

**ADDIS ABABA UNIVERSITY
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LITERATURE**

**THE PRACTICE OF TEACHING THE LISTENING SKILL AT
GONDAR TOWN PRIMARY SCHOOLS:
THE CASE OF GRADE 8**

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JUNE, 2008

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
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ABSTRACT

This study was conducted to look into how listening lessons are taught and how the listening sub-skills are treated in grade 8 at Gondar town.

Class room observation, questionnaire and content analysis of the text book using the listening lessons were used as data collecting tools. Eight teachers were observed, each 3 times, using a checklist. All (30) grade eight English teachers, who were teaching in the 19 schools filled in the questionnaire. The 31 listening lessons in the text book and the teachers guide were also inspected. The data gathered using these tools was quantitatively analyzed using frequencies and percentages.

The analyzed data showed that even though the teachers gave room to listening lessons, they failed to manage the listening lessons using the appropriate pedagogical procedures i.e. they did not employ the pre, while and post listening stages or activities and only very few listening sub-skills were practiced. More over the listening tasks were not designed in such a way that students can practice the various sub-skills.

Finally, it was recommended that practical in-service trainings on how to teach listening skill should be given to the teachers and the procedures employed to teach the listening skill need to be included in the teacher's guide.

CHAPTER - ONE

INTRODUCTION

1.1 Background of the Study

The fact that language plays a key role in any aspect of life is unquestionable. Without it, the world, perhaps, would not have been what it is now. In short, it is through language that the world's communication and development is established. Therefore, learning an international language helps people at large. That is why many people learn English. Learning a language, however, is not as simple as it is expected. This is due to the fact that learning a language involves not only knowing the language system (knowledge of grammar, vocabulary etc) but also the use of the language system (the skills) (ABAX, 2004 online). The complexity even gets harder if one is learning these language skills in a second or foreign language context (Rees, 2008 BBC online; Rixon, 1986).

One of the skills, listening, which we first experience in life, has a significant role in one's successful communication and academic achievement. Nadig (2006, online) writes "Effective communication exists between two people when the receiver interprets and understands the sender's message in the same way the sender intended it." Nadig underscores the listener's contribution to have successful communication. In other words, we need to develop our listening abilities so as to maintain understanding or communication.

Moges (2003:2) also states "in a foreign language context, the listening abilities of learners could influence learners' achievement in other disciplines." Moges seems to emphasize how important listening skill is for students' academic success in situations like Ethiopia.

Rost (1990) and Saricoban (1999) further state that listening, provides a basis

for the development of other productive language skills.

Although the listening skill has such vital roles in our life, it was regarded as an inactive skill because it was believed that listening is simply receiving language forms and it can be developed naturally while learning a foreign language (Seime, 1989; Getachew, 2002). If this had been true, studies would not have shown that the sample cases had poor listening ability (Tewolde, 1988; Seime, 1989). To the contrary, Garvie (1990) in Arnold (2005, online) confirms “Listening is an active not a passive operation.” The National Capital Language Resource Center (NCLRC) (2004, online) strengthens this idea by saying, “Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text.”

Many studies have been conducted on this neglected but fundamental skill. Online sources, for example, display that the how of teaching listening skill has not made the jump into classroom practice. A case in point is Japan. Although Japanese students practice listening to English, they have never been taught how to listen in English. As a result, they are weak in listening to English (ABAX, 2004).

In Ethiopia, too, the listening skill has not been taken into account for many years in the English language teaching (ELT) methodology. Both teachers and students have emphasized on language forms, not on language use. They have been doing so may be because questions that assess students’ language skills, like listening, do not appear in the national exams and/or because the communicative function of language is not well developed. It is not surprising, thus, if studies, in such a situation, showed that students had poor listening ability.

Tewolde (1988) and Seime (1989), for example, recorded the lessons of different

subject teachers; analyzed their language and asked questions that assess students' understanding of language functions and use of listening strategies. They, finally, pointed out that the sampled junior (grade 8) and college students, respectively, had a listening ability less than expected of them. Berhanu (1993) , on his part, indicated that the listening strategies used by fourth year Addis Ababa University students need to be improved by providing them with suitable listening comprehension practices.

Understanding the problem, curriculum developers have paid due attention to the listening skill and it has been given as a lesson in schools and higher institutions for about 10 years. However, the implementation of change does not ensure achievement on the required direction. Thus, it needs to be evaluated.

Haregewoin (2003), for example, made an attempt to see how listening lessons are taught in relation to the new English course books in grade 11 in Addis Ababa. She sampled 5 schools out of 10; observed 6 teachers, 4 times each, and made 100 students fill in questionnaire. Haregewoin, finally, reported that there is a mismatch between what teachers do and the pedagogical procedures suggested in the course books.

Daniel (2006) also conducted a research on the practice of the teaching of listening skill at Kotebe College of Education. He sampled 19 instructors and 71 (20% of 345) students and collected the data using questionnaires, class room observation, interview and content analysis. He concluded that it is not appropriately practiced for various factors/reasons.

Another study by Hiwot (2006), following Tewolde's and Seime's procedure but on plasma lessons, asserted that the sample grade 9 students were poor in their listening skill.

These and other studies showed that students' listening ability is less than expected of them and the teaching of the listening skill is not well treated

(Getachew, 2002). This implies that there is still a problem that needs to be investigated. In relation to this, Candlin and Widdowson, editors, in Anderson and Lynch (1988: ix) stated “If language teaching is to be genuinely professional enterprise, it requires continual experimentation and evaluation.”

The current study, thus, may serve this function and it focuses on grade eight. To the best of the researcher’s knowledge, the teaching of listening at this level was not addressed properly.

1.2 Statement of the Problem

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability. (NCLRC, 2004, online)

This quotation conveys the message that although the academic programs are dominated by listening, one can hardly observe students, understanding its roles, when striving to develop their listening skill. Not only students, teachers also assume that listening is an easy task (Getachew, 2002). The local studies mentioned above are evidences for this fact.

The researcher, from his experience, has also noted that most students are incapable of taking notes from plasma lessons and lectures. It is a common knowledge, therefore, that students are at risk unless something is done to upgrade their listening ability in lower grades. The problem even gets worse as most of the plasma teachers are native English speakers. Thus, in order to cope with the plasma lessons and attend lectures, students need to develop and acquire this skill in their early stages.

To achieve this goal, the lion's share of the responsibility goes to English teachers in equipping themselves with the necessary techniques of teaching

listening skill. This in turn enables students to develop their skill of listening and to realize its benefits in academic programs.

