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AN INVESTIGATION INTO STUDENT'S ENGLISH LANGUAGE

LISTENING COMPREHENSION SKILL: GRADE 11

AND 12 JINKA PREPARATORY SCHOOL IN FOCUS.

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ABSTRACT

This study attempted to explore Jinka Preparatory School Students listening comprehension skill and investigated the problems whether they were teacher related, student related and techniques used to present the listening lessons in the classroom teaching.

Total population of the study was 735 students and 4 English Language Teachers .Among these population, ninety one students from grade 11 and grade 12 were selected by using systematic random sampling techniques and administered close ended questionnaires and collected data . Similarly, ninety-eight students from the same grade level were selected by using simple random sampling techniques and conducted classroom observation and four English Language Teachers who were currently teaching English Language at Jinka Preparatory School were selected purposive sampling techniques. and conducted open ended questionnaire,

To implement the study, data were collected by using close ended questionnaires; classroom observation by using classroom observation check lists and open ended questionnaires were administered to English Language teachers and collected data from their teaching experiences. The close ended questionnaires were administered to ninety one students and their responses were tabulated and coded in the tables and changed in to percentage and were analyzed. The open ended questionnaires were administered to four English Language teachers and their responses were descriptively analyzed using short description summary notes. Then, the researcher conducted classroom observation three times and two times respectively on the selected sections of grade 11 and grade 12 and descriptive analysis were employed according to the observation checklists..

Data analysis results have showed that even if teachers have attempted to employ theories of teaching listening comprehension at the classroom situation, the learner's attitudes, the learner's background profiles and the experience level of teachers determine its appropriate implementation of teaching listening sub skills at the classroom setting.

Finally, practical workshops and seminars for teachers to maximize the experience gap of teaching listening and awareness making discussions to the learners on the benefits of learning listening comprehension should be prepared to minimize problems that the students always used to reveal resistance in learning listening lessons in the normal classroom situations.

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CHAPTER ONE

INTRODUCTION

Listening is the natural precursor or something comes earlier at the early stage of language development in persons first language and in naturalistic of other languages are dependent on listening (CBrown 1978). Moges (2003: 2) also describes listening in foreign language context; the listening abilities of learners could influence learners' achievements in other disciplines. :Moges seems to emphasize that how important listening skill in students academic achievement in the context of instructional process in the school

1.1 BACKGROUND OF THE STUDY

. Listening is a fundamental language skill in which students needs to gain adequate proficiency in academic and other social contexts. It allows them to understand the speech they hear and take part in any form of spoken communication. It is a critical means of language learning (vandergrift1999,Rost 2001). Listening in an educational setting where foreign language serves as a media of instruction as in Ethiopia, the role of listening comprehension skill is more significant than in the context where a native language is used..This is because the nature of the class or its culture dictates the daily teaching listening tasks to be achieved mostly through listening and talking. For this reason, effective listening becomes one of the dominant means of the students' success or failure (Taron and Yule 1989).Particularly, to listen effectively is a necessity

Students at senior secondary and tertiary level are expected to understand different types of lectures, discussions, presentations, seminars and other academic discourses. Indeed, the academic tasks at tertiary level demand students need to take important notes to produce summaries and reports. However, most of the students at senior secondary schools, their ability to listen to lectures and take meaningful notes seem to

be inadequate. For example, the researcher of this study, in teaching English in senior secondary high school, has clearly observed this problem.

Therefore, students should develop these vital academic listening skills when they are at school. They should be provided with varied listening comprehension practices and trained to employ effective listening strategies (Ur 1984, Richards 1990, Harmer 2001). Local research findings for example, Abiy (1990) studied communicative needs of high school students also confirmed that listening comprehension skill was highly needed by the students. Berhanu (1993) and Mulugeta (1997), who studied listener strategies in collaborative discourse and motivation in listening classes respectively, have strongly stressed the need for providing students with appropriate listening practices.

However the listening comprehension lessons are intended to train the students to listen efficiently to variety of extended English speech. Moreover, the listening exercises focused on developing learners academic listening skills such as predictions, listening for specific information, listening for general idea, inferring and note taking skills. In Ethiopian context studies, for example, (Tewolde 1988 and Seime 1989) were conducted in the area of listening and focused on students listening abilities and listening strategies confirmed the benefits of efficiently listening.

As mentioned earlier, listening is one of the basic skills of English language in teaching listening comprehension. It has a significant contribution to the development of learning and teaching English language as a foreign language. Therefore, listening comprehension provides the students with *various purposes and strategies*. According to Aktins et al (1995: 106) “*effective* listening involves listening with a purpose. This means Students, who intend to learn English, should receive information through listening. This information could be received from either English native speakers or English speaking communities. However, little attention was given to teaching listening comprehension skills and lessons regardless of its information transfer and a means to acquire the language skills in more natural and meaningful contexts. Listening comprehension is a skill that the students practice in their daily classroom learning and outside in English speaking societies (ibid, 1995: 45) states that

“effective listening requires background knowledge and information about the listening texts in order to comprehend and relate the message to actual listening comprehension “. For example, if someone who has a background information about the content or if the content is familiar, he or she actively reacting in learning listening comprehension lessons. .

On the other hand, effective listening is a means to bring exposure in order to what is happening around the world. In other words, for example, listening attentively helps students solve academic related problems in the school and the same is true for teachers to have sufficient information or knowledge and skills about the contents in the course books for instructional purposes.

Moreover, listening and comprehending in the actual working places and academic areas, develop friendly rapport between the manager and the worker, between the student and the teacher, between the husband and the wife, between the businessman and the customer, between the parents and their children and many other roles in giving services in different social environments.

In short, listening appropriately helps the students to accomplish their homework on time, making smooth or convincing decisions, accomplishing activities, participating in discussion making, settling disputes and solving day to day problems(Andreson, A. & Dlynch.T, 1988) and (Carolyn, 1982).

Learning listening comprehension has various features and complicated .Byrnes (1984) characterizes listening comprehension as a “highly complex problem solving activity “that can be broken down in to a set of distinct sub-skills.

2. STATEMENT OF THE PROBLEM

The listening contents of Grade 11 and Grade 12 current English text books are organized to transfer information, knowledge, skills, attitudes and feelings to the learners. However, the students of these grade level at Jinka preparatory school are negatively involving or reacting to the listening comprehension lessons or materials in the class. Lynch and Mendel son (2002:) describes listening as, “ it is much more active and interpretive process in which the Message is not fixed but is created in the interactional space between the participants, meanings are shaped by context and constructed by the listener through the act of interpreting meaning rather than receiving it.(p:194).”

Brown (1978) added that, listening is the natural precursor to speaking which means the early stage of language development in a person`s first language and in naturalistic of other languages are dependent on listening (Anderson and Yule 1984). The three scholars described listening as a fundamental skill in which students need to prioritize in language classroom when English is the medium of instruction.

Therefore, listening involves an active process of constructing meaning from both verbal and non-verbal messages (Nunan ,1998). It is a common practice in instructions on language learning when the teacher decoding sufficient amount of input to learner`s and appropriate schema or a plan showing the basic outline of something to facilitate comprehension (van Duzer,1997). Consequently, teaching listening is believed to enable the learners provide a” hook” or a bridge that relates the knowledge he or she possesses and the one to be acquired and making the acquisition to occur more smoothly.

According to Ethiopian Education sector strategy document (EMPDA,1994) “ language proficiency ,particularly that of English, will be enhanced so as to alleviate the problem that the students might face when English is used as a medium of instruction at the higher levels” (P:15).

Accordingly English language in a broad sense is a medium of instruction in primary, secondary, senior secondary Schools, and even in Universities in Ethiopia. It

is also given as a single school subject starting from elementary level up to tertiary level in the system of English Language curriculum designing, and syllabus development techniques and procedures. The primary focus of English language in a wide broader sense is to enable the students to listen and comprehend different social contents to different social purposes and activities.

The current English language curriculum at high school and senior secondary high schools in Ethiopia provide equal privilege to treat the four basic skills of English language besides the micro-skills, vocabularies, and grammar rules in a well organized manner. The assumption to the recent English language curriculum is to facilitate the learning conditions to full fill the student's skills gap and enable them to be confident in listening, reading speaking, and writing.

The education sector strategy statement clearly addresses that due attention is given to the English Language and English Language Skills that the students have to promote their learning. That is, they are listening to the teacher lectures and comprehend what they feel about the content or the concept they are listening and are responding to the listening comprehension questions that are the most important basis for better understanding of listening comprehension in classroom teaching and learning.

On the other hand., students of Jinka preparatory school are only interested and motivated to attend grammatical structures and vocabulary meanings that importantly appear in their University entrance examinations which qualify their achievement. In examining the research on listening comprehension (Biemiller 1999) believes that listening comprehension develops through early years and can grow if there is interaction with other people and texts that introduce new vocabulary, concepts structures.

This seems to show that the learners' needs and interests merely focus to know the grammatical structures and vocabulary items which do not enable them to express their personal feelings and global out looks confidently to what they listen from different listening texts and listening oriented documents.

, Despite this fact, the teaching of listening comprehension at Jinka preparatory school is completely different. For example, English language teachers conduct the classroom activities and dictate the procedures of teaching listening comprehension orally in the class.

The main intentions of dictating classroom activities enable the students enhance their listening comprehension skills and develop problem solving abilities in teaching and learning listening skills

1.3 OBJECTIVES OF THE STUDY

1.3.1 GENERAL OBJECTIVE OF THE STUDY

The general objective of this study is to investigate the effect of students` listening comprehension to learn listening skills at Jinka preparatory school

1.3.2 SPECIFIC OBJECTIVES

1. to identify the extent of students participation during learning listening comprehension.
2. To evaluate the role of the teacher and the students in teaching and learning Comprehension in the class.
3. To check the application of the three stages of teaching listening lessons in the classrooms
4. To identify techniques used to present listening comprehension activities in the class.

1.4 RESEARCH QUESTIONS

The following are research questions which is derived from specific objectives:-

1. To what extent do students involve in learning listening comprehension in the class?
2. Why do the students react negatively to the listening comprehension lessons?
- 3 What techniques are used to present listening activities in the class?
3. What specific roles do students play during listening comprehension activities?

1.5 SIGNIFICANCE OF THE STUDY

This study was to explore teaching procedures and techniques that consider the three stages indicated in theories of teaching listening skills and the student's involvement to learn listening comprehension and their practical application in classroom situation. To carry out this, checklists to see the teacher implementation of the teaching techniques of listening and the students involvement to learn listening comprehension. Therefore, the results of this study would have the following significances:

1. It would capture attention of researchers to further the study since it is an area where potential researchers have not conducted yet.
- 2 The finding would help English language teachers to teach listening comprehension skills as the other language skills, like speaking, reading and writing skills.
- 3 The finding would help English language teachers to adjust their teaching methodology according to theories of teaching listening skills
4. The investigation of the listening comprehension would enhance students' awareness to learn listening lesson.

1.6 *ESCOPE OF THE STUDY*

This study was delimited to deal with the students' listening comprehension. The Basic focus of the study was limited to grade 11 and grade 12 student's listening comprehension and the learners psychology that they revealed in actual classroom environment of learning listening comprehension.

Therefore, the study was merely focused on listening skills and listening comprehension teaching and learning. The reason why grade 11 and grade 12 were taken to be the study population of the research was that they were pre-University student students and they would experience these listening skills when they would

take lecture notes from lecturers, writing dictations and taking notes from electronic devices that would be the basic techniques of delivering instructions at universities. .

1.7 LIMITATION OF THE STUDY

Conducting the research is likely to have many ups and downs that the researcher appeared to face while he was investigating the cause of the problem why it occurred prevalently across the specific area of the research. Besides, the research work is assumed to have sufficient information in touch with the research problem. This ample data access enables the researcher so as to collect information related to the problem and investigate the potential resource of the problem that is appeared to facilitate the advancement of the study. Therefore, this researcher has faced time constrains to compare and contrast former research outputs from different educators and scholars. The second limitation that the researcher encountered while he was conducting the research was being illiterate in using computers, laptops, lack of internet service and internet access in an area were another basic problems of this particular thesis .

1.8 ORGANIZATION OF THE STUDY

The study is divided in to five chapters. The first chapter gives a brief general introduction to the problem. The second chapter discusses ideas and issues that are stated in various text books, dictionaries, online internet resources, a research outputs, educational strategy document materials and magazines. The third chapter discusses the research methods which are employed in this particular study. The fourth chapter discusses the presentation and analysis of data that was collected from different data gathering tools by the researcher. Finally, the fifth chapter gives conclusion and recommendation or indicates possible suggestions based on the research findings. .

CHAPTER TWO

2. RELATED OF REVIEW LITERATURE

2.1 DEVELOPMENT OF TEACHING LISTENING COMPREHENSION

In the 1940s, 1950s and 1960s audio-lingual and situational models of instructions, for example, listening was the first step in the language teaching strategy. But, its purpose was primarily to model structures for language production. It was simply viewed as a problem of aural recognition of linguistic structures.

Regarding the developments in listening comprehension and instructional procedures, Morley (1991: 83-85) identifies three the most important perspectives. These are:

(a) Listening and repeating what has been said focuses on imitating and memorizing dialogue, or grammar and pronunciation drills (i.e. the audio-lingual and situational language teaching models).

(b) Listening to understand that aims at helping learners develop listening ‘as a skill-in-its-own right’ to understand the meaning of spoken language quickly and accurately, comfortably and confidently, in different settings.

(c) Listening as the primary focus on the “Comprehension Approach” to second/foreign language learning that emphasizes early attention to listening comprehension and delaying instruction or experience in speaking, reading and writing. Morley’s perspectives of listening comprehension correspond to the three historical views of the role of listening in the whole second language learning.

a) Language learning is linear process-learners should therefore start with spoken medium skills (listening and speaking) and move later to those of the written medium (reading and writing).

b) Language learning is an integrative process – all four conventional skills should be introduced simultaneously.

c) Language learning is best thought of as a comprehension process, that is, listening is a key to successful learning (Anderson and Lynch (1988 P; 65)).

