ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

THE PRACTICE OF TEACHING LISTENING SKILL AT BEGI PREPARATORY SCHOOL: THE CASE OF GRADE12

BY

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Table of contents

Contents **Page**

ACKNOWLEDGMENTS i

Table of contents ii

List of Tables iv

LIST OF ABBREVIATOINS AND ACRONYMS **Error! Bookmark not defined.**

Abstract v

CHAPTER ONE :INTRODUCTION.....1

1.1. Background of the study 1

1.2 statements of the problem 2

1.3 Objectives of the study.....4

1.3.1 General objective 4

1.3.2 Specific objectives 4

1.4 Research Questions.....5

1.5 Significance of the study.....5

1.6 scope of the Study.....5

1.7 Limitation of the study.....6

CHAPTER TWO: REVIEW OF RELATED LITERATURE 7

2.0 Historical Overview of Teaching Listening.....7

2.1 Definition of Listening.....8

2.2The Nature of Real-life Listening 8

2.3 Micro-skills of Academic Listening 9

2.4 Listening in the EFL Classroom 10

2.5 Effective Teaching of Listening.....11

2.6 Listening Materials 11

2.7 Materials for Teaching Listening Comprehension.....14

2.8 The Role of the Teachers while Teaching Listening Skill.....16

2.9 How can Listening Be Taught?.....19

2.10 How can Listening Be Assessed? 19

2.11 Listening Lesson Frame Works. 20

2.12 Listening Comprehension Strategies 23

2.13 Effective EFL listening comprehension strategies 25
CHAPTERTHREE : RESEARCH METHODOLOGY 26
3.1 Research Design 26
3.2 Research Sites 26
3.3 Target Population 26
3.4 Sampling Procedure 26
3.5 Sampling Technique 27
3.6 Procedure for Data Collection 27
3.7 Data Gathering Tools 27
3.7.1 Questionnaire 27
3.7.2 Classroom Observation 28
CHAPTER FOUR: DATA PRESENTATION, INTERPRETAYION AND DISCUSSION 29
CHAPTER FIVE: SUMMERY, CONCLUSSION AND RECOMMENDATION 47
5.1 Summary 47
5.2 Conclusion 48
5.3 Recommendation 49
Appendices 55
Appendix- A :Teachers' Questionnaire 55
Appendix- B :Students' Questionnaire 59
Appendix- C :Observation Checklist 62

List of Tables

Table 1: **Teachers Responses to the inquiry about listening and their experience of teaching of listening**..... 30

Table 2: Students Responses to the enquiry about Learning Listening skill. 32

Table 3: Data Presentation and Discussion of Classroom Observation..... 34

Table 4 Data Presentation and Discussion of Teachers and Learners Responses to the enquiry about the Pre- ,While and post Listening Practices and Summary of Classroom Observation. 36

Abstract

*The purpose of this study was to investigate the practice of teaching of listening skill in listening classroom . It was carried out in grade12**Begi** preparatory school. Three English language teachers and sixty students were the participants of the study. Data was collected and discussed analytically using quantitative data analysis. It was gathered using questionnaire and observation data gathering tools . Three English language teachers, who were teaching both grade 11 and 12 and sixty students from grade 12 completed the questionnaire.. Three of the teachers were observed (each three times) while they were teaching listening to see how they were practicing teaching of listening skill. The information gathered from the classroom observations was checked against the questionnaire. Then, responses given to questionnaire and the findings of the classroom observations were presented in tabulation and analyzed using frequency and percentage, then results were obtained . The findings revealed that teachers failed to implement frequently the teaching of listening according to the procedures and techniques favored by ELT scholars, and the teaching of listening skill based only on English textbook .Finally, based on the findings, it was recommended that teachers should get further training to employ successful implementation of listening lessons at the level. Teachers, on their part, should work hard and prepare supplementary materials in order to address the interest of their students in listening abilities, and the ministry of education should prepare extra listening texts besides the listening texts incorporated in English textbook.*

CHAPTER ONE :INTRODUCTION

This chapter deals with background of the study, statement of the problem ,objective of the study ,research questions, significance of the study, scope of the study and limitation of the study.

