

ADDIS ABABA UNIVERSITY
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**A STUDY ON PRACTICES AND CHALLENGES OF
TEACHING LISTENING SKILLS: ADDIS ABABA AND
DEBR ZEIT PEACEKEEPING ENGLISH PROJECT (PEP)
CENTRES**



BY BELIHU BEKENA

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LISTENING SKILLS: ADDIS ABABA AND DEBRE ZEIT
PEACEKEEPING ENGLISH PROJECT (PEP) CENTRES

BY
BELIHU BEKENA

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BY
BELIHU BEKENA

APPROVED BY EXAMINING BOARD:

Gessese Tadesse [Signature] June 9/2011

ADVISOR

SIGNATURE

DATE

[Signature]

[Signature]

14/06/2011

EXAMINER

SIGNATURE

DATE



JUNE 2011
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ABBREVIATIONS/ACROMYMS

- BBC-** British Broadcasting Corporate
- CLT-** Communicative Language Teaching
- EFL-** English as a Foreign Language
- EMOND-** Ethiopian Ministry of National Defense
- ESL-** English as a Second Language
- L1-** First Language
- PEP-** Peacekeeping English Project
- SLA-** Second Language Acquisition
- UN-** United Nations

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ABSTRACT

The aim of this study was to explore the practices and challenges of teaching listening in the peacekeeping English project under the Ministry of National defense. The purpose was to explore the approach adopted in teaching listening and what problems were encountered by the teachers while teaching it. To this end, English language teachers and students were selected using purposive sampling technique. To identify what listening practices did the teachers use and what teaching materials/supports did they use to teach listening, the researcher used a questionnaire. A questionnaire was also administered to the students to gather data about their teachers' teaching practices. Observation was one of the main instruments to collect data about practices of teaching listening. For the sake of cross-checking if there is a match or not between what the teachers have mentioned in the questionnaire and what they actually did in the classroom and for detailed information; an observation was used. Finally, in order to complement the data from the questionnaire, and to get in-depth information about the problems related to teaching listening, a semi-structured type of interview was used. A mixed research approach was employed in the study in order to collect and analyse the data. The data through the interview was analysed qualitatively whereas the data through questionnaire and observation were analysed quantitatively. Results of the study showed that the teachers' practices of teaching listening were as most literatures suggest it should be. They were seen applying the three stages with different activities. The teachers pointed out that they face difficulty only from the side of the students as their students did not have enough exposure to listening skills. Finally, possible recommendations were drawn.

CHAPTE ONE: INTRODUCTION

1.1 Background of the Study

As English language is a medium of instruction at high school and tertiary level (higher institutions) in Ethiopia, its role is so important in the educational system in different aspects. Nowadays it is obvious that English is used in education, commerce, politics and international relations, etc. that its role is of immense value. Because it has a great position in educational activity of the country, most of the school activities are definitely related to English language. This implies that it has a paramount importance not only in students' academic achievement but also in their after school life.

Since English language is so important, students need to communicate effectively using the language. Communication is a key issue in the delivery of message and it is a bridge that joins a speaker and a listener. In communication, though it is possible to say speaking is the mainstream, it can never ignore listening because comprehension is the basis for communication. Oprandy (1994) in Haregu (2008) points out that "communication is the key to language development; it is a rich unfolding interplay of meanings among people".

It is obvious that there are three participants that play a significant role to make communication. They are the speaker, the listener, and the language. Unless there is a clear understanding between the speaker and the listener, it's impossible to say there is communication. Therefore, to have communication, there must be a language and that language must be comprehensible. As mentioned earlier, the basis for communication is comprehension and listening is the key device to comprehend. As far as most of human's activity is concerned, it is related to gap filling and it is very healthy to say that listening plays a great role in everyone's day to day activity. Compared to the other language skills, listening is by far the most frequently used skill. In relation to this, Morley (1991) in Muluken (2008) 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". So, listening, as a skill, is not only important in social life but also in classroom. Rost (1994: 141-142), points out, "listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking."

It is believed that listening is a way or a means which helps people gain a large portion of their education, information, and understanding of the world and of social affairs. Human's daily life activities in the real world like listening to the media, conversation, meetings, lectures, telephoning, watching films, are highly dominated by listening. All these things imply that listening is frequent, dominant, and demanding language skill in every day activity and needs to be given a due attention.

Though listening is of such paramount use in human's daily activity, it was not given enough attention in language teaching. But recently, different language teaching methods have identified and proven the importance of listening skill that they give a considerable amount of attention to it. So it is incorporated in the language teaching/learning materials and is being taught. This study also tried to explore how listening is approached.

1.2 Statement of the Problem

In a foreign language teaching and learning environment, just like in Ethiopia where English is the medium of instruction, the listening abilities of learners can highly influence their performance not only in academic issues but also in their professional career. This implies that the learners need to have good practice of listening in order to understand what is said. Of course listening in a foreign language context is very difficult and challenging. Teaching listening skills is one of the most difficult tasks for any ESL/EFL teacher. This is because successful listening skills are acquired over time and with lots of practice. It's frustrating for students because there are no rules as in grammar teaching. Speaking and writing also have very specific exercises that can lead to improved skills. This is not to say that there are no ways of improving listening skills, though they are difficult to quantify (Howatt and Dakin 1974, online). For this reason, listening needs a considerable effort of both the teacher and learner.

Some scholars believe that one of the largest inhibitors for students is often mental block. While listening, a student suddenly decides that he or she doesn't understand what is being said. At this point, many students just tune out or get caught up in an internal dialogue trying to translate a specific word. Some students convince themselves that they are not able to understand spoken English well and create problems for themselves (Howatt and Dakin 1974, online).

A lot is said about how to teach listening and its difficulties in the first and second language teaching environment. The researcher tried to look at different works conducted in the area. There are some local studies on listening skills that have been carried out by some former TEFL students. For instance, Haregewoin's (2003), Hiwoṭ (2006), Kebede (2007), and Haregu (2008) conducted a research on related topic and they indicated that the students had problems in listening skills. Almost all of the previous works found out that there were problems related to course books, teachers and teaching materials like plasma TV. They also concluded that the students' listening abilities were not at the right level expected of them. All the teachers did not have appropriate teaching materials. They tried to investigate the practices of teaching listening but this study tried to take the challenges into account in line with the teaching practices.

Though there are some studies on teaching listening in some Ethiopian high schools, it seems that the problem was not touched in the context of Peacekeeping English Project. The researcher tried to see research works related to listening in the project but could not find previous works and is going to see the practices of teaching listening and the challenges encountered by the teachers.

Peacekeeping students are those who learn English for the sake of peace support operations. As the problem of listening is common to most of Ethiopian learners, it is completely true for military personnel who learn English for peacekeeping purpose. Reports from the UN to the EMOND expressed in meetings revealed that the listening abilities of these learners are not developed to the extent it is expected of them. They face a great difficulty in understanding or listening to the materials that are used during listening lessons.

In the peacekeeping English project, there is needs analysis which takes place at the beginning and the middle of the course. The students are given a questionnaire to fill that focuses on the difficulty they have. The course is given intensively and in rounds i.e. each round takes place for two and half months (2.5 months). The students are divided into three levels according to their performance. Level three students are of high standard and level one students are elementary/beginners. When the students fill the questionnaire, its aim is to find out the students' main problems or what do they really need, most students almost in every round revealed that they had a great problem in listening. As a teacher, the researcher is interested in finding out if these students' listening problems are related to the teaching approaches practiced there.

The context where the previous studies were conducted did not have appropriate teaching listening materials according to the previous studies. However, the context where this study was conducted has a lot of teaching materials. In view of this, the question why do the students at the PEP find it difficult to listen effectively? is the other driving point to conduct the study. Therefore, the purpose of the study is to investigate the practices how the teachers teach listening comprehension and the challenges they face when they teach listening.

1.3 Objective of the Study

1.3.1 General Objective

The main aim of the study is to investigate the practices and challenges of teaching listening comprehension in peacekeeping English project in Addis Ababa and Debre Zeit centres.

1.3.2 Specific Objectives

The specific objectives of the study are:

- ❖ To explore how listening is approached/taught.
- ❖ To examine the problems that the teachers face when they teach listening comprehension.

1.4 Research Questions

The study tried to answer these questions.

- 1 How is listening taught/approached?
- 2 What problems do the teachers face when they teach listening comprehension?

1.5 Significances of the Study

The study may have lots of significances from different points of views. This may create a clear insight towards its practice from the point of view of some language teachers who want to practice it. As there are no listening materials produced by native speakers in the curriculum of Ethiopia, it may help course designers to think about incorporating native produced listening teaching materials. Finally, it may serve as stepping stone for those who want to conduct detailed study.

1.6 Scope of the Study

The study will focus only on some practices of teaching listening and major challenges of teaching it. If the study had tried to make all the centres under the Project its sample, it would have been more valid but due to time constraint it could not.

1.7 Limitations of the Study

In conducting this study, the main limitation faced by the researcher includes the following points. Due to time constraint it was impossible to see all of the centres in the Project. If all the centres were the focus of the study it would be possible to generalize the findings in the project. As it is only limited to two centres, the conclusion may warrant caution until further studies confirm the problem in all centres is the same.

CHAPTER TWO: A REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, materials that are very important to support the practice and challenges are incorporated. To get supportive ideas, lots of literatures have been read. They are of paramount importance.

2.2 Historical Background of Listening

It is obvious that listening had been a forgotten part of language teaching. There were different reasons for this. One of the main arguments used to identify the ignorance of listening from the curriculum in the past was that listening could not be taught. It was claimed that people could only be offered practice which might help them apply their already developed listening skills to the language being taught (Underwood, 1989).

But with the emergence of the oral approaches (situational and audio lingual), listening was perceived as aural recognition of linguistics structures. Hence, exercises were designed with the aim of enabling students to 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 reading aloud texts often played or read repeatedly (Brown, 1987 in Rost). But they failed to include these in the syllabus design. In the late 1960's, scholars of America like James Asher, the founder of the 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 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).

Recently, one can confidently speak that a lot is said about communicative language teaching approach and this approach highly encourages communication more than any aspect of language. This shift from form to function and finally to communication paved the way to focusing on listening.

2.3 Definitions of Listening

As people see things differently, many scholars gave their definition to listening. Some of their definitions will be presented like the following: Galvin and Terrell (2001:110) define listening as “an active process that includes receiving, interpreting, evaluating and responding to a message. It takes effort and concentration”.

Rost (2002) in Vandergrift (2005:1-2) also defines listening as: A process of receiving what the speaker actually says (receptive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and creating meaning through involvement, interpretation and empathy (transformative orientation).

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker’s accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin, 1974, online).

As there are no rules as in grammar, learning listening skill becomes complex. This is not to say that there are no ways of improving listening skills. Teachers need to encourage their students so that successful listening skills are acquired over time and with practice. Therefore, the key to helping students improve their listening skills is to convince them that not understanding is quite normal. This is more of an attitude adjustment than any thing else, and it is for some students to accept than others (Feyten, 1991 online).

Listening involves ‘listening and understanding what we hear at the same time’. So, two concurrent actions are demanded to take place in this process. Besides, according to Mecheal Rost (1991), listening comprises some component skills which are:

- discriminating between sounds,

- recognizing words,
- identifying grammatical groupings of words,
- identifying expressions and sets of utterances that act to create meaning,
- connecting linguistic cues to non-linguistic and paralinguistic cues,
- using background knowledge to predict and later to confirm meaning and recalling important words and ideas.