2.2 LISTENING STRATEGIES

A better listening can be seen in terms of the listener's strategies he or she employs when listening and comprehending the information entailed in the text. Does the learner or listener only focus on the content of the text or does the listener also consider how to listen? This is the basic question which makes the listener how to listen and raises questions on listening strategies. Strategies can be considered as the ways through which the learner approaches and manages the task, and he or she can be taught effective way of managing his or her listening. These activities make the listener involve actively in listening process. Based on the concept of listening strategy, Buck (2001:104) identifies two kinds of listening strategies.

A / Cognitive Strategies: mental activities related to comprehending and storing in put in working memory or long- term memory for later retrieval. This means, for example it is comprehension processes associated with the processing of linguistic and non linguistic input. Indeed, cognitive strategies deal with storing and memory processes: in which the strategies associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory. Then, using and retrieval processes which associated with memory that is ready for output.

B/Meta cognitive strategies: These conscious or un conscious mental activities that perform an executive functions in the management of cognitive strategies. These strategies usually assessing the situation by taking stock of conditions surrounding language by assessing one's own language and availability of internal and external resources, and to constraints of the situation before engaging in a task.

C/ Monitoring strategies: determining the effectiveness of one's own or another's performance when engaged in a task. This helps one's own self to determine the effectiveness of one's own language use or the lack of it.

2.3 LISTENING COMPREHENSION

What does listening comprehension mean in teaching English language as a foreign or second language? According to Encarta Dictionary of English, listening comprehension is defined as "understanding or the grasping of meaning of something or the ability to grasp the meaning of something or the education set of questions on the text that are designed to test the student's understanding." Based on the above explanation, comprehension is the process of extracting deep understanding of conceptual knowledge or realities about the given text that enables the listener to express the idea or the concept in the way how she or he receives the information in touch with the speakers intention.

Another educator or scholar Richards (2008) in his book Teaching listening and Speaking from Theory to Practice defines listening is as equal as comprehension in meaning and use. According to this scholar, "Listening as comprehension is the traditional way of thinking about the nature of Listening .Indeed, in most methodology manuals , listening and comprehension are synonymous This view of listening is based on the assumption that the main function of listening in second language teaching is to facilitate understanding of spoken discourse. In other words, listening can provide input that triggers the further development of second language proficiency "

More progressively expression, listening is a process that enables the brain to construct the speakers intended meaning from the Speech delivered from various sources. It is, however, an internal process, which cannot be observed directly or objectively to the listener. This means, it is difficult to assess whether the listener has effectively used the skills at a particular occasion,

What the listening strategies are employed, which source of information is dominantly used, and what Problems the listener experiences Anderson and Lynch (1988) States that "this distinctive feature of listening might lead to the view that listening is a passive skill in which the listener simply receives a spoken message (p; 3)."Nevertheless, today listening comprehension has received a considerable attention

in the fields of applied linguistics, psycholinguistics and second language pedagogy. Though most of the findings relevant to understanding how listening operates come from research into listening in the mother tongue, many of the conclusions have had important implications for the teaching of listening in the foreign language (Rost 1990, 2001). For example, by analyzing listener responses and the skills or strategies used, many writers have given various definitions to listening comprehension.

Among these, Underwood (1989: 1) defines listening as "it is the activity of paying attention and trying to extract meaning from something we hear." It is a complex process that allows us to understand spoken language. Through listening, we process language in real-time employing pacing, units of encoding and pausing that are unique to spoken language (Rost 2001:7).

Listening comprehension is also described by Morley (1991: 90) as "an act of information processing in which the listener involved in two-way communication, in one-way

Communication is to receive and respond information and self dialogue." According to him, two-way communication refers to interactive listening in which the two ways speech chain of speaker-listener is clear to us.

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

2.4 TYPES OF LISTENING

Listening is a cognitive process in teaching listening comprehension, listening purposes, listening contexts, types of input and the kinds of the listening activities can contribute how to develop and improve listening skills. Some of the scholars have developed various taxonomies of listening. For example, Anderson and Lynch (1988: 4) distinguish between reciprocal or getting benefits from both sides and

nonreciprocal or equally losing benefits from both sides of listening. According to these writers, the former refers to listening activities which provide the listener with opportunity to interact with the speaker and negotiate the context of the interaction, while the latter refers to one-way listening in which the transfer of information is only from the speaker, for example, listening to lectures, news,

Concerning the way or the nature of tasks, the students need to interact by listening should address the intended texts information in the classroom.

Here the learners needs and interests can initiate them to exercise listening comprehension tasks and their best potentials in promoting listening lessons smoothly to teaching listening .Good.(1993 volume ,3, 5th Edition) dictionary of education defines `orientation as `It is the process of making the person aware of or make known the factors in his or her *public announcements*.

Different scholars identified that listening has pedagogical purposes, instructional processes and conversational listening in various social environments. Based on this thesis statement, Richards (1985: 198-9) identifies conversational listening and academic listening. To him conversational listening refers to listening to casual speech while academic listening means listening to lectures, and other presentations in academic contexts. Rost (1990) on his part formalizes elements of listening pedagogy into four classes, such as active listening, global listening, selective listening, intensive listening and interactive listening.

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

B/Selective listening: informational input to tasks-aims to help students derive specific information from texts, even when the texts themselves are well beyond the students current level of linguistic and content knowledge

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

D/Interactive listening: developing appropriate responses that focuses on helping listeners develop awareness of differences in cultural styles of listener feedback, and options for providing such feedback. Awareness of listener options and strategies can increase the learners' effectiveness and ease in participating in collaborative discourses.

These taxonomies of listening imply that listening is an active and a complex process, which requires the listeners to employ varied enabling and enacting micro-skills. However, the classifications made by Richards (1985) seem to be more relevant to the purpose of the study.

2.5 DESIGNING LISTENING MATERIALS AND ACTIVITIES

When planning listening exercises, the subject area teachers or experts should follow some technical procedures which guide the teacher, the learners and even for the better consumption of the tasks and activities. Based on designing listening exercises and activities, Ur (1984: 22) informs to bear the following points in mind:

- 1) The kind of real-life situations for which we are preparing the students.
- 2) The specific difficulties students are likely to encounter and need practice to overcome.
- 3) The nature of the classroom teaching-learning process. This includes
 - (a) The physical considerations such as the size and arrangement of the classroom, the number of students;
 - (b) technical ones such as the use of tape recorders or other equipments;
 - (c) the pedagogical ones: how to improve student motivation, concentration and participation; how to correct or give feed-back, how to administer exercises efficiently and so on.In addition to what has Ur (1984:22)states, Morley (1991: 90) explains that in developing listening materials and activities, the following three important features of listening need to be taken into account:

(1) Listening is an act of information processing which involves the listeners in various communicative modes.

(2) Broadly speaking, real-world spoken communication serves two linguistic functions: an interactional and transactional function, and

(3) The cognitive processing of spoken language involves simultaneously activation of both top-down and bottom-up processes to construct the intended meaning.

These views clearly discuss the role of the teacher and the students play in one way or another, lead to the idea that to make students successful listeners, the teacher must set a purpose for listening, select and design appropriate listening materials and activities taking into account the age, interests and language ability of the students. This is to say that relevance, transferability or

applicability and task orientation would be the three main principles of developing listening materials and activities.

According to Morley(1991) , these principles are vital to get learners' attention, to keep them actively and purposefully engaged in the task at hand, and to maximize the effectiveness of listening or language learning experiences. He keeps on saying that:

Both the listening lesson content.(that is the “Information”) and the outcome (that is the nature or objective of the “information use”) need to be as relevant as possible to the learner's life and life style.... The more lessons feature out things that are relevant, the more they can appeal to the students and the better the chances of having learners' ears really tuned in. The other point to focus on is that the listening lessons need to have transferability or applicability value, either internally —to other classes or externally — to out of school situations, or both. “If teachers can mount rather specific in-class activities that mirror real world content and/or outcome patterns are the better the potential for outside application, Consciously or unconsciously, now or in the future” (Morley 1991: 91).

Brumfit and Johnson (1979), quoted in Morley (1991: 91) define task oriented teaching as “teaching which provides ‘actual meaning’ by focusing on tasks to be

mediated or treated using language.” Here, learning success or failure is seen to be judged in terms of whether or not the tasks are performed. The Principal aim is to provide learners with tasks which use the information in the aural text. Thus, the teaching process combines two major types of Work: language use tasks (e.g. listening and performing actions, listening and summarizing) and language analysis activities (e.g. analysis of some features of “fast speech” and analysis of phrasing and pausing points).

2.6 TEACHER COMMITMENTS IN TEACHING LISTENING COMPREHENSION

Teaching listening tasks that are designed for teaching and learning listening comprehension; a committed English language teacher always looks for some better techniques and procedures to achieve his or her ultimate goals of instructions, and therefore works to achieve the desired requirements as a professional person and a responsible model for his or her teaching profession. The advanced learner’s dictionary of current edition (1995 . 5th edition) defines the word` commitment` as: ‘commitment is the state of being willing to give a lot of time ,work, energy and so on to something .`

From the concept stated above, it is possible to deduce that commitment for the professional teacher means, working hard, respecting working time, well prepared for his or her work as it was predesigned and creating cooperative rapport on listening comprehension tasks to one another to form good working atmosphere with common concepts on the text under discussion. Then, this enables professionals, for example, teachers to develop confidence in mastery of subject matter and good social relations among workers, the community members, good relationship among his or her learners when conducting listening tasks in the classroom setting.

On the other hand, ‘commitment `is defined in the dictionary of education(1973;.Volume 3) `it is a personal or group engagement to support and follow a line of action on orientation, a point of view or a choice, usually some public declaration of engagement .

Accordingly, from the above explanation, the teacher commitment can be clearly as suggesting all possible ways for his/her learners to learn. being polite and smooth relationship to his or her own learners in actual learning contexts, have a good sense of leadership, dedicating or devoting his or her valuable time for students learning on listening comprehension and other skills in the classroom situation.

According to the illustrations stated earlier, committed teachers always design tasks, help students in the class, give directions how to carry out classroom activities, ask questions, prepare teaching materials to classroom instruction, share experience, work accordingly to the designed goals, keep good learning environment in the classroom.

In teaching listening comprehension, committed teachers apply teaching technical procedures and theories of teaching listening comprehension lessons in the way in which the tasks attainably to the learners from simple to complex. This is possible if and only if when the teachers give priority in organizing tasks in advance or before the actual classroom teaching takes place in the classroom.

2.7 TEACHER ORIENTATIONS

Teaching listening comprehension has its own approaches and strategies to the curriculum of education. In this strategies and methods of instruction, students are active participants and are given the largest portion of activities or they play a great role for their own learning and comprehending the tasks that have already designed to fit the level of learners learning. The class room setting is also arranged school environment as rules, traditions and educational offerings for the purpose of facilitating effective adaptation.‘

Here, the teacher is not only guide or direct how the students progress or enhance their performances in listening comprehension tasks but also a responsible person to design listening tasks, adapt materials which are suitable for class instructions, participate in responding to questions, create suitable classroom environment and monitor external factors that influence the information in put while the students are doing their listening comprehension tasks in the class.

To formulate these productive and supportive works in connection with listening comprehension teaching and learning, English Language teachers demand orientation on the techniques and strategies to maximize their skills and abilities. This enables teachers to work more efficiently and effectively in teaching listening comprehension exercises and activities in the class.

More progressively, English Language teachers who are engaged in teaching should usually participate in seminars on listening comprehension skills, workshops on listening skills, discussions assisted by listening materials to improve listening language skills and adapt experiences from more experienced teachers. According to Webster's *International Dictionary* 'orientation is introduction to the unfamiliar situation, guidance in experience or activity of a new kind.'

Thus, orientation has a direct contact with experiences of how people exercise the new inventions and methods in order to meet the existing physical situations or environments.

2.8 TEACHING LISTENING COMPREHENSION

Teaching listening comprehension involves students in listening to a lecture or a speech of a teacher who teaches English in the classroom. Here the teacher has a great responsibility in making suitable teaching conditions for his or her learners. According to Aktins et al (1996) skills development methodology book, "the teacher gives a brief explanation to what learners expect to do when they listen to the listening comprehension tasks and activities in the actual classroom setting. "This makes them aware of the reason why they listen during the lecture of listening comprehension. This is therefore, makes the students know the purpose of the listening materials at hand and prepare him or herself to the activities that the teacher provides to the learner before the actual listening, during the listening and after the listening comprehension phases. Atkins et al (ibid) emphasis on various listening comprehension tasks that are designed to check how are students comprehending to the problems or understanding the message entailed in the listening text s or materials?

Some of the listening comprehension questions will be answered while_ listening stage of teaching and some pre-listening tasks can elicit the student`s prior-knowledge on the text and some other more activities will be answered after the while listening and gear to the post-listening stage to teaching listening comprehension.

In addition, there are many types of activities that can be possible for while-listening instruction. For example, materials are designed to answer true or false, matching items and completing notes are popularly used exercises that are prepared to comprehend student`s position in listening comprehension and this enable them to relate the information from the listening text to the real situation existing in different social situations. However, teaching listening is passively receiving and recording aural input. Listening actively involves them in interpretation of what the listeners hear, bringing their own background and linguistic knowledge to bear on the information contained in the text. Browns (2006) , puts the idea of prior knowledge is

one part of cognitive model of language processing. The model says when people listen or read, we process the information we hear both top down and bottom up processing means using the information we have about sounds word meaning and discourse makers like first, then and after that to assemble our understanding of what we hear or read one step at a time(p:2)

. Anderson and Lynch (198) describe all listening are not the same. In this regard, the key to active listening in an interpersonal situation is to be active participant. Perhaps the best preparation for active listening is to be act like active listening both physically and mentally. This means for example, in other saying, For example, listening causal greeting requires different sorts of capability than do academic lecture. Therefore, language learning requires international listening that employs strategies for identifying sound and making meaning from them (p:9)..

