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SCHOOL OF HUMAN AND LAW
ENGLISH LANGUAGE DEPARTMENT

**A study on the challenges of implementing listening skills: A case of Dubti
Secondary and Preparatory School in Focus, in Afar Region**

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Declaration

I, Mr. Hussen Endris Yesuf hereby declare that the thesis entitled “A study on the challenges of implementing listening skills: A case of Dubti Secondary and Preparatory School in Focus, in Afar Region” submitted by me for the award of Master in TEFL at Adama university. This is my original work and it has not been presented for the award of any other degree, Diploma, Fellowship or any other similar titles of any other university or institutions.

Place: Adama University, Oromiya, Ethiopia

Signature_____

Certification

This is to certify that this thesis is entitled “A study on the challenges of implementing listening skills: A case of Dubti Secondary and Preparatory School in Focus, in Afar Region” submitted in partial fulfillment of the requirements for the award of masters in Teaching English Foreign Language (TEFL) to the school of human and law, Adama university, through the English language Department done by Hussen Endris, Id. No. (GCR/6226/04) is an authentic work carried out by him under our guidance. The matter embodied in this work has not been submitted earlier for awards of any degree or diploma to the best of our knowledge and belief.

Advisor: **Dr. Kassaye G. (PhD)**

Signature_____Date____2017

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Abstract

Listening ability is one of the important skills in foreign language learning, there has been relatively little research in this specific area. The overall purpose of the study is to explore the challenges of listening problems encountered by grade 11 students at Dubti secondary and Preparatory School, in Afar region. The study has employed cross sectional descriptive study design. Both probability and non-probability sampling methods were employed to collect the data from respondents. To this end, survey questionnaires were distributed to English teachers and grade 11 students of Dubti secondary and Preparatory School. Thus, in total, 70 participants have completed the survey questionnaires. Besides, four school managements were engaged in interview. Data generated from the survey were analyzed using frequency and percentage data analysis techniques. On the other hand, the data obtained from the interview were analyzed using qualitative techniques. The finding obtained from the survey indicates that lack of concentration, anxiety, lack of grammar knowledge and bad qualities of recording were the major listening skill problems that encountered the students. This study therefore, concludes by forwarding relevant interventions and recommendation like understanding students' difficulties, improving listening comprehension strategies and teaching-learning techniques which may enable English teachers to help students develop effective learning strategies and ultimately improve their English listening abilities.

Key words: *listening ability, Afar, teaching techniques, listening problems*

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Writing, reading and speaking are at the core of most language learning curricula, while teaching language listening is mostly remitted for the priority of others. Listening is defined by Rost (1991) as ‘an active process requiring participation on the part of the listener’ and by Abrantes de Andrade (2006) as ‘the ability to hear attentively and to understand what others are saying.’ Listening to others, as well as understanding others is essential. It is often said that listening is the first language skill one develops, and as a result all cognitive skills are dependent on the ability to listen. The Greek philosopher Epictetus may have been the first person to notice that humans were created with two ears, but only one tongue, so that humans may listen twice as much as they speak (King, 2008, p. 2718). Today, we hear and use many proverbs about this wisdom

No one can deny the importance of listening skills in foreign language learning because the key to acquire a language is to receive language input. Krashen, Terrell, Ehrman, & Herzog (1984) claim that acquisition takes place only when students absorb enough comprehensible input. The same claim was supported by Rost (1994) who confirmed that listening is vital in language classrooms because it provides input for learners. As an input skill, listening plays a crucial role in students’ language development. Krashen (1985) argues that people acquire language by understanding the linguistic information they hear. Thus language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input. Without understanding inputs at the right level, any kind of learning simply cannot occur. Thus listening is a fundamental language skill, and as such it merits a critical priority among the four skill areas for language students. As Hasan (2000) pointed out, “listening comprehension provides the right conditions for language acquisition and development of other language skills” (p.138). Listening, therefore, is essential not only as a receptive skill but also to the development of spoken language proficiency. Rost (2002) also indicates that developing proficiency in listening is the key to achieving proficiency in speaking.

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Gilakjani and Ahmadi, 2011). According to Devine (1982), listening is

the primary means by which incoming ideas and information are taken in. Gilbert (1988), on the other hand, noted that students from kindergarten through high school were expected to listen 65-90 percent of the time. Wolvin and Coakley (1988) concluded that, both in and out of the classroom, listening consumes more of daily communication time than other forms of verbal communication. Listening is central to the lives of students throughout all levels of educational development (Coakley & Wolvin, 1997). Listening is the most frequently used language skill in the classroom (Ferris, 1998; Murphy, 1991; Vogely, 1998). Both instructors (Ferris & Tagg, 1996) and students (Ferris, 1998) acknowledge the importance of listening comprehension for success in academic settings. Numerous studies indicated that efficient listening skills were more important than reading skills as a factor contributing to academic success (Coakley & Wolvin, 1997). Nevertheless, it is evident that listening is more important for the lives of students since listening is used as a primary medium of learning at all stages of education.

In the field of listening comprehension as well as listening instruction have emphasized the role of strategy training instruction and learner meta cognition in facilitating comprehension. It is agreed that ,among the factors that affect listening comprehension and cause deficiency in listening skills is lack of instruction .Students need to “learn to listen “ so that they can better “listen to learn “ (Vandergrift,2004,p.3).Besides ,to turn more learners into competed listener ,language teachers should adopt suitable ways to help learners improve their listening skills and strategies (Coskun,2010,p.35;Ling-hui,2007,p.66).

The goal of teaching language in general and listening skills in particular is to get students become active and proficient listener. In other word, learners in language class room do not only learn to make grammatically correct sentences but also develop the ability to listening for learning and learning for listening purposes. In the other hand, teachers should explicitly teach the students how, when, and why to use a listening comprehension strategy or a combination of appropriate strategies. When the students have both knowledge and the skill of using the listening strategies, they become active listeners. Teaching listening skills are very difficult to our school, the language teachers may prefer to skip the listening part. Therefore, this and other factors enhance the researcher to conduct this research.

1.2. Statement of the Problem

Language listening skills should be recognized as listening abilities exclusive to the field of language learning. It is the only foreign language skill in which a participant has no control over the process.

In Ethiopia, English is used as a medium of instruction in secondary and tertiary level. Since listening ability plays an important role in helping students to communicate intelligibly and to perform better in other field of studies, it is treated in English Syllabus along with Speaking, Reading, and Writing skills. According to Muluken (2008), though listening is incorporated in English syllabus, it is less practiced. This may be attributed to varieties of factors. Identifying the root causes of the inadequacy of practice can help the immediate stake holders to think of the way out and the areas to be addressed to teach the skill appropriately. Teachers' and students' attitude towards EFL teaching and learning in general, and the teaching and learning of the listening skill is believed to have the direct impact on the classroom performance and the implementation of the skills for the real life purpose (Muluken, 2008).

These days, many instructors of higher institutions in Ethiopia, including EFL teachers, widely complain that students of different levels lack the expected command of English in general and listening skills in particular (Tewolde, 1988; Seime, 1989; Hiwot, 2006). Without mentioning the specific case of listening skills, Teshome (2003), on his part, argues that the English language proficiency of most Ethiopian students in recent years is deteriorating.

Abdi (2005), on his part, investigated the overall contributions of strategies used by students and teachers to the development of listening skills of the students in English classrooms - in preparatory school. The overall results of the study indicated that learners used more frequently **metacognitive and cognitive strategies** of task evaluation, self-evaluation, self-monitoring, arranging and planning for their learning, elaboration, organizing, and predicting selective attention. Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'.

The researcher's experience as an English teacher at a secondary and preparatory school has shown him that most EFL students (in the school) experience difficulty in performing listening tasks and activities. The researcher has observed this from his personal classroom contact with those students (both in the regular) and they subsequent low scored on listening

skills tests and examinations. Furthermore, from the discussion the researcher has made with colleagues from his school and other schools, he has learned that they have observed similar difficulty experienced by their students in learning listening skills.