In general, effective listening occurs when the message sent by the speaker is the same message decoded by the listener. In other words, being communicatively competent in a second language must, of course, include the ability to comprehend oral input. Consequently, second or foreign language listeners need to actively choose, use and continually evaluate the effectiveness of their listening ability in order to successfully construct meaning from second or foreign language and input (Carrier, 2003).

As McDonough and Shaw (1993) and Rost (1991) explain, a listener as a processor of language has to go through three processes using three types of skills:

- a. Processing sound/ Perception skills: As the complete perception doesn't emerge from only the source of sound, listeners segment the stream of sound and detect word boundaries, contracted forms, vocabulary, sentence and clause boundaries, stress on longer words and effect on the rest of the words, the significance of intonation and other language-related features, changes in pitch, tone and speed of delivery, word order pattern, grammatical word classes, key words, basic syntactic patterns, cohesive devices etc.
- b. Processing meaning/ Analysis skills: It's a very important stage in the sense, as researches show, that syntax is lost to memory within a very short time whereas meaning is retained for much longer. Richards (1985:191) says that, '*memory works with propositions, not with sentences*'. While listening, listeners categorize the received speech into meaningful sections, identify redundant material, keep hold of chunks of the sentences, think ahead and use language data to anticipate what a speaker may be going to say, accumulate information in the memory by organizing them and avoid too much immediate detail.
- c. Processing knowledge and context/ Synthesis skills: Here, 'context' refers to physical setting, the number of listener and speakers, their roles and their relationship to each other while 'linguistic knowledge' refers to their knowledge of the target language brought to the listening

experience. Every context has its individual frame of reference, social attitude and topics. So, members of a particular culture have particular rules of spoken behavior and particular topic which instigate particular understanding. Listening is thought as 'interplay' between language and brain which requires the "activation of contextual information and previous knowledge" where listeners guess, organize and confirm meaning from the context.

However, none of these micro-skills is either used or effective in isolation or is called listening. Successful listening refers to 'the integration of these component skills' and listening is nothing but the 'coordination of the component skills'.

Most of the above points imply that there is a means of processing and if there is processing, it is an active process. Listening can never be passive since there is understanding, interpreting, evaluating etc. It is this logic that differs listening from hearing. The following comparison shows the distinction between the two.

Hearing VS Listening

Listening is a skill in a sense that it's a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds.

- Hearing is passive and occurs even while we sleep
- Listening is active and involves hearing, paying attention, and understanding (ABAX online)

In strengthening how much listening is active, Nadig (2006:125, 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."

2.4 Importance of Listening

Since most of human's activity is related to gap filling, it is very natural and healthy to say that listening plays a great role in everyone's day to day activity. Compared to the four language skills, listening is by far the most frequently used skill. In relation to this, Morley (1991) in Muluken (2008:16) states that "we listen two times as much as we speak, four times as much as we read and five times as much we write".

So, listening, as a skill, is assuming more and more weight in SL or FL classrooms than ever before. Rost (1994: 141-142), points out, "listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking."

It is believed that listening is a way or a means which helps people gain a large portion of their education, information, understanding of the world and of human affairs etc. Human's daily life activities in the real world like listening to the media, conversation, meetings, lectures, telephoning, watching films, are dominated by listening.

Muluken (2008) citing Nadig (2006) writes that speaking effectively is half of the communication process required for interpersonal effectiveness and listening to others' talk is the other half. These simple mathematics shows that Nadig wants to emphasize how crucial and basic listening skill is.

To sum up, listening skill is a very demanding and the most important skill for communication, entertainment, academic achievement, professional career and so also forth. Therefore, it is unquestionable that students need to improve their listening ability.

2.5 Approaches to Teaching Listening

In order to teach English effectively, an EFL teacher must subscribe to one or more of the current approaches to teaching English as a foreign language and incorporate its language learning strategies and techniques into each of his or her lessons. Though there is no one correct approach, most teachers usually find themselves more comfortable using one or the other of the current

language teaching approaches. It is obvious that one cannot teach listening without integrating it with at least one of the basic language skills. So in the following piece of work we are going to see how listening is approached or taught.

2.5.1 Listening in Traditional Language Teaching Approaches

2.5.1.1 Aural Approaches to Language Teaching

Views of listening in language education have varied with historical development in linguistic analysis and learner language (inter-language) analysis. In spite of widespread interest in direct methods of teaching language dating back nearly a hundred years, listening had not received systematic attention in language learning syllabuses until much later. With the advent of oral approaches (especially Fries, 1945, 1961), listening was viewed as a problem of aural recognition of linguistic structures. Exercises to develop listening ability consisted of various types of identification and discrimination, with verbatim reproduction (dictation) a typical rest of aural recognition (Rost, 1990).

As Brown (1987) in Rost (1990) points out, later variations of aural recognition exercises included recorded situational dialogues and read aloud written texts- often played or performed repeatedly- followed by comprehension questions on context. What makes these exercises variations of the more clearly structure-based activities of the aural approach, as Brown notes, is that especially the spoken text was being made as similar as possible to a written text, where the learner can, if necessary have repeated access to the text. However, we can observe that, in terms of syllabus design, both the audio-lingual and the situational approaches emphasized learner identification of language 'products,' and that the role of these products in the syllabus (Nunan, 1989 as cited in Rost 1990).

2.5.1.2 Listening-based Language Learning

Though it is possible to say there was an integration of listening in aural approach, it was not sufficient that it paved the way to the emergence of another approach what is known as listening-based language learning. Given apparent casual relationship between intake of spoken language and language acquisition (that is, understanding language appears to be a necessary condition for

2.5.2. Communicative Language Teaching

When the time went on the belief of ignoring the previous language teaching method began to be replaced by another method with something new, important, different, and recent.

Listening comprehension has long been regarded as an essential element of language proficiency as a communication and a language learning skill. Findings of recent research (e.g. Dunkel, 1991 and Feyten, 1991) have demonstrated the significant role of linguistic input in language learning and proposed the primacy of listening comprehension in instructional methods.

The development of this aural skill, especially, in a foreign language context, demands a considerable effort. Regarding this view, Brown and Yule (1983:55) say that the ability to understand the spoken form of foreign language may not be acquired naturally, rather it should be taught. Other scholars, such as (Ur, 1984; Rixon, 1986; Anderson and Lynch 1988; Underwood, 1989; Rost, 1990 and White, 1987) also stress the need for effective teaching of listening, and have provided different teaching approaches and procedures.

The objective of teaching listening comprehension in language classes is basically to help students function effectively in real-life listening situations, e.g. lectures, radio and TV news, meetings, telephone conversations, etc. (Underwood, 1989; Ur, 1984). Thus conventional listening lessons in which teachers read aloud or tapes are played, comprehension questions are attempted by the students and feed-back is given in the form of 'right' answers may not be helpful to improve the effectiveness of students' learning. According to Sheerin (1987) and Holmes (2001) such techniques are testing techniques, but not teaching techniques. Besides, "... very little of the discourse we hear in real-life is read aloud and we do not normally respond by answering comprehension questions" (Ur 1996:107). So, such lessons cannot address the students' shortcoming as listeners. Using only contrived textbook listening exercises also may not help students much to improve their listening skills. This is because "the language students listen to in the classroom is different from the discourse they hear in real-life" (Porter and Roberts 1981:34). The classroom language is usually formal and academic in its nature. Students thus may perform well in the listening classes, but can barely transfer their skills to the outside world.

Sheerin (1987:126) explains that effective teaching of listening involves “procedures such as provision of adequate preparation, adequate support and appropriate tasks together with positive feedback error analysis and remedial actions.” She further discusses that language teachers can present listening lessons effectively when they make adequate pre-teaching preparation, i.e. studying the text, identifying and adjusting the level of difficulty of the listening tasks.

In addition, the use of visual support in the form of pictures, graphs, diagrams, maps, etc. can help learners by supplying cultural information and enabling them to predict more accurately. As part of a listening task, visuals enable to focus learners’ attention on the important part of the message and train them to listen for specific information (Ur, 1984; Sheerin, 1987; Underwood, 1989).

According to Sheerin (1987) and Rost (1990), tasks and provision of positive feed-back are also of paramount use for listening to be taught effectively.

In general, effective teaching of listening entirely lies on important things like a properly graded syllabus, adequate preparation of the teacher, provision of visual and written supports, provision of positive feed-back and appropriate tasks. In relation to this, Rost (1990) tries to summarize these elements of effective teaching of listening as follows:

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

Overlapping with interest in listening-based learning, though following a different historical route (Via a Council of Europe), and communicative language teaching (CLT) provided a newly emphasized role for listening skills in language learning. The large scale development (but by no means world-wide adoption) of communicative language syllabuses during the 1970s encouraged

teachers and learners to work with spoken language as a functional mode of communication. As communicative uses of spoken language began to receive emphasis, listening exercises were judged as valuable to the extent that they simulated the 'real-life' listening conditions that actual users of a language operated within (Ur, 1984; Underwood, 1988).

One outgrowth of this realization was that listening texts for classroom use were often lifted directly from 'authentic' L1-use situations. Listening in language classes were expected to use language selectively to perform tasks which focused on meaning for the most part, rather than on form. The notion that listening inputs needed to model language that the learners were to acquire was abandoned. Authentic language gained acceptability in CLT circles as useful data for classroom work. Tasks which allowed learners access to authentic language samples, even if those tasks were highly constrained, were considered to provide the best listening exercise (Rixon, 1981).

2.5.2.1 Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

- ✓ listening for the main idea
- ✓ predicting
- ✓ drawing inferences
- ✓ summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.

Bottom-up strategies include

- ✓ listening for specific details
- ✓ recognizing cognates

- ✓ recognizing word-order patterns

Strategic listeners also use meta-cognitive strategies to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one (ABAX online).

2.5.2.2 Listening Tasks in CLT

Earlier, we tried to see the importance, types etc. of listening and we have seen that listening is of paramount usage in people's every day activity. So, it is worth considering what type of tasks should we (teachers) use in order for our students to help them improve their listening ability. Writers like Rost (1990) try to classify tasks into three; online, retrospective, and prospective tasks.

- a) On-line tasks: these are activities carried out while students are learning 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 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.

All of the tasks mentioned above are very important if and only if they are used in the right time, with the right level of learners. The other demanding and most important issue to be raised here is the setting learners are found. 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 to long response questions (Ur, 1996). The choice is determined by the purpose of listening and level of students. A detail of tasks will be discussed in the following section.

Here is a comprehensive list of listening tasks by Atkins et al (1995) and Colorado University (2008, online) as cited in Muluken (2008:26). 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 story, modeling)
- continue a story text (written/spoken)

The choice of tasks depends on the purpose of listening, time and material available, level and interest of students and teachers, culture and nature and content of the texts/input (Underwood, 1989).

2.6 Types of Listening

There are different classifications of listening according to different scholars: Anderson and Lynch (1988), for example, divide listening into two.

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 writing into two.

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

Rost groups listening as: global, selective, intensive, and interactive listening (Rost, 1990).