1.1. Background of the study

According to crystal (1997), English language is very important, because it is an international language of the world that people can use and communicate with other people . English language is taught integrated within the four skills, namely reading, writing, listening and speaking. However, among the four skills listening plays a great role in communication as it is said that of the total time spent on communicating, listening takes up 40%-50%, speaking, 25%-30%, reading, 11%-16% and writing, about 9% (Mendelsohn,1994).Although the teaching of listening has long been " somewhat neglected and poorly taught aspect of English in many EFL programs" (Mendelsohn,1994),listening is considered as much more important in both EFL classrooms and SLA research. Also in Ethiopia, among the English language skills, listening skill has not been taken into account in the English language teaching methodology for a long time, both teachers and students have emphasized on language forms but not language use.

Palmer (1993) states that putting a new curriculum in place does not necessarily mean that a change in classroom behavior will occur. This is because innovation in the language teaching classrooms is often hindered by the lack of explicit illustration of good practice.

The syllabus designers and materials writers expect, indeed assume, that the 'new' ideas they present will have to be adapted by the teachers before they are used in particular teaching-learning situations. Newly discovered features of listening comprehension, such as its being an active process, requires the teacher to develop a comprehensive understanding of listening and student's listening ability development. Likewise, teachers should develop skills that allow them to become active in teaching listening skill (Rost, 1991).

Teachers need to be helped to explore the implications that the innovations can bring to their previously-established classroom routines and behavior, and thus adapt them to their particular

circumstances. Otherwise, even experienced teachers may face problems with well-established teaching styles, and perceptions of what is or is not possible in their classrooms when presented with 'new' ideas (Palmer,1993). Nunan (1989) also explains that "classroom teaching-learning experiences are more important than statements of intent in determining language-learning outcomes."

Nunan's view is substantiated by Widdowson (1990:) who comments:

> *… changes in a syllabus as such need have no effect on learning whatever. They will only do so if they inspire the teacher to introduce methodological innovations in the classroom, which are consistent in some way with the conceptions of content and principles of ordering proposed in the new syllabuses (p:129).*

This view implies that what teachers actually do in their classes plays a decisive role in the successfulness of a language-teaching program. If teachers do not develop the right conceptions of the 'new' ideas in the syllabuses, they may not be able to introduce the required changes into their classrooms. In other words they may not execute the specified contents in line with the teaching procedures suggested in listening lessons. Then there could be a mismatch between what is planned and what is actually done. Nunan (1988), for example, discusses such a frequent mismatch between the planned curriculum and the implemented curriculum (i.e. what actually occurs in the listening classroom). Students thus may remain lacking the intended abilities in the learning listening classes.

1.2 statements of the problem

In fact, learners spend over 50% of time on listening while functioning in a foreign language. Research has also found that improvement in listening skill has a positive effect on other language skills (field, 1991 and, Rost, 1994). At present listening plays a vital role in foreign language learning and it has gained more and more attention in foreign language (EFL) class room.

It is also an important means of learning and basic for other language skills , particularly in the educational setting where a foreign language is used as a medium of instruction (Vandergrift, 1999). It is believed that learners should develop academic listening skill when they are at schools (Ur, 1984).

In an educational setting where a foreign language serves as a medium of instruction, as is the case 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 classroom culture dictates the daily teaching-learning tasks to be achieved largely through talking and listening. As a result, effective listening becomes one of the determinants of the students' success or failure (Taron and Yule 1989). Particularly, at the tertiary level of learning, the ability to listen effectively is a necessity. At this level, students are expected to understand different types of lectures, discussions, presentations, seminars and other academic spoken discourses.