This calls for the researchers to investigate teachers' and students' attitude towards teaching and learning the listening skill and factors that prohibit the teaching-learning process of grade 11 students in Dubti secondary and preparatory school. As far of the knowledge of the researcher (me) is concerned the attention given by other researchers to this area is very scanty.

Therefore, the main purpose of this study is to investigate the listening skill problems of Dubti secondary and preparatory school of grade 11 students.

1.3. Research Questions

The following research questions were raised to be answered by the study.

- What is the level of students' participation in English listening lesson?
- What are the factors that impede the listening comprehension of students?
- What kind of strategies do students employ during listening lesson?

1.4. Objectives of the Study

1.4.1. General Objective: -

The main objective of the study is to find out the challenges in teaching listening skills in Dubti secondary and preparatory school.

1.4.2. Specific Objectives

The specific objectives of the study particularly, aim to:

- Find out the level of students' participation in English listening lesson in the class room.
- Identify the factors that affect the English listening lesson.
- Investigate the listening strategies employed by students

1.5 Scope of the Study

This study has both geographic and conceptual scopes. The Geographic scope of this study is limited to Dubti secondary and preparatory school in Afar regional state specifically which is found at Dubti district. The researcher intentionally studied at one school, and the reason why the others are far from the study area. And also, the researcher want to study listening skills on grade 11 students in Dubti secondary and preparatory school. This grade was chosen because it is where students begin preparation for entering into higher education and where

they need to develop language skills in general and listening skills in particular. Conceptual scope is limited to assess the challenges in English teaching listening skills in Dubti secondary and preparatory school. Thus, identifying the level of students' participation in English listening lesson, factors that affect the English listening lesson, and listening strategies employed by students are the major focus of the study.

1.6 Limitation of the Study

The limitation that the researcher has encountered was related to using a data collection instrument (questionnaires) with likert scale. Some respondents were not willing to provide real information in the questionnaire. This means, some of them give similar responses to most questions and refrain from extreme responses (*central tendency bias*). To avoid this problem, after data was collected, **data clearing** have been made by the researcher during data entry and analysis process. Data clearing is Flexible handling of errors, only bad data from a file containing good and bad data is removed (such as duplicates), allowing the remainder of the file to continue to be processed without interruption. The other challenges that the researcher has encountered was participant's knowledge of research practices. Since most participants are students and most of them do not have practical knowledge of the research process. In this regard, the researcher has worked closely with enumerators to give orientation for participants on the research process, its outcome, and their role. Moreover, the researcher has informed the participants on confidentiality and other related issues concerning the information that they provide through the questionnaire.

1.7 Significance of the Study

The purpose of this paper is to assess the challenges in English teaching listening skills in Dubti secondary and preparatory school and suggest possible solutions, measures and actions to improve teaching listening skills. Besides, the study is expected to have the following major significances:

- English teachers to have a better understanding of their students' listening difficulties and examine their own teaching methods to improve students' listening comprehension. Knowing why some of the problems occur will naturally place teachers in a better position to guide their learners in ways of overcoming some of their listening difficulties. It is also hoped that the findings about students' listening difficulties can provide English teachers with some guidelines for material evaluation and selection.

- Learners to identify their difficulties of listening comprehension to ascertain what further learning strategies are necessary. Learners need to be aware of the factors which contribute to their difficulties in listening; when listeners know something about their own problems, they will be able to improve their listening practices and become better listeners.
- Syllabus designers and materials writers to make further improvements in the teaching materials and help students develop their listening comprehension skills.
- Researchers who are interested in classroom research to use the findings as a basis for further study in the area.

CHAPTER TWO: REVIEW OF RELATED LITERATURES

This section of the paper deals with review of related literatures on the topic to assess the challenges in English teaching listening skills. It deals with overall theoretical introduction on the concept of English teaching listening skills, and other related subtopic. It also deals with different empirical findings on the challenges in English teaching listening skills.

2.1 Definitions of Listening

Listening is more complex than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but we are generally unaware of them." (Sheila Steinberg, *An Introduction to Communication Studies*. Juta and Company Ltd., 2007). There are four elements of good listening:

Attention—the focused perception of both visual and verbal stimuli

Hearing—the physiological act of 'opening the gates to your ears'

Understanding—assigning meaning to the messages received

Remembering—the storing of meaningful information

Listening is defined by Rost (1991) as 'an active process requiring participation on the part of the listener' and by Abrantes de Andrade (2006) as 'the ability to hear attentively and to understand what others are saying.' Language listening skills should be recognized as listening abilities exclusive to the field of language learning. It is the only foreign language skill in which a participant has no control over the process. Writing and reading are important for basic language abilities, but the capability of listening to a foreign language is important in language learning (Anderson and Lynch, 1988; Dunkel, 1991; Rubin, 1994) for fluency, speaking skills and the ability to communicate (Croom Helm Cross, 1998). Listening is a vital skill to acquire pronunciation, vocabulary, word stress, and syntax. Also the comprehension of messages can be understood through the tone of voice, accent and pitch. According to Gilakjani and Ahmadi (2011), 40-50% of language competence comes from listening, while only 25-30% comes from speaking, 11-16% from reading and 9% from writing. Therefore we can say that it is imperative to specifically and purposely teach language listening skills.

2.1.2 Types of Listening

There are two types of listening. These are discriminate and comprehensive. Listening discriminatively can be aural or visual and is basic to any other type of listening. This allows a listener to perceive and identify sounds in the environment and then use these sounds to adapt to the environment (Wolvin, 2009; Wolvin & Coakley, 1996). Listening comprehensively is listening for the understanding of the message and its variables including memory, concentration and vocabulary (Wolvin, 2009; Wolvin & Coakley, 1996).

2.1.3 Listening Process: Cognitive Dimension

Cognitive listening includes how one thinks about listening and how one thinks during the process of listening (Janusik, 2005). The social penetration theory sees the cognitive dimension as an internal process that precedes, accompanies and follows the development of a relationship (Taylor & Altman, 1987). Cognitive psychologists see listening as the first act of information processing (Imhof, 2010); others view listening as a social purpose (Janusik, 2002; Wolvin & Coakley, 1996). Listening includes receiving information from various stimuli—both verbal and nonverbal, which includes perception, attention and processing (Imhof, 2010). Listeners can function as senders and receivers of a message at the same time (Hackman & Johnson, 2009). Through listening and dialogue, human relationships are sustained and enhanced (Maguire, 2006) allowing communication to create connections to others.

Listening, as part of the **social penetration theory**, implies that a conscious effort be made about who, what, when, why and how listening can be achieved (Barker & Watson, 2000; Brownell, 2010a; Imhof, 2010). Focusing one's attention is often driven by interest. Social penetration theory was developed to explain how information exchange functions in the development and dissolution of interpersonal relationships. Social penetration describes the process of bonding that moves a relationship from superficial to more intimate (Altman & Taylor, 1973). Social penetration is specifically accomplished through self-disclosure, the purposeful process of revealing information about oneself (Derlega, Metts, Petronio, & Margulis, 1993). Self-disclosure increases intimacy in relationships to a certain point. Social penetration can occur in different contexts including romantic relationships (e.g., Taylor & Altman, 1975, 1987), friendships, social groups (for example, religious groups or soccer clubs), and work relationships. The theory has also been applied in computer-mediated communication contexts such as online dating and virtual teams.

The desire to pay attention to a variety of stimuli takes away from the overall attention given to a specific stimulus. Dividing listening is equated with multitasking and the desire to focus on multiple agendas. However, listening cannot be divided and still be considered successful (Imhof, 2010; Steil & Bommelje, 2004). In fact, if a stimulus is never consciously attended to, it will not become part of the listener's memory. Listeners have a tendency to focus on what he/she wants to hear or expects to hear (Brownell, 2010a). Ideas need to be connected to what is already known if they are to be placed in one's memory. Anything unpleasant or negative will often be blocked from one's memory (Brownell, 2010a).