2.7 Listening Stages

In teaching listening, a teacher needs to break things or tasks into parts in order not to load a great burden on the students. Things with clear stages and aims are much easier to perform and appropriate to understand. Candlin (1987), in Rost (1990) states that tasks need to contain six elements, namely; input, setting and roles, procedures, outcomes, monitoring and feedback. 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 needs to have three main stages: pre-listening (preparation stage), while-listening (a stage at which students are made focus their attention on the text) and post-listening (a stage at which students show their reaction to the text and the lesson is integrated with other skills).

Most writers such as (Rost; 1990, Underwood; 1989, Ur; 1984,) believe that listening should be taught in stages. Teaching listening requires a bit more on the part of the teacher than that of the learners. The format may be like the following:

a. Pre-listening Stage: Some activities before listening may serve as preparation or warm-up for listening in several ways. These function as 'reference' and 'framework' by giving prior knowledge of listening activities.

b. While-Listening Stage: activities in this stage must follow the learners' specific needs, instructional goal, listening purposes and learners' proficiency level. While listening activities directly relate to the text and listeners are asked to do these during or immediately after listening.

c. Post/After-listening Stage: post listening activities can be used to check comprehension, evaluate listening skill, use of listening strategies and use the knowledge gained to other contexts. So these are called listening exercises at all and defined as 'follow-up works'.

Table 1: Summary of listening purposes and teacher's activities in each stage

Stage	Purpose	Teacher's activity
Pre-listening	To warm up/motivate To establish background knowledge To provide a listening purpose To get students prepare	Introducing the topic Asking few questions related to the topic/letting them discuss Asking the students to predict what they are going to listen to 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	To get the students manage a task by understanding the text	Reading or playing the text according to the students' level Observing and guiding the students Allowing them time to try their best Making them aware that they can interrupt and ask.
Post-listening	To check understanding To share and reflect information To relate experience to a text To integrate the lesson with other skills To make analysis of language forms	Letting the students discuss and reflect their answers Giving feedback Providing a related task Checking the students' work Teaching some language items in the listening text

(Anderson and Lynch, 1988; Harmer, 2008; Rost, 1990; Underwood, 1989; Ur, 1984)

2.8 Challenges of Teaching Listening Skills

Despite its obvious importance to language learning, the listening skill was for a long time relegated to a marginal place in foreign language curricula. With the advent of communicative language teaching and the focus on proficiency, the learning and teaching of listening started to receive more attention. However, listening is not yet fully integrated into the curriculum and needs to be given more prime time in class and homework.

Teaching listening skills is one of the most difficult tasks for any ESL teacher. This is because successful listening skills are acquired over time and with lots of practice. It's frustrating for students because there are no rules as in grammar teaching. Speaking and writing also have very specific exercises that can lead to improved skills. This is not to say that there are not ways of improving listening skills; however they are difficult to quantify (ABAX, Online).

One of the largest inhibitors for students is often mental block. While listening, a student suddenly decides that he or she doesn't understand what is being said. At this point, many students just tune out or get caught up in an internal dialogue trying to translate a specific word. Some students convince themselves that they are not able to understand spoken English well and create problems for themselves (ABAX, Online). It is better to see difficulties of listening from different angles.

2.8.1 Difficulties of Teaching Listening from Teachers point of View

As far as teaching listening is concerned the difficulty needs to be seen from different points of views. One of them which is worth seeing is from the teachers' points of view. While teaching listening, a teacher may face a problem that may result from the level of difficulty of activities.

That is:

- (a) The selection of less/more difficult texts
- (b) The setting of less/more difficult tasks
- (c) Giving less/more support to the students (Underwood, 1989: 33).

Underwood (1989) further extended the difficulties of teaching listening may arise from a number of points. She lists the following things as sources difficulties of teaching listening.

- ✚ The time available
- ✚ The material available
- ✚ The ability of the class
- ✚ The interests of the class
- ✚ He interests of the teacher
- ✚ The place in which the work is being carried out
- ✚ The nature and content of the listening text itself.

Sheerin (1987: 136) also explains that difficulty in the teaching of listening involves “*failures in provision of adequate preparation, adequate support and appropriate tasks, together with positive feedback, error analysis and remedial action*”.

Others like Dana Ferris and Tracy Tagg (1996) state that

A challenge for the teacher in the listening classroom is to give learners some degree of control over the content of the lesson, and to personalize content so learners are able to bring something of them selves to the task. There are numerous ways in which listening can be personalized. For example, it is possible to increase learner involvements by providing extension tasks which take the listening material as a point of departure, but which lead learners into providing part of the content themselves. For example, students might listen to someone describing his or her work, and then create a set of questions for interviewing the person Dana Ferris and Tracy Tagg (1996: 296-320).

There are many problems existing in the way of teachers who teach listening. What matters here is whether the teacher teaches traditionally or in a modern way.

Dana Ferris et.al state that there are problems in traditional teaching of English listening comprehension and students’ listening performance. For one thing, a typical pattern of listening comprehension class is that the teacher starts the lesson by introducing some background knowledge and explaining some difficult words and expressions in relation to the listening texts.

Then the teacher plays the tape again and again and asks students to do the comprehension exercises. Sometimes, the teacher plays the tape sentence by sentence for several times in order for students to finish their filling in the blanks exercises Dana Ferris and Tracy Tagg (1996).

2.8.2 Difficulties of Teaching Listening from the Students Point of View

Rost (1994:141-142), points out, "*listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.*" Though listening is important and input providing device, the listening competence of students in the EFL environment is weak. When they meet English speakers outside the classroom, they may often find themselves unable to understand the real speech.

This incompetence is attributable to the following 3 major problems that can be identified in teaching of listening according to ABAX (2004, Online).

1. Inadequate listening input
2. Absence of listener strategy-strategy
3. Low learner motivation

Many learners of English encounter more difficulties in listening and speaking than in reading and writing. One of the contributing factors is that much emphasis is laid on the written text in the teaching syllabus. The effect is that young learners start learning the written form of the language with little regard to its aural-oral aspect. When listening to natural, unscripted speech, students are exposed to loose, flowing lexis. On the other hand, when reading, they are exposed to dense, structured texts. Many teachers fail to highlight this difference to the students and subsequently the teaching and learning of listening and speaking skills can only achieve minimal results (Dana Ferris and Tracy Tagg; 1996, Rost; 1994, Underwood; 1989).

Even when the aural-oral aspect is dealt with, the symbiotic relationship between listening and speaking practices is often overlooked. In many real-life situations, listening is reciprocal. The listener has the opportunity to indicate understanding or non understanding, and to intervene when clarification is needed during communication (Anderson & Lynch, 1988).

For learners, listening presents a challenge for a variety of reasons, among which are the following.

Listening involves multiple modes: Listening involves the interpersonal and interpretive modes of communication. It requires the listener to assume either a participative role in face-to-face conversations, or a non-participative role in listening to other people speak or present.

Listening involves all varieties of language: In addition to listening to lectures and presentations in academic and formal settings, learners have also to partake or listen to exchanges that involve various levels of colloquialism.

Listening involves "altered" and "reduced" language forms: In addition to dealing with the vocabulary and structures of the language, listeners have to learn to comprehend reduced forms of the language (Feyten, 1991:198 online).

Besides, there are three major reasons that L2 listeners give for not understanding as pointed out by Dana Ferris and Tracy Tagg (1996). They are speed of speaking, phonology and interpretation problems.

There are potential problems in learning to listen as Underwood (1989:16-19) points out. These include:

lack of control over the speed at which the speakers speak, not being able to get things repeated, the listeners limited vocabulary, failure to recognize 'signals', problems of interpretation, inability to concentrate, and established learning habits.

2.8.3 Difficulties of Teaching Listening Related Teaching Materials/Supports

Because native speakers are scarce in the EFL environment, students have to rely totally on textbook for L2 input. The listening materials contained in the textbook, however, have failed to provide the students with authentic language input. The dialogues and passages are scripted ones, read slowly, clearly, with unnatural or monotonous intonation. Some are originally written materials to be read, not listened to.

If the goal of EFL teaching is really to develop the communicative abilities of learners so that they will be able to meet the language demand in their future career, we must expose students to

the kind of speech they will actually encounter in real life, not refined or distorted speech (Anderson & Lynch, 1988, Rost, 1994; Underwood, 1989; Ur, 1984).

So such lessons cannot address the students' shortcomings as listeners. Using only contrived textbook listening exercises also may not help students much to improve their listening skills. This is because "*the language students listen to in the classroom is different from the discourse they hear in real life*" (Porter and Roberts 1981:34 as cited in Dana Ferris et.al 1990).

Authentic materials give students a true representation of natural, spontaneous speech with all their imperfections (hesitations, false starts, mistakes, fast flow, interruptions, etc.), which will prepare them better for real life linguistic demand outside the classroom. Authentic materials also have higher relevance and transferability (Underwood 1989).

A text is authentic if "*it was produced in response to real life communicative needs*" (Forman, 1986 cited in Underwood, 1989).

2.8.4 Difficulties of Teaching Listening Due to Students' Attitude

The other difficulty in teaching listening is the students' attitude towards it. The positive attitude the students have the easier it will be. Negative attitude actually may result largely from two points: the low interest level of the routinized listening activities and the lack of confidence (Dana Ferris et.al 1990).

2.8.4.1 The Low Interest Level of the Routinized Listening Activities

Researchers suggest that positive affect is necessary for SLA (Krashen, 1981). A high affective filter prevents language input from being used and processed. With the success, teachers make the listening lesson interesting enough to grip students' attention.

2.8.4.2 Lack of Confidence

The lack of confidence in listening competence is quite common among EFL major students, largely due to their misunderstandings about the listening processes, including these widely held beliefs: one needs to catch every word of the utterance in order to understand what the speaker means; the spoken languages the same as the written language; comprehension relies entirely on

one's linguistic knowledge; 100 % understanding is the goal of listening comprehension, etc. (Dana Ferris et.al 1990).

Krashen (1981) points out performers with self-confidence and a good self-image tend to do better in second language acquisition and low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety.

CHAPTER THREE: METHODOLOGY

3.1 The Setting

The study was conducted in Peacekeeping English Project (PEP) in Addis Ababa and Debre Zeit Centres at Resource Management College and Air Force. Peacekeeping project is a recently established program which is run by The Ministry of National Defense of Ethiopia in collaboration with the British Council on behalf of the British Government. The purpose of the project is to help Ethiopian soldiers to improve their language. It offers lots of materials such as plenty of books some with and some with out CDs, software to facilitate computer assisted learning, listening CDs, DVDs of songs, movies, etc. to achieve the objectives. There are six centers that have the same program throughout the country. Among the centers, one of them and perhaps the most effective one is found in Addis Ababa in Resource Management College and the other is in Debre Zeit.

3.2 Subjects of the Study

The study focused on language teachers and learners of two of the centers under the Ethiopian Ministry of National Defense (EMOND) i.e. learners of Resource Management College in Addis Ababa and Air Force in Debre Zeit. There are language training centres with a name Peacekeeping English Project (PEP). In the centres, there are military personnel who are being trained to be deployed in different parts of African war fragile areas for peace support operations. PEP is a full time English Language Training program and the course is given in three levels. That is level 1, (elementary) 2 (pre-intermediate), and 3(intermediate). All learners of each level at each centre were studied.

3.3 Sampling Technique

3.3.1 Selection of the Centres

The researcher used purposive sampling method to select the centers. There are six centers in the country that offer peacekeeping English. Among these centers, Addis Ababa and Debre Zeit are selected intentionally because of their proximity, especially for the sake of classroom observation

in order to obtain appropriate data. Besides, the Addis centre is the first established and more organized than the others, it is therefore assumed that accurate information can be obtained from the centre.