Although English language is the medium of instruction starting from high school to different institutions and colleges in Ethiopia, the students' listening abilities seem to have short of the expectation. For instance, students couldn't understand the content of any lesson unless they had been given notes on the chock board .Hence, from the researcher's experience ,as he is English language teacher, recognized students' poor listening performance and motivated to study the practice of teaching of listening skill, in Begi preparatory school, the case of grade 12.

In fact local researches were studied on the area of listening skill. Haregawian (2003), for example, made an attempt to see how listening lessons are taught in relation to the new English course books in grade 11 in Addis Ababa. She finally, reported that there is a mismatch between what teachers do and the pedagogical procedures suggested in the course books..

Taye (2008) at Addis Ababa grade 7 two primary schools and Muluken (2008) at Gonder town grade 8 primary school studied on the practice of teaching of listening skill. The results of the study revealed that teachers didn't employ the pre-, while and post listening stages and failed to implement fully the teaching of the listening according to the procedures and techniques favored by the teachers book and scholars of ELT.

Studies by Tewolde (1988) and Semie (1989) focused on students' listening ability. Findings by Tewolde show that the listening ability of grade 7 students is below the expected listening level required of them in understanding their subject areas. The study, on the other hand, indicated that

the students could understand some functions like definitions. Some of the studies however focused on students 'listening abilities, and except Haregawian (2003) who studied at tertiary level (grade 11) , the studies were carried out at primary level. Therefore, the present study focused on the practice of teaching of listening skills at grade 12 Begi preparatory school, which the previous studies did not include. whereas, a classroom research like this would be helpful to investigate whether the planned language-teaching program has been put into practice accordingly.

Besides, from the researcher's experience particularly many of grade 12 students in Begi preparatory school faced difficulties on their academic achievements due to their poor listening abilities. Hence, the researcher believed that the responsibility will still go to English language teachers in equipping themselves to the methodology of teaching of listening skill.

1.3 Objectives of the study

The objective of the study was to see the practical implementation of teaching of listening skill and what strategies teachers used during teaching of listening skills in the listening classroom to improve students listening skill in Begi preparatory school. The general and specific objectives of the study are stated as follows:

1.3.1 General objective

The main objective of the study was to investigate how often **Begi** preparatory school teachers implement listening lessons , and how much their teaching practices match with the techniques of teaching of listening skill suggested by different scholars.

1.3.2 Specific objectives

The specific objectives of this study were pointed out as follows:

1. To identify how often English teachers implement listening lessons in the listening classroom.

2. To investigate whether teachers use the listening frameworks (the pre, while and post listening stages)properly during listening lessons.
3. To identify how often English teachers provide listening comprehension strategies that enable learners to improve their poor performance of listening abilities.

1.4 Research Questions

In order to achieve the above objectives the study was intended to answer the following questions:

1. How often Begi preparatory school teachers deliver listening lessons in the listening classroom?
2. To what extent English language teachers practice the listening framework tasks (the pre, while and post listening stages) during listening lessons?
3. How often English teachers teach listening comprehension strategies?

1.5 Significance of the study

The researcher thought that the findings of the study would contribute to:

- Preparatory school English language teachers to implement the teaching of listening skill in the way stated by different scholars.
- Help learners to develop their listening comprehension skill and recover from their poor listening abilities.
- Higher institutions and colleges to re-evaluate their practices on training of listening skill.
- Help other researchers to make further study on similar topic.

1.6 scope of the Study

Actually the all-encompassing of the study would be increased if the study entertained more schools under the study.

However, the researcher was not sure that other schools had such problems, and besides the school is nearer to the researcher's home than the other five schools in the woreda.

Therefore, the study focused on **Begi** preparatory school in case of grade 12. It is located in **Oromia** regional state, **west wollega zone, Begi woreda** bordered by **Assosa**, the zonal city **and**

Tongo MaoKomo special woreda of **Benishanul Gumuz** regional state**. Begi** town is 672 km far from **Finfine**, the capital city of Ethiopia and also of **Oromia** regional state.