Listening effectiveness is enhanced by memory. In order to remember, information must be attended to in order to be able to move information into memory. Short term memory holds information just long enough to use the information. On the other hand, long term memory is dependent on the strategies used to remember what was heard. Various strategies exist to enhance long term memory, from association to visual imagery to mnemonic techniques (Brownell, 2010a). Other methods of improving memory and ultimately listening, includes improvement of personal health—proper nutrition and getting enough sleep, along with increasing creativity and reducing stress (Brownell, 2010a; Nichols, 1947).

While listening, not only is attending important; so is perception. Cognitive psychologists include the **schema theory** when processing information (Wolvin, 2010b). Schema theory states that all knowledge is organized into units. Within these units of knowledge, or schemata, is stored information. A schema, then, is a generalized description or a conceptual system for understanding knowledge-how knowledge is represented and how it is used. The schemata in a brain are mental representations of knowledge. Schemas are ways of organizing information in a brain to allow the interpretation and remembering of information. Schemas aid the listening process and are constantly changing and/or being modified depending on experiences, cultures and background. Schemas make sense of new and incoming information and assist in identifying information that should be stored or forgotten (Brownell, 2010a; Wolvin & Coakley, 1996; Worthington & Fitch-Hauser, 2012). The schemata stored in long term memory, aids recalling information. Schema creates cognitive structure; however, listening researchers have discovered that those with a more complex schema have greater listening memory (Wolvin & Coakley, 1996). Janusik (2005) posits that the mind has the capabilities for attention and memory; what isn't used for attention is available for memory. As a result, as schema is built, there is more availability for storage which ultimately aids memory.

The phenomenological tradition supports including perception as a component of the listening process. Listening allows for perception of people, relationships and events. Perceptions can be based on impressions of people's attributes, ethnicity and various other features. Griffin (2009) posits that communication occurs through the phenomenological tradition because of perception and interpretation of personal experiences. Hackman and Johnson (2009) suggest that the communication process includes shared understanding and interpretation.

Littlejohn and Foss (2008) imply interpretation is the key component to the phenomenological tradition, as it is the portion of the communication process that assigns meaning to an experience. Learning from others and seeking common ground, while avoiding dishonesty is how Craig (1999) viewed this phenomenological tradition. All this suggests social penetration theory—what is shared creates meaning and understanding; how intimate the communication becomes depends on self-disclosure and sharing (Altman & Taylor, 1973). This type of information exchange will enhance the growth and development of relationships between people (Altman & Taylor, 1973).

2.1.4 Listening Process: Behavioral Dimension

How a person acts, as well as how one's actions are interpreted, is part of listening behaviorally (Janusik, 2005). Behaviors are often used to perceive effectiveness of one's listening. The behavioral aspect of listening indicates a listener will control the amount of information received, process it via cognitive and schemata influences, and ultimately have the last words regarding the message. By understanding the listening process, the goal of shared meaning will have a greater possibility of achievement. After listening, effective speaking occurs through learned and improved behaviors (Brownell, 2008; Brownell, 2010b). The social penetration theory posits that exchange between individuals needs to be reciprocated (Altman & Taylor, 1973; Taylor & Altman, 1987). Their theory indicates this reciprocity is behavioral in nature (Altman & Taylor, 1973; Taylor & Altman, 1987). This action is seen as a basis for establishing trust in the relationship, and once this is achieved, there is little chance for vulnerability in the relationship. This appears to be based on reciprocity on a superficial level, rather than an intimate one (Taylor & Altman, 1987).

The concept of empathy from a behavioral dimension recognizes the ability to demonstrate care for another person. This idea leads to the opportunity to create a community by serving others (Kouzes & Posner, 2003). Ernest Bormann posits that community is created by narrative communication (Littlejohn & Foss, 2008). In a listening setting, nonverbal

behaviors show openness and interest, rather than evaluation (Brownell, 2010a). Listener-centered communication is also influenced by the particular situation. A person's for listening and the particular setting often requires different skills, and it is important to weigh out the different behavioral variables.

Listening incorporates cognition and behaviors that occur in everyday activities. As relationships change and evolve, personal listening barriers affect receiving sounds and information, distinguishing between them, focusing attention, giving meaning to these sounds and then remembering the information. Listening is most effective when it is considered to be a connection to others, circular in nature, a give-and-take relationship (Hackman & Johnson, 2009; Sipe & Frick, 2009; Steil & Bommelje, 2004).

2.1.5 The Importance of Listening

Listening is the aural medium that gives the way to language Acquisition and enables learners to interact in spoken communication. Therefore, Students with good listening comprehension skills are better able to participate effectively in class. In addition, students learn to speak, read and write by listening to others (Brown, 2001; Lin, 2002). There are certain reasons for the importance of listening for foreign language Learners. First, listening is an essential prerequisite for oral communication to take place. Second, it often influences the development of reading and writing. Third, it plays a central role in academic success, since students understand teachers or lecturers through listening (*El-Koumy, 2002*). Listening is an important skill which needs more consideration in teaching foreign languages. Researchers estimate that we listen to twice as much language as we speak four times as much as we read, and five times as much times as we write (Celce-Murcia, & Olshtain, 2000). According to Nation & Newton (2009) "listening is the way of learning a language". However, of the four skills, listening has historically been the most forgotten, neglected and misrepresented in language classrooms and hence the least well taught. In EFL course books, listening is practiced as a skill, but it is often used as a means of exposing students to new language or of practicing language which has already been introduced (*White, 2006; Yang, 2006*) Listeners' thereby may be provided with practice in listening but fail to learn the skill. Besides, their listening skills may not be improved.

2.1.6 A Problem with Listening to English

Mendelsohn (2006) affirmed that much of what is traditionally missing named teaching listening should be called testing listening. That is because teaching means showing the learner how to do anything, but testing simply implies having students do something, and

then evaluating how well they did it. Most of listening class took the form of having the learners listen and answer questions, without teaching them how to go about it, i.e. testing their listening rather than teaching them to listen.

Language teaching methods initially did not recognize the need to teach listening, but subsequent approaches used a variety of techniques to develop specific or general listening skills (Flowerdew & Miller, 2005). Recently, there has been a growing interest in and concern for the teaching of listening. This interest is influenced by studies done in foreign language acquisition, discourse analysis, Cognitive processing theory and language learner strategies.

Underwood (1989) identified seven major listening problems students encountered during listening:

1. Lack of control over the speed at which speakers speak,
2. Not being able to get things repeated,
3. The listener's limited vocabulary
4. Failure to recognize the 'signals,'
5. Problems of interpretation,
6. Inability to concentrate,
7. Established learning habits.

Underwood (1989) viewed these problems as being related to learners' different learning contexts, such as their culture and education. *She points out that, if learners are from a culture and education with a strong storytelling and oral tradition, their competences in listening class are better than those from a reading and book-based cultural and educational context.*

Moreover, Goh (2000) identified five most common listening problems:

1. Quickly forget what they heard;
2. Do not recognize words they know;
3. Understand words but not the intended message;
4. Neglect the next part when thinking about meaning;
5. Unable to form a mental representation from words heard.

Comparing Goh's (2000) and Underwood's (1989) findings, we can see that there are some similarities and differences. There are two common difficulties identified by both studies: one is short-time memory in the sense that listeners cannot retain the input message for a long time and listeners cannot recognize words they know. These two problems are shared by listeners from different learning backgrounds.

2.1.7 The Development of Listening Comprehension

Three main developments have resulted in the changes in teaching of listening: a shift in perspectives that leads to consider listening as a skill that takes priority over details of language content; a wish to relate the nature of listening practiced in the classroom to authentic listening that takes place in real life; and the Importance of providing motivation and a focus on listening (*Field, 2005*). Consequently, teaching listening and the focus of listening instruction have changed. Initially, listening practices were heavily influenced by models of the written language and a **behaviorist approach**. Later, the focus has moved to developing listening as a skill needed for constructing and communicating meaning. More recently, the role of strategy instruction and learner meta cognition in facilitating comprehension have become the dominant issue in listening instruction. Visuals are important aids to listening skills. Ginther(2002) investigated the relative effect of two kinds of visuals on listening performance on the computerized TOEFL test .Context visuals (pictures that set scene for the upcoming verbal exchange) prepare listener for the text or verbal exchanges, where as content visual(pictures related to the actual content of the verbal exchange) support the text. Results, indicates that content visuals enhance the comprehension of 0mini-talk but context visuals decrease comprehension.