3.3.2 Selection of the Teachers and the Students

There are 14 English teachers in the centres. 8 of them are found in Addis Ababa and the remaining 6 are in Debre Zeit. The researcher involved all of these in the study. All learners of the centres are also included in the study. This was done because the number of the learners is manageable. There are 40 students in Addis centre and 34 students in Debre Zeit centre. As there were 12-20 students per class (level), it was possible to study all of the subjects.

3.4 Data Collection Tools

In this study, three instruments of data collection are used: they are; questionnaires, interview, and classroom observation.

3.4.1 Questionnaire

A questionnaire with close ended questions is used to collect data from teachers and students. To identify what listening practices did the teachers use and what problems did they have in teaching listening, the researcher used a questionnaire. The questionnaire was designed based on different literatures. The teachers' questionnaire had 28 items. The first three items were designed to find out the perception of teachers towards teaching listening materials/supports. The second and the large part of it focused on teaching listening practices with three sections i.e. teaching practices in pre-, while-, and post-listening. For this part, a five Likert type of rating scale which ranged from 'always' to 'never' was used. The students' questionnaire with the same content and sections was also used to generate data from them in order to check if there was a mismatch between their and the teachers' responses. It was prepared both in Amharic and English as there are students of different levels. Level 3 students filled a questionnaire in English whereas level 1 and 2 students' questionnaire was translated into Amharic. The students' questionnaire had 23 items.

3.4.2 Interview

In order to complement the data from the questionnaire, and to get in-depth information about the problems related to teaching listening, a semi-structured interview is used. Three teachers from each centre (totally six) are interviewed so as to find out the challenges which they encountered while teaching listening. In addition the interview was needed for further information about their practices of teaching listening. After the teachers were interviewed, their response was transcribed and its first part (about practice) was analysed with the questioner and the observation. The second part of which focused on challenges of teaching listening was interpreted alone.

3.4.3 Observation

Observation is one of the main instruments to collect data about practices of teaching listening. For the sake of cross-checking if there is a match between what the teachers have said and what they actually did in the classroom and for detailed information, an observation was used. An observation checklist which was adapted from Haregewoin 2003, having 23 items was prepared in advance and was used in the actual sessions of teaching listening. A non-participatory (Lynch 1995) type of observation was used. As the researcher thought that more observation would help have a genuine source, 6 teachers who showed consent to be observed were seen 4 times each. It took a total of five weeks three weeks in Debre Zeit and two weeks in Addis. The observation took place from February 14 up to March 19.

3.5 Study Design

This study is a non-experimental one which basically aimed at exploring the practices and challenges of teaching listening comprehension. Therefore, the researcher did not make any experiment rather tried to explore how listening was practiced and what challenges were there to teach it. Both qualitative and quantitative research approaches have been used. Since qualitative research is “oriented towards analyzing concrete cases in their temporal and local particularity and starting from people’s expressions and activities in their local context” (Flick, 2000:13), the

study also focused on the practices of the teachers' teaching listening and the challenges they faced. The qualitative was used to gain data through interview and the quantitative was used to gain data through questionnaire and observation.

3.6 Data Collection Procedures

All the necessary data were collected in steps. There was observation, which had a great importance to gain crucial information about the real classroom practices. So it was made first by selecting six teachers who showed their consent to be observed. A questionnaire was administered to both the teachers and the learners after the observation. The learners' questionnaire had both Amharic and English versions. Finally, an interview was made with some randomly selected teachers.

3.7 Methods of Data Analysis

Having collected the data, the collected data was organized and tallied. After organizing the data, it was analyzed accordingly. As there were qualitative and quantitative data, the qualitative one was narrated/expressed through words and sentences where as the quantitative data was analyzed statistically using percentages and frequencies. After the analysis and interpretation of the data, conclusions were made and possible recommendations were drawn based on the findings.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

This part of the work deals with the presentation, analysis and interpretation of the data. The gained data from different data collection tools has been presented, analyzed and interpreted.

Table 4.1: summary of use of supports

No.	Items	Responses	
		N ₂	%
1	How useful have you found the teachers' book to teach listening?		
	Very useful	13	93
	Useful	1	7
	Less useful	0	–
	Not useful	0	–
2	Do you use supporting materials to make the listening activities easier?		
	Yes	14	100
	No	0	–
3	Which of the following supports do usually use?		
	Audio recording	14	100
	Video recording	10	71
	Pictures	4	29
	Drawings	–	–
	Maps	2	14
	Others	1	7

4.1 The Use of Supports

According to the data in the above table, all of the teachers revealed that the teachers' book was very important to teach listening. Actually most of them used it to refer/check the answers of the comprehension questions and to follow-up the listening scripts.

The other point was about the use of supports which is of immense value in teaching listening. Supports like audio, video, maps etc. are very important to comprehend the listening text. Concerning the use of supports all of the teachers were in favor of using it. The most dominant and frequently used ones are audio and video recording. 100% of the subjects used audio whereas 71 % of them used video recording. In relation to the use of supports, 1 teacher replied he uses scripts. As the books have listening scripts in the appendix part, he uses them as supports so as to simplify the listening.

The teachers' interview showed that all of the teachers use supports as they didn't have any problem concerning input. They informed that they are provided with all the necessary listening materials like audio CDs, audio-visuals, listening scripts, movies, songs, software in the self access centre etc. Concerning this T 'A' said,

It may be an experience for others because we do not have any problem concerning input. We can use CDs and live TV programs, software programs where the students can listen even by themselves without the guidance of their teachers.

How do you use live TV programs to teach listening? was raised. They reported that they set questions first and let the students listen to news. Most of the questions are general.

I usually do this" said one of the teachers. "The most frequent activities that I use are finding for the topics of the news and what was said in each topic just in general. I can show you some of the questions if you wish", said T'E'.

The other teacher i.e. T 'C', who seems fan of songs, pointed out that;

My students should not always learn things that are serious but they should listen with enjoyment. There are some songs with their lyrics that I set gap filling questions and I let them listen to the song just to listen with a purpose and relax.

An exiting type of experience was explained by one of the teachers who expressed these materials are important to make listening communicative. He (T 'B') started "I utilize the

software in the self access to their maximum potential". He informed that there is a lot of language software in the self access centre.

Using the software, I practice jigsaw listening. I make the students to listen to the part of the listening. The first student on the first PC listens to the first part of the listening, the second student on the second PC listens to the second part of the listening and the third student on the third PC listens to the last part of the listening text. Finally, I tell them to be in one group and discuss what they have listened about and they construct one complete story. So this is more than communicative.

Of the respondents who were asked about the use of supports, T 'F' indicated that using supports shouldn't only be limited to the classroom and the self access centre. As the students pass most of their time outside the classroom, *"I always advise them to watch news on television especially BBC and Aljazeera so as to improve their listening skills"*.

He added that movies and songs have a very significant importance to improve listening.

To sum up the first part of the questionnaire, most of the teachers have a very positive outlook towards the use of supports in general and they seemed that they used the supports to teach listening. It is worth doing to teach listening with supports. Especially audio and video are of paramount importance as they can expose the learners to native like expressions of ideas and pronunciation.

4.2. Teaching Practices in a Listening Session

As far as teaching listening is concerned, it is impossible to ignore the stages of it .So listening is a stage /phase full skill that the stages should be used /applied appropriately. Each stage has its own purpose. The activity/task that may be used in the pre-listening activity may not be used in while- or post-listening stage.

4.2.1 Teaching Practice in a Pre-listening Stage

As mentioned earlier, a task/an activity here is probably different from activities/tasks in the other stages. Pre-listening stage is a stage in which the teacher tries to raise interest and motivation. It is also the phase of readiness to get engaged on a certain type of task.

There were 9 items in teachers and students questionnaires that were prepared to identify what do teacher do in the pre-listening stage. The following table shows the responses of both teachers and students.

As it was mentioned in the methodology part, there were six interviewees. They were coded like the following to identify what each interviewee said.

T 'A' = Teacher A

T 'B' = Teacher B

T 'C' = Teacher C

T 'D' = Teacher D

T 'E' = Teacher E

T 'F' = Teacher F

Table 4.2 Teachers' and student's responses on pre-listening practices/activities.

№	Items	Responses												
			Always		Usually		Sometimes		Rarely		Never		Total	
			№	%	№	%	№	%	№	%	№	%	№	%
1	Introducing the listening text and activity (ies) briefly.	TR	8	57	4	29	-	-	-	-	2	14	14	100
		SR	25	34	38	51	8	11	1	1	2	3	74	100
2	Setting purpose for each listening activity.	TR	6	43	5	36	3	21	-	-	-	-	14	100
		SR	25	34	31	42	16	22	1	1	1	1	74	100
3	Making the instructions clear.	TR	12	86	2	14	-	-	-	-	-	-	14	100
		SR	31	42	28	38	15	20	-	-	-	-	74	100
4	Drawing the students' attention to the text's title, subtitles or other visual support around the text.	TR	6	43	8	57	-	-	-	-	-	-	14	100
		SR	27	36	29	39	14	20	4	5	-	-	74	100
5	Drawing the attention of the students to some key lexical items used in the text.	TR	4	29	8	57	2	14	-	-	-	-	14	100
		SR	11	15	28	38	30	41	4	5	1	1	74	100
6	Making the students read through comprehension questions before listening.	TR	14	100	-	-	-	-	-	-	-	-	14	100
		SR	50	68	24	32	-	-	-	-	-	-	74	100
7	Telling the students to copy the questions, tables and note outlines.	TR	4	29	-	-	6	43	2	14	2	14	14	100
		SR	2	3	4	5	43	58	20	27	5	7	74	100
8	Engaging the students in pair/group discussion on pre-listening questions.	TR	4	29	-	-	6	43	1	7	3	21	14	100
		SR	20	27	23	31	25	33	6	8	-	-	74	100
9	Advising the students how to use different listening and note-taking techniques.	TR	8	57	4	29	2	14	-	-	-	-	14	100
		SR	16	22	22	30	29	39	7	9	-	-	74	100

Key: *TR=Teacher respondents. SR=Student respondents.*

As indicated in table 2, the teachers' responses to item 1 revealed that almost all i.e. 12 (86%) of them properly introduced listening lessons and activities always or usually where as the rest 14% practiced it never. Concerning this exactly the same response (86%) was given by the students which proved the teachers' responses. 11% of the students replied that the teachers properly introduced the listening lessons some times and rarely. Only 3% of them reported their teachers never introduced the lessons. The data from the classroom observation show that 50% of the observed teachers introduced listening lessons always or usually and 33% of them were seen practicing it sometimes but the remaining 17% gave introduction to the lesson rarely. As far as item 1 is concerned it is encouraging that most of the teachers introduced their students are going to listen about which is worth doing.

Item 2 was used to find out if teachers set purpose for each listening activity. As can be seen from table 2, most (79%) of the teachers set a purpose always or usually and the remaining 21% of them said they did this practice sometimes. Concerning this point, 25 (34 %) and 31 (42 %) of the students revealed that their teachers set purposes always or usually and told them the purposes. 16 students also said that their teachers did this sometimes.

However, the actual classroom observation revealed that sometimes, rarely and never had equal share concerning this item that is 67% of the teachers were seen doing it sometimes or rarely and 33% did it never.