1.7 Limitation of the study

In fact, there were a lot of phenomena which influence the development of students' listening comprehension skills. For instance, the purpose and contents of listening, student characteristics ,school environments ,learners attitude towards the skill etc. However, shortage of time, financial problems, lack of internet access and insufficient sources were some problems which forced the researcher not to include all the above phenomena under a single study. Therefore, the study was restricted only to the practice of teaching of listening skill at Begi preparatory school the case of grade 12.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Historical Overview of Teaching Listening

With the development of linguistic analysis, Listening as one aspect of language, passed through many ups and downs. Changes in the methodologies have been noted developments. Although the direct method of language teaching was widespread for about 100 years, it did not pay due attention to the listening skill incorporated in the language learning syllabuses (Rost ,1990). With the emergence of the oral approaches (situational and audio) listening was perceived as aural recognition of linguistic structures. Hence, exercises were designed with the aim of enabling students identify and discriminate these structures (Rost,1990). But later it made a jump from a mere discrimination of distinctive sounds to comprehending recorded dialogues and read aloud texts often played or read repeatedly. (Brown, 1987). But they failed to include these in the syllabus design. In America, in the late 1960's, scholars, such as James Asher, founder of Total Physical Response, came up with the belief that "readiness to talk is somehow biologically determined by the rate at which understanding of spoken language has been acquired (Rost, 1990). Following this, several of Asher's colleagues developed listening based language learning methods in the 1970's. In the 1980's, listening was paid due attention and was used as a critical element to design language learning syllabuses. For instance, Krashen and Terrell (1983) formulated an approach and Ellis (1985) gave recommendation for language acquisition based on this principle . While listening-based learning was emphasized the Communicative Language Teaching (CLT) recognized the significance of listening skills in language learning. As CLT was concerned with spoken language, listening exercises were made to simulate real life and to this end the texts were authentic. It is, therefore, clear that listening skill is recognized recently as compared to other language skills .

2.1 Definition of Listening

Listening is the act of both physical and mental activities which leads to hearing and interpreting to distinguish whether things go right or wrong, one should listen what someone says carefully. In other word it is difficult to understand what someone has said only through hearing (Turner 1995).Listening is an activity which makes meaning to be constructed by brain from the heard. Because of it is an internal activity one can't directly observe its process. It means that it is more or less impossible to examine as the listener has actively used at the particular time, what listening strategies are employed which source of information is mostly used and what problems are experienced by the listeners (Anderson, 1988).

Many people think hearing and listening are one and the same. But there is a real distinction between merely hearing the words and really listening to the message . Hearing is receiving sounds whereas listening is beyond this and involves various processes including hearing (Nadig 2006) . He also adds "When we listen effectively we understand what the person is thinking and/or feeling from the other person's own perspective."

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

2.2The Nature of Real-life Listening

Buck (1995) emphasizes that a good teacher of listening comprehension should have knowledge about the nature of spoken language, the cognitive processing of spoken language, and ways of helping students to be better listeners.

Ur (1996) suggests that, in real life, we most often listen purposefully with expectations about the message apart from comprehension itself. In addition, each person has thousands of personal schemata. Rost (2002) and Chamot (1990) argue that "schemata consist of situation-specific knowledge about goals, participants and procedures in real-life situations."

We also have "schemata representing the discourse organization of various genres and rhetoric." By means of these schemata, individuals develop expectations, predict what will occur next, with clues for comprehension. In addition, real-life informal language is produced in short chunks, has redundant utterances, includes incomprehensible noises, and is full of assimilation and elisions (Buck, 2001). These features are not as prevalent in planned speech, such as lectures, as they are in unplanned spoken language. However, the fact that planned speech does not reflect the same features of informal language does not mean that understanding planned and formal spoken prose is easier than understanding informal conversation. These two types of language, which appear as two different broad genres, that is, formal and informal language, differ greatly from each other. Thus, it is necessary that foreign language learners be familiarized with the features of both ,so that they can activate the appropriate schemata when needed (Ur,1984).