2.1.8 Instruction in the Process of Listening

Instruction in listening has too often been associated with testing, focusing on the product of listening (Shreen, 1987). A focus on the right answer only, when the listener is capable of keeping up ,with the speech rate often create a high level of anxiety ,which enter affect attention (Arnold,2000).

Recent literature on listening strategy indicates a greater interest in raising students awareness of the process of listening (Berne,1998 ;Mendelson,2001).A process approach can help students to learn how to listen, guiding them through the stage that seem to characterize real life listening .(Field,2001,Goh,2002).

2.1.9 Listening Comprehension

The critical role of listening comprehension in the teaching and learning of English as a Foreign Language has been acknowledged by researchers and language educators. Formerly, listening was the least emphasized skill in EFL classes, it is now recognized as a language skill which needs an active process in the learners' mind and, therefore has increasingly received more attention in language learning (Flowerdew & Miller, 2005).

2.1.10 Improving the Learning Environment of Listening Skill

Learning environment for listening skill, which is listening laboratory besides cassettes tapes, tape recorders and written listening texts, is a vital key affecting the quality of both learning and teaching listening skill.

In addition to what has been previously mentioned, various authors have discussed ways of helping learners improve their listening comprehension. Brown (1990) proposed a methodology that combined developing the learners' phonological code and helping them use contexts to make predictions. Buck (1995) proposed using pre-communicative and communicative activities, following a pedagogical framework by Littlewood (1981). This included helping learners develop a facility with fast natural speech and use good listening strategies. Field (1998) proposed an approach that took into consideration learners' listening problems and suggested a series of exercises for practicing listening sub skills in short micro-listening exercises.

2.1.12 Challenges of Listening Skills

Teaching language skills can also come with cognitive challenges for students in EFL classrooms through foreign language anxiety (Renukadevi, 2014). Anxiety can get in the way of students' understanding, usage and retention of language listening skills. The state has classically been described by Charles Spielberger (1983) as 'the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.' Multiple studies have shown that the level of anxiety is negatively tied to academic success and can well predict students' academic abilities (Alrabai, 2014; Anyadubalu, 2010; Atasheneh and Izadi, 2012; Batumlu and Erden, 2007; Hewitt and Stephenson, 2011; Horwitz, 2001; Mahmood and Iqbal, 2010; Wilson, 2006). In Gallagher's (2012) National Survey of College Counseling, college students have ranked anxiety as a major factor for their low academic achievement. In order for students to learn to the highest level of their capabilities, their anxiety should to be identified to be reduced.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Methods

In this study, mixed types of data (qualitative and quantitative) were used to analyze challenges of implementing listening skills. Clark (2010) argued that using mixed type of data can develop a more complete understanding of a topic, describe both process and outcomes, obtain data, increase the credibility and/or utility of findings, describe contextual understandings along with generalized findings, develop an appropriate instrument, explain processes or mechanisms behind quantitative results, and understand unexpected results. The mixed types of data were used based on the nature of the objectives..

3.2 Data Sources

In this study, primary and secondary sources of data were reviewed. For primary sources, the data were obtained from key Informants such as school managements, teachers and student. On the other hand, secondary data were collected from published source i.e. from student text books since the students' textbook contains language activities in general and listening skill activities in particular. So, it was assessed how much attention is given for these activities in the textbook.

3.3 Research Design

In this study, a descriptive study design was used to study challenges of implementing listening skills. To this end, descriptive survey was used. The reason that survey has been selected is the survey method is quick, inexpensive, efficient, accurate, and flexible. As described by Zikmund (2000) for the survey design, cross sectional survey was used since a cross sectional survey design is the type of survey design in which necessary data is collected at one point in time from particular set of population. Thus, a survey was conducted to obtain information from two different strata such as teachers and students. On the other hand, interview was also conducted with the management of the school

3.4 Study Population

The study populations were English teachers who are currently working at Dubti secondary and preparatory school, students who are currently learning in grade 11 at this school, and managements of the school.

3.5 Sampling Unit

The sampling unit of the study is teachers, students and top managements of Dubti secondary and preparatory school. Thus, the sample was drawn from these three strata by using non-probability and probability sampling techniques.

3.6 Sampling Frame

The researcher obtained the list of the teachers, students and school managements from the management of the school and prepares the sampling frame from which the sample was drawn. Therefore, the sampling frame of this study was the list of 10 teachers, 300 students and 5 school managements

3.7 Sampling Techniques and Procedures

Both non-probability and probability sampling techniques were used in this study to select the samples. Thus, both purposive and simple random sampling techniques were employed. As of the record profile of the school, the current total English teachers of the school were 10 (1 female, 9 males), the students were 300 (120 female, 180 males), and the school managements were 5 (all are males) in total. Thus, from the 300 grade eleven students of the school listed in the sample frame 60 students (the researcher used 20% of from the total students of grade eleven) have been selected in simple random sampling. Supporting this, according to Gay (1981), for descriptive survey research like this; a sample of 10% of the population is considered minimum while for smaller population 20% may be required. And also, the researcher purposely selected those 10 teachers who are considered as experienced and have knowledge on the teaching and learning process. Additionally, the researcher also selected 5 school management of the school who were interviewed on the detail operation of the school using a purposive sampling technique. Thus, top managers of the school were selected for the interview based on the researcher's judgment on their experiences and detail knowledge on the daily operation of the school.

3.8 Sample Size

The sample size for this study is 10 English teachers were purposely selected from the total list of 10 English teachers, and 60 students (20% of 300 grade eleven students) were taken as a sample size for this survey. Thus, the survey questionnaire was prepared and distributed for 10 English teachers and 60 grade eleven students. Hence, a total of 70 respondents from different strata of teachers, and students were considered as source of primary data for the study. And also, 5 school managements are selected for interview.

3.9 Data Collection Instruments

For the purpose of this study survey questionnaire (Semi-structured & Structured), interview (Semi-structured), and class room observation were used as data collection instruments. The main data collection instrument was survey questionnaire. Thus, a separate survey questionnaire was prepared for English teachers and students. On the other hand, a semi structured- interview schedule (guide) was prepared to conduct an intensive interview with school management of the school (school director, two vice school directors and two unit leaders of the school). The survey questionnaire was prepared based on the main indicators of challenges of implementing listening skills. Questions in the instruments were formulated and developed to gather information from respondents that are determined in sample size. Thus, both closed and opened ended questions were included in the questionnaire and distributed to the respondents with the help of enumerators and researcher. Moreover, purposive observation was used to observe students response and English teachers teaching strategies on listening skills.

3.10. Data Collection Procedures

When collecting data, first interview was employed. Since the required data is from school management to assess how they apply different listening skill strategies in their school. Next classroom observation was made. The observation was made based on check lists about different listening skill strategies so as to assess the teachers' actual practices of strategies in listening skill teaching whether they practice different strategies or not. Finally, the data was collected from both teachers and students using questionnaire.

3.11. Data Processing and Analysis

3.11.1 Data Processing

During the survey, errors can be found either due to outliers, due to strange patterns in the distribution, unexpected analysis result, or missing data. Thus, before data entry into a computer program, the researcher checked suspected data and survey items to reduce their impact on the survey result. Before the actual data entry, each questionnaire were coded and cleared. By entering the data twice, error identification and corrections were made. Therefore,

before starting with the detailed analysis of a data set, the researcher made a preliminary inspection of all the data on a possible errors or suspicious values in the data. Thus, in this study, data clearing process suggested by Broeck et al., (2005) were used to clear the data prior to the actual data analysis. To this end, three stages of the data clearing process such as repeated cycles of screening, diagnosis, and treatment were used.