In responding to item 3, all of the teachers indicated that they carried out the practice always or usually. When responding to the item, a very large number (80 %) of students informed that their teachers always or usually made the instructions clear. Others i.e. 20% of the students pointed out their teachers did the practice sometimes. Besides, the classroom observation definitely assured that all of the teachers made the instruction clear always. As students should be clear with what they are going to do, clear instructions have significant roles.

Item 4 was about drawing the attention of the students to the text's title, sub-titles or other support. Regarding this item too, 100 % of the teachers indicated that they practiced it always or usually. The students' reaction to this point implies there is a little gap. 75 % of them indicated their teachers did so always or usually. The rest 25 % claimed that it was practiced sometimes or rarely by their teachers.

Although all of the teachers responded like this, the classroom observation checked that there is a slight difference. A significant number (67 %) of teachers were seen doing this always or usually and 33 % of them were seen practicing it sometimes.

As to the teachers' response in interview, they explained that they drew their students' attention especially to the texts' topic.

"I always encourage my students to guess what they are going to listen about having looked at the topic", said T 'C'. Others completely agree with this idea that they let the students focus on the texts' title/topic.

Moving on to item 5, it was tried to see if teachers drew the students' attention to some key lexical items used in the listening text. Responding to this, almost all of the teachers are in favour of the practice. i.e. 86 % of them drew their students' attention to some key lexical items used in the text always or usually. Insignificant number (14 %) of the teachers stated that they drew the student's attention to keywords sometimes. Reacting to the same item 39 (53 %) of the students responded that their teachers drew their attention to explaining some key words always or usually. 34 (45 %) students reported the practice happened sometimes or rarely. Only 1 student said it was practiced never. The classroom observation also revealed that most (80 %) of the teachers tried to draw their students' attention to some key lexical items always or usually and others were seen practicing so sometimes.

Moreover, the teachers' interview showed that most of the teachers did this very frequently. Here, T 'A' said that;

I encourage my students to guess the word as much as possible but if they are unable to guess the meaning of the word, I finally tell them.

In responding to item 6, there is a type of uniformity among the responses from teachers, students, and the observation. 100 % of the teachers informed that they made the students read comprehension questions before listening to the text always. All of the students also agreed with their teachers in the idea and their teachers practiced it always or usually. The interview also found out that all of the teachers let the students read through comprehension questions. They did so because it raised interest and in order to familiarize the students with the questions.

In addition, all of the teachers were seen making the students read through comprehension questions before listening to the text always.

As table 2 shows, the teachers' response to item 7 indicated that 29 % of them told the students to copy the questions, tables, and note outlines always. 57 % of the teachers replied that they did the practice sometimes, or rarely while the rest 14 % practiced it never. However, the result from the classroom observation showed that only 33 % of the teachers did so rarely. Surprisingly, most (67%) of them ignored this practice.

An information from interview found out that they didn't practice it because it was unnecessary to tell them to do so since the books already have incorporated such things and the students are allowed to use only pencils so as to erase them later. They expected this is waste of time to let the students write all the questions and outlines.

The purpose of item 8 was to identify whether the teachers engage the students in pair or group discussion on pre-listening questions and the obtained data implies that 39 % of the teachers told that they engaged the students in pair/group discussion always. Half of them answered by saying they practiced it sometimes or rarely and 21 % replied they did this practice never.

In relation to answering this item, many (45 %) of the students said their teachers did this always or usually. 51 % of them indicated that this was practiced sometimes or rarely by their teachers. 4 % disclosed that their teachers were not able to engage them in pair/group discussion on pre-listening questions. The interview showed that it is an activity to be practiced always for a number of reasons. T 'B' stated that "*I use this for the sake of brainstorming activity*".

The other data source/classroom observation revealed that almost all of the teachers did this practice always or usually. 17 % of the teachers were seen practicing it sometimes.

The last item in the pre-listening stage focused on advising the students how to use different listening and note-taking techniques. In response to this, a great proportion of teachers forwarded that they advised their students how to use different listening and note-taking techniques always or usually. Only 14 % of them did this sometimes. When the students replied the same item, they revealed their teachers didn't apply the practice as frequently as they (teachers) said i.e. 52 % of them said it was practiced always or usually. 48 % of the students responded their teachers

advised them how to use different listening techniques or rarely. The actual classroom observation found out there is a difference among their response and what they actually did as 77 % of the teachers advised the students to use various listening and note-taking techniques sometimes or rarely. 33 % of the teachers were practicing it never.

Generally, the teachers were treating most of the pre-listening activities well and it seemed they practiced them fairly. It could be said that keep it up but try to concern those areas with less emphasis.

Table 4.3: Teachers' and Students' responses on while-listening activities

№	Items		Frequency										Total	
			Always		Usually		Sometimes		Rarely		Never		№	%
			№	%	№	%	№	%	№	%	№	%		
10	Use different techniques to simplify some listening texts e.g. dividing the text into smaller pieces?	TR	-	-	-	-	4	29	8	57	2	14	14	100
		SR	2	3	26	35	25	34	19	25	2	3	74	100
11	Making the students listen for the general idea of the text.	TR	8	57	2	14	4	29	-	-	-	-	14	100
		SR	10	13	35	47	26	36	3	4	-	-	74	100
12	Making the students listen for detailed information given in the text.	TR	8	57	2	14	4	29	-	-	-	-	14	100
		SR	7	9	33	45	28	38	4	5	2	3	74	100
13	Making the students deduce meanings of new words from context.	TR	3	21	5	36	6	43	-	-	-	-	14	100
		SR	11	15	31	42	29	39	1	1	2	3	74	100
14	Engaging the students in some listen and follow-up activities, such as completing tables, diagrams, summary outlines.	TR	10	71	4	29	-	-	-	-	-	-	14	100
		SR	11	15	41	55	19	26	3	4	-	-	74	100
15	Making the students take notes to write summaries and reports later.	TR	2	14	5	36	3	21	4	29	-	-	14	100
		SR	5	7	17	23	29	39	23	31	-	-	74	100

Key: TR=Teacher respondents. SR=Student respondents.

4.2.2. Teaching Practices in While-listening Stage

This is a stage in which the students are engaged on multiple activities like listening and doing some exercises. Having been introduced with the topic, it is the time of implementing the actual listening.

Here, questions that may help find out what teachers and students do while listening to a certain text were given emphasis. There were 6 items related to this stage.

Responding to item 10, 4 (29 %), 8 (57 %), and 2 (14 %) claimed that the teachers used this technique sometimes, rarely, and never. The students' responses imply that 28 of them stated their teachers did so always or usually. More than half i.e. 59 % of them responded that their teachers sometimes and practiced this rarely. The rest 2 students disclosed that their teachers used such a technique to simplify the listening text never. In the classroom observation only one teacher was seen trying to do so rarely. In one observation session he did it. The rest 23 observed lessons did not show such a thing.

As can be seen from table 3, item 11 aimed at finding out if the teachers made the students listen for the general idea of the text. In reply to the item, 10 (81 %) of them reported they did the practice always or usually. The rest 4 (19 %) pointed out that they did so sometimes. According to the students' report, the teachers didn't practice this exactly as they (the teachers) believed though there is no as such significant gap. More than half (60 %) of the students revealed that their teachers made the students listen for general idea of the text while 40 % of them expressed it is practiced sometimes.

Item 12 was responded like the following. Most (57% & 14%) of teachers claimed that they made the students listen for detailed information in the text always or usually. The remaining 4 (29 %) teachers practiced this sometimes. When the students were asked the same item 57 % of them said their teachers always or usually did the practice. A significant number of students replied that the teachers made them listen for detailed information sometimes or rarely.

As far as vocabulary while listening is concerned, there was an item i.e. 13 that tried to identify whether the teachers made the students guess meanings of new words from the context. Regarding this, 8 (57 %) of the teachers stated that they made their students deduce the meanings

of new words always or usually while the other 6 (43%) teachers responded that they did so sometimes. The students were given a chance to react to this item and many of them revealed that their teachers practiced it always or usually. Whereas 40 % of the students said that their teachers practiced it sometimes or rarely. 2 (3%) of the students replied that their teachers let them guess the meanings of new words never. During the actual classroom observation, 33 % of the teachers were seen doing so always but a large proportion of them made their students guess the meanings of new words from context sometimes.

The other demanding issue in the while-listening stage is that of engaging the students in some listen and follow-up activities such as completing tables, diagrams, and summary outlines as it helps recognize to what extent the students have understood the listening text. Item 14 was set for this purpose. All of the teachers indicated that they practiced it in while-listening stage always or usually. The students' response is not too far but not the same i.e. 70 % of them said that their teachers engaged them in such activities always or usually and 30 % of them expressed their teachers practiced this sometimes. The classroom observation showed that 83 % of the teachers practiced it always or usually and the rest 1 (17 %) teacher was recognized using/applying this sometimes. Here, it can be said that there is similarity among teachers' and students' response and the classroom observation as they/teachers were frequently engaging their students in such activities as mentioned above.

In responding to item 15, 2 teachers replied they advise their students to take notes always. 36 %, 21 %, and 29 % of them said that they applied this usually, sometimes, and rarely. The students responded like the following. 22 (30 %) of them reported that their teachers did like this always or usually. The majority (52) of the students answered to this item by saying the teachers did so sometimes and rarely. The classroom observation also revealed that 86 % of the teachers advised the students take notes. The rest 2 were practicing this sometimes.

4.2.3 Post-listening Practices

This part of the questionnaire focused on the analysis of post-listening activities. There were 10 items here that were set to find out the practices. At the post listening stage, teachers are normally expected to check whether the students have understood what they need to understand and if they have completed successfully whatever while-listening tasks. In other words, post-listening work

is useful for the teachers to identify the areas where the students failed to understand or the missed parts of the message and to the remedial actions. It is also a phase at which possible answers for comprehension questions are provided.

Pair and group activities after listening are also recognized as major means of integrating listening particularly with speaking and writing skills.

As to items 16 & 17, which were designed to investigate if teachers make the students compare and check their notes with their partner's (s') and if the teachers engage the students in pair or group discussions to compare and contrast their answers on comprehension questions, most (86%) of the teachers claimed that they made their students compare and check their notes with their partners' always whereas only 14 % of them replied they did so usually. All of the teachers revealed that they engaged their students in pair/group discussions to compare and contrast their answers on the comprehension questions always or usually. The students' response for item 16 showed that they agreed with their teachers' i.e. most (70 %) of them said their teachers did the practice always or usually. The rest of the students i.e. 26 % and 4 % responded that their teachers did so sometimes or rarely respectively. The researcher's actual classroom observation for item 17, confirmed that the teachers' response was correct. All of the observed teachers practiced it. As engaging students in pair/group work is one aspect to pave the way to communicative language teaching (Harmer 2008), all of them did very well to apply this because it gives the students a chance to discuss with (a) partner(s) for mutual understanding.

For item 18, which tried to find out if teachers move from group to group /pair to pair, their response informed that all of them did it always or usually. Among the 14 teacher, 8 of them said they did it always and 6 of them did it usually. Regarding this, the students' response highly supported their teachers' responses. 95 % of the students agreed that their teachers practiced it properly always or usually and only 4 (5 %) of them claimed their teachers practiced this sometimes. As to the classroom observation, 100 % of the observed lessons showed that the teachers moved around the students so as to help/ guide their students while doing in pairs or group always or usually.