This study, thus, aims at surveying how grade eight English teachers are managing listening lessons and the listening sub-skills.

1.3 Objective of the Study

The general objective of this study was investigating how the listening skill is taught in grade eight at Gondar town. The specific objectives were finding out:

1. Whether English teachers teach listening lessons.
2. If teachers use the pre, while and post listening stages.
3. Whether the design of the tasks in the textbook give chances for the students to practice the different listening sub-skills.
4. If teachers let students practice the different listening sub-skills.

1.4 Research Questions

In achieving the objectives stated above, a broad general question “How do grade eight English language teachers manage listening lessons?” was set. The following specific research questions were also formulated.

1. Do English teachers teach listening lessons?
2. If yes, do they employ the three stages of teaching listening (pre, while and post listening) suggested by ELT scholars?
3. Does the design of the tasks in the textbook give chances for the students to practice the different listening sub-skills?
4. Do teachers let students practice the different listening sub-skills?

1.5 Significance of the Study

The findings of this study may help:

- Higher education institutions to evaluate their training practices on the listening skill.
- Primary school English language teachers to evaluate their practices on the teaching of the listening skill.
- Researchers to use them as a resource for further studies.
- Text book writers to evaluate the text books they designed.

1.6 Delimitation of the Study

As the time and resources allowed for this study were restricted, this work was delimited only to investigating how listening skill is taught and how the listening sub-skills are treated with particular reference to grade eight at Gondar town.

1.7 Limitation of the Study

The study would have been comprehensive if more teachers were observed and more observations were held for a longer time.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE

2.1 A Brief Historical Overview of Teaching Listening

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

With the emergence of the oral approaches (situational and audio lingual), however, listening was perceived as aural recognition of linguistic structures. Hence, exercises were designed with the aim of enabling students identify and discriminate these structures (Rost, 1990). But later it made a jump from a mere discrimination of distinctive sounds to comprehending recorded dialogues and read aloud texts often played or read repeatedly. (Brown, 1987 in Rost, 1990). But they failed to include these in the syllabus design.

In America, in the late 1960's, scholars, such as James Asher, founder of Total Physical Response, came up with the belief that "readiness to talk is somehow biologically determined by the rate at which understanding of spoken language has been acquired (Rost, 1990). Following this, several of Asher's colleagues developed listening based language learning methods in the 1970's. In the 1980's, listening was paid due attention and was used as a critical element to design language learning syllabuses. For instance, Krashen and Terrell (1983) formulated an approach and Ellis (1985) gave recommendation for language

acquisition based on this principle (Rost, 1990).

While listening-based learning was emphasized the Communicative Language Teaching (CLT) recognized the significance of listening skills in language learning. As CLT was concerned with spoken language, listening exercises were made to simulate real life and to this end the texts were authentic.

It is, therefore, clear that listening skill is recognized recently as compared to other language skills.

2.2 What is Listening?

Many people consider hearing and listening one and the same. But there is a real distinction between merely hearing the words and really listening to the message. Regarding their difference, Galvin and Pamela (1999) state that hearing is receiving sounds where as listening is beyond this and involves various processes including hearing. Nadig (2006, online) adds “When we listen effectively we understand what the person is thinking and/or feeling from the other person’s own perspective.”

Many scholars have explained this very fact. Underwood (1989:1), for example, defines listening briefly as “the activity of paying attention to and trying to get meaning from something we hear.” For Morley (1991:90), listening is “... an activity of information processing in which the listener is involved in a two way communication ...” Cook (2001), in Haregewoin (2003), also states that listening involves both bottom-up and top-down processing where the former means listening to information that comes from the speaker and the latter refers to using background knowledge and expectations to make meaning while listening.

These definitions, in general, portray that listening is not a passive skill as it was expected to be and that it is an active skill which demands more than

receiving sounds. In line with this, Nadig (2006, online) states “In active listening we are genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message means, and we are active in checking out our understanding before we respond with our own new message.”

Regarding the processes involved in listening, Ahuja and Ahuja (1990:18), in Daniel (2006), describes “Listening is hearing plus attending plus understanding plus concentrating plus remembering plus continually grasping and processing information.”

The process tells us that hearing is only the first step to listening and that listening is a challenging task that involves understanding the speakers’ accent, grammar, vocabulary etc. The anonymous saying “We were given two ears but only one mouth, because listening is twice as hard as talking.” strengthens this idea. It even gets harder when we think of listening to a foreign language.

2.3 Importance of the Listening Skill

Of the four skills, listening is by far the most frequently used skill. In relation to this, Morley (1991) states that we listen two times as much as we speak, four times as much as we read and five times as much as we write. Saricoban (1999, online) adds listening is “a medium through which children, young people and adults gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideas, sense of values and their appreciation.” This implies that much of our daily life activities or communication in the real life situation, such as listening to the radio, conversation, lecture, meeting, telephoning, watching films, are dominated by listening.

Nadig (2006) also writes that speaking effectively is half of the communication process required for interpersonal effectiveness and listening to others talk is

the other half. Nadig's idea underlines how fundamental listening skill is, even when one is fluent, for achieving effective communication.

All in all, although listening is one of the most challenging skills for students to develop, it is the most important skill for communication, academic achievement and entertainment. Thus, efforts should be made to practice the strategies that enable students develop this demanding but fundamental skill.

2.4 Types of Listening

Different scholars have made attempts to show the different kinds of listening. Anderson and Lynch (1988), for example, divide listening into two namely,

- 1. Reciprocal listening:** Which provides opportunity to interact and negotiate meaning.
- 2. Non-reciprocal listening:** in which information is transferred (gained) from one source.

Richards (1985) also groups types of listening as:

- 1. Conversational:** listening to causal speech
- 2. Academic:** listening to lectures, presentations etc in academic context.

Rost's taxonomy, which this study considers, unlike the above two, seems comprehensive. He categorizes types of listening in to four: global, selective, intensive and interactive listening (Rost, 1990). These will be dealt as follows.

- a) Global listening:** This is listening to the over all sense of a given text. Such type of listening enables students to develop the ability to extract a topic or theme of a text i.e. to generalize what the text is all about.
- b) Selective listening:** Unlike the first one, this is listening for the purpose of deriving specific information from any text. This implies that we should

not listen to everything said but that we need to be purposeful and selective.

c) Intensive listening: This category focuses on listening to features of language systems after the text is well understood. As features of a language such as pronunciation, vocabulary, and grammar are building blocks of the language, teachers need to give time for such listening activities.

d) Interactive listening: This is listening to give the appropriate responses /feedback to a speaker. The term 'appropriate' here means that the responses should be carefully selected based on the speakers personality or cultural styles. In relation to this Nadig (2006, online) states "In active listening we are active in checking out our understanding before we respond.... We restate... our understanding of their message and reflect it back to the sender for verification."