3.11.2. Data Analysis

Survey questionnaire collected from respondents are first coded and grouped into two different categories such as the response from teachers and students. Thus, the responses obtained from all strata were first entered into a computer program (Statistical Package for Social Science (SPSS Version 20.0) and analyzed using this computer program. To analyze the data frequency and percentage were used. Besides, the analyzed data were also presented by using graphs, tables, figures, frequency, and percentage. On the other hand, the data obtained from the interview were analyzed using qualitative techniques. Thus, themes were formed and data were classified in to different categorized for effective analysis.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

This section presents major findings obtained through a descriptive survey, interview and classroom observation with different key informants on the major challenges of implementing listening skills. Thus, in this section data obtained from survey questionnaire, interview guide and classroom observation are analyzed, interpreted, and discussed in to the manner that addresses the objectives of the study.

4.2 Demographic Characteristics of teachers and school management

In this specific section, the demographic characteristics of respondents such as age, sex, educational level, and year of experience of the respondents are indicated.

Variables		Respondents	
		Teachers (N=10)	School managements (N=5)
Age	18-25yrs	-	-
	26-33yrs	-	-
	34-41yrs	4(40%)	1(20%)
	42-49yrs	6(60%)	4(80%)
	50-57yrs	-	-
Sex	Male	8(80%)	5(100%)
	Female	2(20%)	-
Educational level	Diploma	-	-
	Degree	7(70%)	4(80%)
	Master	3(30%)	1(20%)
	Phd	-	-
Experience	Maximum (7 yrs and above)	10(100%)	5(100%)

Table 4.1 Demographic Characteristics of teachers and school management

4.2.1. Age of Respondents

As indicated in Table 4.1 above, regarding the ages of teachers' majority 6(60%) fall under the age of 42-49 followed by 34-41 accounting 40%. In a similar manner, the respondents of interview were also fall under the age of 42-49 which accounts 80% followed by 34-41 which accounts 20%. Thus, from this we can observe that the age of majority respondents were fall under in the age of 42-49.

4.2.2 Sex of Respondents

As indicated in table 4.1, from the total of teachers, 8 respondents (80 %) were male and the other 2 respondents (20%) were female. Moreover, from the total of 5 interviewee school management, all respondents (100%) were male. Thus, from this we can observe that gender imbalance in the work force among the group.

4.2.3 Educational level of respondents

Various literatures have indicated that educational status is one of the potential explanatory variables by improving information-processing capability of people. As depicted in table 4.1 presented, among the total of teachers, 7 respondents (70%) were degree holders, the rest (3)30% were masters. Moreover, from the total of top management interviewee, 4 respondents (80%) were degree holders, the rest (1)20% was master. Thus, from this we can realize that the teaching learning process is carried out at a required qualified level.

4.2.4 Experience of the Respondents

As depicted in the same table above, among the total of teachers, all respondents (100%) have maximum (7years and above) experience. Moreover, from the total respondents of top management interviewee all respondents (100%) have maximum (7years and above) experience.

Thus, from this we can observe that majority of the respondents experience fall under 7 years and above. Hence, from this we can realize that all respondents can judge things at different angles.

4.2 Response of teachers on the level of students' participation in listening class

No	Item	1.Excellent	2.Very good	3.Good	4.Poor
1	How do you rate your students English listening ability	-	2(20%)	3(30%)	5(50%)
2	The response of students in doing of different exercise about listening skills	-	1(10%)	3(30%)	6(60%)
3	Interest in the participation on listening skills	-	1(10%)	2(20%)	7(70%)

Table 4.2 above shows different questions forwarded for teachers of Dubti secondary and preparatory school regarding the level of students' participation in listening class. Based on this, respondents were asked a question in item number one "How do you rate your students' English listening ability". For this question, 5 respondents (50%) have replied "poor", 3

respondents (30%) have replied “good” and 1 respondent (10%) has replied “very good”. From this, we can understand that the performance of listening skill of students at this school is weak. This might be a reflection of their frustration caused by their previous failures or unhappy experiences in dealing with English.

Moreover, as indicated in Table 4.2 the teachers were asked a question in item number 2 “The response of students in doing of different exercise about listening skills”. Accordingly, for this question, 6 respondents (60%) have replied “poor”, 3 respondents (30%) have replied “good” and 1 respondent (10%) has replied “very good”.

Thus, from this we can understand that students at this school are not actively participating in listening class. Hence, from this we can realize that students’ perception to the importance of the English Listening Skill is fragile.

In addition, as indicated in Table 4.2, teachers of the school were also asked a question in item number three “Interest in the participation on listening skills”. Accordingly, for this question, 7 respondents (70%) have replied “poor”, 2 respondents (20%) have replied “good” and 1 respondent (10%) has replied “very good”.

Thus, from this we can observe that students at this school are not interested in listening class. Hence, from this we can realize that the level of students listening English language is weak.

4.3: Response of teachers on factors that affect the English listening lesson

No	Item	1.Strongly agree	2.agree	3.Disagree	4.Strongly disagree
1	Background knowledge of students	8(80%)	2(20%)	-	-
2	Lack of vocabulary	9(90%)	1(10%)	-	-
3	Fast Speed of the speaker	2(20%)	6(60%)	2(20%)	-
4	Unable to concentrate at the time of lesson	6(60%)	4(40%)	-	-
5	Language anxiety	3(30%)	6(60%)	1(10%)	-
6	Physical setting problems like Unclear sounds resulting from poor quality of Audio player and noises around them	2(20%)	5(50%)	3(30%)	-
7	Class room arrangements	4(40%)	5(50%)	1(10%)	-

Table 4.3 shows different questions forwarded for teachers regarding on factors that affect the English listening lesson and they provided responses for each questions.

Based on this, as indicated in Table 4.3, item number 1 the teachers' were asked whether the students listening skills affected by their background knowledge. Accordingly, 8 respondents (80%) have replied "strongly agree" and 2 respondents (20%) have replied "agree". From this it might be to say that students are highly affected by their background knowledge. Hence, from this we can realize that the attention given for learning listening skill at lower grade level is less.

In the same table, item number 2 the teachers' were asked whether the students listening skills are affected by their vocabulary shortage. Accordingly, 9 respondents (90%) have replied "strongly agree" and 1 respondent (10%) has replied "agree". From this it might be to say that students have not better awareness in listening skills. Hence, from this we can realize that students' self-reflection is less.

Moreover, as indicated in Table 4.3, item number 3 the teachers were asked whether the students listening skills are affected by fast speed of the speaker. Accordingly, for this question, 2 respondents (20%) have replied "strongly agree", 6 respondents (60%) have replied "agree" and two respondents (20%) have replied "disagree".

Thus, from this we can observe that students at this school are almost missed their listening ability. Hence, from this we can realize that students are not familiarizing with common listening vocabulary.

In addition, as indicated in Table 4.3, item number 4 the teachers were asked whether the students listening skills affected by concentration problem at the time of lesson. Accordingly, for this question, 6 respondents (60%) have replied "strongly agree", and 4 respondents (40%) have replied "agree".

Thus, from this we can realize that students at this school are almost missed their listening ability. Hence, from this we can realize that students are not familiarizing with common listening vocabulary.

Moreover, as indicated in Table 4.3, item number 9 the teachers were asked whether the students listening skills affected by Physical setting problems like Unclear sounds resulting from poor quality of Audio player and noises around them. Accordingly, for this question, 2 respondents (20%) have replied "strongly agree", 6 respondents (60%) have replied "agree" and 2 respondents (20%) have replied "disagree".

Thus, from this we can understand that students at this school are almost missed their listening ability. Hence, from this we can realize that students are not properly supported by quality teaching materials.

In item 10 of the same table teachers were asked whether the students are affected by classroom arrangements. In this regard, 4 respondents (40%) and 5 respondents (50%) of the target respondents stated that they “strongly agree” and “agree” respectively. In addition to this 1 respondent (10%) of them answered ‘disagree’. Thus, from this we can realize that addressing the issue of listening skill in large class size is challenging.