2.3 Micro-skills of Academic Listening

In academic contexts, listening comprehension involves listening to lectures, listening and interaction in oral presentations, seminars, tutorials and other academic spoken discourses (Richards 1985). In such cases, participants are expected to listen continuously for up to a few minutes. As a result, many writers (e.g. Brown and Yule 1983, Rost 1990,Morley, 1991) consider academic listening as a transactional listening. Research into the specific features of academic listening has shown the complexity of this skill. It comprises a number of micro-skills that demand special training. Scholars such as Richards (1985), Nunan (1989) and Rost (1990) have produced taxonomies of these micro-skills. But Richards 'taxonomy of micro-skills of academic listening seems to be more comprehensive. Based on the analysis of results of diagnostic and proficiency tests, he identified eighteen micro-skills of academic listening. Among them the following are worth mentioning. The ability to:

- identify purpose and scope of the lecture.
- identify topic of lecture and follow topic development.
- identify relationships among units within discourse (e.g. major ideas, generalizations, supporting ideas, examples).
- identify role of discourse markers in signaling structure of a lecture(e.g. conjunctions, adverbs).
- infer relationships (e.g. cause, effect, conclusion).

- recognize key lexical terms related to subject/topic,
- deduce meanings of words from context.
- recognize markers of cohesion.
- follow lecture despite differences in accent and speed familiarity with different styles of lecturing :formal, read, conversational, unplanned.
- develop knowledge of classroom conventions (e.g. turn-taking, clarification requests).
- Recognize instructional/learner tasks(e.g. warnings, advice, suggestions, recommendations, instructions).).

2.4 Listening in the EFL Classroom

Teachers are responsible to make sure that the activities they are engaged in are interesting. They also have to be clear about how much they wanted their children to listen in English. Purposeful and carefully directed listening activities should be provided where they ask students to focus on specific points (Brumfit et.al, 1996).Studies of classroom interaction indicate that students take much time to listen their teachers, to each other or to pre-recorded materials. Teacher uses English languages for discussion and to give instruction, etc. to make listening demands to the students. This needs to teach students how to listen in order to withstands effectively with the demands (Brumfit et.al, 1996). The practice of asking learners to listen to something with no support other than questions to answers after listening has various disadvantages. It concentrates too much on the listening of comprehension rather than helping children to develop strategies for copying with meaning. Teachers tend to take one of two approaches to the place of listening in the teaching program. The first considers listening as part of a set of activities which integrated with other skills work. For instance, the children could listen to a dialogue with a clear grammatical focus on tape or read aloud by the teacher as preparation for reading it to practice specific grammatical patterns (Atkin et .al ,1995).

The second considers listening as part of a set of activities which may not necessarily be closely integrated with the learners other language learning. It is called as ‘autonomous’ listening practice. And may take to consideration the age, interests and language ability of the students. In other words relevance, transferability, applicability and task orientation would be the three main principles of developing listening materials and activities (Atkin et.al,1995).

2.5 Effective Teaching of Listening

Language comprehension is generally seen as part of an interactive process a rising from the complex interplay of the three main dimensions of interactions; the social, the cognitive and the linguistic (Brumfit et.al, 1996). As the view of the scholars, the social dimension takes the accounts of the fact that interaction among people is the chief means of maintaining the relationships and exchanging information. The cognitive dimension refers to the relation between interaction and ideas; children hear ideas, suggest their own ideas and develop new ideas through talking and listening to other. The linguistic dimension refers to the way in which participants interpret, predict and summarize components of spoken message.