Generally, one can learn, from these categories of listening, that we use different strategies of listening for different purposes. Hence, listening lesson activities need to be designed with the intention of developing these listening skills.

2.5 Listening Input

Listening inputs are materials or texts of any kind that students listen to in any listening lessons (Rost, 1990). As teaching listening skills in the absence of texts is unthinkable, teachers need to know the different types of texts with their distinctive features, purposes and to which particular group of students they are suitable.

According to Anderson and Lynch (1988), listening materials are of three kinds:

a) Static texts: Descriptions or instructions in which the relationship

between items in the text is likely to be fixed.

b) Dynamic texts: Story telling /recounting incidents which involve shifts of scene and time. The relationship between items in the texts changes.

c) Abstract texts: Expressing peoples opinions /beliefs.

It is clear that the writers put the types of texts in their order of complexity. Thus, the first two seem to be appropriate for lower grades and the last for advanced learners. This does not, however, mean that it is impossible to use any one of them if the purpose and level of students permit to do so. In line with this, The National Capital Language Resource Center (NCLRC) (2004, online) and Ur (1996) advice considering the following factors that help to judge the relative ease or difficulty of a text.

- How is the information organized? /chronological, main ideas first then details and examples next /
- How familiar are the students with the topic?
- Does the text involve multiple individuals and objects? (Same/opposite sex)
- Does the text offer visual material to aid what listeners hear?
- How fast is the speaker?
- Are there pauses /repetitions in the speech?
- Are the pronunciation, vocabulary and grammar appropriate to the students' level?

Another point worth considering is the question of variety. It is a common knowledge that students experience different background, interest and ability.

This concept thus calls for the use of a variety of texts so that students will not be bored of attending to one thing frequently. In relation to this, Ur (1996) and Harmer (2003) list the following:

- a) **Live:** students listen to someone in front of them and interact with her/him
- b) **Recordings:** students listen to audio cassettes or watch video and perform tasks.
- c) **Teacher talk:** students listen to the teacher's informal talk and discussions (conversations) will follow.
- d) **Authentic materials:** natural language used by natives or competent speakers.
- e) **Adapted materials:** materials modified to fit the needs and levels of a particular group (Ur, 1996; Richards, 1985).

The scholars list dictates that students should not only be provided with artificial texts but also real like/authentic/ texts. Doing so enables students to attend non-verbal aspects of communication, such as gesture, facial expression, pause, and hesitations etc, which aid their understanding. This, however, demands devotion and creative mind.

2.6 Listening Tasks

A task, according to Rost (1990:156), is “a unit of teaching learning activity which involves relevant instructional variables to be manipulated by the learners using some kind of data.” This implies that selecting the appropriate text is not an end by it self. It only serves as a source of data for the tasks that students are expected to carry out in response to what they have heard. Hence, a task should be designed. When we design tasks, The NCLRC (2004, online) advises to keep in mind that “Complete recall of all the information in an aural text is an unrealistic expectation to which even native speakers are not usually held. Listening exercises that are meant to train should be success oriented

and build up students' confidence in their listening ability.”

In other words, the tasks should be in harmony with the four categories of listening stated above. More specifically, the purposes of the listening tasks should be to enable students develop the following listening sub skills.

1. Perceiving and discriminating sounds (stress, intonation, pitch) with in utterances.
2. Adapting to speaker's sound variations.
3. Deducing the meanings of unfamiliar words.
4. Inferring information not explicitly stated.
5. Inferring links between sentences. (Cause, effect...)
6. Recognizing discourse markers.
7. Recognizing markers of cohesion.
8. Identity relationship among units with in a discourse (major ideas, generalizations, supporting ideas, examples).
9. Predicting subsequent parts of a discourse.
10. Maintaining continuity of context for predictions and verification of propositions.
11. Selecting cues from the speaker's text to finish a schematic prediction.
12. Identifying the speaker's intention towards a hearer.
13. Recognizing speaker's use of gestures.
14. Identifying contradiction, inadequate information and ambiguity in the speaker's utterances.
15. Differentiating between fact and opinion.
16. Identifying uses of metaphor, irony, and other violations of conversational maxims (well known sayings).
17. Selecting very important points from information given for use in a task.
18. Reducing /Transcoding spoken discourse into other forms (note taking).
19. Identifying topics /ideas that need clarification.
20. Integrating information with in the text and with other sources using background knowledge.

21. Providing appropriate feedback to a speaker.

(Rost, 1990; Richards, 1985; Saricoban, 1999)

This list displays that tasks can be summarized as those that help to:

- Cope with sounds
- Develop vocabulary and grammar knowledge
- Gain information/message of different kind

Rost (1990) broadly categorizes these tasks into 3 namely on-line, retrospective and prospective tasks.

- a) On-line tasks:** These are activities carried out while students are listening to a text. Note taking and completing a table are good examples of such an activity. These tasks require listening and doing the tasks simultaneously
- b) Retrospective tasks:** Such tasks require responses formulated after listening to a text. Summarizing is a very good example for this.
- c) Prospective tasks:** These tasks demand learners to give their prediction on a given topic (context) prior to listening to the text. “What do you expect in the passage? What do you think will happen next?” type of questions let students to forecast.

Rost’s category of the tasks seems to match with the 3 stages of teaching the listening skill which will be dealt with in the next sub-topic (2.7).

As to the nature of questions in the tasks, they can either be closed (objective) or open (subjective) (Rost, 1990) or they may range from no response up to long response questions (Ur, 1996). The choice is determined by the purpose of listening and level of students.

Here is a comprehensive list of listening tasks by Atkins et al (1995) and

Colorado University (2008, online).

Listen and

- Enjoy (Joke, story)
- Tick (things, people, dates ... on a list)
- Match (text with pictures)
- Act (jumping, closing the door)
- Draw (pictures from instructions)
- Follow (directions)
- Choose (True/False, multiple choice questions)
- Answer (comprehension questions)
- Complete /fill (a chart, a table, a diagram, list, blanks)
- Correct (what is incorrect)
- React (debate in favor of /against a motion)
- Discuss (to solve a problem)
- Write (note, dictation, summary)
- Recall (recall a story, modeling)
- Continue a story text (written /spoken)

It can clearly be seen that the tasks are listed in their order of complexity i.e. as one moves down, the complexity increases. In general, however, it is advisable to use controlled exercises at early stages and others for advanced learners.