In replying to item 19, still a very great proportion of the teachers i.e. 86 % of them stated that they helped and directed the students in their groups and come to consensus on the answers of comprehension questions always or usually. The remaining 2 (14 %) teachers responded that they did so sometimes. When the students responded to this item, 33 % and 62 % of them indicated that their teachers helped and directed them always or usually. Only 4 (5 %) students said their teachers did so sometimes.

As far as this item is concerned, the actual classroom observation also confirmed that the teachers were applying this in a good way. 2 (33%) and 3(50 %) of the teachers were helping and directing their students always and usually and one of the teachers was doing so sometimes.

Item 20, do teachers ask the students to summarize the main points of their discussions? , was answered like the following. Small amount (14 %) of the teachers claimed that they asked their students to do so usually. Most (86 %) of them stated that they asked the students to summarize the main points of their discussion sometimes or rarely. As far as the students are concerned about this point, 5 (7 %) said it was practiced usually. A very large proportion (60) of them replied that their teachers asked them to summarize the main points of their discussion sometimes or rarely. The result obtained from observation also revealed that only 1 teacher was in favour of the practice usually. 1, and half (3) of the teachers were doing so sometimes or rarely and 1 of them was never seen asking the students to summarize the main points of their discussion.

As to item 21, 29 % of the teachers replied that they asked the students to report/express their group decision for whole class discussion always. A great deal (57 %) of respondents stated that they practiced this sometimes. There were 2 (14 %) teachers who said they did so rarely. 37 students answered to this item by revealing their teachers applied the practice always or usually. 30, 4, and 3 of the respondents stated that the teachers did this sometimes, rarely, and never as their order. Moreover, the classroom observation investigated that 2 (33 %), 3 (50 %) and 1 (17 %) of the teachers were seen asking the students to report their group decisions for whole class discussion sometimes, rarely and never respectively.

Concerning item 22, 35 % of the teachers stated that they practiced it always or usually. Nearly the same number (36 %) of indicated that they did so sometimes and the remaining 29 % of the teachers revealed that they did the practice rarely. In relation to this, the students' response is like this. Half of the students said that their teachers let them express their individual views and opinions related to the listening text always or usually. A significant number (47 %) of them expressed that their teachers apply the practice sometimes. Few (5 %) of the respondents revealed their teachers did this rarely and there are 3 (4 %) students who disclosed that their teachers practiced it never.

Regarding this the teachers' interview revealed that they thought this is a very important part of the stage. T 'B' stated that;

Depending on the type of the listening text, I let them personalize the situation to their personal experiences. Since most of the listening texts are about military issues and the students are military, they have lots of military experiences that I let them tell the class their experiences.

Another teacher added that he let his students write a sort of report related to the listening text.

Coming to the data from observation, 83 % of the teachers practiced this rarely which shows a contradiction among teachers' and students' response with the observation. There was even a teacher who was seen practicing this never. Here, it is plausible that there is a certain type of mismatch between the subjects' response and the classroom observation.

Regarding item 23, the dominant number (71 %) of the teachers explained that they integrated the listening lesson with other language skills especially with speaking and writing always or usually. The rest of the respondents i.e. 29 % of the replied they apply such a thing sometimes. The interviewed teachers indicated that they did so usually. *"I usually integrate the listening text with speaking and writing. I know that the students have lots of military experiences that I deliberately do so to internalize what they have listened"*, said T 'B'. Concerning this, two teachers informed that it was possible to integrate the text with some language aspects such as pronunciation and grammar. T 'C' then explained that;

I sometimes try to give a special attention to the grammatical issue that was used in the listening text and I try to teach that after the listening.

"I focus on some phonology slot like pronunciation and I let my students practice the words in the form of drilling". This was expressed by T 'A'.

The researcher's observation for this practice confirmed that almost all of them (83 %) practiced this always or usually. Only 1 of the teachers was observed practicing this sometimes. It is worth mentioning here that integrating listening with others is a very good way of teaching it.

Proceeding to the next item (24), the following data was obtained through questionnaire and observation. As far as this teaching practice is concerned, the majority (86 %) of the teachers stated that they did it always or usually. The rest 2 (14 %) teachers claimed for this item that they gave feedback on the students work in the listening activities sometimes. In response to this item,

56 % of the students reported that their teacher practiced this always or usually. A significant number of respondents i.e. 29 (39 %) revealed that their teachers practiced this sometimes. The remaining 4 (5 %) stated their teachers did so rarely. When we look at the data from observation, the following can be said depending on the source. Most of the observed teachers in their teaching listening practice were seen doing this always or usually. To be specific, among the 24 observed lessons, the teachers were providing feedback in 18 (75 %) of them always or usually.

Finally, the teachers were asked if they let their students practice the pronunciation of some unfamiliar words. As to this item, 29 % of the teachers said that they let their students practice the pronunciation of unfamiliar words always. Some (36%) of them also revealed that they did it usually. The rest (35 %) of the teachers' response showed that they applied the practice sometimes or rarely. However, the classroom observation implied that only 1 (17 %) teacher was seen practicing this always and 2 (33 %) of them did this practice usually. 1 (17 %) and 2 (33%) of the teachers were observed doing so sometimes or rarely respectively.

To sum up the data in post-listening stage, the answers to the majority of the questions/ items are very positive. As the teachers were asked if they practiced the post-listening activities appropriately, their responses implied they did most of them appropriately. As mentioned earlier, this is a stage of more of understanding and this understanding should be matched with the students' real life experience. This in turn will let the students share ideas between or among them. In doing so, they can internalize the listening text and they will have a chance to discuss.

The researcher did not simply believe the teachers but tried to cross check using the students' questionnaire and classroom observation with a structured type of observation checklist. As far as the post-listening activity (ies) are concerned, the students' response and the classroom observation proved that most of the teachers' responses about their practices were right. In short, most of the teachers practiced this stage very well.

4.4 Data on Challenges of Teaching Listening

An objective was set to investigate the challenges of teaching listening if any. The previous part of the analysis tried to focus on the practices of teaching listening and found out practices that are of immense value. This part will try to see the analysis of some challenges that the teachers encountered while teaching listening.

In responding to 'is teaching listening difficult?', almost all of the teachers reacted negatively. That means, as far as PEP is concerned teaching listening cannot be difficult. As was mentioned in the first part, the project provided the teachers with all the necessary listening teaching materials that teaching is taught without any serious challenges. They divided the sources of the problems in to three. The first one is from the point of view of themselves and teaching materials. Regarding this T 'C' said that;

Had I been in high school I know that I would have a great deal of problems to teach because there is nothing to be used to teach listening. But here, there are lots of teaching listening materials which have been produced by native speakers. The CDs and the software program are the most important ones.

All of the teachers agree with this idea. Teaching listening with the absence of these materials is too difficult. T 'F' pointed out that

Thanks to the EMOND and the British Government for fulfilling the necessary materials. Unless there were such materials as audio CDs and visual aids, it was extremely difficult to teach listening. Therefore, I am lucky as there are various teaching materials.

"How on earth can listening be taught without materials like CDs"? Was the other teacher's question, to emphasize on the paramount importance of teaching materials.

The other angle which the teachers wanted to mention as difficulty was from the point of view of the students. As to the problems of the students concerning listening, there are some problems. All of the teachers raised this as a sort of challenge. That is to say that the students' background is not as such satisfying.

The students have difficulty in comprehending quickly, in pronunciation, speed etc. while listening to native speakers said T 'A' "As the students do not have much exposure to the natives, they cannot understand everything"; added T 'E' in strengthening the students' background is not good.

T 'D' pointed out about the differences in level i.e. *"When the level of the students increases, the difficulty decreases. Level students are better in listening than level 1 and 2 students"*.

The other problem related to students about listening is that of attitudinal. T 'C' made a point about the students' attitude towards listening saying; *"Their attitude towards listening is negative. They feel and assume listening is difficult. Most of the time, this attitude is a big challenge"*.

The teachers tried to inform what problems do their students have when they teach them listening. T 'B' expressed they have a problem by raising his experience. He started saying;

Most of the students last week were doing listening activities on the software. I asked them the reason and they told me that the listening texts contain different speakers of different countries. Therefore, the pronunciation is difficult.

The third difficulty is of external. As said earlier, the project offers listening materials including CD players. These CD players are functional only when there is power. So to the teachers, the third challenge is this. Unless there is power, it is difficult to teach listening. Different teachers stated different methods of treating listening in such a case.

In replying to this T 'C' expressed that,

If it is a problem, sometimes when there is no power, I may shift the listening into reading as I said there are listening scripts at the back of the book. I may ask them to read and answer the questions. This switching over may be a challenge because of external factor i.e. absence of electric power.

To sum up, there are no serious problems/challenges that hinder teaching listening as far as the project is concerned according to the teachers' responses. The most frequently raised problem is of the students. They face a great difficulty in comprehending what they have listened to.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

In the previous chapter the collected data through different tools was analyzed, presented and interpreted. This part is going to deal with the possible conclusions depending on the findings and remedial actions to be taken to teach listening effectively.

5.1 Conclusions

- Providing the teachers with appropriate teaching materials helped them a lot teach listening in a very organized or a better way. These materials are varied in their nature and graded. There are readers (books with short stories, fictions) with CDs. Here, the students do two things at the same time i.e. they listen to the CD and read the book so as to follow the recorded speaker. As the students can play the CD repeatedly and read what they are listening to, they may not face a great problem to comprehend. Other materials like media in English, software in computers, movies and songs are also of paramount importance to improve listening.
- Dividing the listening lesson helps make it easier or simpler. Since the type of activity in pre-listening is not the same to the type of activity in while- and post-listening, using the three stages is entirely important. Most of the teachers apply these and they let their students do different activities in the three different stages. As far as the stages are concerned, it can be said that the teachers practiced them more or less effectively. They tried to raise awareness about what the students are going to listen in the pre-listening stage. The teachers also let their students do listen and follow-up activities in the while-listening stage and tried to relate the listening text to the students' experience in the post-listening stage in most cases.
- The teachers tried to integrate listening with other language skills and sub-skills. They usually integrated listening with speaking in the pre-listening, listening with note-taking (a sub-skill) in the while listening and they also integrated listening with writing, grammar and pronunciation in the post-listening stage. When they integrated listening with others in different stages, they let the students do the activities communicatively.

- The teachers mentioned that they were advising the students to improve their listening skills/ability through different ways like exposing them to native prepared materials such as CDs, software programs, live TV transmissions, movies etc.
- Listening can be improved if practiced tirelessly. The experience of some teachers especially of teachers 'B' and 'D' is a very good example. They lent a reader (a book) with its CD to a student and advised him to listen to the CD and read the book at the same time. The student's problem was overcome through this technique. Both of the teachers and the student as well should be appreciated for their effort. It can be deduced from this experience that the more people practice, the better improvement they will have.
- Teaching listening is really challenging in the absence of teaching materials/supports. The use of supports/teaching materials is expressed earlier and it is compulsory to have them. Especially in the foreign language teaching learning context, native produced materials are very important. Therefore, a teacher cannot teach listening effectively without teaching materials.

5.2 Recommendations

On the basis of the above conclusions and the findings as well, it is worth doing to recommend the following points.

