - Past perfect

Section 5: Writing

- Sentence combination (use of coordinators, subordinators and correlatives)
- Paragraph cohesion

Unit 4 .

Topic: Selected Text

Section 1: Listening and Speaking

- Listening for specific information
- Identifying discourse markers from a talk
- Debating and reporting

Section 2: Reading

- Pre-reading
- While-reading
 - Scanning
 - Skimming
- Post-reading
- Critical reading

Section 3: Vocabulary

- Words from the text
- Word formation
 - Suffixes
 - Verb to noun
 - Noun to adjective (etc.)

Section 4: Grammar

- Position of adverbs: manner, place, etc.
- Adverbial clauses:
 - Contrast
 - Cause and effect

Section 5: Writing

- Jumbled paragraphs
- Completing a story transposed from the listening or reading texts.

Unit 5

Topic: Selected Text

Section 1: Listening and Speaking

- Listening for gist
- Reporting classroom discussion
- Public speech on selected topics

Section 2: Reading (Selected text)

- Pre-reading activities
- While-reading activities
 - Scanning
 - Skimming
- Post-reading
- Critical reading

Section 3: Vocabulary

- Vocabulary from the passage
- Word formation:- Prefixes

Section 4: Grammar

- Conditional clauses
 - Conditional clause type 1
 - Conditional clause type 2
 - Conditional clause type 3

Section 5: Writing

- Writing free composition (essay)

Methodology

- Brainstorming
- Individual /pair and group work
- Demonstration
- Problem solving
- Discovering
- Micro-teaching
- Role play
- Dialogue
- Questioning
 - Teacher – student
 - Student – teacher
 - Student – student
- Open and close question
- Language games
- Information gap filling

Modes of Assessment

1. Continuous assessment

- Pair/group discussion in classroom
- Assignments (individual/small group/
- Project work
- Mini research
- Writing portfolios

- Report writing
- Quizzes
- Final exam

Suggested Topics

- Globalization
- Rich groups (HIV/AIDS)
- Attitude and beliefs (strengthening important value)
 - Adduction
 - Early marriage
 - Circumcision
 - Skin piercing
 - Polygamy
- Justice
- Equality
- Sense of responsibility
- Dignity of labour
- Self-reliance
- Saving
- The pursuit of truth
- Code of ethics
- Norms (Acceptable and non-acceptable)
- Law and order
- Drugs
 - (Say no to drugs)