Anderson and Lynch (1988:6) Furthermore added that “ listening involves a sender (a person, radio, and television), a message and a receiver (the listener). Here, the listener must process the message as they come, even if they are still processing what they have just heard, without back tracking or looking ahead. Indeed, listener must cope with sender`s choice of vocabulary, structure, and the rate of delivery. The complexity of listening process is magnified in second language contexts, where the receiver also incomplete control of the language.”

2.8.1 Pre-listening Stage

The pre-listening phase is a kind of preparatory work which “ought to make the context explicit, clarify purpose and establish roles, procedures and goals for listening” (Rost 1990: 323). Pre-listening activities help learners to find out the aim of the listening and provide the necessary background information. They are helpful to focus the learners’ minds on the topic, specifying and selecting the items that students expect to hear, and activating prior knowledge and language structures, which have already been met. Besides, in pre-listening activities, students will actually use the words, which they will shortly hear in the text. Among the pre-listening activities that seem to be more relevant are discussions about the topic; looking at pictures, list of items, guiding questions, reading a text, Predicting, making list of possibilities, explaining vocabularies, nature of student participation and providing comments on students work.

2.8.2 While-listening Stage

While-listening activities can briefly be described as all tasks that students are asked to do during the time of listening to the text. Underwood (1989:45) “As far as listening Comprehension (that is listening for meaning) is concerned, the purpose of While-listening activities is to help learners develop the skill of eliciting Messages or data from spoken language.” At this stage, Students should concentrate on comprehension, whether they have understood important information from the text. “Good while-listening activities help learners find their way through the listening text and build up the expectations stated by pre-listening activities” Underwood (1989:

46). Therefore, these listening activities must be chosen or designed and organized very carefully. While-listening activities should be also interesting which can be derived from the topic, the content of what is said and the activities themselves. Some examples of while-listening activities are: checking items in pictures, detecting differences or mistakes, filling in blanks, information transfer, Storyline picture sets and following a route are the basic task features used to communicate with the learners in actual classroom teaching and learning.

2.8.3 Post-listening Stage

The post-listening stage consists of all the activities which are carried out after listening is completed. Some of these activities could be extensions of the pre-and while-listening stages, while some may relate only to the listening text itself (Underwood 1989: 74).

Post listening activities allow the learners to 'reflect' on the language from the text: on sounds, grammar and vocabulary as they last longer than while-listening activities. Students, thus have time to think, discuss or write (Rixon 1986: 64, 97). Underwood (1989: 74-75) further discusses that the purposes of post-listening activities are to:

- 1) Check whether the learners have understood what they need to understand and whether they have completed the while listening tasks effectively;
 - 2) reflect on why some students have failed to understand or missed parts of the message;
 - 3) give students the opportunity to consider the attitude and manner of the speakers in the listening text;
 - 4) Expand on the topic or language of the listening text, and perhaps transfer things learned to another context
- In addition, post-listening activities offer a natural opportunity to integrate Listening with other language skills, as they usually lead on to speaking or writing.

As far as types of post-listening activities are concerned, it is the extension of while listening contents to apply in the real social atmosphere to consolidate the issue

of the concepts to the learners. The following typology of tasks is the most advisable activities that the students seem to practice in post-listening phase of teaching listening,: role play/simulation, problem solving and decision making, interpreting. Summarizing dictating, writing as a follow-up to listening activities, and speaking as a follow-up to listening activities.

When choosing activities suitable for these three listening comprehension stages, it is necessary to consider major factors such as, the material available, the time available, the interests of the teacher, the ability of the class, the interests of the class, the place where the work is being carried out, and the nature and the content of listening texts. Furthermore, the activities in all stages need to be interesting, motivating and capture learner`s attention. The level of difficulty of the activities should be organized by giving or withholding adequate supports (Underwood, 1989: 33, 74). Generally, the aim of teaching listening comprehension is to provide comprehensible focused input and purposeful listening tasks that develop competence in particular listening abilities (Richards 1985: 202).

Good listening instruction creates conditions for meaningful learner involvement, outcomes, and evaluation. Likewise, good tasks designed for listening development will account in advance for variables that are likely to affect student learning (Rost, 1990: 171). In all these cases, the role of the teacher is of greatest importance. Listening activities seem to be more relevant to listening comprehension are: discussion about the topic; looking at pictures, list of items, guiding questions, reading a text and predicting.

”The three related levels of discourse processing appear to be involving in listening as a comprehension: propositional identification, interpretation of what the speaker wants to transfer forces and activation of real world knowledge”, Vandergrift (1999), describes, Listening comprehension is anything, but a passive activity. It is a complex, and active process in which the listener must discriminate between various sounds, understand vocabulary and grammatical structures, interpret stress and

intonation, retain what was gathered in all of the above and interpret it within the immediate as well as the larger socio-cultural context of the utterance (p.168). "

Some scholars also pointed out that the listening comprehension as a goal-oriented activity, It involves both bottom-up and top-down processing that are assumed to take place at various levels of cognitive organization: phonological, grammatical, lexical and propositional. In bottom-up processing, listeners attend to data in the incoming speech signals, whereas, in top-down processing the listeners utilize prior knowledge and expectations to create meaning. It involves "prediction and inference on the basis of hierarchies of facts, propositions and expectations" (Morley 1991: 87).

The views concerning listening comprehension mentioned above show that the listening comprehension is a hard task, which demands a great deal of mental analysis on the part of the listener. In order to construct the message the speaker intends, the listener must actively contribute skills and knowledge from both linguistic and nonlinguistic resources. These include having an appropriate purpose for listening, social and cultural knowledge and background knowledge inputs that the listener has already possessed in his or her different walks of life.

2.9. THE ROLE OF TEACHER'S IN TEACHING LISTENING COMPREHENSION

‘To teach’ is defined according to Underwood (1989: 21), ‘to facilitate the learning’ Then, the role of the teacher is to provide the necessary support and guidance to his or her own learners. She/he needs to be active in creating the student involvement or engagement through the way she/he sets up tasks. She/he should build up students’ confidence by helping them listen better rather than by testing their listening abilities. This is to say that, the teacher is expected to train the students to plan for the successful completion of the listening task, to monitor their comprehension during a listening task, and to evaluate the teaching approach and outcomes of a listening task

(Vandergrift, 1999: 172-3). Students will become more proficient in listening to English if:

(a) they apply the necessary strategies they use naturally in mother tongue listening rather than trying to follow the spoken language word by word, (b) they increase their knowledge of the cultural context in which the language is spoken or used, and (c) they accept that the partial interpretation of what they hear is often sufficient for understanding (Underwood 1989: 21). Therefore, teachers have to provide planned and systematic opportunities for their students to learn how to develop these essential skills. For instance, the teacher should teach students how to: determine what an utterance or a conversation is about; establish who is talking to whom; recognize the mood and attitude of the speakers, and decide where/when a conversation is taking place.

Regarding the overall listening work, Underwood (1989) suggests some general considerations. These are whether listening is a part of a general lesson or a separate one; determining the location of the listening class; knowing what equipment or material is available and ensuring that it can be handled well, preparing recordings if necessary, allotting the amount of time for the listening work, preparing the necessary support and deciding when and how to test. And Harmer (2001: 231) puts these roles of the teacher under four headings: organizer, machine operator, feedback organizer and prompter.

To implement teaching listening comprehension for actual instruction, the teacher has to make adequate preparation in the selection or designing of the listening texts and activities. This means that she or he should provide learners with all opportunities that are necessary to help the students learning in a supportive manner.

Here it is better to note that “teachers who plan and conduct listening sessions in purposeful way will find that their students develop confidence and soon being to experience the pleasure that listening can bring” (Underwood 1989: 28).

2.10 .THE LISTENING PROCESSES

There are two distinct processes involved in the listening comprehension. According Richards (2008. p: 4-7), Listener use top -down process when the listener uses prior

knowledge to understanding the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text type, the culture and other information stored in the long term memory as schemata (typical sequences or common situations around which world knowledge is organized). Listeners content words and contextual clues to form hypothesis in exploratory fashion.

On the other hand, listeners also use bottom-up process when the listeners use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds towards to grammatical relationships to lexical meanings in order to arrive at the final message.

Listening is not only top down and bottom up process but also an interactive and interpretive process where learners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners use the one process or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for the listening. For example, listening for general idea involves primarily top down processing where as listening for specific information, as a whether broad cast involves, primarily bottom up processing to comprehend all the desired details.

2.10.1 TOP-DOWN PROCESS OF LISTENING

Top-down process of listening uses the prior knowledge of the content to understand the main message that the speaker intend to transfer to the listener or his or her audiences. That means, the listener normally has well organized information or knowledge about the topic that the speaker attempts to instruct in order to achieve his or her own objectives. Regarding this Richards (2008) clearly addressed that the top-down process of listening comprehension needs to have “the back ground knowledge or previous knowledge about the topic of discourse, situational or contextual knowledge in the form of “schemata” or Scripts” plan about the overall structure of events and the relationship between them “(p. 7).

For example, according to Richards (2008), consider how the listeners respond to the following utterances:

“I heard on the news there was big earthquake in China last night.”

On recognizing the word **earthquake**, the listeners generate a set of questions for which listeners want answer. These basic questions bear in the minds of the listener or the learner to comprehend the speaker's goals, objectives, situations and the main message of utterance..

2.10.2 BOTTOM UP PROCESS

The bottom up process refers to using the incoming input as the basis for understanding the message. Bottom up process of comprehension according to Richards (2008) “begins with the received data that is analyzed as successive levels of organization of sounds, words, clauses, sentences, texts-until meaning is derived.” Here Richards clearly puts that the interpretation and understanding the main message or the theme of spoken data starts from the specific sound system of the given language organization and arrangement.

For example, Richards (2008).clearly points out in” teaching bottom up processing, learners need a large vocabulary and a good working knowledge of sentence structure to process texts bottom up.

Exercises that develop bottom up processing help the learner to do such things as following. For example retain input while it is being processed, recognize word clause divisions, recognize key words, recognize key transitions in a discourse recognize grammatical relationships between key elements in sentences, use stress and intonation to identify word and sentence functions,”(P.9).

According to Richards (2008), “listening comprehension is viewed as a process of decoding: the listener's lexical and grammatical competence in language provides the basis for bottom up process. The input data is scanned for familiar words, and grammatical knowledge is used to work out the relationship between elements of sentences (P: 3.).”

Clark and Clark (1977:49) summarize the Richards view of listening in the following way:

1. Listeners take in raw speech and hold a phonological representation of it working memory
2. They immediately attempt to organize the phonological representation in to constituents, identifying their content and function.
3. They identify each constituent and then construct underlying propositions, building continually in to hierarchical representation of propositions.
4. Once they have identified the propositions for a constituent, they retain them in working memory and at some point purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning”
(p:3-4)

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

In this study, the researcher employed various research methods and techniques to achieve the research objectives. The objectives of the research had theoretical foundation on the review literature as mentioned in chapter two and the statement of the problem in chapter one. The main objectives of the research was to see whether different technical aspects of teaching listening comprehension skill was appropriately employed or not in the actual classroom teaching and learning situations. Furthermore, the study also tried to see the major roles of the teacher and the students in learning and teaching listening comprehension skill in the classroom

3.1 RESEARCH DESIGN

To investigate the basic problems of Jinka Preparatory School students of Grade 11 and Grade 12 whowere negatively reacting and involving on learning listening comprehension, the current researcher applied a research design to precede the study. Since this study attempted to collect data from various research tools, such as open ended questionnaires for teachers, close ended questionnaires for students and classroom observation by using lists of observation checklists. In other words, the researcher would apply a research design that would employ both qualitative and quantitative research methods. In short, this research design was extended survey to conclude the results obtained from different tools

3.2 POPULATION OF THE STUDY

This study was conducted on sample subjects of ninety one students of grade 11 and grade 12 who were selected by **systematic random sampling techniques** to administer close _ended questionnaires to collect objective data from the students. In addition, the study **also purposely** included four English Language teachers who were teaching English Language at Jinka preparatory school in south nation nationalities and peoples region. Moreover , to consolidate the data more usable in

actual classroom setting, the researcher **purposively sampled one ,one** section students from grade 11 and 12 for participant classroom observation by using check lists and observation criteria that closely address how to teach listening comprehension in the classroom.

3.3 SAMPLING TECHNIQUES

The total population of this study was students of grade 11and grade 12 in 2014 /2015/ in the academic years that were learning English as a school subject in Jinka preparatory school. .

There were 735 students at Jinka preparatory school in 15 sections and divided into Social and Natural Science field of studies .There were also 4 English Language teachers who were teaching English in the school.

As far as participant class room observation is concerned, the researcher conducted classroom observation on **simple random sampling techniques** and selected **grade 11A and grade 12H** sections when the English language teacher was teaching listening comprehension according to the arrangement of the school time table

. Since two section students among **15 sections** were selected for classroom observation, the rest **13 section** students were the total population for close- ended questionnaires. To specify the sample subjects from these total populations, the researcher employed **systematic random sampling method** to determine the study subjects from each 13 sections.

In this case, there were 637 total students in 13 sections. Among these students, the researcher used **systematic random sampling** method to select the study subjects from 13 sections. Then, the researcher found 91 students were the subjects that the researcher used them to administer close- ended questionnaires to gather data.