- It is a good experience that if possible, the government and any other concerned body could adopt the approach on what is being done in the PEP and apply that in high schools or universities in order to teach listening effectively.
- The project shouldn't stop giving short and frequent trainings to enable the teachers identify the problematic areas of their students. As far as trainings are concerned, they are of paramount importance that the teachers should frequently be trained not only how to teach listening but also how to overcome the students' problems.
- The students should be advised to avoid their wrong perception about listening i.e. they need to avoid the perception 'listening is too difficult' as it is one of the difficulties. The teachers pointed out that the students' attitude towards listening is not good. That is to say they perceive listening as a very difficult skill. So, there should be an effort to bring an attitudinal change on the students.
- An in-depth research should be conducted on the area in the same context.

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APPENDECES

Appendix A: Questionnaire for Teachers

Addis Ababa University

Faculty of Language Studies

Department of English

Dear Teacher,

Currently, I am conducting a study on “Practices and Challenges of Teaching Listening Skills”. This questionnaire is prepared to collect relevant information for the study. Your responses will contribute a lot to the success of the study. Therefore, I kindly request you to give me your genuine responses.

Thank you in Advance for Your Cooperation

Part One: The use of support in teaching listening skills

1. How useful have you found the Teacher’s Book to teach the listening sections?

Very useful

Useful

Less useful

Not useful

2. Do you use supporting materials to make the listening activities easier?

Yes

No

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

Audio recording

Pictures

Maps

Video recording

Drawings

Others _____

How do you teach listening in cases like there is no electric power?

I read the text aloud

I jump/skip it

I photocopy the text/script and give to the students

Others _____

If you have some more comments on the use of support, please write

here _____

Part Two Classroom Teaching Listening Comprehension Practices.

The following table shows the list of classroom teaching listening practices. Please put a tick mark (√) against each teaching listening practice.

Key 4=Always

2=sometimes

3=Usually

1=Rarely

0=Never

Part 1 pre-listening teaching practices						
No	Practices	4	3	2	1	0
1	I introduce the listening text and activity/ies briefly.					
2	I set purpose (s) for each listening activity.					
3	I make the instructions clear to the students.					
4	I draw the attention of the students to the text's title, subtitles, or other visual support around the text for predicting the content before they listen to the text.					
5	I try to draw the attention of the students to some key lexical items used in the listening text.					
6	I make the students read through the comprehension questions before they					

	listen to the text.						
7	I tell the students to copy the questions, tables, and note outlines.						
8	I engage the students in pair/group discussion on pre-listening questions.						
9	I advise the students how to use different listening and note-taking techniques.						
Part 2 while-listening teaching practices							
10	I use different techniques to simplify some listening texts e.g. dividing the text into smaller pieces?						
11	I make the students listen for the general idea of the text.						
12	I make the students listen for detailed information given in the text.						
13	I make the students deduce meanings of new words from the context.						
14	I engage the students in some listen and follow-up activities, such as completing tables, diagrams, and summary outlines.						
15	I make the students take notes to write summaries and reports later.						
Part 3 post-listening teaching practices							
16	I assign the students to compare and check their notes with their partner's(s').						
17	I engage the students in pair/group discussions to compare and contrast their answers on the comprehension questions.						
18	I move from group to group and ensure that the students' discussion is in English.						
19	I help and direct the student to work in their groups and come to consensus on the answers of comprehension questions.						
20	I ask the students to summarize the main points of their discussions.						
21	I ask the students to report/express their group decisions for whole class discussions.						
22	I let the students express their individual views and opinions on the ideas reflected in the text, either supporting or opposing.						

23	I integrate the listening lesson with writing, speaking or reading exercises related to the listening text.					
24	I give appropriate feedback on the students' work in the listening activities.					
25	I let the students to practice the pronunciation of some unfamiliar words.					

Please write some points if you would like to comment about teaching listening. _____

Appendix B: A Questionnaire for the Students

Addis Ababa University

Faculty of Language Studies

Department of English

Dear Student,

Currently, I am conducting a study on “Practices and Challenges of Teaching Listening Skills”. This questionnaire is prepared to collect relevant information for the study. Your responses will contribute a lot to the success of the study. Therefore, I kindly request you to give me your genuine responses.

THANK YOU IN ADVANCE!

When you learn listening, to what extent do you think your teacher practices the following points when you learn listening lessons? Please use a tick mark (✓) against each statement.

Key 4=Always

3=Usually

2=Sometimes

1=Rarely

0 =Never

Part 1 Pre-listening teaching practices

No	Practices	4	3	2	1	0
	How often does your teacher;					
1	Introduce the listening text?					
2	Tell you the purpose of each listening exercise?					
3	Make the instruction(s) clear?					
4	Draw your attention to the text's title, subtitles, or other visual support(s) around the text for predicting what the text is going to be about?					
5	Draw your attention to some key words used in the listening text?					
6	Make you read through the comprehension questions before listening to the text?					
7	Tell you to copy the questions, tables, and note outlines?					
8	Make you discuss on pre-reading questions?					
9	Advise you how to use different listening and note-taking techniques?					

Part 2 While-listening teaching practices

10	Use different techniques to simplify some listening texts e.g. dividing the text into smaller pieces?					
11	Make you listen for the general idea of the text?					
12	Make you listen for detailed information given in the text?					
13	Make you guess meanings of new words while listening through the context?					
14	Engage you in some listen and follow-up activities, such as					

	completing tables, diagrams, and note outlines?					
15	Make you take notes to write summaries and reports later?					
<i>Part 3 post-listening teaching practices</i>						
16	Make you compare and check your notes with your partner's(s')?					
17	Engage you in pairs/group discussion to compare your works/answers in the comprehension questions?					
18	Move from group to group and help the students' when they need.					
19	Direct and help you while you work in groups and come to consensus on the answers of comprehension questions?					
20	Ask you to summarize the main points of the discussion?					
21	Give you appropriate feedback on your listening activities?					
22	Encourage you to express/reflect your experiences/ opinion related to the listening text?					
23	Make you practice the pronunciation of unfamiliar words?					

Any comments you would like to make on teaching-learning processes of listening skills.

Appendix: C Observation Checklist

Addis Ababa University

Faculty of Language Studies

Department of English

The practices were recorded in the category of Yes/No, as they happen in the classroom. Each teacher was observed four (4) times. Finally, the Yes/No categories was changed into five measure frequency: Always (4), Usually (3), Sometimes (2), Rarely (1), and Never (0). This means, if the practice happened in four of the observation days, it was always, if it happens in three of the observation etc.

Time

Observation day.....

No.	Teaching Listening Practices	Yes	No
1	The teacher introduces the listening text and activity/ies briefly.		
2	The teacher sets purpose (s) for each listening activity.		
3	The teacher makes the instruction (s) clear.		
4	The teacher draws the attention of the students to the text's title, subtitles, or other visual support around the text for predicting the content before they listen to the text.		
5	The teacher draws the students' attention to some key lexical items used in the listening text.		
6	The teacher makes the students read through the comprehension questions before they listen to the text.		
7	The teacher tells the students to copy the questions, tables and summary outlines.		
8	The teacher engages the students in pair/group discussions on pre-listening questions.		
9	The teacher advises the students how to use various listening and note-taking techniques.		
10	The teacher uses different techniques to simplify some listening texts e.g. dividing the text into smaller pieces?		

11	The teacher encourages the students to guess the meanings of new words from the context.		
12	The teacher engages the students in some listen and follow-up activities, such as completing tables, diagrams, and note outline.		
13	The teacher makes the students take notes to write summary and reports later.		
14	The teacher makes the students compare and check their notes with their partners'.		
15	The teacher assigns the students in pair/group discussions to compare and contrast their answers on the comprehension questions.		
16	The teacher moves round the students and help when they need.		
17	The teacher helps and directs the students to work in their groups and come to consensus on the answers of comprehension questions.		
18	The teacher asks the students to summarize on the main points of their discussion.		
19	The teacher asks the students to report the results of their group discussion for brief whole class discussion.		
20	The teacher asks the students to express their individual views and opinions on the ideas reflected in the listening text.		
21	The teacher integrates the listening lesson to writing, speaking or reading exercises related to the listening text.		
22	The teacher gives appropriate feedback on the students' listening comprehension activities.		
23	The teacher lets the students practice the pronunciation of some unfamiliar words.		

Other teaching listening practices observed during the classroom observation.

አዲስ አበባ ዩኒቨርሲቲ
የድኅረ ምረቃ መርሃ-ግብር
የውጭ ቋንቋዎች ትምህርት ክፍል

የተማሪዎች መጠይቅ

ውድ ተማሪዎች፣

በአሁኑ ወቅት በሰላም ማስከበር የቋንቋ ማዕከል ውስጥ የማዳመጥ ትምህርት አቀራረብን በማጥናት ላይ ነን። ለዚህም ጥናት ውጤታማነት ከናንተ ከተማሪዎች የሚገኘው መረጃ በጣም ጠቃሚ ነው። የዚህ መጠይቅ ዋና ዓላማ ለጥናቱ አስፈላጊ የሆኑ መረጃዎችን መሰብሰብ ነው። ስለዚህ በመጠይቁ ውስጥ የተካተቱትን ነጥቦች በዕምና በማንበብ ትክክለኛ መልሶችን እንትሠጡ በትህትና እጠይቃለሁ።

ለሚደረግልኝ ትብብር በቅድሚያ አመሠግናለሁ።

ከዚህ በታች የተዘረዘሩትን የማዳመጥ ትምህርት አቀራረብ ዘዴዎች ለማዳመጥ ትምህርት ማቅረቢያነት (for teaching listening) የእንግሊዘኛ ቋንቋ መምህራችሁ ምን ያህል እንደሚጠቀሙባቸው ከመጠነ መለኪያዎቹ በመምረጥ ከሥር የቲክ (✓) ምልክት አድርጉ።

- መፍቻ:
- 4: ሁልጊዜ (Always)
 - 3: አብዛኛውን ጊዜ (usually)
 - 2: አንዳንድ ጊዜ (some times)
 - 1: በጣም አልፎ አልፎ (Rarely)
 - 0: በጭራሽ (never)

ተራ ቁ.	ቅድመ ማዳመጥ ተግባሮች	መጠነ መለኪያዎች				
		4	3	2	1	0
	መጠይቅ					
	አስተማሪዎችሁ ምን ያህል ጊዜ					
1.	ማዳመጥ ምንባቡን (listening context) ያስተዋውቋችኋል?					
2.	የእያንዳንዱን የማዳመጥ መልመጃ (exercise) ዓላማ					