Finally, it is important to bear in mind that the choice of tasks depends on the purpose of listening, time and material available, level and interests of students and teachers, culture and nature and content of the texts/input (Underwood, 1989).

2.7 Listening Lesson Framework

Having an appropriate text and a well designed task, still, doesn't guarantee success in developing listening skills unless one uses them in a certain procedure/ framework. Regarding this, Candlin (1987) in Rost (1990) states that tasks need to contain six elements, namely; input, setting and roles, procedures, outcomes, monitoring and feed back. These elements suggest what a listening lesson should consist of. Many scholars believe that good listening lessons go beyond the task itself and recommend that a listening lesson need to have three main stages: pre-listening, while-listening and post-listening. (Peachey, 2008; Saricoban, 1999; Colorado State University, 2008 online, and Rixon, 1986)

- 1. Pre-listening:** Preparation stage.
- 2. While -listening:** A stage at which students are made focus their attention on the listening text.
- 3. Post-listening:** A stage at which students show their reaction to the text and the lesson is integrated with other skills.

Rees (2008) and Peachey (2008), BBC online, further argue that these stages are what people naturally do in their everyday lives. They explain:

When listening to an interview to a famous person, they probably know something about the person already (pre-listening) when we listen to something, we do so for a reason. Students too need a reason to listen that will focus their attention (while-listening). Because we listen for a reason, there is generally a following reaction (post -listening).

Hence, there is, according to Saricoban (1999, online), an association between expectations, purpose and comprehension. The following table, by the same writers, shows the purposes of and the various activities involved in these three stages.

Table 2: The Three Stages of Teaching Listening

Stages	Purposes	Teacher's Activities
Pre-listening	<ul style="list-style-type: none"> ➤ To warm up/ motivate ➤ To establish background knowledge /context ➤ To provide a listening purpose ➤ To get students prepare 	<ul style="list-style-type: none"> ➤ Introducing the topic ➤ Asking few questions related to the topic/letting them discuss ➤ Asking students to predict what they are going to listen ➤ Teaching key words in context ➤ Checking if students are relaxed ➤ Setting a task and letting them read ➤ Giving clear instruction on how to perform the task
While-listening	<ul style="list-style-type: none"> ➤ To get students manage a task by understanding the context 	<ul style="list-style-type: none"> ➤ Reading or playing the text according to students level ➤ Observing and guiding students ➤ Allowing them time to try their best ➤ Making them aware that they can interrupt and ask
	<ul style="list-style-type: none"> ➤ To check understanding ➤ To share and reflect information 	<ul style="list-style-type: none"> ➤ Letting students discuss and reflect their answers ➤ Giving feedback

Post-listening	<ul style="list-style-type: none"> ➤ To relate experience to text ➤ To integrate the lesson with the other skills ➤ To make analysis of language forms 	<ul style="list-style-type: none"> ➤ Providing a related task ➤ Checking students work ➤ Teaching some language items in the listening text
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Before implementing these stages in the classroom, the teacher needs to make planning like:

- Practicing loud reading.
- Checking the play and the cassettes (if any).
- Simplifying/ adapting the tasks, if need be.
- Preparing supplementary examples.
- Referring related sources (Harmer, 1991).

Harmer's idea seems to remind teachers to carefully prepare lessons before getting into class so that listening lessons would be taught successfully.

CHAPTER-THREE

RESEARCH METHODOLOGY

This section will present the research methods employed to conduct this study, such as the research design, data gathering tools, sampling, procedure and data analysis.

3.1 Research Design

As the aim of this study was surveying the practice of teaching the listening skill in 19 primary schools, survey type of research was employed.

3.2 Data Gathering Tools

This study employed 3 tools to gather the required data. These will be treated one by one in the next pages.

3.2.1 Questionnaire

To collect data about teachers' practices while teaching listening lessons, close-ended questionnaire (one item open ended) was designed for the teachers. It consists of 25 items. The first 3 items asked teachers' personal information. The next 4 dealt with general information on the teaching of listening. The last 18 items requested the classroom practices of the teachers while teaching listening lessons in the pre, while and post- listening stages. The questionnaire was set in four point Likert scale (usually, often, sometimes and never) and was adapted from Haregewoin (2003). Since she designed the questionnaire

referring to ELT literature, the researcher considered it vital to adapt it.

3.2.2 Classroom Observation

To cross check the data obtained from the questionnaire and to see what teachers actually do while teaching listening and how they treated the sub-skills, classroom observation was utilized as a main data gathering tool. Thus, two checklists were prepared. One holds the last 18 items in the questionnaire and the other contains 14 listening sub-skills that could directly or indirectly be observed in the classroom. The 14 listening sub-skills were adapted from Rost (1990) and Richards (1985) and were set in 'yes' or 'no' format. Then 8 volunteer teachers were observed three times each. The information collected from the 18 items was summarized and changed into 4-measure frequency (usually, often, sometimes and never) i.e. if the item happens 3 times, it will be rated as usually; if 2 times, often; if 1 time, sometimes and if 0 time, never. However, that of the 14 sub-skills was put in numbers. Some important notes were also taken down.

3.2.3 Content Analysis

In order to obtain information whether the designed tasks help students to exercise the different listening sub-skills or not, it was mandatory to analyze the textbook and the teacher's guide. Therefore, referring to the teachers guide and the nature of the listening exercises an attempt was made to list and quantify the sub-skills that each exercise enabled students to practice.

3.3 Sampling

This study took all the 30 (23 male and 7 female) teachers who were teaching in

grade eight in all the 19 schools in the town. 14 of them taught English for 1-10 years and the rest 16 taught English for more than 15 years. All the teachers had a diploma in English language teaching. Of these, 8 teachers (27%), from 4 schools, were selected by their consent for the classroom observation.

3.4 Procedure

The required data was collected in the following procedure:

- First of all, 8 teachers who disclosed their consent to be observed were selected for the classroom observation.
- Then, the teachers were observed, 3 times each, for 6 weeks.
- While the classroom observation was going on, content analysis of the text book, particularly the listening lessons, was made and the rest 22 teachers were made fill in the questionnaire.
- Finally, those 8 teachers filled in the questionnaire after the classroom observation was over.

3.5 Data Analysis

The information collected from the three data gathering tools was analyzed quantitatively in frequencies and percentages. Both the data gained from the questionnaire and from analysis of the text book were compared with the data obtained from classroom observation i.e. the data was analyzed in an intermingled manner.

CHAPTER - FOUR

DATA PRESENTATION AND ANALYSIS

In this chapter, the information collected from the teachers through questionnaire, the classroom observation and content analysis will be presented and analyzed.