3.4 DATA GATHERING TOOLS (INSTRUMENTS)

To obtain primary data from the study participants, the researcher employed the following tools. To mention,

1. Close ended (objective type) questionnaires for students.
2. Open ended (subjective type) questionnaires for teachers
3. Classroom observation related to application of teaching listening comprehension based on checklists adapted and modified from former research works..

3.4.1 STUDENTS QUESTIONNAIRES

To enrich the study with more information from the students, sixteen (16) close ended questionnaires were adapted from Hargwain Fantahun (2003) Graduate studies and some of the questionnaires were designed by the researcher and **given to more experienced** English Language teacher from the school to check the relevance of the questionnaires to the objectives of the study. Then, he critically observed them and rejected five of the questionnaires and the rest eleven questionnaires were made ready and administered to the students.

The content of these questionnaires were focused on:

1. Psychological set up of the students feeling towards to the listening texts.
2. The student's involvement and how well the listening texts were designed to teach listening lessons.
3. The significance of listening lessons or texts to learn listening comprehension

3.4.2 TEACHER QUESTIONNAIRES

One of the subjects included in this study was English Language teachers and their resourceful data from their teaching work experience at Jinka preparatory School and other Secondary Schools. Therefore, to consolidate the research with more primary

information data from teachers, the researcher **adapted and modified sixteen (16) open ended questionnaires from Wang Li (2012) (PhD) and who conducted research on listening comprehension at Secondary Schools.**

. The contents of these questionnaires are:

1. Teacher participation in workshops and seminars related to teaching listening.
2. Sharing teaching experiences, teaching listening techniques .unfamiliar words and difficult texts
3. The roles of teacher and the students play in teaching and learning listening.
4. Integration of different skills in teaching listening.
5. The nature of student's involvement in learning listening.

3.4.3 CLASSROOM OBSERVATION

This study tried to compare and contrast the theoretical concepts of teaching listening comprehension and Practical application of teaching listening theories in real classroom teaching contexts or environments.

The current researcher was thoroughly conducted classroom observation three times at grade 11 and two times at grade 12 respectively on selected sections as already mentioned in chapter one. The participant class room observation was facilitated when the English Language teachers were teaching listening comprehension lessons according to their time table in the real teaching and learning classroom.

Concerning the classroom observation, the observation was mainly focused on what roles did the teacher play, what roles did the students take part in and the procedures of the teaching and learning materials or the texts in light with the theoretical basis and their contribution to teaching listening comprehension.

Rost(1990) states that any learnable and teachable tasks contain six elements. Namely: input, setting and roles, procedures, outcomes, monitoring and feedback correction and recommended that a listening lesson need to have three main stages. According to Rixon(1986),the stages are namely:

1. **Prelistening:** preparation stage.
2. **While listening:** the stages at which students are made focus their attention on the listening text.
3. **Post listening:** a stage at which students should their reaction to the text and the lesson is integrated with other skills.

To see how well the listening comprehension teaching was going on in the real classroom atmosphere, sixteen (16) check lists were adapted and modified to suit the objectives of the study to see classroom observation from *Tesfaye Tilahun's Graduate studies of 2008 in Ethiopian context* based on the three stages of teaching listening techniques and teachers use of these techniques and the students practicing of them in the classroom teaching and learning. The content of these check list criteria are:

1. Explanation of terminologies and vocabularies
2. Pre conditions for psychological readiness and inspiring motivation,
3. Student's involvement and reflection.
4. Expressing expectations and feelings.
5. Productive correction and feedback.

3.5 DATA COLLECTION PROCEDURES

Data gathering tools were stated earlier and the researcher adapted and modified Questionnaires and observation check lists from former researchers and scholars.

Ninety one students were selected using systematic sampling techniques from thirteen sections. The researcher carefully organized open ended questionnaires and collected sample population from each sections and clearly explained the purpose of questionnaires and administered them to the candidates. After they finish answering the questionnaires, the researcher collected them and make ready for analysis.

The researcher also arranged a program with English language teacher and conducted classroom observation according to their class arrangement and collected data by using observation check lists.

3.6 DATA ANALYSIS AND INTERPRETATION

The researcher planned and used two different instruments to collect data from a research subjects that had been selected to meet the objectives of the study. The close ended questionnaires have opportunities to be changed to coding and percent and as a result, they were ready for quantitative data analysis.

On the other hand, open ended questionnaires and participant class room observations were qualitative information sources and were not changed into numbers and percentages. Consequently, the results of these classroom observations and open ended teacher questionnaires were qualitative data basis and the researcher used to apply descriptive data analysis and interpretation of data gathered through these tools.

CHAPTER FOUR

4 DATA ANALYSIS AND INTERPRETATION

As clearly indicated in chapter three, the researcher employed two tools or techniques to collect quantitative and qualitative data from the research participants or the sampled population of the research. These were close ended questionnaires for the students, open ended questionnaires for the teachers and participant classroom observation for the teacher as well as the students and the theoretical application of techniques and procedures in the classroom to teach listening comprehension. In touch with this concept, this chapter presents and discusses the results gathered from different research tools.

Information was gathered through two sets of questionnaires on teaching listening comprehension from the teachers and the students of grade 11 and grade 12 at Jinka Preparatory School as mentioned in chapter three.

This information was organized in tables. Eleven (11) close ended questionnaires were set and administered to 91 students of grade 11 and 12. The responses of the students were tabulated and changed in to percentage and the responses of these eleven questionnaires were put in to eleven tables.

The possible alternatives, the number of students responded to each alternatives and the number of these students in percentage were also clearly indicated in tables. Lastly, data analysis was made on the student's responses as given in tables below.

4.1 BACKGROUND INFORMATION OF THE STUDENTS

The first part of students' questionnaires were made up of back ground information. The basic items included in the back ground information were grade level of the students, the age and the sex of the students. According to this information, the researcher obtained the following data.

.The grade level of all the students responded to all these close ended questionnaires were 49 sample population or 54% of the respondents were grade 12 and 42 sample population or 46% of the respondents were grade 11.

. Concerning the sex of the sample study respondents were both female and male. Based on this, female respondents were 28 or 31% and 63 male students or 69% were included to close ended questionnaires and regarding the age of both grades 11 and grade 12 were ranged from 17__22 years old.

TABLE 1: 4.2.1 DIFFICULT LEVEL OF LISTENING CONTENTS

No	Items	Possible alternatives	Number of students	Number of students in %
1	The listening texts in grade 11&12 current textbooks are very difficult to understand because the contents are unfamiliar	strongly agree	6	6.6%
		Agree	20	21.9%
		strongly disagree	21	23%
		Disagree	32	35.2%
		Somewhat agree	12	13.2%
	Total		91	100%

In the table above, concerning Grade 11 and Grade 12 English Language students textbooks, the listening contents,(23% n=21) and (35.2% n=32) of the students who are currently learning listening lessons from those textbooks realized that the listening texts are not very difficult and the contents are more familiar to understand the main message of the passage and extract meaning from it. Concerning this point of view, listening does not always depend on unfamiliar contents but also involves a

number of skills .According Atkins etal (1995:107) skills development methodology book part1, listening process is accompanied by

.including identifying speech sounds from surrounding sounds, recognizing words in a stream of speech, interpreting grammar, identifying the speakers intended meaning and using prior knowledge to help us make correct, acceptable responses. Research has shown, however, that there is no linear sequence to the processing of speech. Listeners do not perceive speech sound by sound or word by word. They use information from a wide variety of sources .For example prior knowledge of sounds, grammar, vocabulary, topic, and situation, expectation about meaning, and so on allowing the data to interact and processing it in meaningful chunks. In other words, all sources are or can be used simultaneously.

TABLE 2 : 4.2.2 ATTITUDES TO LEARN LISTENING

No	Items	Possible alternatives	Number of students	Number of students in %
2	I usually feel discomfort when I face difficulties in learning listening lessons	Agree	30	32.9%
		disagree	32	35.1%
		Strongly agree	14	15.3%
		Strongly disagree	15	16.4%
	Total		91	100%

According to table 2 above, (32.9%, n=30) and (15.3% n=14) or 48.2% of the students confirmed that they usually feel discomfort when they come across difficulties in learning listening comprehension lessons when the teachers teaches them listening lessons in the class.

In contrast, the other (35.1% n=32 and (16.4% n=15) or 51.5% of the respondents responded that they usually feel comfort when they come across any difficulties in learning listening comprehension lessons in the class.

In comparison, majority of the respondents confirmed that any difficulties and challenges coined in listening texts are a means through which the students need to explore the source of challenges for better attainment of the text. Difficulties, for instance, difficult vocabularies, boring passages, listening discourses lack of motivation and interest are some of difficulties the students appear to face when learning listening lessons.

Motivation and interest are important in language learning and when a student is learning listening comprehension, he or she must be stimulated. Ur (1984) points out that “. . . we must try to avoid boring or over theoretical subjects. Using as far as possible ones we think our students may be interested in, that seem of practical relevance and that may arouse or stimulate them (27).”

Another scholar Byrne (1988) describes “. . .sometimes the length of time we require to listen for, without participating, may cause memory problems even with fatigue, so that in the end we simply no longer listen with understanding (13),”

Therefore, a teacher who teaches listening in the class need to select activities that attract and give him or her purpose for listening and choose topic according to his or her school level and reality. Rixon (1986:74) points out that; using interesting passages and doing the right sort of exercises in a coherent sequence are essential to successful lesson. . . .”

TABLE 3: 4.2.3 STUDENTS PARTICIPATION IN THE CLASS

No	Items	Possible alternatives	Number of students	Number of students in %
3	How often do you participate in learning listening lessons or texts	most often	18	19.7%
		never at all	2	2.2%
		Rarely	27	29.6%
		passively	13	14.2%
		actively	31	34%
	Total		91	100%

As far as classroom participation is concerned,(19.7% n=18) and (34% n=31) of the learners have clearly pointed out that they have most likely participated in the class most often and have actively involved when the teacher has been presenting listening lessons at different stages of teaching listening comprehension.

Likewise,(34% n=31) of the students responded that they were actively participating in learning listening lessons in the class. This means, they were active participant when the teacher was conducting listening lessons. For example, they were asking questions, giving responses to either their teacher or to their friends and even extending the lesson to their real life situations by citing examples from their locality

According to Ministry of Education (2011) Grade 12 Students English Language Current Textbook, active classroom participation refers when the students are listening to the teacher, “the students identifying points were being made, noting the points down, asking questions, making points to the teacher, asking for clarification, discuss tasks with other group members, ask the teacher or other group members if the student does not understand the task, relate the issue with prior experience or knowledge and able to contribute something to the rest of the class (p:57).

In addition, classroom participation is a kind of competition in which the learners become more competent and active participant in learning listening. Therefore, the

learners must get different learning opportunities and exposures that facilitate real interest to arouse internal motivation for active involvement in the class.

Indeed, English language teachers had better use different techniques and strategies to teach listening lessons in the actual classroom setting to make the lesson more meaningful and life like .For example,

According to Ur (1984) “some authentic material of course be adapted for classroom use, but usually only after careful selection and editing (23).” Such materials include news, comedy shows, dramas and short stories are some among many which are carefully localized and modified by the teacher to suit for classroom teaching of listening comprehension.

TABLE 4 : 4.2.4 GRAMMAR KNOWLEDGE, WORD POWER AND SKILLS

No	Items	Possible alternatives	Number of students	Number of students in%
4	Among the following, which one do you like to learn most often in the class to develop your listening comprehension?	speaking	14	15.3%
		grammar	14	15.3%
		listening	10	10.9%
		vocabulary	2	2.2 %
		Grammar and vocabulary	51	56%
	Total		91	100%

As we can see from table 4, different English language skills and basic knowledge areas have been given for the students to express their interests and likes to learn in the classroom, (56% n=51) of the respondents who were attending English Language at preparatory classrooms ascertained that grammar and vocabulary were they most often like to learn in the class than listening and speaking. This is because in most cases English language teachers at senior secondary and high school level prepare grammar and vocabulary questions that ensure the students achievement. Indeed, National and university entrance examinations were also given due attention to grammar and vocabulary questions than listening comprehension.

In relation to this concept, Atkins et al (1995) describes grammar,” in order for our messages to be as efficient and effective as possible, grammar should contain signals to guide the listener to a proper interpretation and to avoid misunderstandings or ambiguities (P: 83).” The same scholar (1996), however, describes vocabulary learning strategies at high and preparatory school “do best to learn new vocabulary items using sufficiently wide range of useful strategies for understanding, remembering and using them. For example, learning words by problem solving, especially by guessing from contexts (p: 10).”

TABLE 5 : 4.2.5 THE EXTENT OF LEARNING LISTENING

No	Items	Possible alternatives	Number of students	Number of students in %
5	How often do you learn the listening contents that are in your text book?	Always	18	19.7%
		Usually	21	23%
		Sometimes	45	49.4%
		Rarely	6	6.6%
		Never at all	1	1.1%
	Total		91	100%

Regarding the frequency distribution of teaching listening contents in the students text books at the research area, (49.4%, n=45) respondents responded that they were sometimes learning listening lessons or contents that were designed to be taught according to the time allocation and sequence of contents in the textbooks. Of course, listening texts to teach listening skills in the classroom were equally proportional as to treat speaking, writing, reading, grammar, and teaching vocabularies. Indeed, the student text book in both grade levels, first presents listening texts and provided introductory information to the students. Then, language focus or grammatical items that were presented in the listening texts were another point of discussion. The third stages that the student textbooks provided to the students were teaching speaking skills. Increase your word power or word potential was a point of discussion which focused on contextual vocabularies were specific lesson area and lastly writing skills

and further reading texts were treated in each unit of grade eleven and grade twelve English language textbooks.

Similarly, (23% n=21) students responded that they were usually attending listening lessons from their text books. According to these respondents; when the teacher was orally presenting or reading the listening lessons in classroom teaching, there was listening to extract and understand the main message of the speech. Griffiths. (2008) describes listening as it is the first skill which learners usually develop: they listen to an utterance, then they repeat it, later they learn to read it and finally they learn to write it. (P:208).