4.4 Response of teachers on listening strategies employed by students

No	Item	1. Strongly agree	2. agree	3. Disagree	4. Strongly disagree
1	Debating with different agendas to improve their listening skills	-	2(20%)	5(50%)	3(30%)
2	Reporting to different listening skill assignments in class	-	3(30%)	5(50%)	2(20%)
3	Using of brain storming to avoid listening vocabulary problems	-	1(10%)	7(70%)	2(20%)

Table 4.4 shows different questions forwarded for teachers regarding on listening strategies employed by students and they provided responses for each questions.

Based on this, as indicated in Table 4.4, item number 1 the teachers’ were asked whether the students Debating with different agendas to improve their listening skills. Accordingly, 2 respondents (20%) have replied “agree” and 5 respondents (50%) have replied “disagree”. In addition to this 3 respondent (30%) of them answered ‘strongly disagree’. From this it might be to say that students are not share information by debating each other to improve their background knowledge.

In item 2 of Table 4.4 teachers were asked whether the students reporting to different assignments in class. As a result 3 respondents (30%) and 5 respondents (50%) answered “agree” and “disagree” respectively, the rest of them 2(20%) said “strongly disagree”. Hence, from this we can realize that majority of students not reporting to their assignments.

In item 4 of the same table teachers were asked whether the students are using of brain storming to avoid listening vocabulary problems. In this regard, 1 respondent (10%) and 7 respondents (70%) of the target respondents stated that they “agree” and “disagree” respectively. In addition to this 2 respondents (20%) of them answered ‘strongly disagree’. Thus, from this we can observe that majority of students can not address the issue of listening problem using brain storming.

4.5: Response of teachers on their attitude towards listening lessons

No	Item	1.Strongly agree	2.agree	3.Disagree	4.Strongly disagree
1	Teaching listening skill is boring	9(90%)	-	1(10%)	-
2	Teaching listening skill is exciting	8(80%)	2(20%)	-	-
3	Facilitating classroom discussion on listening skill is simple.	-	3(30%)	6(60%)	1(10%)
4	Enabling of students to use their own ideas is difficult.	3(30%)	5(50%)	2(20%)	-

Table 4.5 shows different questions forwarded for teachers regarding on their attitude towards listening lessons and they provided responses for each questions.

Based on this, as indicated in Table 4.5, item number 1 the teachers’ were asked whether the teacher teaching listening skill is boring. Accordingly, 1 respondent (10%) has replied “disagree” and 9 respondents (90%) have replied “strongly agree”. From this it might be to say that almost all teachers are not interested to teach listening skills.

In item 2 of Table 4.5 teachers were asked whether the teacher teaching listening skill is exciting. As a result 8 respondents (80%) and 2 respondents (20%) answered “strongly agree” and “agree” respectively. Hence, from this we can realize that majority of teachers are interested to teach listening skill very well.

Moreover, as indicated in Table 4.5, item number 3 the teachers were asked whether the teacher facilitating classroom discussion on listening skill is simple. Accordingly, for this question, 3 respondents (30%) have replied “agree”, 6 respondents (60%) have replied “disagree” and 1 respondent (10%) has replied “strongly disagree”.

Thus, from this we can realize that majority of teachers at this school are not facilitating class room discussion.

In item 4 of the same table teachers were asked whether the teachers are enabling of students to use their own ideas is difficult. In this regard, 3 respondent (30%) and 5 respondents (50%) of the target respondents stated that they “strongly agree” and “agree” respectively. In addition to this 2 respondents (20%) of them answered ‘disagree’. Thus, from this we can observe that majority of teachers faced challenges enabling of students to use their own ideas.

. 4.6: Students response on the level of their participation in listening class

No	Item	1.Excellent	2.Very good	3.Good	4.Poor
1	How do you rate your English listening ability	-	6(10%)	24(40%)	30(50%)
2	The response in doing of different exercise about listening skills	-	10(16.7%)	23(38.3%)	27(45%)
3	Interest in the participation of oral discussions	-	5(8.3%)	26(43.3%)	29(48.4%)
4	Asking questions when they have doubts	-	3(5%)	25(41.7%)	32(53.3%)

Table 4.6 shows different questions forwarded for students of Dubti secondary and preparatory school regarding the level of their participation in listening class. Based on this, respondents were asked a question in item number one “How do you rate your English listening ability”. For this question, 6 respondents (10%) have replied “very good”, 24 respondents (40%) have replied “good” and 30 respondents (50%) have replied “poor”. From this, we can realize that majority students’ performance of listening skill is weak. This might be a reflection of their previous learning experiences.

Moreover, as indicated in Table 4.6 the students were asked a question in item number 2 on their responses in doing of different exercise about listening skills”. Accordingly, for this question, 10 respondents (16.7%) have replied “very good”, 23 respondents (38.3%) have replied “good” and 27 respondents (45%) have replied “poor”.

Thus, from this we can understand that majority students at this school are not react to their listening exercises. Hence, from this we can realize that the students’ understanding to the significance of the English Listening Skill is weak.

In addition, as indicated in Table 4.6, students of the school were also asked a question in item number 3 on their interest in the participation of oral discussions. Accordingly, for this question, 5 respondents (8.3%) have replied “very good”, 26 respondents (43.3%) have replied “good” and 29 respondents (48.4%) have replied “poor”.

Thus, from this we can observe that majority students at this school are not interested in listening class. This implies the level of students’ participation is less.

In addition, as indicated in Table 4.6, students of the school were also asked a question in item number 4 “Asking questions when they have doubts”. Accordingly, for this question, 3 respondents (5%) have replied “very good”, 25 respondents (41.7%) have replied “good” and 32 respondents (53.3%) have replied “poor”. Hence, from this we can realize that majority students’ habit of asking question is less.

4.7: Students response on factors that affect the English listening lesson.

No	Item	1.Strongly agree	2.agree	3.Disagree	4.Strongly disagree
1	Background knowledge	24(40%)	29(48.3%)	7(11.7%)	-
2	Lack of vocabulary	25(41.7%)	34(56.7%)	1(1.6%)	
3	Fast Speed of the speaker	23(38.3%)	25(41.7%)	12(20%)	
4	Unable to concentrate at the time of lesson	30(50%)	24(40%)	6(10%)	
5	Language anxiety	26(43.3%)	31(51.7%)	3(5%)	
6	Class room arrangements	33(55%)	25(41.7%)	2(3.3%)	

Table 4.7 shows different questions forwarded for students regarding on factors that affect the English listening lesson and they provided responses for each questions.

Based on this, as indicated in Table 4.3, item number 1 the students’ were asked whether their listening skills affected by their background knowledge. Accordingly, 24 respondents (40%) have replied “strongly agree”, 29 respondents (48.3%) have replied “agree”, and 7 respondents (11.7%) have replied disagree. From this it might be to say that majority students are highly affected by the previous background knowledge.

In the same table, item number 2 the students’ were asked whether their listening skills affected by their vocabulary shortage. Accordingly, 25 respondents (41.7%) have replied “strongly agree”, 34 respondents (56.7%) have replied “agree”, and 1 respondent (1.6%) has

replied “disagree”. From this it might be to say that majority students have shortage of vocabulary.

Moreover, as indicated in Table 4.7, item number 3 the students were asked whether their listening skills affected by fast speed of the speaker. Accordingly, for this question, 23 respondents (38.3%) have replied “strongly agree”, 25 respondents (41.7%) have replied “agree” and 12 respondents (20%) have replied “disagree”.

Thus, from this we can observe that majority students at this school are almost lose their listening ability due to the fast speed of the speaker.

In addition, as indicated in Table 4.7, item number 4 the students were asked whether their listening skills affected by concentration problem at the time of lesson. Accordingly, for this question, 30 respondents (50%) have replied “strongly agree”, 24 respondents (40%) have replied “agree”, and 6 respondents (10%) have replied “disagree”.

Thus, from this we can realize that majority students at this school are almost faced listening difficulties.