4.1 Teachers' Responses to the Teaching of Listening

Prior to stating the specific aspects that embodied the teaching of listening, teachers were asked general questions if they are teaching listening lessons.

Table 4.1: Teachers' Responses to the Teaching of Listening

No	Items	Response	No	%
1	Do you have the teachers guide?	Yes	23	76.6
		No	7	23.4
		Total	30	100
2	Do you teach listening lessons?	Yes	25	83.3
		No	5	16.7
		Total	30	100
3	How many of the listening lessons did you teach in the first semester?	All	11	44.0
		Many	8	32.0
		Some	6	24.0
		Total	25	100

The data shows that many of the teachers had the teachers guide (76.6%),

taught the listening lessons (83.3%) and treated all/many of the lessons in the first semester (76%).

As the listening texts are found in the teacher's guide, it is mandatory having it. Only 5 teachers (16.7%) responded that they did not teach listening lessons because they did not have the teachers guide. On the other hand, having the guide, 6 teachers (24%) out of 25 taught only some of the lessons in the first semester. This happened, as the researcher understood from the informal talks he had with a few teachers, may be because they skipped many of the listening lessons to cover the course or because the teachers might have inclined to those lessons that commonly appear in exams.

The reasons, however, are not convincing and imply that some teachers are not well aware of the importance of developing listening skill in the students' academic success. If they had been aware, they would have borrowed the guide from other teachers or photocopied the listening texts and would not have deemphasized the listening lessons.

Two teachers, although they did not have the teacher's guide, claimed that they taught preparing their own listening lessons. It can, thus, be concluded that 75% of the teachers at least consider teaching the listening lessons has some worth.

4.2 Teachers' Responses to their Pre-listening Practices

In this part, nine activities that teachers are expected to employ at the pre-listening stage will be analyzed.

As indicated in table 4.2, the teachers' response to item 1 revealed that 84% of them properly introduced listening lessons usually or often and the rest 16% did this practice sometimes. However, the result from the classroom observation showed that only 50% of the teachers gave proper introduction usually or often and 25% did this sometimes while the rest 25% gave no proper

introductions. Although the number of teachers who claimed giving proper introduction to listening lessons is refuted by the classroom observation, it can be concluded that there is an attempt to apply this very important pre-listening activity.

Table 4.2: Teachers' Responses to their Pre-listening Practices

No	Items	Questionnaire								Observation							
		Usually		Often		Some times		Never		Usually		Often		Some times		Never	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Introducing the listening lesson by giving hints	19	76	2	8	4	16	-	0	2	25	2	25	2	25	2	25
2	Letting students discuss on the topic of the listening lesson in pairs/groups before listening to the text	13	52	4	16	7	28	1	4	-	0	-	0	-	0	8	100
3	Telling students the purpose of each listening exercise	4	16	5	20	11	44	5	20	-	0	-	0	-	0	8	100
4	Making the instructions of the listening exercises clear	9	36	6	24	9	36	1	4	1	12.5	1	12.5	-	0	6	75
5	Encouraging students to predict what the listening text is about before listening	11	44	7	28	4	16	3	12	-	0	-	0	1	12.5	7	87.5
6	Explaining key terms in the listening text before listening	19	76	5	20	1	4	-	0	2	25	-	0	-	0	6	75
7	Informing students to read the exercises before listening to the text	8	32	7	28	10	40	-	0	3	37.5	-	0	-	0	5	62.5
8	Telling students to copy the listening exercises	7	28	6	24	11	44	1	4	1	12.5	-	0	-	0	7	87.5
9	Informing students what to focus on while listening	7	28	7	28	9	36	2	8	-	0	-	0	-	0	8	100

Regarding item 2, while many of the teachers (68%) claimed that they let students discuss the topic of the listening lessons before listening to the text usually or often, only 4% (1 teacher) reported that he/she never practiced such an activity. The classroom observation, however, witnessed a different result i.e. all the teachers were not observed pairing or grouping students to let them discuss the topic of the listening lessons prior to listening to the passage. Thus, engaging students in pairs or groups in the pre-listening stage and letting them talk about the topic was not applied. The teachers (68%) might have responded to this item thinking of their practices while teaching other skills, like speaking or reading.

Like item 2, although the classroom observation for item 3 showed that no teacher told students the purposes of the listening exercises, 36% of the teachers said that they practiced it usually or often and 44% of them claimed that they did so sometimes. Informing students the purposes of the listening exercises helps them to concentrate on the lessons and to apply the skills in their academic or real life situation. But it seemed that teachers merely focus on carrying out the tasks.

Item 4 asked whether teachers make instructions of listening exercises clear. 60% of the teachers responded to this item by saying that they made instructions clear usually or often and only 4% (1 teacher) reported that he/she never did so, to the contrary, only 25% (2 teachers) from the observed teachers practiced it usually or often and the rest 75% (6 teachers) did not make instructions clear. They merely read the instructions before or after reading the text or skipped them. It is possible to conclude that teachers were not in a position to inform their students on the instructions of the listening exercises clearly.

For item 5, 18 teachers (72%) indicated that they encouraged their students to predict what the listening text is about before reading the text aloud usually or often. The data obtained from the classroom observation contradicted what teachers claim about this specific practice. 87.5% (7 teachers out of 8) were not observed letting students practice this sub skill. This means that of the 24 classroom observations made, it was only in one session that students were made to predict the content of the listening text before they listened to it. Thus, it can be concluded that encouraging students to predict what the text is about is not well practiced.

In response to item 6, almost all (96%), except one teacher, reported that they usually or often explained key terms in the listening text before the loud reading. But the data collected from the classroom observation revealed that only 2 teachers (25%) did so i.e. 75% of the teachers were not observed explaining key terms in 18 observations. Of the two teachers, one was observed writing the meanings of the key words in Amharic on the board. Students were not seen while asked to guess or tell the meanings of key words. The practice of explaining some key words in the pre-listening stage, thus, is not properly managed.

Responding to item 7, 8 teachers (32%) claimed that they informed students to read the exercises before listening to the text usually. The classroom observation also confirmed the same i.e. 37.5% of them did so usually or 3 teachers in 9 observations (sessions) were seen doing so. 17 teachers (68%) reported that they did this often or sometimes whereas the classroom observation showed that 62.5% (5 teachers) were not seen doing so in 15 observations. Even 2 teachers were seen reading the exercises themselves for the students. Some teachers were also noticed instructing students simply to carry out the exercises after they read the passage aloud. From this, it can be concluded that two third of the teachers did not let students read the exercises before the loud reading.