	ይገልፁላችኋል?					
3.	መመሪያዎችን ግልፅ ያደርጉላችኋል?					
4.	የማዳመጥ ምንጣቡን ርዕስ፣ ንዑስ ርዕስና ሌሎች ከምንጣቡ ጋር የተያያዙ ስዕሎችን በመጠቀም የምንጣቡን ርዕስ እንድትተነብዩ ያደርጓችኋል?					
5.	በምንጣቡ ውስጥ የተካተቱ አንዳንድ ጠቃሚ ቃላትን ትርጉማቸውን በቅድሚያ እንዲረዱ ያደርጋችኋል?					
6.	ምንጣቡን ከማዳመጣችሁ በፊት ጥያቄዎቹን እንድታነቡ ያደርጋችኋል?					
7.	ጥያቄዎችን፣ ሠንጠረዦችን፣ ወዘተ በቅድሚያ እንድትገለብጡ ያደርጋችኋል?					
8.	የማዳመጥ ምንጣቡን ከማዳመጣችሁ በፊት በርዕሱ ላይ በጥንድና በቡድን እንድትወያዩና ጥያቄዎችን እንድትመልሱ በማድረግ ፍላጎታችሁን ያነሳሳሉ?					
9.	የተለያዩ የማዳመጥ እና ማስታወሻ አያያዝ ስልቶችን እንድትጠቀሙ ያደርጋችኋል?					
	ጊዜ ማዳመጥ (while-listening) ተግባሮች					
10.	የማዳመጥ ምንጣቡን ለማቅለል የተለያዩ ስልቶችን ይጠቀማሉ፤ ለምሳሌ ረጅሙን የማዳመጥ ምንጣብ ወደ ትንንሽ መከፋፈልና እንድታዳምጡ ማድረግ					
11.	ምንጣቡን በማዳመጥ የምጣቡን አጠቃላይ ይዘት ወይም ጠቅላላ ሀሳብ እንድትረዱ ያደርጋሉ?					
12.	ምንጣቡን እንድታዳምጡና በምንጣቡ ውስጥ ያሉትን/ የተገለፁትን ዝርዝር ሀሳቦችን ለይታችሁ እንድትረዱ ያደርጋሉ?					
13.	ምንጣቡን ስታዳምጡ የሚያጋጥሟችሁን አዳዲስ ቃላት ትርጉማቸውን ከምንጣብ ይዘት (context) እንድትገምቱ ያደርጋሉ?					
14.	ምንጣቡን በማዳመጥ ሠንጠረዦችን እንድትሞሉ፣ ስዕሎችን እንድትገልፁ፣ ማጠቃለያዎችንም እንድታሟሉ ያደርጋሉ?					
	ድህረ-ማዳመጥ (post - listening) ተግባሮች					
16.	ምንጣቡን አዳምጣችሁ የወሰዳችሁትን ማስታወሻ ከጓደኛ ጋር በማስተያየት እንድታዳብሩ ያደርጋሉ?					
17.	ከመልሶቻችሁ ላይ በጥንድና በቡድን እንድትወያዩ ስምምነት					

	ላይ እንድትደርሱ ያደርጋሉ?					
18.	በክፍል ውስጥ በመዘዋወር ውይይቶችሁን በእንግሊዘኛ እንድታደርጉ ይረዷችኋል፣ ይከታተሏችኋል?					
19.	ከምንባቡ የመጡ ጥያቄዎችን በቡድን ሠርታችሁ በመልሶቹ ላይ እንድትስማሙ ያደርጋሉ?					
20.	የውይይቶችሁን ፍሬ ሀሳብ በአጭሩ እንድትገልጹና እንድታጠቃልሉ ያደርጋሉ?					
21.	አዳምጣችሁ መልመጃዎችን በምትሠሩበት ጊዜ አስቸጋሪ የሆኑትን በመለየት ያወያዩዎችኋል፣ ተገቢ የሆነ አስተያየትና እርምጃ ይሠጧችኋል?					
22.	ከምንባቡ በአዳምጣችኋቸው ነጥቦች ላይ የራሳችሁን የግል ሀሳብና ተግባር እንድትገልጹ ያደርጋሉ?					
23.	ምንባቡ ውስጥ የነበሩና አዳዲስ ቃላት እንዴት እንደሚነበቡ ያስማምዷችኋል?					

Appendix: D Interview for the Teachers

Addis Ababa University

Faculty of Language Studies

Department of English

- 1 How do you teach listening skills?
- 2 What listening inputs do you use to teach listening skills?
- 3 To what extent do you use/apply the three stages to teach listening skills?
- 4 Is teaching listening skills difficult? If you say 'Yes', what techniques do you use to alleviate the difficulties?
- 5 Do you try to integrate listening with other language skills? If so how?

THANK YOU

Appendix F: Data gathered with classroom observation in five measure frequency

№	Item	Frequency											
		Always		Usually		Sometimes		Rarely		Never		Total	
		№	%	№	%	№	%	№	%	№	%	№	%
1	The teacher introduces the listening text and activity/ies briefly.	2	33.3	1	16.7	2	33.3	1	16.7	-	-	6	100
2	The teacher sets purpose (s) for each listening activity.	-	-	-	-	2	33.3	2	33.3	2	33.3	6	100
3	The teacher makes the instruction (s) clear.	6	-	-	-	-	-	-	-	-	-	6	100
4	The teacher draws the attention of the students to the text's title, subtitles, or other visual support around the text for predicting the content before they listen to the text.	-	-	-	-	2	33.3	3	50	1	16.7	6	100
5	The teacher draws the students' attention to some key lexical items used in the listening text.	1	16.7	4	66.6	1	16.7	-	-	-	-	6	100
6	The teacher makes the students read through the comprehension questions before they listen to the text.	4	66.7	2	33.3	-	-	-	-	-	-	6	100
7	The teacher tells the students to copy the questions, tables and summary outlines.	-	-	-	-	-	-	2	33.3	4	66.7	6	100
8	The teacher engages the students in pair/group discussions on pre-listening questions.	2	33.3	3	50	1	16.7	-	-	-	-	6	100
9	The teacher advises the students as to how to use various listening and note-taking techniques.	-	-	-	-	1	16.7	3	50	2	33.3	6	100
10	The teacher uses different techniques to simplify some listening texts e.g. dividing the text into smaller pieces?	-	-	-	-	-	-	1	16.7	5	83.3	6	100
11	The teacher encourages the students to guess the meanings of new words from the context.	2	33.3	-	-	4	66.6	-	-	-	-	6	100
12	The teacher engages the students in some listen and follow-up activities, such as completing tables, diagrams, and note outline.	4	66.6	1	16.7	1	16.7	-	-	-	-	6	100
13	The teacher makes the students take notes to write summary and reports later.	-	-	-	-	4	66.6	1	16.7	1	16.7	6	100

14	The teacher makes the students compare and check their notes with their partners'.	-	-	-	-	2	33.3	3	50	1	16.7	6	100
15	The teacher assigns the students in pair/group discussions to compare and contrast their answers on the comprehension questions.	4	66.7	2	33.3	-	-	-	-	-	-	6	100
16	The teacher moves round the students and help them when they need.	5	83.3	1	16.7	-	-	-	-	-	-	6	100
17	The teacher helps and directs the students to work in their groups and come to consensus on the answers of comprehension questions.	2	33.3	3	50	1	16.7	-	-	-	-	6	100
18	The teacher asks the students to summarize on the main points of their discussion.	-	-	1	16.7	1	16.7	3	50	1	16.7	6	100
19	The teacher asks the students to report the results of their group discussion for brief whole class discussion.	-	-	-	-	2	33.3	3	50	1	16.7	6	100
20	The teacher asks the students to express their individual views and opinions on the ideas reflected in the listening text.	-	-	-	-	-	-	5	83.3	1	16.7	6	100
21	The teacher integrates the listening lesson to writing, speaking or reading exercises related to the listening text.	1	16.7	4	66.6	1	16.7	-	-	-	-	6	100
22	The teacher gives appropriate feedback on the students' listening comprehension activities.	5	83.3	1	16.7	-	-	-	-	-	-	6	100
23	The teacher lets the students practice the pronunciation of some unfamiliar words.	1	16.7	2	33.3	2	33.3	1	16.7	-	-	6	100

Appendix G: Summary of observed listening lessons

№	Item	Frequency												To tal №
		OL1		OL2		OL3		OL4		Total frequency				
		Yes	No	Yes	No	Yes	No	Yes	No	Yes		No		
										№	%	№	%	
1	The teacher introduces the listening text and activity/ies briefly.	6	-	3	3	5	1	3	3	17	71	7	29	24
2	The teacher sets purpose (s) for each listening activity.	2	4	3	3	1	5	1	5	7	29	17	71	24
3	The teacher makes the instruction (s) clear.	6	-	6	-	6	-	6	-	24	100	-	-	24
4	The teacher draws the attention of the students to the text's title, subtitles, or other visual support around the text for predicting the content before they listen to the text.	5	1	1	5	-	6	1	5	7	29	17	71	24
5	The teacher draws the students' attention to some key lexical items used in the listening text.	6	-	6	-	4	2	4	2	20	83	4	17	24
6	The teacher makes the students read through the comprehension questions before they listen to the text.	6	-	6	-	6	-	5	1	23	96	1	4	24
7	The teacher tells the students to copy the questions, tables and summary outlines.	-	6	-	6	1	5	1	5	2	8	22	92	24
8	The teacher engages the students in pair/group discussions on pre-listening questions.	6	-	5	1	4	2	3	3	18	75	6	25	24
9	The teacher advises the students as to how to use various listening and note-taking techniques.	2	4	1	5	1	5	1	5	5	21	19	79	24
10	The teacher uses different techniques to simplify some listening texts e.g. dividing the text into smaller pieces?	6	-	1	5	2	4	-	6	9	37	15	63	24
11	The teacher makes the students listen for the general idea of the text.	6	-	1	5	2	4	1	5	10	42	14	58	24
12	The teacher makes the students listen for detailed information given in the text.	2	4	4	2	3	3	6	-	15	63	9	37	24
13	The teacher encourages the students to guess the meanings of new words from the context.	5	1	3	3	4	2	4	2	16	67	8	33	24

14	The teacher engages the students in some listen and follow-up activities, such as completing tables, diagrams, and note outline.	5	1	6	-	5	1	5	1	21	88	3	12	24
15	The teacher makes the students take notes to write summary and reports later.	-	6	2	4	3	4	2	2	7	29	17	71	24
16	The teacher makes the students compare and check their notes with their partners'.	1	5	2	4	2	4	1	5	6	25	18	75	24
17	The teacher assigns the students in pair/group discussions to compare and contrast their answers on the comprehension questions.	5	1	6	-	6	-	6	-	23	96	1	4	24
18	The teacher moves round the students and ensures that the students' discussion is in English.	6	-	6	-	6	-	6	-	24	100	-	-	24
19	The teacher helps and directs the students to work in their groups and come to consensus on the answers of comprehension questions.	1	5	3	3	2	4	3	3	9	38	15	62	24
20	The teacher asks the students to summarize on the main points of their discussion.	2	4	2	4	2	4	2	4	8	33	16	67	24
21	The teacher asks the students to report the results of their group discussion for brief whole class discussion.	1	5	2	4	4	2	1	5	8	33	16	67	24
22	The teacher asks the students to express their individual views and opinions on the ideas reflected in the listening text.	-	6	2	4	2	4	1	5	5	19	19	81	24
23	The teacher integrates the listening lesson to writing, speaking or reading exercises related to the listening text.	4	2	5	1	4	2	4	2	17	71	7	29	24
24	The teacher gives appropriate feedback on the students' listening comprehension activities.	6	-	5	1	4	2	4	2	19	81	5	19	24
25	The teacher lets the students practice the pronunciation of some unfamiliar words.	6	-	5	1	5	1	4	2	20	83	4	17	24

KEY: OL1= the first round observed lesson

OL3= the third round observed lesson

OL2= the second round observed lesson

OL4= the fourth round observed lesson

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any university, and that all resources used for the thesis have been acknowledged.

Name: Belihu Bekena

Signature: 

Date of submission: 15/06/2011

Place: DEFL (Graduate Programme). A.A.U.