Therefore, it is possible to deduce from Griffiths explanation that listening always provide the students with data on which what they tend to express their understanding of the message of the text which lead them to speaking skills . They also do the listening exercises in the class that lead them to writing skill and finally each student read his or her answers to his or her friends which lead them to reading skill.

TABLE 6: 4.2.6 PLANNING TO TEACH LISTENING

No	Items	Possible alternative s	Number of students	Number of students in %
6	Does your teacher make necessary preparation in advance or before to teach listening lessons?	Yes	59	64.8%
		No	6	6,6%
		sometimes	16	17.5%
		rarely if necessary	10	10.9%
	Total		91	100%

Table 6 clearly illustrates that (64.8% n= 59) of the students portrayed their agreement that they were making necessary preparation a day before he or she came to the actual classroom to learn listening comprehension. In this regard, (17.5%

n=16) respondents depicted their witnesses that they were making necessary preparations or making preconditions to learn listening comprehension and listening lessons from their textbooks. This means, the students read the listening texts and they were attempting to solve problems that were extracted particularly from that listening passage. Many scholars and educational experts pointed out that their assumptions; goals of teaching and preparation to teaching listening help the students comprehend the information in the listening text. Among these scholars, Richards (1985) describes learning listening related activities and teaching listening strategies to the following three basic points.

1. Listening serves the goal of extracting meaning from messages.
2. The language of utterances, the precise word, syntax, and expressions used by the speakers are temporary carriers of meaning.
3. Teaching listening strategies can help make learners more effective listeners. And tasks employed in classroom materials enable listeners to recognize and act on general, specific or implied meaning of utterances. These tasks include sequencing, true_ false comprehension, picture identification and summarizing as well as activities designed to develop effective teaching listening strategies (p;14).

Atkins et al (ibid) also pointed out that effective listening and preparation involves listening with purpose. Therefore, in text books and in teaching materials, the exercises and activities for listening have some objectives which learners will perform or will fulfill after listening to the materials (p;106).

Little wood (1981) also added that learning listening comprehension activities are;

1. Arranging objects and pictures accordingly
2. Telling or showing the direction and position of thing by following the correct route on a map.
3. Drawing pictures on exercise books or on the black board as described on the listening materials (p; 68_69).

In short, preparation in advance to learn listening lessons is therefore, help the students gather information from their textbooks and related documents in order to avoid understanding problems during learning the actual listening lessons in the classroom.

TABLE 7 : 4.2.7 THE IMPORTANCE OF LEARNING LISTENING

No	Items	Possible alternatives	Number of students	Number of students in %
7	To what extent the listening lessons are important to improve your listening comprehension skills?	Very important	57	62.6%
		Quite important	10	10.9%
		important	22	24.1%
		Less important	2	2.2%
	Total		91	100%

WE can clearly see from the result in Table _8 that 62.6% of the students and 24.1% of the learners ascertained that the listening lessons in their text books are very important and important respectively to improve their listening comprehension skills .Of course, the recent text books of Grade 11 and Grade 12 are organized in line with the English Language curriculum. These textbooks are currently in use to teach English at these senior secondary schools throughout the country. Besides this, text books are the sources of information, experiences, general truth and facts, and the research findings. According to Rost (1990) text books are very important to provide input materials and language data that the learners attend or manipulate while they are carrying out the listening task. It is often associated with the teaching materials, and selection of teaching course material and learners will be determined by the aim of course books.

Another experts Anderson and Lynch (1988:54-55), for example, distinguish dynamic, static and abstract types of listening in put or material which is very important to present listening activities. Dynamic texts are concerned with storytelling or recounting incidents while static texts deal with descriptions or instructions.

TABLE 8 : 4.2.8 THE ROLE OF GRAMMAR KNOWLEDGE AND VOCABULARIES

No	Items	Possible alternatives	Number of students	Number of students in %
8	Complex grammatical structures and new vocabularies make the students understanding difficult in learning listening comprehension	sometimes	46	50.5%
		always	18	19.7%
		Most often	23	25.2%
		usually	4	4.4%
	Total		91	100%

As far as complex grammatical structures and new vocabulary words appear in the listening texts, 50.5% of the respondents assured that complex grammatical structures and new vocabulary words come across in the texts are more likely to create understanding difficulties in learning listening. Similarly, 25.2% of the students also added that the appearance of complex grammatical structures and new vocabulary items are assumed to make understanding problems in learning listening comprehension. Atkins. et al (1995) describes grammar as “ it is the rules of syntax that decides the order and pattern in which words are arranged in correct sentences “(p.82).Atkins. etal (1995) is also added that :

grammar means by which we organize messages in any communicative activities as efficiently and as effectively as possible. This view helps us to understand not only how words can be combined in certain patterns, also but there are choices to be made about which combinations to use. Such choices are made with purpose of enhancing the message to be conveyed, and so that its interpretation by the receiver is not only accurate with regard to form, but with regard to the focus of the information and the attitude of to the speaker to the receiver in context” (p.82).

Concerning Vocabulary teaching Harmer (1991) describes, “it is the interaction with words. For learners the best way to remember the words seems to be experimenting. Tasks like changing a verb in to noun, adjective and finding its opposite or putting words together help learners to remember the word better and imprint it deeper in to their minds”(p.296).

Similarly another scholar David (1995) further describes as vocabulary teaching. it is not enough just to present words and have learners repeat them. They should have an opportunity the words in some exercises so that they can really check if they know the meaning or the function of the word, using the word by the learners in this way lets them remember it better for a longer time”(p,12).

TABLE9: 4.2.9 COMPARING AND CONTRASTING LANGUAGE SKILLS

N o	Items	Possible alternatives	Number of students	Number of students in%
9	Learning listening skills in relation to writing reading and speaking are.:	Less difficult	29	31.8%
		Very difficult	16	17.5%
		Very simple	33	36.2%
		Quite difficult	13	14.2%
	Total			100%

Table_9 clearly illustrates that when the students compare the degree of learning listening comprehension with other English language skills such as speaking, writing and reading, 31.8% and 36.2% of the respondent’s depicted that learning listening skills is less difficult and very simple when they were recognizing and realizing their different walks of learning styles and learning experiences respectively. According to Anderson and Lynch (1988), “in order to develop listening skills, students need to

expose themselves to a large amount of English in a variety of listening situations and purposes. It is very important to note that listening will take care of itself like the other skills of English. To put it explicitly, students will definitely develop their skills of listening through listening. As the students develop their speaking skills through speaking, their writing skills through writing and their reading skills through reading (p: 13).”

From the above scholar point of view, it is possible to deduce that when the students are actively and purposefully engaging in listening activities, it is very simple and less difficult for them to understand what is being said by the speaker through speaking.

TABLE 10 : 4.2.10 THE EXTENT OF STUDENT PARTICIPATION

No	Items	Possible alternatives	Number of students	Number of students in%
10	In how many of the listening exercises do you usually participate	all of them	27	29.6%
		many of them	42	46,2%
		some of them	21	23%%
		none of them	1	1.1%
	Total		91	100%

The extent to which the students participation in different tasks and activities concerning the learning of listening exercises in their text book s in the classroom,(29.6% n=27) of the students were likely to participate in all of the exercises regarding listening comprehension and (46.2% n=42) of the students were appeared to participate in many of the listening comprehension exercises that were primarily designed by the book writers.

Morley (1991) clearly defines task oriented teaching as “teaching which provides the actual or authentic meaning by focusing on tasks to be mediated through language.” According to this scholar, the success of learning or failure of it is seen to be judged in terms of whether the tasks are performed or not. The principal aim is to provide

learners with tasks which use information. Therefore, this type of teaching process combines two major types of work.

1. Language use tasks For example, listening and performing
2. Listening, summarizing and language analysis activities .For example analysis of some features of listening discourses, such as fast speech, analysis of phrasing and pausing points.

TABLE 11 : 4.2.11 LISTENING OPPORTUNITIES

No	Items	Possible alternatives	Number of students	Number of students in%
11	Do you think attending medias such as; BBC, VOA and Aljazeera improve your listening comprehension skill?	Yes, definitely	67	73.6%
		No, never at all	24	26,4%
	Total		91	100%

Concerning different means of listening opportunities,(73.6%, n=67) of the respondents ascertained that attending Medias such as British Broad Casting, Voice of America, CNN and Aljazara can improve students listening comprehension. Of course, these media facilities provide them with potential native speaker's accents, potential world news, scientific innovations and discoveries, individual biographies, experiences, marketing and economy, education and research findings. For example, education TV is one of media means which is likely to improve listening instructions. It stimulates students and promotes their desire to learn, if appropriately used. It is the means in which the students can learn the language skills better. According to (Huebaner 1960:98) when getting opportunities to see the lips of the native speaker, this is good help to imitate the sound

Therefore, if students are frequently attending these listening accesses in program, there is no doubt that they provide them with new vocabulary words that they can

predict and guess their meanings in the context and develop the level of critical thinking and can create reasonable analysis of problems with evidences.

On the other hand,(26.4%,n=24) of the students responded negatively to the same question as if they were frequently attending Broadcastings and Medias might not provided them with significant benefits that foster their language commands. For example Medias and education TV demand concentrated attention. “ listening requires concentration,” (Dale ,1954: 286) .Education TV and means of Medias are limited in that they are one way communication, unlike the face to face teaching and the learning process. They do not allow any immediate feedback or discussion between the broad caster and the students.

Dale further describes that “education TV gives incorrect time and size concepts and like radio, it is one way communication device that it reduces the learner to only a passive viewer. “ According to these respondents (ibid 1954 : 206) , there were exposure to Medias, but lack of interest in attending Medias, lack of concentration to means of Medias opportunities and lack of know how to Medias advantages can negatively affect the students listening comprehension.

4.3 Data Analysis of Teachers Questionnaires

Teachers’ questionnaires were used as one of the first hand information and gave us a wide coverage of data source through open ended questionnaires. These questionnaires were purposefully adapted and modified from former researchers and experts as mentioned in chapter three.

TABLE 12 : 4.4 BACKGROUND INFORMATION

TEACHER CODE	Qualification	Work experience of teaching English	Age
Teacher A	First Degree	29	50
Teacher B	First Degree	12	40
Teacher C	First Degree	13	35
Teacher D	First Degree	17	45

In this part of teachers' questionnaires, the researcher obtained a number of teachers' profiles. These were the work experience of teachers, the age the teachers and the professional qualification of the teachers. According to the information indicated above, the age of all English Language teachers at the research site were ranging from 35-54 years old. Concerning the work experience of the teachers who are teaching English at the school were ranged from 12-20 years. Lastly the researcher found that the professional qualification of teachers who engaged in responding the open ended questionnaires have first degrees or bachelor degrees.

4.5TEACHERS RESPONSES

The current researcher has designed, adapted and has partially modified 16 open ended questionnaires so as to collect more resourceful data from teachers work experiences and professional achievements through different workshops, seminars, short term trainings, professional in service training, the staff friendly discussions, by questioning technical applications of teaching listening procedures, by reading the experts research outputs on the listening and a number of opportunities that facilitate the gap that the teacher ought to fill from these workshops and seminars to teaching listening comprehension. The following data are condensed summary notes that are obtained from teacher's questionnaires and responses.

4.5.1 TRAINING OPPORTUNITIES

Almost half of English Language Teacher respondents have not engaged in any of workshops or seminars that initiate and advocate how to teach listening comprehension and listening lessons in the classroom.

However, the other half of English Language Teachers who were currently teaching English at Grades 11 and 12 witnessed that they have participated in workshops and seminars that motivate how to teach listening comprehension and listening lessons in actual classroom teaching and learning. Of course, participating in seminars and workshops equip the trainees with teaching theories and techniques of teaching listening sub skills. Moreover, the training can also help the trainees to update

already existing theoretical aspects of teaching methods to the current teaching scenario or possible situations. More progressively, the seminars and the workshops are opportunities in which the trainees can share their experience of teaching listening from their different walks of teaching.

In short, English Language Teachers who are engaged in teaching English Language skills including teaching listening comprehension should usually participate in workshops and seminars that assist teaching listening comprehension skills; discussions that are assisted by listening materials to improve listening language skills and adapt experiences from more experienced teachers. According to Webster's International Dictionary, "orientation is introduction to the unfamiliar situation, guidance in experience or activity of a new kind."

Therefore, orientation has a direct contact with different experiences of how the English language teachers exercise the new inventions or theories and methods in order to meet the current physical situations of teaching listening comprehension in the classroom setting. This is simply facilitated by participation in seminars and short term workshops.

4.5.2 BENEFITS OF WORKSHOPS AND SEMINARS

Regarding the workshops offered to the teacher and seminars provided concerning teaching listening comprehension can facilitate a number of benefits to the teacher and to the students. For instance, the workshops and the seminars can provide privilege or advantage for the teacher to have knowhow and experience in teaching listening, to make the teacher to be well acquainted with techniques of teaching listening skills in particular setting and can help the teacher to identify different stages of teaching listening skills and comprehending the content of the text in the classroom. Based on this concept, Underwood (1989), puts teaching shortly as "to teach means to facilitate the learning, then, the role of teacher is to provide the necessary support and guidance to his or her learners. He or she needs to be active in creating student involvement through the way she or he sets up tasks (p.21)."

Thus, the seminars and workshops provide the teacher with different skills how to teach listening and how to prepare tasks that are motivating student's involvement and create meaningful learning environment in the class.

On the side of students, since the teacher is well equipped with theories and methods of teaching listening, the teacher can use varied techniques in the sequence of teaching. These motivate the students listening stories effectively, motivate them predicting the main message of the texts in advance, initiate them using their prior knowledge, and help them identifying their roles in learning listening skills. Goh (2002) found that, more proficient listeners use cognitive and Meta cognitive strategies to achieve a meaningful interpretation of a text, and demonstrate the ability to use prior knowledge, linguistic cues and contextual information (p: 27).