As to item 8, which asked if teachers tell students to copy the listening exercises, 28%, 24% and 44% reported that they did it usually, often or sometimes respectively. The classroom observation, to the contrary, displayed that 87.5% (7 teachers) did not do so. This means that teachers were not observed practicing this pre listening activity in 23 observations. They simply read the text aloud and asked students to answer the questions. The data, therefore, showed that telling students to copy the listening exercises is almost neglected.

Concerning the last item, although no teacher was observed when informing students what to focus on while listening to the given texts, 28%, 28% and 36% of the teachers claimed that they did so usually, often and sometimes respectively. As listening is purposeful, students need to be told on what issues of the text to pay attention to but teachers failed to do so.

Generally, from the analysis given above, it is possible to deduce that teachers are not properly employing the pre-listening activities or it can be said that they failed to employ them.

4.3 Teachers' Responses to their While and Post-listening Practices

In the previous section, teachers' responses to their pre-listening practices were analyzed. In this section, the teachers' responses to their while and post-listening practices will be analyzed. Items 10, 11 and 12 focus on the while listening and the rest (13-18) on post-listening.

In response to item 10 "reading the passage aloud", all (96%), except one teacher, said that they did it usually or often. The classroom observation also confirmed this. All teachers were seen reading the listening text aloud. Many of them, however, read the text only once which could be difficult to grasp message given the level of students under study. They did so, may be, to quickly move to the other sections which they think are important.

Table 4.3: Teachers' Responses to their While and Post-listening Practices

No	Items	Questionnaire								Observation							
		Usually		Often		Some times		Never		Usually		Often		Some times		Never	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
10	Reading the listening passage aloud	17	68	7	28	1	4	-	0	8	100	-	0	-	0	-	0
11	Letting students do the exercise	19	76	6	24	-	0	-	0	-	0	-	0	1	12.5	7	87.5
12	Making students guess meanings of new words while listening	11	44	10	40	4	16	-	0	-	0	-	0	-	0	8	100
13	Allowing students to compare their answers in pairs/groups	7	28	9	36	8	32	1	4	-	0	-	0	2	25	6	75
14	Guiding and helping students while they are doing in pairs/ groups	12	48	10	40	2	8	1	4	-	0	-	0	1	12.5	7	87.5
15	Letting students express their answers	9	36	11	44	4	16	1	4	6	75	2	25	-	0	-	0
16	Encouraging students to reflect their experiences/ opinion related to the listening text	6	24	7	28	10	40	2	8	-	0	-	0	1	12.5	7	87.5
17	Providing students with reasonable feedback /correction	13	52	9	36	3	12	-	0	1	12.5	1	12.5	3	37.5	3	37.5
18	Extending the listening lesson to other skills	6	24	5	20	12	48	2	8	-	0	-	0	1	12.5	7	87.5

For items 11 and 12, the majority of the respondents claimed that they let students do the exercises (100%) and made them guess meanings of new words (84%) while reading the text aloud usually or often. What is observed in the classroom, however, refuted the teachers claim i.e. 87.5% and 100% of the teachers were not noticed practicing item 11 and 12 respectively. As to item 11, many of the teachers were observed encouraging their students to perform the exercises immediately after they finished reading the text aloud i.e. they focus on retrospective tasks.

Therefore, it is clear that teachers dominantly practice reading aloud ignoring other while-listening activities. Even though letting students carry out tasks after the loud reading helps them develop their memorizing skill, they should also be given chances to offer immediate feedback. Furthermore, students need to develop their guessing skill. Otherwise, they will depend on their dictionaries or teachers to learn the meaning of every word they come across i.e. they will not be autonomous learners. It can, thus, be concluded that, like the pre-listening, the while-listening activities are not properly managed.

Teachers were asked whether they allow their students to compare their answers in pairs or groups (item 13). 64% replied that they did this usually or often. 75% of the observed teachers, on the other hand, were not seen doing so i.e. there was no such a practice in the 22 observations. Organizing students in pairs or groups and letting them do a task help in developing their speaking and listening skills. Moreover, the practice helps to integrate language skills. Teachers, however, neglected this important aspect of language teaching and learning.

For item 14, teachers indicated that 88% of them guided and helped their students while carrying out listening tasks in pairs or groups. Opposite to this claim, the classroom observation showed that 87.5% of the teachers were not doing this activity in 23 observations. Of the 2 observations that 2 teachers were seen letting their students compare their answers in pairs or groups, the

guiding and helping happened in one session. As the method that many teachers employed was teacher-centered, teachers were not seen guiding and helping students while doing in pairs or groups.

The teachers' response and the classroom observations seem to have nearly similar result for item 15. 80% of the teachers claimed that they let their students explain their answers to the exercises usually or often and 100% of them were observed doing so usually or often. The teachers' effort to lend their ears to their students' answers is encouraging. 16% of the respondents, however, indicated that they gave the answers themselves most of the time and rushed to the other lessons.

In item 16, although 24%, 28% and 40% of the teachers claimed that they encouraged their students to reflect their experiences or opinions related to the topic usually, often and sometimes respectively, it is not totally in harmony with what is observed in the classroom. 87.5% of them hardly did so in 23 observations. This implies that students were only made to concentrate on the exercises in the textbook rather than sharing what they know about the topic to their friends and teachers.

Teachers reported that 88% of them provided their students with reasonable feedback usually or often, whereas the classroom observation witnessed that 37.5% of them did this sometimes and 37.5% never did so. In fact, teachers were seen giving simple corrections. Teachers might not have understood what feedback is or they might have perceived it as giving simple corrections.

The last item referred to integration of the skills. 24 %, 20% and 48% of the teachers responded that they integrated listening lessons with other skills usually, often and sometimes respectively. The classroom observation, on the contrary, revealed that 12.5% and 87.5% of them did so sometimes and never respectively. Thus, extending the listening lessons to other related activities is not well practiced. Teachers rushed to the next task after they finished teaching the listening lessons.

Generally, of the different post-listening activities observed, teachers were highly involved in letting their students respond to the exercises given.

From the analysis made above, it can be deduced that what teachers claim about their teaching listening practices contradicts what is practically observed in the classroom and the majority of the pre, while and post listening activities are poorly practiced or totally neglected. This might be because many of the teachers are not familiar with modern teaching methods, as 50% of them got their diploma 15 to 30 years ago.

4.4 Content Analysis

The teachers' practices in the three stages of teaching listening were analyzed in the preceding sections. In this section, a brief analysis of the listening lessons in the text book, in relation to the sub-skills, will be made.