Rost (2001) puts elements of effective teaching listening as follows:

> *1)Careful selection of input sources,2)Creative design of tasks(well-constructed, with the opportunities for the learners to activate their own knowledge and experience and to monitor what they are doing) 3)Assistance to help students enact effective listening strategies, 4)Integration of listening with other learning purposes (with appropriate links to speaking, reading and writing (p:156).*

Therefore, language teachers are expected to make the necessary preparation of (by previewing the material, adapting it using additional and alternative materials, designing suitable tasks) ,they also play a vital role in introducing learners the strategies they should employ in listening classes in order to understand the spoken language. Knowing the features of listening, like any other skill, is an important factor for effective teaching listening skill (Holmes,2001).

2.6 Listening Materials

Listening materials can be divided into authentic and non-authentic listening materials.

1. Authentic Listening Materials

In trying to define authentic listening material , Underwood(1989) uses phrases like ‘real speech’, not specially designed for foreign language learners’, natural conversation ‘, what people say in real life’, ‘what native speakers say when talk to each other .’ Field (2008) also defines it as recordings of people speaking naturally and without the purposes of language

learning in mind. Cunningworth (1984) explains it as materials originally used in real situations and were not designed for use in language teaching. Such materials are used in the class room to expose the learners to real language use. He gives examples of such materials- like newspaper articles ,letters ,advertisements, recordings of news, airport announcements, etc. In harmony with definitions and explanations given by the above scholars ,the present researcher thinks the suitable authentic listening materials are unscripted, natural and spontaneous spoken language materials like interviews, lectures, dialogues, discussions, conversations etc.

Rost (1990) states that the main aim of teaching listening comprehension is to help learners of English develop skills to cope with listening to speech in real life. Thus ,one the main ideas of using authentic materials in the classroom is to expose the learner to as much real language as possible. Where are authentic listening materials come from? According to Miller(2003) the most common sources of authentic materials are TV /video ,radio, audio-tape and the internet. Lindsay and Knight (2006) stated that the input, which is all the target language data the learner is exposed to both spoken and written inside or outside the classroom come from different sources such as the teacher, friends, newspapers, TV programs, the internet, films , course books , novels, dictionaries, and so on. Therefore, using these sources in language teaching means that the material is frequently authentic , topical with real world information.

2. Non –Authentic Listening Materials

Non authentic materials are tools used by teachers in order to facilitate the learning of language. This sort of materials are proposed, revised and modified to serve pedagogical purposes. They include cassettes, videos, work books, photocopies…etc. Kennedy and Bolitho (1984) consider simplified texts as a burden which prevents learners from dealing with the real world of their subject area.

Ur (1984) states that many listening comprehension exercise used today in the classroom are yet based on formal spoken prose, despite most heard speech is spontaneous and colloquial in character. Besides, notes that the type of listening comprehension activities based on a text proposed in advance and read aloud by the teacher or on tape don’t give the kind of rehearsal needed.

According to Ur (1984) ,when planning listening exercise, one should put in to account the following points:

1. *The kind of real- life situation for which we are preparing the students.*
2. *The typical difficulties students are likely to encounter and need exercises to overcome.*
3. *The nature of the classroom teaching learning process that involves the physical considerations, like the size and arrangements of the classroom, the number of students, technical ones such as the uses of tape recorders or other equipment the pedagogical ones: how to improve students motivation, concentration and participation; how to correct and give feedback, how to administer activities effectively (p:22)* .

For the effective teaching listening in the L2 classroom, Nunan (1989) describes things that influence listening comprehension are the task or purpose in listening and the context in which the listening occurs.

Morley (1991) on the other hand states that to make students successful listeners, the teacher must set a purpose for listening, select and design appropriate listening materials and activities taking in to consideration the age, interests and language ability of the students. In other words relevance, transferability, applicability and task orientation would be the three main principles of developing listening materials and activities.