In item 5 of Table 4.7 the students were asked whether they whether they face language anxiety in the classroom. As a result 26 respondents (43.3%) and 31 respondents (51.7%) answered “strongly agree” and “agree” respectively, the rest of them 3(5%) said “disagree”. Hence, from this we can realize that majority students feel anxiety in English language.

In item 6 of the same table students were asked whether they are affected by classroom arrangements. In this regard, 33 respondents (55%) and 25 respondents (41.7%) of the target respondents stated that they “strongly agree” and “agree” respectively. In addition to this 2 respondent (3.3%) of them answered ‘disagree’. Thus, from this we can realize that majority of students affected due to class arrangements.

4.8: Students response on listening strategies employed by students

No	Item	1.Strongly agree	2.agree	3.Disagree	4.Strongly disagree
1	Debating with different agendas to improve their communication skills		3(5%)	43(71.7%)	14(23.3%)
2	Reporting to different assignments in class		2(3.3%)	38(63.4%)	20(33.3%)

3	Discussion (free talks) with their partners		5(8.3%)	46(76.7%)	9(15%)
4	Using of brain storming to avoid listening vocabulary problems		2(3.3%)	52(86.7%)	6(10%)

Table 4.8 shows different questions forwarded for students regarding on listening strategies employed by them and they provided responses for each questions.

Based on this, as indicated in Table 4.8, item number 1 the students' were asked whether they are debating with different agendas to improve their communication skills. Accordingly, 3 respondents (5%) have replied "agree" and 43 respondents (71.7%) have replied "disagree". In addition to this 14 respondent (23.3%) of them answered 'strongly disagree'. From this it might be to say that majority students are not talking with different agendas to improve their background knowledge.

In item 2 of Table 4.8 students were asked whether they are reporting to different assignments in class. As a result 2 respondents (3.3%) and 38 respondents (63.4%) answered "agree" and "disagree" respectively, the rest of them 20(33.3%) said "strongly disagree". Hence, from this we can realize that majority of students not respond to their assignments.

Moreover, as indicated in Table 4.8, item number 3 the students were asked whether they discuss (free talks) with their partners. Accordingly, for this question, 5 respondents (8.3%) have replied "agree", 46 respondents (76.7%) have replied "disagree" and 9 respondents (15%) have replied "strongly disagree".

Thus, from this we can observe that majority of students at this school do not share information through discussion.

In item 4 of the same table students were asked whether they are using brain storming to avoid listening vocabulary problems. In this regard, 2 respondent (3.3%) and 52 respondents (86.7%) of the target respondents stated that they "agree" and "disagree" respectively. In addition to this 6 respondents (10%) of them answered 'strongly disagree'. Thus, from this we can realize that majority of students cannot address their listening problem through brain storming.

4.9: Students response on their attitude towards listening lessons

No	Item	1.Strongly agree	2.agree	3.Disagree	.Strongly disagree
1	I am more aware of the importance of English listening skill	12(20%)	42(70%)	6(10%)	-
2	I find that listening skill is difficult	20(33.3%)	32(53.3%)	8(13.4%)	-
3	I find that listening skill lesson is boring and not interesting.	-	21(35%)	34(56.7%)	5(8.3%)
4	I receive sufficient training in English listening skill during my school.	-	16(26.7%)	41(68.3%)	3(5%)
5	I never heard about listening strategy	-	9(15%)	26(43.3%)	25(41.7%)

When students were questioned on their own attitude towards listening lessons, they responded in a variety of ways as follow.

As of Table 4.9, item number 1 shows that most of the students (20 % strongly agree and 70% agree) were aware of the importance of listening skill. However, there were still a number 6(10%) of students who did not highly evaluate the role of listening skill.

In the same table, item number 2, the students were asked about the difficulty of the listening skill, 86.6% (33.3 % strongly agree and 53.3% agree) of the students remark that listening skill is difficult. In addition to that, as of item number 3, a small number of students 21(35%) find that listening skill is boring and not interesting.

As for item number 4, we found out that 73.3% (68.3% disagree and 5% strongly disagree) did not receive sufficient training in English listening skill during their school before. Similarly, as of item number 5, 85% (43.3% disagree and 41.7% strongly disagree) of the subjects never heard about listening strategy. The finding partly supports Bremnar's argument (1998), "Only by reaching a certain level will a student be likely to use a given strategy" (p.495). Hence, from this we can realize that majority of students did not know much about listening strategies.

4.10 The result of school management's interview and classroom observation

The researcher developed two semi-structured questions to gather information concerning the implementation of listening skills in their school.

The results of school management's interview are analyzed and discussed below.

The school managements (school director, vice school directors and unit leaders) were asked whether the school has special program primarily designed to enhance students' oral communication (like panel discussion program and English Day).

All school managements reported the availability of special programs out of the normal schedule which are adjusted to improve students' listening skills i.e. panel discussion and English Day. The panel discussion is conducted twice a year in the school among all grade levels (9-12).

In addition to this every Tuesday, the school decided holding an English Day and every students and teachers communicate with English language. With regard to the panel discussion programs, students claimed that it did not bring much change in all students because it is held twice a year and merely consists of clever students.

Moreover, school managements were asked "what should be done to improve students' listening skills in their school"

All school managements underlined the provision of opportunities and of authentic and collaborative environment for practice, which means, "We school managements and teachers have to create conducive environment inside and outside of the school in which students can practice the spoken language freely in order to improve their listening skills."

Additionally, as it can be seen from the results of classroom observation, it was observed that classroom teachers did not motivate and facilitate students to express themselves and communicate with each other. Moreover, the results of classroom observation indicated that the classroom has adequate space for interaction. However, the arrangement of classroom chairs and desks is not suitable for group discussions

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The study was aimed at examining the challenges in teaching listening skills of grade 11 students in Dubti secondary and preparatory school. It also intended to explore factors that affect the teaching and learning of the listening skill. In order to address the basic research questions, data were gathered using questionnaire, interview and classroom observation. Mixed approach in which both the quantitative and qualitative methods are employed was used to analyze the data.

Based on the major findings of the study, the following conclusions are drawn:

- Students' poor knowledge of vocabulary and grammar has been found an obstacle to improve students' listening skills.
- Lack of organized and consistent special programs designed to enhance students' listening skills is found to be the other problem.
- Enabling environment problem (i.e. large class size, poor sitting arrangements, absence of quality audio-video materials) has been found as a barrier for the practice of listening skills
- Students' poor background knowledge of listening practices i.e. lack of communication practice, lack of self-confidence and self-motivation has been found as an obstacle for the progress of students' listening skills.
- Teachers' method of teaching (i.e. classroom teaching techniques and strategies) has been found to be a hindrance for improving students' listening skills.

5.2 Recommendations

Based on the findings obtained through this study the following recommendations are forwarded.

- It would be advisable for the teachers to practice vocabulary teaching strategies and implement them as much as possible when they teach vocabulary in English classes, because vocabulary teaching is one of the most important components to improve students listening comprehension.
- The students need to be aware of the advantages of vocabulary learning through different strategies to their daily life so that they become motivated and thereby actively play their roles in the using and practicing of these strategies in teaching and learning process.

- It is advantageous to organize students in small groups and pairs while teaching listening skills. This is because such situations create better opportunities for students to interact freely with their class mates.
- Creating conducive environment in and out of the school is very important for students to make use of the language and improve listening skills. Establishing English club and declaring one day as an English day help students to use the language in school.
- To overcome problems related to large class, teachers should arrange additional spare time to teach listening skills.
- Teachers should constantly observe students very closely so that s/he can diagnose any changes in learning listening skills in English profiles of the students.
- Teachers should be equipped with a lot of listening strategies that they will be able to propose to students so that they can deal with difficult listening tasks.