4.5.3 STAGES OF TEACHING LISTENING

As far as the stages in which the teacher presents listening texts is concerned, all the teacher respondents indicated that there are three stages or techniques which are applicable to teach listening lessons in the class. Namely, pre listening, while listening and post listening stages.

Indeed, the same respondents pointed out that in each stages of teaching listening, the teacher should treat different activities one after the other .For example. In pre listening stage, the teacher asks a few general questions to arouse interest, explains or defines key vocabularies and motivates in all stages need to be interesting, motivating and capturing learners' attention. The level of difficulty of activities should be organized by giving adequate support (p: 33,74).” Richards (1989) added that “ the aim of teaching listening comprehension is to provide comprehensible focused input and purposeful listening tasks that develop competence in particular listening abilities (p:202).”

Likewise, in while listening stage, the teacher encourages the students to listen carefully while the teacher is reading and keeps short notes, make the students involved in activities and encourages them to explain what message is entailed in the passage.

Underwood (1989) clearly describes the while listening stage of learning, the students should concentrate on comprehension. This means the students whether have understood important information from the text or not and also that listening activities must be chosen or designed and organized very carefully and should be also interesting which can be derived from the topic (Ibid)

Finally, in post listening stage, the teacher makes the students discuss all the answers to the questions in groups or pairs, and complete the open paragraphs that are extracted from the texts. Under wood (1989 . 74_75) more comprehensibly puts the post listening activities allow the learners to reflect on the language from the text: on sounds, grammar and vocabulary as lasts longer than while listening activities. Under wood (1989) further discusses that the purpose of post listening activities are to check whether the learners have understood the while listening tasks effectively, reflect on why some students have failed to understand or missed parts of the message and offer a natural opportunity to integrate listening skills with speaking, writing and reading .

In short all the English Language Teachers Who have been teaching English Language skills, especially teaching listening comprehension at the research area witnessed that they most frequently use to apply the three technical stages of teaching listening comprehension at a particular classroom teaching, such as pre listening, while listening and post listening stage of teaching listening,

4.5.4 THE ROLES OF THE TEACHER

As far as the roles of the teacher is concerned before and during he or she presents the listening texts in actual classroom teaching, the teacher respondents ascertained that the teacher should ask a few general questions to elicit psychological readiness to learn and arouse interest, give brief explanation or definition to the meaning of key terms, give clear instruction to the learners what they would do while the teacher was reading the text a loud.

Moreover, the teacher respondents undoubtedly identified that the roles of the teacher before he or she presents the listening lessons was encouraging the students

read the while listening activities, preparing the lesson plan in advance, setting goals and objectives, organizing the lessons in logical order to become more motivating and more interesting. In touch with this, Jeremy(1991) addresses, the roles of the teacher is that of facilitator of listening, asking open ended questions, guiding process and tasks, and enabling active participation of learners engagement with ideas. The teacher therefore needs to be to adopt a range of roles and skills to suit specific situations often during the same teaching situation.

Therefore, in short, the role of the teacher is managing the group, managing the activities, and managing the learning.

4.5.5 THE ROLES OF THE STUDENTS

All the four sampled teacher respondents who have been involved in giving responses to this questionnaire has identified that the roles of the students before they listen to the actual listening texts were guessing some key terms or important vocabulary words by using contextual clues or collocations, giving responses to the brain storming questions either in groups or individually, associating their prior knowledge information with the existing text, taking short notes from teacher student interactions, and making themselves ready to the while listening activities. In relation to the students` roles, Nunan. (2004 :6) describes, the students should be active participant in their education. This means, they should contribute to the class room discussion by not only answering direct questions posed by the teacher but also posed by their peers.

Nunan further describes that teaching listening should consider learners role and learner centeredness has been an influential concept in language pedagogy for many years (P:14). This means, the students should feel free to ask questions, should also pre express their own ideas about the subject and this enable them to construct their own knowledge about their learning and apply it to their teaching learning process in the class and also they should be able to find some prior knowledge or experience to apply this experience or knowledge to new learning situation and should mentally prepare themselves to learn more about the concept of the lesson.

In short, therefore, the students` roles in the class as the cooperative learning teachers` take the role of coordinators, task master, noise monitor, must be motivated and cooperative with team members to accomplish the task in the classroom teaching and learning.

TABLE 13 : 4.5.6 CLASSROOM INVOLVEMENT

No	Question	Possible alternatives	Number of respondents	Number of respondents in%
1	I think your students involvement in learning listening an comprehending to what they listen is_____.	Passively	3	75%
		Actively	1	25%
			4	100%

As far as classroom involvement in learning listening and comprehending to the message entailed in the text is concerned,(75%, n=3) of the teacher respondents who were teaching listening comprehension at grade 11 and grade 12 ascertained that their students were passively participating or interacting during listening classes. These respondents also added that the reasons why they were passively involving was due to their background experience of learning listening, knowledge of the target language, attitudes towards to the listening lessons, fail to associate their prior knowledge to the classroom actual learning situation, Psychologically frustrated to the listening texts , have less experience of learning listening in lower grades, have less English Language commands and word potentials they have maintained during learning listening skills. Vandergrift (1999) further elaborates,

listening comprehension is anything, but a passive activity ,it is a complex activity process in which the students must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all above

and interpret it with in the immediate setting and the large socio-cultural context of the utterance (p.168).

Likewise, Crook (2001) and Cook (2001) added that listening comprehension involves bottom up and top down that are assumed to take place at various levels of cognitive organization, phonological, grammatical, lexical and propositional. In the bottom up processing of listening, the students attend to data in the incoming speech signals and in top down processing the students utilize prior knowledge and expectation to create meaning. This involves, “prediction and inference on the basis of hierarchies of facts, propositions and expectations Morely (1991, p:87) .”

On the other hand, (25%,n=1) teacher respondents claimed that their students were actively participating during learning listening comprehension in the class. It enables the students actively involving by collocating the new vocabularies with words accompanying it, investigating the grammatical structures of the text, internalizing the sounds of some words ,and summarizing the message of the text. Some scholars proposed that the active and complex nature of listening comprehension give emphasis on, what the students actually do when they are going to practices in listening activities. For example, Richards (1985: 187) says, the nature of listening is active and complex process and Rost(1990) advocates this view by saying,” Three related levels of discourse processing appear to be involving in listening comprehension: propositional identification, interpretation of what the speaker wants to transfer and activation of the real world knowledge”(p:171). .

TABLE 14: 4.5.7 SYSTEM OF GETTING FEEDBACK

No	Question	Possible alternatives	Number of respondents	Number of respondents in %
2	Do you usually allow your students cross check their answers in while listening exercises in pairs or in large groups?	Yes	4	100%
		No	—	—
		Total	4	100%

The teacher respondents to the question whether they usually allow their students so as to cross check their answers in pairs or in large group work, All the teachers (100%, n=4) described that they usually allow their learners to check the while listening exercises in pairs or in large groups. Further they described that the contribution of large group works or pairs discussion in teaching listening allow the students learn freely from friends, allows them to develop self confidence and self autonomous learners, help them integrate listening exercises to receptive and productive skills. In addition to, large group works and pairs discussion help the students learn a wide range of ideas on the given text, facilitate learners to learn from their mistakes, allow them to share different experiences from the class mates, develop confidence to communicate and help them to express their feelings in English.

At the final stage of teaching listening when the teacher integrates different skills, group and pair work play a significant roles. Atkins etal(1996) illustrates this point of view as,”

the teacher gets groups or pairs to discuss and prepare writing skills activities. For example, letters or other kinds of writing in the class, the teacher goes round to each group and provides feedback on the work in progress, paying attention to ideas and organization, as well as indicating there are serious errors so that the students can correct them themselves”(p.136).

Classroom observation is one of the richest sources of data collecting tools. It tends to lead the observer to get first hand information from actual teaching classroom setting in which what the teacher and the students are expected to practically apply theories of teaching and learning listening comprehension and listening skills on the three stages of teaching listening.

To implement the practice of teaching listening skills, the researcher adapted criteria from different research out puts and carried out observation when the English language teachers were teaching listening lessons at selected sections of grade eleven and grade twelve

Classroom Observation One

Grade 11 Section A

Lesson topic B5.1 Listening: Tourism complaints

Week 22 Date 11/06/2015 Thursday

Period 3rd

Classroom Observation Criteria

Teaching listening and comprehending to the concept of the message of the text in actual classroom teaching and learning has pedagogical procedures and techniques which their get roots from theories of teaching and learning listening comprehension. With this regard, the following criteria are set of questions that are derived from these technical procedures that enables the researcher to observe whether the teacher employs these theoretically accepted techniques in actual classroom setting or not

I Pre listening checklists

No	Classroom activities and practices to observed	Yes	No
1	Giving clear introduction to the content of listening text or material	✓	
2	Explaining the meaning of difficult vocabularies		✓
3	Asking brain storming questions to compare the students guesses and predictions to the points in the text		✓
4	Telling or explaining the purpose of different listening exercises	✓	
5	Allowing students write listening exercises in their exercise book	✓	
6	Encouraging students read listening exercises before listening the passage	✓	
7	Telling the student what would they do in the while listening stage	✓	

II While listening check lists

No	Classroom activities and practices to be observed	Yes	No
1	Giving chance the students guess the meaning of new words in the context in while listening exercises	✓	
2	Reading the text or the passage a loud to the students	✓	
3	Encouraging the students do the exercises while attending the while listening lessons of the text	✓	
4	Making or guiding students to compare their answers in groups or in pairs	✓	
5	Directing students while they are doing their exercises in groups or in pairs		✓

III Post listening checklists

No	Classroom activities and practices to be observed	Yes	No
1	Motivating the students to express their feelings, experiences, opinions on the listening lessons or on the listening texts	✓	
2	Giving students reasonable feedback or productive correction		✓
3	Relating the students listening lessons with their real life		✓
4	Extending the listening lessons to speaking, writing and reading skills exercises		✓

As conducting classroom observation, the researcher noted that the subject teacher performed most of the criteria in pre listening activities in the class and didn't perform some of the criteria indicated in the table. For example, the teacher did not explain the meaning of some difficult vocabulary words and did not ask brain storming questions to create awareness for logical guesses and predictions, As such case the terms for instance, "complaint, ancestor, enchantment, ancient, obelisks "need to be defined for better clarification and easy to comprehend the topic of the text and content as well .Rost(i990) describes "the pre listening activities help learners to find out the aim of the listening and provide the necessary back ground information. They are helpful to focus the learners minds on the topic, specifying and

selecting the items that students expected to hear and activating prior knowledge and language structures(P:323).”

The while listening stage of teaching listening is the actual classroom session through which the teacher read the text aloud, the students are listening the text, taking their own notes, doing some exercises, checking the answers in groups and the teacher helps and directs them how to solve the exercises. However, when the researcher was conducting the classroom observation, the subject teacher employed almost all the while listening criteria in the class but not provided supportive guidance to the students that enable them to develop confidence in learning listening. Underwood(1989) describes ,”good while listening activities help learner find their way through the listening text and build up the expectations stated by pre listening activities (p;46).” From this statement it is possible to deduce that the while listening activities should be interesting and derived from the topic. Some examples of the while listening activities are checking items in pictures, filling blanks space, information transfer, story line pictures and following a route are the basic task features that are used to communicate with the students in actual classroom teaching and learning.

Post listening stage is the final stage of teaching listening through which all the exercises are extended to real social life and extended to other English Language skills ,such as, writing, reading, and speaking. When the researcher were carrying out classroom observation, the teacher didn’t practice the post listening criteria of teaching listening due to shortage of time and the researcher hadn’t get an opportunity to see them since they are extended to the coming class session. In post listening activities according to Atkins (1995 p; 114), the students are expected to discuss answers to the task which are extended from the while listening lessons. They further share information in their groups about the lesson, ask the subject teacher for clarification, get feedback to the tasks from their teacher and among themselves and, finally move on to the related activity.

Classroom Observation Two

Grade 11 Section A

Lesson topic A7.3 Listening: The greenhouse effect

Week 28 Date 21/07/2015 Tuesday

Period 4th

I Pre listening check lists

No	Classroom activities and practices to observed	Yes	No
1	Giving clear introduction to the content of listening text or material	✓	
2	Explaining the meaning of difficult vocabularies		✓
3	Asking brain storming questions to compare the students guesses and predictions to the points in the text	✓	
4	Telling or explaining the purpose of different listening exercises		✓
5	Allowing students write the listening exercises in their exercise book	✓	
6	Encouraging students read listening exercises before listening the passage	✓	
7	Telling the students what would they do in the while listening stage	✓	

While listening checklists

No	Classroom activities and practices to be observed	Yes	No
1	Giving chance to the students guess the meaning of the new words in the context in while listening exercises		✓
2	Reading the text or the passage a loud to the students	✓	
3	Encouraging students do the exercises while attending the while listening lessons of the text	✓	
4	Making or guiding students to compare their answers in groups or pairs		✓
5	Directing students while they doing their exercises in groups or in pairs		✓

III Post listening checklists

No	Classroom activities and practices to be observed	Yes	No
1	Motivating the students to express their feelings, experiences and opinions on the listening lessons or on the n texts	✓	
2	Giving students reasonable feedback or productive correction	✓	
3	Relating the students listening lessons with their real life	✓	
4	Extending the listening lessons to speaking, writing and reading skills exercises		✓

The subject teacher described the day`s lesson topic by asking” what do you know about green house effect and what are the consequences of green house effect to the people? “ In the mean time he also encouraged the students read the while listening exercises before the teacher read the passage aloud and informed them what would they do while the teacher read the actual passage. Vandergrift (1999) describes, Listening comprehension is anything, but a passive activity it is a complex, and active process in which the listener ought to differentiate between various sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above and interpret it within the immediate as well as the larger social context of the utterance(p;168).”