As teaching listening skills in the absence of texts is unthinkable, teachers need to know the different types of texts with their distinctive features, purposes and to which particular group of students they are suitable. According to Anderson and Lynch (1988), listening materials are of three kinds:

a. **Static texts**: Descriptions or instructions in which the relationship between items in the text is likely to be fixed.

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

c. Abstract texts: Expressing people's opinions /beliefs.

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

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

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

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

The scholars list dictates that students should not only be provided with artificial texts but also real/authentic/ texts. Doing so enables students to attend non-verbal aspects of communication, such as gesture, facial expression, pause, and hesitations etc. This, however, demands devotion and creative mind .Knight (2006, online) states "In active listening ,we restate our understanding of their message and reflect it back ."

2.7 Materials for Teaching Listening Comprehension

Listening materials used for EFL listening comprehension instruction should reflect the features of real-life spoken language, for example, by using everyday dialogues or listening texts extracted from radio and TV programs. Therefore, classroom materials need to be authentic and reflective of real-life listening situations. when materials are not reflective of authentic language

(e.g., recordings of a written text on a tape), they hardly represent any real-life listening situations. Although listening to materials written to be read provides a certain type of exercise, that is, a formal-transactional speech exercise, it is not enough to prepare students to listen to real-life speech (Ur, 1984).

Lectures, which are thought to be highly reflective of transactional speech, represent an important listening genre because they are also a part of real-life listening (Ur, 1996).

Field (2002) claims authentic materials can and should be used even with beginner learners. However, it is important to create a good balance between authentic and pedagogically-prepared listening materials, because learners can only learn what is comprehensible to them, not what is incomprehensible to them. Using authentic materials does not necessarily mean using real- life listening texts in the classroom. Teachers should adapt authentic texts in terms of cognitive load and task demand instead of just simplifying the language of the text. Adapting texts might be as easy as not having students to respond to the all of physical task demands, such as listening and marking places on a map. Teachers of English as a foreign language should consider all of the characteristics of real-life speech and provide their students with exercises representing as many of its features as possible.

As Lam (2002 online) puts it, first of all, learners need to be made aware of the nature of real-life speech. They also need to be aware of time-creating devices (e.g., "um," "urh," and "eh"), facilitation devices (e.g., "you know," "I mean," and "well"), and compensation devices (e.g., redundant or repeated words, discourse markers, and other visual clues) inherent in spoken language. To this end, teachers need to devise awareness-raising exercises, such as comparing extracts of written and spoken texts, converting written texts to spoken texts or vice versa. After these consciousness-raising exercises, teachers can also provide students with skills-enabling exercises. These exercises may include having students identify this time-creating, facilitation, and compensation devices while listening to authentic listening texts, producing their own texts, and integrating listening with other skills, especially with speaking.

It is also important to inform learners about the various purposes for listening. As mentioned earlier, in real-life listening situations, people usually have an aim for listening beyond

understanding what is being heard, such as finding out something; so, they expect to hear something relevant to their aims. Therefore, learners should be informed about what they are going to listen to. Such information, which is provided before instructional listening activities, helps learners activate relevant schemata and enhance anticipation (Ur, 1996). Setting a task before listening may also create a purpose that is similar to real-life aims. Pre-set tasks also enable the listener to listen selectively for specific information. Thus, instead of giving mere instructions to "listen and understand," teachers can give instructions with more contexts such as "Now we are going to hear a husband and wife discussing their plans for the summer…. listen and find out where the family is going for their summer holidays. Mark the places on your map" (Ur, 1996, p.108). It is also appropriate to note that these activities do not need to be transactional; students can focus on interactional aspects, such as listening for tone of voice and for mood, etc. There may also be some listening situations where there is no clear purpose other than relaxation or entertainment, such as listening to stories and films. Such activities may still be motivating for learners.