The grade 8 English text book consists of 30 units which are divided in to 3 sections namely reading, language (vocabulary, grammar, oral work) and listening. There are 31 listening lessons in the text book. The exercises are in the student's book, whereas the listening texts are at the end of the teacher's guide. At the beginning of the teachers guide, a very brief explanation is given as to how to manage each sub-section. The objectives are also stated for each sub-section.

The input sources or the materials that the listening lessons are presented are almost, except one teacher talk, adapted materials to be read loudly. No recordings, authentic materials and live sources were used. In fact, this is demanding in other situations let alone at the primary level. Regarding the text types, 23 of them are static (description of things), 8 of them are dynamic (stories). No abstract (expressing opinions) texts are included in the text book. Therefore, there is no proportional treatment of the different input sources and text types.

As to the type of tasks, almost half (15 out of 32 tasks) focus on completing notes or paragraphs, 8 comprehension questions, 4 guided note taking, 2 ordering ideas and the rest: labeling a diagram, retelling a story and listing steps were treated one time each. Thus, much emphasis is given to completion and comprehension tasks and this shows that the tasks in the text book dominantly enable students to practice extracting specific points from a given text.

The exercises (see Appendix-D) in the textbook were also inspected to see if they were designed in such a way that they can enable students to practice the various listening sub-skills. Teachers were also observed using a checklist to investigate whether they train their students to develop these sub-skills or not. The results were summarized as follows.

Table 4.4: Summary of the Listening Sub-skills in the Text book

No	Listening Sub-skills	No of exercises
1	Predicting and extracting specific information	1
2	Asking for clarification and extracting specific information	1
3	Guided note taking	4
4	Extracting specific information	25
	Total	31

Table 4.5: Summary of the Observed Listening Sub-skills

No	Observed Listening Sub-skills	No
1	Predicting	1
2	Discriminating Sounds	1
3	Guided note taking	9
4	Extracting specific information	15

As it is evident from tables 4.4 and 4.5, of the 31 exercises 27 of them were designed to enable students practice extracting specific information in a text and only 4 of the exercises focus on guided note taking (changing spoken discourse in to other forms). The classroom observation also showed that the stated sub-skills were practiced in 15 and 9 sessions respectively.

Rost (1990) listed 22 listening sub-skills although some of them are mental processes that could not be easily identified and others occur in a natural setting. But the textbook as well as the teachers emphasized “extracting specific information” usually and “guided note taking” sometimes. The rest sub-skills are almost /totally forgotten.

CHAPTER - FIVE

CONCLUSION AND RECOMMENDATION

This part of the thesis briefly summarizes what has been said in the previous chapters; gives conclusions and presents possible recommendations.

5.1 Conclusion

The objective of the study was to investigate how listening lessons are taught and how the listening sub skills are practiced with particular reference to grade eight. To achieve this target, 4 research questions were formulated. These were:

1. Do English teachers teach listening lessons?
2. If yes, do they employ the three stages of teaching listening suggested by ELT scholars?
3. Does the design of the tasks in the textbook give chances for the students to practice the different listening sub-skills?
4. Do teachers let students practice the different listening sub-skills?

The data required to answer these questions was collected using a questionnaire, classroom observation and content analysis. Finally, after the data was analyzed in frequencies and percentages, the following conclusions were made:

- 75% of the teachers have the teachers' guide and attempted to teach three- fourth of the listening lessons in the textbook.
- Of the pre-listening activities, except "introducing the lesson by giving hints", all were not properly or totally practiced.

- In the while-listening stage, all teachers were involved in reading the text aloud. But all the teachers did not let students do the exercises and guess meanings of new words while-listening to the text.
- As to the post-listening activities, except letting students express their answers, the majority of the teachers practiced them sometimes or not at all.
- Many of the tasks in the textbook are completion and comprehension. As a result, they enable students to develop dominantly their scanning skill i.e. extracting specific information; and rarely did they help to enhance their note taking skill. Thus, of the types of listening, students were made to practice the selective listening.
- The teachers were also observed focusing on these 2 listening sub-skills. This in turn shows that teachers only depend on the text book and that they do not let students practice the different listening sub- skills. They also changed online tasks to retrospective tasks.
- The listening inputs and text types lack variety and this affects the number of the sub-skills to be practiced.

Generally, although the inclusion of listening lessons in the textbook and the teachers attempt to teach the listening skill are encouraging, the practice of teaching listening lessons is very poor and the design of the tasks do not enable students to practice the various sub-skills.

5.2 Recommendations

Based on the conclusions made above, the following recommendations were made.

- Practical in-service trainings on how to teach listening skill should be given to the teachers.
- The procedures employed to teach the listening skill need to be included in the teacher's guide.
- The teacher's perceptions and why they failed to manage listening lessons as suggested by ELT scholars need to be investigated.

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Appendix-A
Teachers' Questionnaire

Dear teacher,

Currently, I am conducting a study on “The practice of Teaching the Listening Skill.” This questionnaire is prepared to collect relevant information for the study. Your responses contribute a lot to the success of the study. Therefore, I kindly request you to give your genuine responses. I would like to assure you that the information you give will not be used for any other purpose.

Thank You.

PART-1 PERSONAL INFORMATION

- 1) Sex_____
- 2) Service (in teaching English) _____
- 3) Qualification _____

PART-2 GENERAL INFORMATION ABOUT TEACHING LISTENING

Instruction: Answer the following questions by putting a tick (√) mark in the boxes given against the options of your responses.

1. Do you have the teacher's guide? Yes No
2. Do you teach listening lessons? Yes No
3. If you say 'No' for question No 2, would you please write your reason?

4. If you say 'yes' for question No 2, how many of the listening lessons did you teach in the first semester?
All of them Many of them Some of them

PART-3 If you say 'yes' for question No 2, to what extent do you practice the following when you teach listening lessons?