However, the teacher failed to explain the definitions of unfamiliar words. For example, words such as, threatened, crowned, adapted ,emission ,species, disruption, impacts and drought are very crucial terms to be elaborated for better understanding or minimize understanding barrier of the text and failed to explain the objectives of why the students do some exercises in while listening stage.

In the while teaching procedure of listening comprehension, the teacher read the passage aloud to the students and encouraged them to practice the while listening exercise .Here, to develop listening ability, the learners need to get a great deal of

exposure to spoken language, ample practice in various listening situations. Besides exposure and practice, it is very important for the learners to become engaged in the process of listening and develop a desire to understand what is meant by the speaker. Underwood (1989) illustrates this point by 'learning to listen' means we want to our students to attend to what they hear, to process it, to understand it, to interpret it, to evaluate it, to respond it, want them to become involved and active listeners.

On the other hand, the teacher didn't give any chance for the students to guess the meaning of new words from the context and also didn't let them to practice the exercises in groups and pairs to compare and contrast their answers and even he didn't provide any support when they are doing their exercises.

The teacher in post listening stage, motivated the students share their experiences and express their feelings and also provide reasonable feedback but still didn't extend the listening lessons to speaking, writing and reading skills. AS far as types of listening activities are concerned, it is the extension of the while listening contents to apply in the real social atmosphere to realize the concepts of the contents to learners. Rixon (1986; 64.97) and Underwood (1989; 74-75) describe the type of tasks that the students seem to practice are problem solving and decision making ,interpreting, role play or simulation summarizing, writing as follow up to listening activities and speaking as follow up to listening activities.

Classroom Observation Three

Grade 11 Section A

Lesson topic A8.1Listening: The water cycle

Week 33 Date 21/08/2015 Friday

Period 3rd

I Pre listening check lists

No	Classroom activities and practices to observed	Yes	No
1	Giving clear introduction to the contents of listening text or material	✓	
2	Explaining the meaning of difficult vocabularies		✓
3	Asking brain storming questions to compare the students guesses and predictions to the points in the text	✓	
4	Telling or explaining the purpose of different listening exercises		✓
5	Allowing students write listening exercises in their exercise books	✓	
6	Encouraging students read listening exercises before listening the passage	✓	
7	Telling the students what they would do in the while listening stage	✓	

II While listening checklists

No	Classroom activities and practices to be observed	Yes	No
1	Giving chance to the students guess the meaning of the new words in the context in while listening exercises		✓
2	Reading the text or the passage aloud to the students	✓	
3	Encouraging students do the exercises while attending the while listening lesson of the text	✓	
4	Making or guiding students to compare their answers in groups or pairs.		✓
5	Directing students while they are doing their exercises in groups or in pairs		✓

III Post listening checklists

No	Classroom activities and practices to be observed	Yes	No
1	Motivating the students to express their feelings, experiences and opinions on the listening lessons or on the listening text	✓	
2	Giving students reasonable feedback or productive correction	✓	
3	Relating the students listening lessons with their real life	✓	
4	Extending the listening lessons to speaking, writing and reading exercises		✓

As can be seen from the lists of criteria, the teacher introduced the content of the text by asking some brain storming questions For example, the teacher asked the students that "How is water formed?" and this motivated the students share their own ideas what they feel to water formation. After having, that the teacher also encouraged them read the listening text and indicated what would they do in the while listening stage. It is clear that the objective of teaching listening comprehension in language class is basically to help the students function effectively in real life situation. For example, listening and taking lectures, listening radio and TV news, listening meetings, listening conversations Underwood (1989) and Ur(1984).

Besides what has been mentioned above, the pre listening activities help learners to find out the aim of the listening and provide the necessary background information. They are helpful focus learner minds on the topic, selecting the items the students expect to hear. They are according to Underwood (1989) are discussion about the topic, looking at pictures, list of items, guiding questions, reading a text and making list of possibilities. However, the teacher failed to explain the new vocabulary words that are assumed to be very difficult. For example, words related to water cycle to be defined are invisible, evaporation, conviction, precipitation, collide and advection are needed to be explained their meanings to the students for understanding of the text.

In the while teaching procedure of listening, the teacher read the passage aloud to the students and encouraged them to write the questions and do the while listening exercise. Teaching listening tasks, according to Rost (1990:156) "is a unit of teaching listening activity which takes account relevant instructional variables that are to be manipulated by learners using some kind of data." This means, selecting appropriate text is not an end to accomplish itself. It is only a source of data for the tasks that the students are expected to working in response to what they have heard.

Therefore, the listening exercises are expected to train learners should be successfully oriented and build up the students confidence in their learning listening and comprehending the listening texts.

.Contrary to what has been set as criteria, the teacher didn't give any chance in which the students practice to guess the meaning of new words from the context and also didn't let the students do the exercises in groups and pairs to compare and contrast their answers and even didn't provide any support when they are doing the exercises. Of course, letting them to involve in activities can facilitate their understanding level of listening comprehension.

The teacher provided the necessary motivation to the learners so as to contribute some experiences on the listening contents of the text. He also initiated them to relate the greenhouse effects on their day to day real life situations. Of course ,the teacher provided them feedback or productive corrections on the listening lessons but no

more extension of the lesson to the reading, writing and speaking since the exercises are very bulky and the teacher was so busy to cover the exercises. Rost(1990) points out that “good listening instruction creates conditions for meaningful learner participation, outcomes and evaluation. Likewise, good tasks designed for listening development will account in advance for variables that are likely to affect students learning(p;171).” Some examples of the post listening activities are discussion about the topic, looking at pictures, list of items, guiding questions, reading a text and predicting.

Classroom Observation One

Grade 12 Section H

Lesson topic A5.2Listening: A lecture on the United Nations

Week 24 Date 16/06/2015 Monday

Period 6th

Classroom Observation Criteria

Teaching listening and comprehending to the concept of the message of the text in actual classroom teaching and learning has the pedagogical procedures and techniques which get their roots from theories of teaching and learning listening comprehension. With this regard, the following criteria are set of questions that are derived from these technical procedures that enables the researcher to observe whether the teacher employs these theoretically accepted techniques in actual classroom setting or not

I Pre listening check lists

No	Classroom activities and practices to be observed	Yes	No
1	Giving clear introduction to the content of the listening text or material	✓	
2	Explaining the meaning of difficult vocabularies		✓
3	Asking brain storming questions to compare the student guesses and predictions to points in the text		✓
4	Telling or explaining the purpose of different listening exercises	✓	
5	Allowing students write listening exercises in their exercise book	✓	
6	Encouraging students read listening exercises before listening the passage or the text	✓	
7	Telling the students what would they do in the while listening stage	✓	

II While listening checklists

No	Classroom activities and practices to be observed	Yes	No
1	Giving chance to the students guess the meaning of the new words in the context in while listening exercises	✓	
2	Reading the text or the passage aloud to the students	✓	
3	Encouraging students do the exercises while attending the while listening lessons of the text	✓	
4	Making or guiding students to compare their answers in groups or in pairs		✓
5	Directing students while they are doing their exercises in groups or in pairs		✓

III Post listening checklists

No	Classroom activities and practices to be observed	Yes	No
1	Motivating the students to express their feelings, experiences and opinion s on the listening lessons or on the listening texts	✓	
2	Giving students reasonable feedback or productive correction	✓	
3	Relating students listening lessons with their real life	✓	
4	Extending the listening lessons to speaking, writing and reading skills exercises		✓

As usual, the teacher introduced what they are going to do in the class. Next to that he explained the purpose the listening exercises they are going to do during the listening stage and encouraged the students write the listening exercises before he read the actual passage and even allowed them read the passage silently. But the teacher didn't remember to give definition to some difficult vocabularies .For instance, terms such as humanitarian, affiliated, forum, parliament, and agencies are likely to be defined so as to foster the level of vocabulary difficulties. Atkins. etal (1995) describes" listening involves a number of skills .For example, identifying speech sounds from surrounding sounds, interpreting grammar, identifying the speakers intended meaning, recognizing words in a stream of speech and use prior knowledge to help us correct, acceptable responses " (p.107).

The teacher carried out almost 60% of the while listening activities in the class. For example, the teacher gave free chances to the students to guess the meaning of new words in the place where the words are used, read the while listening text with varied speed and sound to the whole class and motivated them do the while listening exercises. However, the teacher didn't allow them compare and share their understanding to the content and even didn't provide necessary help to the students.

According to Mary Underwood (1989) listening is defined as “the activity of paying attention to and trying to get meaning from something we hear. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions and not simply to understand the words themselves.”

Likewise, listening actively according to Atkins et al (1995)” effective listening requires background information for listening. For example, prior knowledge of tasks to be done, brain storming questions and grading texts(p:45) .This means if the listening texts imitate the students background knowledge involves him or her in interpretation of what the listener hears, bringing his or her linguistic knowledge to bear on the information contained in the text. .

From this ,it is possible to deduce that listening is the process of extracting meaning, interpretation of the text based on context and relating what the listener hears to his or her prior knowledge in the actual real life.

As the researcher was conducting classroom observation on the basis of teaching post listening activities, the teacher encouraged the learners to express what they feel about the content of the lesson, provided them feedback on the while listening exercises and make them cite some related examples from their real environment to consolidate the lesson but failed to extend the lesson to other English Language skills due to time constrain and the bulky nature of the topic. Underwood (1989) “describes the post listening activities allow the learners to reflect on the language from the text. Grammar, on sounds, and vocabulary as they last longer than while listening activities” (p.74) . Underwood (1989) further discusses that the “purpose of post

listening activities are to check whether the learners have understood what they need to understand and whether they have completed the while listening tasks effectively (p:74_75).”

Classroom Observation Two

Grade 12 Section H

Lesson topic B6.5 Listening: The pros and cons of globalization

Week 28 Date 24/07/2015 Friday

Period 4th

. I Pre listening checklists

No	Classroom activities and practices to be observed	Yes	No
1	Giving clear introduction to the content of listening text or material	✓	
2	Explaining the meaning of difficult vocabularies		✓
3	Asking brain storming questions to compare the students guesses and predictions to points in the text		✓
4	Telling or explaining the purpose of different listening exercises	✓	
5	Allowing students write listening exercises in their exercise book	✓	
6	Encouraging students read listening exercises before listening the passage	✓	
7	Telling the students what they would do in the while listening stage	✓	

II While listening checklists

No	Classroom activities and practices to observed	Yes	No
1	Giving chance to the students guess the meaning of the new words in the context in while listening exercises		✓
2	Reading the text or the passage aloud to the students	✓	
3	Encouraging students do the exercises while attending the while listening lessons of the text	✓	
4	Making or guiding students to compare their answers in groups or in pairs	✓	
5	Directing students while they are doing their exercises in groups or in pairs		✓

III Post listening checklists

No	Classroom activities and practices to be observed	Yes	No
1	Motivating the students to express their feelings, experiences and opinions on the listening lessons or on the listening texts	✓	
2	Giving students reasonable feedback or productive correction	✓	
3	Relating students listening lessons with their real life		✓
4	Extending listening lessons to speaking ,writing and reading skills exercises		✓

When the researcher moved to grade 12H, the subject teacher was on the way to start teaching the day`s listening text. The researcher entered in to the class after he had assured the willingness of the teacher. All the students were ready to implement teacher`s instruction. Of course, the teacher gave instruction on the listening text, explained how they are going to finish the listening exercises, gave time to write the listening exercises in their note books and motivated the students read the listening exercises before the teacher himself read the text aloud to them.

Contrary to this fact, the teacher failed to ask brain storming questions and didn`t explain some new vocabulary items to the students. For example, words like “globalization, promotion, entirely, odds, conflict and illiteracy” and other words

needed to be explained with contextual examples for better understanding of the content. Brown (2006) points out that” a pre listening tasks should consist of two parts. They should provide an opportunity to learn new vocabulary or sentence structures used in the listening text and have a chance to activate their prior knowledge.”

As the researcher was observing the class room activities during the while listening procedure, the teacher read the passage aloud to the students, encouraged them do the while listening activities and finally he told them to compare their answers in groups. However, the teacher failed to give opportunities to the students guess words in the given context and not provided them explanation how they are going to accomplish the exercises in groups and pairs.

Harmer (1983) describes listening,” it is the ability or skill of listening to extract information is as important as it is for reading (p.181).” This may take place either inside or outside the classroom. Inside the classroom, the teacher goal is to stimulate a real life listening to make students become competent listener in real life situations.

Generally, Richards (1985), summarizes “the aim of teaching listening comprehension is to provide comprehensible input and purposeful listening tasks that develop competence in particular listening abilities (p: 202).”

In post listening techniques of teaching listening, the teacher motivated the students to share their experiences on the advantages and disadvantages of globalization. However, he failed to give a number of opportunities to the student in order to relate the content of the lesson to their real life atmosphere and also faced time constrain to finish all the activities within the time allowed to cover the days lesson.

The post listening stage of teaching listening consists of all the activities that are carried out after the listening process is completed. Some of these activities are the extensions of the pre listening and the while listening stages. Moreover, according to Underwood (1989) “all stages of teaching listening need to be interesting, motivating

and easy to be handled. The level of difficulty of the activities should be adjusted by giving or with holding adequate support (p;33, 74).”