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Annex I: Questionnaires for English Teachers

ADAMA UNIVERSITY

SCHOOL OF HUMAN AND LAW

ENGLISH LANGUAGE DEPARTMENT

Dear respondent:

I am a student of Adama University. The purpose of this questionnaire is to collect primary data or information for the study 'Challenges of teaching implementing listening skills: a case of Dubti secondary and preparatory school in focus, in Afar region' and to suggest the possible interventions to decision makers. More importantly, the study is required a partial fulfillment of my masters in English Language. Your cooperation in filling the questionnaires is crucial and makes the study more validate and objective useful. So, please take little time to fill the questionnaires and be objective while completing your answer. You are not required to write your name on the questionnaire and the information you give will be strictly confidential.

General directions

1. Circle on the answer, which you believe to be appropriate under each question.
2. When you find open-ended questions write your comments briefly on/in the blank space provided.
3. Please give honest answers for questions items that require your answer.

Thank you in advance

Section A: Socio-Demographic Characteristics of English teachers

1. Indicate your age group
 1. 18-25 years
 2. 26-33 years
 3. 34-41 years
 4. 42-49 years
 5. 50-57 years
 6. > 57 years
2. Sex 1. Male 2. female
3. Number of years of experience in this school _____
 1. Minimum (< 3 years)
 2. Medium (4-6 years)
 3. Maximum (7 years and above)

4. Educational level

1. Diploma 2. Bachelor degree 3. Master 4. PHD

Part I: Level of students' participation in listening class

Put the sign “√” whether you agree or not with the following items regarding level of students participation in listening class

No	Item	1.Excellent	2.Very good	3.Good	4.Poor
1	How do you rate your students English listening ability				
2	The response of students in doing of different exercise about listening skills				
3	Interest in the participation on listening skills				

Part II: Factors that affect the English listening lesson

Put the sign “√” whether you agree or not with the following items regarding Factors that affect the English listening lesson

No	Item	1.Strongly agree	2.agree	3.Disagree	4.Strongly disagree
1	Background knowledge of students				
2	Lack of vocabulary				
3	Fast Speed of the speaker				
4	Unable to concentrate at the time of lesson				
5	Language anxiety				
6	Physical setting problems like Unclear sounds resulting from poor quality of Audio player and noises around them				
7	Class room arrangements				

Part III: Listening strategies employed by students

Put the sign “√” whether you agree or not with the following items regarding Listening strategies employed by students

No	Item	1.Strongly agree	2.agree	3.Disagree	4.Strongly disagree
1	Debating with different agendas to improve their listening skills				
2	Reporting to different assignments of listening skills in class				
3	Using of brain storming to avoid listening vocabulary problems				

Part IV: Teachers’ attitude towards listening lessons.

Put the sign “√” whether you agree or not with the following items regarding Teachers’ attitude towards listening lessons

No	Item	1.Strongly agree	2.agree	3.Disagree	4.Strongly disagree
1	Teaching listening skill is boring and not interesting.				
2	Teaching listening skill is exciting				
3	Facilitating classroom discussion on listening skill is simple.				
4	Enabling of students to use their own ideas is difficult.				

Annex II: Questionnaires for Students
ADAMA UNIVERSITY
SCHOOL OF HUMAN AND LAW
ENGLISH LANGUAGE DEPARTMENT

Dear respondent:

I am a student of Adama University. The purpose of this questionnaire is to collect primary data or information for the study ‘Challenges of teaching implementing listening skills: a case of Dubti secondary and preparatory school in focus, in Afar region’ and to suggest the possible interventions to decision makers. More importantly, the study is required a partial fulfillment of my masters degree in English Language. Your cooperation in filling the questionnaires is crucial and makes the study more validate and objective useful. So, please take little time to fill the questionnaires and be objective while completing your answer. You are not required to write your name on the questionnaire and the information you give will be strictly confidential.

General directions

1. Circle on the answer, which you believe to be appropriate under each question.
2. When you find open-ended questions write your comments briefly on/in the blank space provided.
3. Please give honest answers for questions items that require your answer.

Thank you in advance

Section A: Socio-Demographic Characteristics of English teachers

1. Sex 1. Male 2. female
2. Grade level -----

Part I: Level of students' participation in listening class

Put the sign “√” whether you agree or not with the following items regarding level of students participation in listening class

No	Item	1.Excellent	2.Very good	3.Good	4.Poor
1	How do you rate your English listening ability				
2	The response in doing of different exercise about listening skills				
3	Interest in the participation on listening skills				
4	Asking questions when they have doubts				

Part II: Factors that affect the English listening lesson.

Put the sign “√” whether you agree or not with the following items regarding Factors that affect the English listening lesson

No	Item	1.Strongly agree	2.agree	3.Disagree	4.Strongly disagree
1	Background knowledge				
2	Lack of vocabulary				
3	Fast Speed of the speaker				
4	Unable to concentrate at the time of lesson				
5	Language anxiety				
6	Physical setting problems like Unclear sounds resulting from poor quality of CD/VCD/Audio player/equipment and noises around them				
7	Class room arrangements				

Part III: Listening strategies employed by students

Put the sign “√” whether you agree or not with the following items regarding Listening strategies employed by students

No	Item	1.Strongly agree	2.agree	3.Disagree	4.Strongly disagree
1	Debating with different agendas to improve their listening skills				
2	Reporting to different assignments in class				
3	Using of brain storming to avoid listening vocabulary problems				

Part IV: Students' attitude towards listening lessons

Put the sign “√” whether you agree or not with the following items regarding students' attitude towards listening lessons

No	Item	1.Strongly agree	2.agree	3.Disagree	4.Strongly disagree
1	I am more aware of the importance of English listening skill				
2	I find that listening skill is difficult				
3	I find that listening skill lesson is boring and not interesting.				
4	I receive sufficient training in English listening skill during my school.				
5	I never heard about listening strategy				

Annex III: School Management Interview
ADAMA UNIVERSITY
SCHOOL OF HUMAN AND LAW
ENGLISH LANGUAGE DEPARTMENT

Dear respondents,

The purpose of this interview is to explore challenges of implementing listening skills. These encompass on the application and challenges of listening skills. For this purpose, your genuine response is highly valuable for the success of the study.

Part I. Background of the Interviewee

1. Age 1. 18-25years 2. 26-33years 3. 34-41years 4. 42-49years 5. 50-57years
 6. >57years
2. Sex 1. Male 2. Female
3. Educational status
 1. Diploma 2. Bachelor degree 3. Master 4. Phd
4. Work experience 1. Minimum (< 3years) 2. Medium (3-6years) 3. maximum (7years and above)

Part II. Concerning the application and challenges of listening skills

1. Does the school have special program primarily designed to enhance students' listening skill (like panel discussion and English Day)?
2. In your opinion, what should be done to improve students' listening skills?

Appendix IV: Classroom Observation Checklist

The main purpose of this classroom observation checklist is to observe the teaching of listening skills in English class. Particularly, the checklist will assess teachers and students' role, classroom interaction, and classroom setup, in the classroom observation.

Instruction: Please make a tick (✓) mark under 'Yes' or 'No' that corresponds with the statement

A. Teacher's Role

No	Items	Response	
		Yes	No
1	The teacher motivates students to communicate with each other.		
2	The teacher facilitates classroom discussion.		
3	The teacher talks more in oral classroom interaction		
4	The teacher organizes students into groups and pairs.		
5	The teacher helps students when they face problems.		
6	The teacher creates collaborative work for students.		
7	The teacher acts as a coordinator.		
8	The teacher acts as a lecturer.		

B. Students' Role

No	Items	Response	
		Yes	No
1	They express themselves openly.		
2	They are interested in the participation of listening skill.		
3	They work in groups actively.		
4	They ask questions when they have doubts.		

C. Listening comprehension activities

No	Items	Response	
		Yes	No
1	The activities motivate students to interact in real life situations		
2	The activities' difficulty level is appropriate to students' background knowledge.		
3	The activities encourage whole task practice.		
4	The activities provide students with genuine purpose for listening.		
5	The activities enable students to use their own ideas		

D. Classroom Setup

No	Items	Response	
		Yes	No
1	The classroom has accessible space for interaction.		
2	The classroom arrangement is suitable for group organization		