No	Practices	Usually	Often	Sometimes	Never
1	Introducing the listening lesson by giving hints				
2	Letting students discuss on the topic of the listening lesson in pairs/groups before listening to the text				
3	Telling students the purpose of each listening exercise				
4	Making the instructions of the listening exercises clear				
5	Encouraging students to predict what the listening text is about before listening				
6	Explaining key terms in the listening text before listening				
7	Informing students to read the exercise before listening to the text				
8	Telling students to copy the listening exercise				
9	Informing students what to focus on while listening				
10	Reading the listening passage aloud				
11	Letting students do the exercises				
12	Making students guess meanings of new words while listening				
13	Allowing students to compare their works/answers in pairs/ groups				
14	Guiding and helping students while they are doing in pairs/ groups				
15	Letting students express their answers				
16	Encouraging students to express/reflect their experiences/ opinion related to the listening text				
17	Providing students with reasonable feedback /correction (not simple answers)				
18	Extending the listening lesson to writing, speaking or reading exercise related to the listening passage				

Appendix-B

Observation Checklist for the Techniques of Teaching Listening and Results Obtained

O-1) Date _____

O-2) Date _____

O-3) Date _____

Time _____

Time _____

Time _____

Topic _____

Topic _____

Topic _____

No	Activities	O-1		O-2		O-3		Total	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Introducing the listening lesson by giving hints	4	4	4	4	4	4	12	12
2	Letting students discuss on the topic of the listening lesson in pairs/groups before listening to the text	0	8	0	8	0	8	0	24
3	Telling students the purpose of each listening exercise	0	8	0	8	0	8	0	24
4	Making the instructions of the listening exercises clear	2	6	1	7	2	6	5	19
5	Encouraging students to predict what the listening text is about before listening	1	7	0	8	0	8	1	23
6	Explaining key terms/words in the listening text/passage before listening	2	6	2	6	2	6	6	18
7	Informing students to read the exercise before listening to the text	3	5	3	5	3	5	9	15
8	Telling students to copy the listening exercise	1	7	0	8	0	8	1	23
9	Informing students what to focus on while listening	0	8	0	8	0	8	0	24
10	Reading the listening passage aloud	8	0	8	0	8	0	24	0
11	Letting students do the exercise while listening	0	8	0	8	0	8	0	24

12	Making students guess meanings of new words while listening	0	8	0	8	1	7	1	23
13	Allowing students to compare their works /answers in pairs/ groups	1	7	0	8	1	7	2	22
14	Guiding and helping students while they are doing in pairs/ groups	0	8	1	7	0	8	1	23
15	Letting students express their answers	7	1	7	1	8	0	22	2
16	Encouraging students to express/reflect their experiences/ opinion related to the listening text	1	7	0	8	0	8	1	23
17	Providing students with reasonable feedback /correction (not simple answers)	1	7	1	7	2	6	4	20
18	Extending the listening lesson to writing, speaking or reading exercise related to the listening passage	0	8	1	7	0	8	1	23

Appendix-C

Observation Checklist for the Sub Skills and Results Obtained

No	Sub - skills	O-1		O-2		O-3		Total	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Predicting subsequent parts of the discourse	0	8	0	8	1	7	1	23
2	Using background knowledge	0	8	0	8	0	8	0	24
3	Deducing the meanings of unfamiliar words	0	8	0	8	0	8	0	24
4	discriminating sound patterns	0	8	1	7	0	8	1	23
5	Inferring information not explicitly stated	0	8	0	8	0	8	0	24
6	Inferring links between sentences (cause, effect...)	0	8	0	8	0	8	0	24
7	Recognizing discourse markers	0	8	0	8	0	8	0	24
8	Recognizing markers of cohesion	0	8	0	8	0	8	0	24
9	Recognizing speaker's use of gestures	0	8	0	8	0	8	0	24
10	Selecting (very important) points	0	8	0	8	0	8	0	24
11	Extracting specific points	7	1	3	5	5	3	15	9
12	Reducing /changing spoken discourse into other forms (note taking).	1	7	5	3	3	5	9	15
13	Identifying topics /ideas that need clarification	0	8	0	8	0	8	0	24
14	Providing appropriate feedback to a speaker	0	8	0	8	0	8	0	24

Appendix-D

List of Listening Lesson Topics and Tasks in the Text Book

Unit	Topic	Input source	Text type	Type of task(s)	Sub-skill(s) Practiced
1	Talking about Yourself	Teacher talk	Static	Completing notes	Extracting specific ideas Asking for clarification
2	A Second Language	Adapted material	Dynamic	Completing a paragraph	Extracting specific ideas
3	Schools in England	Adapted material	Static	Comprehension T/F	Extracting specific ideas
4	Parts of the Eye	Adapted material	Static	Labeling a diagram	Extracting specific ideas
5	The Parrot And The Thief	Adapted material	Dynamic	Retelling a story	Extracting specific ideas
6	A Dolphin Trainer	Adapted material	Static	Comprehension	Extracting specific ideas
7	Birds' Feathers	Adapted material	Static	Completing a paragraph	Extracting specific ideas
8	A Bad Friend	Adapted material	Dynamic	Completing a paragraph	Extracting specific ideas
9	Giraffes	Adapted material	Static	Comprehension	Extracting specific ideas
10	Flies Legs Eyes	Adapted material	Static	Completing a paragraph	Extracting specific ideas
11	Ant Eaters	Adapted material	Static	Completing notes	Extracting specific ideas
12	The Lion and the Monkey	Adapted material	Dynamic	Completing a paragraph	Extracting specific ideas
13	The Brontosaurus	Adapted material	Static	Completing a paragraph	Extracting specific ideas
14	Camels	Adapted material	Static	Completing a paragraph	Extracting specific ideas
15	Inside the Earth	Adapted material	Static	Completing a paragraph	Extracting specific ideas

16	A Brave Climber	Adapted material	Static	Completing a table	Extracting specific ideas
17	Sugar	Adapted material	Static	Completing a paragraph	Extracting specific ideas
18	The Coffee Ceremony	Adapted material	Static	Listing steps(comp)	Extracting specific ideas
19	The Effect of Alcohol	Adapted material	Static	Completing a paragraph	Extracting specific ideas
	The Old Man and the Cigarette Company	Adapted material	Dynamic	ordering as spoken	Extracting specific ideas
20	Apollo 11	Adapted material	Static	Comprehension	Extracting specific ideas
21	The First Hot Air Balloon Journey	Adapted material	Static	Comprehension	Extracting specific ideas
22	What Bats Eat?	Adapted material	Static	Comprehension T/F Ordering	Extracting specific ideas
23	Emperor Penguins	Adapted material	Static	Writing a paragraph	Note taking
24	Lion Cubs	Adapted material	Static	Writing a paragraph	Note taking
25	Juliana Is Saved	Adapted material	Dynamic	Comprehension	Extracting specific ideas
26	Increasing Food Production	Adapted material	Static	Completing notes	Extracting specific ideas
27	Why the Sea Is Salty?	Adapted material	Dynamic	Comprehension	Extracting specific ideas Prediction
28	Feyissa and the Monkeys	Adapted material	Dynamic	Completing a paragraph/story	Extracting specific ideas
29	The Tuareg	Adapted material	Static	Writing a paragraph	Note taking
30	The Effect of Attitude	Adapted material	Static	Writing a paragraph	Note taking