4.7 SUMMARY OF DATA ANALYSIS

At the beginning of chapter four, the students' questionnaires, the teachers' questionnaires and classroom observation results were analyzed. According to analysis results, situations that facilitate students learning listening comprehension in actual class room setting indicated that:

- . Students of Grade 11 and Grade 12 believed that the listening texts in their current textbooks were not very difficult to comprehend and even more familiar to extract the main messages contained in the texts.
- Even though teachers positively attempted to implement practical application of the three stages of teaching listening skills and listening comprehensions, they failed to practice some of the technical activities such as, defining unfamiliar words, asking brainstorming questions, giving introduction to the listening texts, allowing students compare their answers, providing productive comments and extending the listening lessons to reading, writing and speaking skills in the classroom
- The role of the student at different stages of learning listening is. the cooperative learning teachers which means he or she participate in discussion and make decision on the problem, role coordinators , that means sharing role to each member of the student so as to practice the listening activities, task master and noise monitor that means he or she get information how to solve the problem through discussion in the classroom
- Teachers commitment on adapting, modifying, simplifying, defining some difficult terms and even localizing difficult listening texts were assumed to foster positive environment to learn listening lessons and listening comprehension
- . Some 30% of the students agreed that they felt discomfort if they incidentally met difficult vocabularies, boring passages, difficult pronunciation, motivation and interest to learn listening comprehension lessons. In contrast, some 35.1% of the students were feeling comfortable and were feeling positive even though they faced any difficulties in learning listening lessons since difficulties and challenges contained in the texts helped them to find the source of learning challenges and make them learn more. From this, it is possible to summarize that majority of the student feel comfort when they come across any difficulties in listening texts

- .73.6% of the students believed that means of media services, for example, attending voice of America, British Broad casting corporation (BBC) , CNN and Aljazeera can improve or develop the students listening comprehension skil in learning listening comprehension.
- According table three of student questionnaire, 34% of the students indicated that they were actively participating in learning listening lessons by asking questions, giving responses to their teacher, making discussion with their friends and giving examples to their discussion from their experiences.
- .Unfamiliar words or new vocabulary items, complex grammatical structures and difficult listening comprehension texts limited the learner's reaction towards learning listening comprehension lessons
- Many of the student respondents in table 4 indicated that grammar and vocabulary lessons were most often they like to learn than listening and speaking lessons. This is because in most cases the listening lessons do not guarantee or do not appear in the students' achievement tests except providing introductory information in order to learn speaking, writing, grammar and vocabularies.
- According to table 9, the students' questionnaire, Majority of the students or 68% of them believed that learning listening comprehensions were less difficult or very simple in relation to learning speaking and writing skills.
 - All the teacher respondents indicated that there are three stages of teaching listening lessons: pre, while and post listening stages.
 - The role of the student at different stages of learning listening is. the cooperative learning teachers which means he or she participate in discussion and make decision on the problem, role coordinators , that means sharing role to each member of the student so as to practice the listening activities, task master and noise monitor that means he or she get information how to solve the problem through discussion in the classroom.;
 - The roles of teacher in teaching listening lessons at different stages were managing the group, managing the activities and managing the learning.
 - Planned periodic workshops and seminars were likely to share experiences among teachers in order to enhance their skills gap on the methods and procedures to teach listening comprehension.
- The classroom observation was also showed that majority of post listening activities were not practically implemented within the time allowed to teach listening lessons in the class.

4.8 THE MAJOR FINDINGS

.1. Teaching listening and its implementation in the classroom is more productive when both the teacher and the students play their parts and actively participate in the classroom instruction.

2 Listening is the primary skill that the students need to attend in order to get introductory information to comprehend listening tasks and activities in the class.

3. Teaching listening has sequential order in which the learners and the teacher practice before listening, during listening and after listening activities in the classroom.. .

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 CONCLUSION

This study attempted to explore Jinka Preparatory School Students listening comprehension skill and the focus area of the study was Grade 11 and 12 students and English Language Teachers who were currently teaching English Language skills including listening skill and listening comprehension.

Data gathering instruments, such as close ended questionnaires to the students, open ended questionnaires to English language teachers and the researcher carried out participant classroom observation on the selected sections of grade eleven and grade twelve for three and two times respectively when the students were learning and the teacher was teaching listening comprehension in the classroom situations addressed that factors related to listening texts, the students related factors, the teacher in implementing techniques of teaching listening lessons and the environment in which the students were learning listening comprehension .

- Listening is the process in which the listener grasps concrete data from either read or spoken materials. Conditions, for example, listening texts which have difficult vocabularies. difficult topics or topics which are not related to the students background knowledge, students less concentration in paying attention to listening texts and complex grammatical structures in the listening text can negatively influence teaching listening lessons in the class.
- Unlike grammatical facts, language skills such as speaking, writing, reading and including listening comprehension skills are believed to be deliberately practicing and purposefully rehearsing to consolidate the skills for his or her own. For example, if the students were motivated to practice listening comprehension exercises with purpose, get exposure to English language speakers to listen and comprehend to what he or she listen to and pay attention to listening community mass Medias, such as BBC, VOA and others in English can improve the students listening comprehension skills.

- The researcher conducted classroom observations five times and saw that English language teachers were attempting to implement the three stages or phases of teaching listening comprehension in the classroom situations. However, the post listening tasks and activities in most cases were given as a home work and it was difficult for the researcher to observe whether the listening tasks and exercises extended to speaking, writing, and reading skills in order to integrate the four skills as designed in the theories of teaching listening skills or not.
- The researcher observed that the time allocated to present listening comprehension lessons as scheduled within one period is likely to be too short to dictate its appropriate implementation of the three techniques, such as pre listening stage, while listening stage and post listening stages in the class

5.2 RECOMMENDATION

2. Teachers ought to inspire the students prior knowledge and background information is vitally important to present listening comprehension in actual classroom setting.
3. Students ought to get exposure to different listening opportunities so as to understand the accent of the speaker, syllabic classification of the words, the phonology and morphology of the words, the syntax, the stress and the intonation of the words, the sentences and even the text at large can positively facilitate the listening comprehension potential of the students.
4. Teachers should teach new vocabulary items and grammatical structures in advance are the pre conditions for better attainment of the message entailed in the listening comprehension texts.
5. Teachers should give equal credit to teach listening comprehensions and listening skills as other language skills and teaching vocabulary items and grammatical structures.
6. Teachers should fairly apply teaching techniques of teaching listening comprehension and teaching listening lessons in order to ensure the effectiveness of teaching listening theories and methods of teaching listening comprehension in actual classroom situations.
7. Educational experts and text book developers should consider the students grade level, their language competence and including authentic contents can minimize the extent of understanding difficulties in learning listening comprehension lessons.

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Appendix A

Adama Science and Technology University

Humanities and Law

English Language Department

Post Graduate Program

Close ended Questionnaires for the Students

Dear students, you are kindly requested to give your genuine responses to the following questions. The main objective or purpose of these set of questions are to collect or gather first hand information from you on the basis of teaching listening comprehension in the class room. Therefore, your authentic answers to these questionnaires are expected to give handful contribution to this research study. Thank you very much in advance for your willingness and friendly cooperation.

Part I Personal information

Write the correct responses to the following.

Grade _____

Age _____

Sex _____

Part II The following Set of questionnaires are related to teaching listening lessons in the classroom. Select one alternative that you feel correct and circle it

1. The listening texts are very difficult to understand the message because the contents are unfamiliar.

A/ strongly agree B/ agree C/ strongly disagree D/ disagree E/ somewhat agree

2, I usually feel discomfort when I face difficulties in learning listening lessons,

. A/ agree B/ disagree C/ strongly agree D/ strongly disagree

3. How often do you participate in learning listening lessons or texts?

A/ most often B/ never at all C/ rarely D/ passively E/ actively

4. Among the following, which one do you like to learn most often in the class room to develop your listening comprehension?

A/ speaking B/ grammar C/ listening D/ vocabulary E/ grammar and vocabulary

5. How often do you learn the listening contents that are in your text book?

A/ always B/ usually C/ sometimes D/ rarely E/ never at all

6. Does your teacher make necessary preparation in advance or before to teach listening lessons?

A/ yes B/ no C/ sometimes D/ rarely if necessary

7. To what extent the listening lessons are important to improve your listening comprehension skills?

A / very important B/ quite important C/ important D/ less important

8. Complex grammatical structures and new vocabularies make the students understanding difficult in learning listening comprehension .

A/ sometimes B/ always C/ most often D/ never

9. Learning listening skills in relation to Writing and reading and speaking are:

A/ less difficult B/ very difficult C/ very simple D/ quite difficult

10. In how many of the listening exercises do you usually participate?

A/ all of them B/ many of them C/ some of them D/ none of them

11. Do you think attending Medias such as: BBC, VOA, CNN and AL JAZARA improve your listening comprehension skills?

A/ yes, definitely B/ No, never at all

Appendix B
Adama Science and Technology University
Humanities and Law
English Language Department
Post Graduate Program

Research Questionnaire for English Language Teachers

Dear English Language Teachers, the following open-ended questionnaires are mainly designed to carry out a research. The main purpose of these questionnaires is to gather information on teaching listening comprehension in actual classroom settings or situations. The researcher declares that your genuine responses wouldn't be used for other purposes and would expect your valuable resourceful data or information from your experiences. Thank you in advance for your friendly cooperation and willing to share your valuable time in giving the responses.

Part I: Personal information

- 1 Work experience_____
- 2 Work experience in teaching English_____
- 3 Educational background
 - 3.1 Diploma_____
 - 3,2 First Degree_____
 - 3.3 Master (Second Degree)_____
- 4 Age_____
- 5 Sex.
 - 5.1 Male_____
 - 5.2 Female_____

Part II: Open ended questionnaires on teaching listening comprehension

1. Have you participated in any work shops or seminars how to teach listening comprehension in relation to teaching listening skills?

2. Do you think these workshops or seminars helped you teach or present listening lessons effectively in the class?

3.If your answer is” yes” for question number 2,explain its benefits to teach listening comprehension_____

4. If your answer is “No” for question number 2,justify the reasons briefly why it doesn`t help teaching listening comprehension and listening skills._____

5.From your experience of teaching, what are the procedural techniques used to present listening lessons in the class?_____

6.What are your roles before you present or read the listening texts to the students in the classroom?_____

7. What roles do the students take before they listen to the listening text?

8. I think your students involvement in learning listening and comprehending to what they listen

Is _____

A/ passively B/ actively

9 .If your answer for question number 12 is “passively” explain the reasons

14. Do you usually allow your students cross check their answers in while listening exercises in pairs or in large groups?

A/ yes B/ No

15. IF your answer is” Yes” for question number 14, explain its contribution to teaching listening skills and listening comprehension._____

Thank you once again.

Appendix C

Adama Science and Technology University

Humanities and Law

English Language Department

Post Graduate Program

Classroom Observation Checklist

Teaching listening and comprehending to the concept of the message of the text in actual classroom teaching and learning has pedagogical procedures and techniques which get their roots from theories of teaching and learning listening comprehension. With this regard, the following criteria are set of questions that are derived from these technical procedures that enable the researcher to observe whether the teacher employs these theories in actual classroom setting or not.

Classroom Observation _____

Grade 11 Section _____

Lesson topic _____

Week _____ Date _____

Period _____

I Pre listening criteria

No	Classroom activities and practices to observed	Yes	No
1	Giving clear introduction to the content of listening texts or materials		
2	Explaining the meaning of difficult vocabularies		
3	Asking brainstorming questions to compare the students guesses and perditions to points in the texts		
4	Telling or explaining the purpose of different listening exercises		
5	Allowing students write listening exercises in their exercise book		
6	Encourage students read listening exercises before the listening the passage or the text		
7	Telling the students what would they do in the while listening stage		

II While listening

No	Classroom activities and practices to be observed	Yes	No
1	Giving chance to the students guesses to the meaning of new words in the context in while listening exercises		
2	Reading the text or the passage aloud to the students		
3	Encouraging the students do the exercises while attending the while listening lessons to the students		
4	Making or guiding the students to compare their answers in groups or in pairs		
5	Directing or helping the students while they are doing their exercises in groups or in pairs		

III post listening

No	Classroom activities or practices to be observed	Yes	No
1	Motivating students to express their feelings, experiences, opinions on the listening lessons or on listening text.		
2	Giving students reasonable feedback or productive correction.		
3	Relating the listening lessons with the student's real social life.		
4	Extending the listening lessons to writing, speaking and reading exercises		

Appendix D
Adama Science and Technology University
Humanities and Law
English Language Department
Post Graduate Program

Classroom Observation checklist

Teaching listening and comprehending to the concept of the message of the text in actual classroom teaching and learning has pedagogical procedures and techniques rooted from theories of teaching and learning listening comprehension. With this regard, the following criteria are set of questions that are derived from these technical procedures that enable the researcher to observe whether the teacher employs these theories in actual classroom setting or not

Classroom Observation

Grade 12 Section _____

Lesson topic _____

Week _____ Date _____

Period _____

I Pre listening criteria

No	Classroom activities and practices to be observed	Yes	No
1	Giving clear introduction to the content of listening materials		
2	Explaining difficult vocabularies		
3	Asking brain storming questions to compare students guesses and predictions to the points in text		
4	Telling or explaining the purpose of different listening exercises		
5	Allowing students write listening exercises in their exercise book		
6	Encouraging students read listening exercises before listening the passage or the text		
7	Telling the students what would they do in while listening stage		

II While listening

No	Classroom activities and practices to be observed	Yes	No
1	Giving chance to the students guess the meaning of the new words in the context in while listening exercises		
2	Reading the text or the passage aloud to the students		
3	Encouraging the students do the exercises while attending the while listening lessons of the text		
4	Making or guiding students to compare their answers in groups or in pairs		
5	Directing or helping students while they are doing their exercises in groups or in pairs		

III post listening

No	Classroom activities and practices to be observed	Yes	No
1	Motivating the students to express their feelings, experiences opinions on the listening lessons or on the listening texts.		
2	Giving students reasonable feedback or productive correction.		
3	Relating the students listening lessons with their real life.		
4	Extending the listening lessons to writing speaking, and reading exercises		