Another feature of real-life listening tasks is ongoing listener response. This feature should also be reflected in classroom listening activities. In real life, the listener usually responds to the speaker at different intervals throughout the task of listening, whereas in class, learners are usually required to respond to the text at the very end . Ongoing listener response also helps the listener to be active and motivated during listening. Teachers should consider the difficulty level of tasks before using listening materials in the classroom since many of them may be too difficult to accomplish (Ur, 1996 ,p.110).

2.8 The Role of the Teachers while Teaching Listening Skill.

To promote effective teaching of listening, the teacher needs to develop an awareness of the listening demands and purpose of different text types and tasks. And also the teacher needs to widen his/her abilities of the types of spoken text used to develop listening as well as the types of listening skills practiced. It is also very important to be aware of the level of difficult of task type. Listening to label a picture, for example is easier than completing a matrix, sequencing statements or selecting the best summery of a story (Brumfit et .al, 1996).Teachers are expected to practice:

A. supporting with understanding

It requires patience, imagination and skill to create an interesting environment for young learners to develop confidence in listening. The teacher's role in this respect is very crucial(Vandergrift 1999).

B. Planning for Listening and Choosing Appropriate Texts and Tasks

Listening provides a wealth of practice in specific language points, for instance pronunciation vocabulary, grammatical patterns and discourse. The activities chosen may also enhance thinking skills and concept development, for example when matching or predicting items (Vandergrift 1999).

To promote effective teaching of listening, the teacher needs to develop an awareness of the listening demands and purposes of different text types and tasks. At the same time the teacher needs to widen his/her repertoire" of the types of spoken text used to develop listening as well as the type of listening skills practiced. The type of text chosen for teaching listening plays a significant role. Therefore, the teachers choice of text can be influenced by the children's age, language level and interests; the specific language and listening focus he/she wishes to provide and the degree to which listening is integrated into general language learning or regarded as a more separate activity. The teacher needs to develop a feeling for the kind of task which fits a certain text type. These could be listening for gist, listening for specific information, predicting, inferring attitude and working out meaning from the text (Vandergrift 1999).

C .Combining Listening with Other Skills

According to language acquisition theory, human capacity for discrimination between language intention and language content is a crucial step in the language acquisition process. Thus listening comprehensive ability plays an important role in acquisition and improvement of language skills. Therefore, in teaching listening, there is a need to combine the development of listening ability with the development of other skills such as reading. In order to improve listening ability it is necessary to listen frequently to a teacher reading well, since it is very difficult to generate a high quality output without appropriate input. Secondly, students need to practice reading aloud among themselves. By such activity students will learn to combine the act

of listening with reading. Students must be actively engaged in producing language of high quality if they are to improve their English proficiency levels. Similarly, by combining listening with writing, teachers can divide the work into two parts. First, students might answer teachers questions in written English after listening to spoken language material.

It is also important to remember that good listening entails recalling the essence of the material rather than the precise detail. Thirdly, teachers should combine listening activities with speaking in ways that bring out the basics of oral communication. Inevitably, listeners will lose the information resources without speaking; speaking will lose its objective without careful listening and, as a result, speaking ability will not be acquired. Listening and speaking rely on each other and regulate each other. It is important to strengthen listening through speaking and to improve speaking through listening. Students need to retell and discuss the material they have just heard in order to synthesize their understanding. In this way they learn to combine listening with speaking properly. Students who are able to do this are able to overcome their passive response to the situation and gradually they learn to feel safe when they respond. In order for this to happen, a truly interactive and penalty free listening class is required (Rost 2001).

Teacher/student and students/student exchanges should be emphasized as opportunities for a free exchange of opinions when participants can consolidate their listening approaches and skills during the process of communication. Through a variety of listening-reading, listening-writing and listening-speaking activities, students can not only strengthen their language skills but also sharpen their interests and raise their motivation to improve their learning efficiency (Rost 2001).

D. To ensure that Learners are Aware of Listening in Language Learning

Language is an important aspect of our everyday lives, often requiring inventiveness by its speakers. On the other hand, real language use may often appear untidy necessitating considerable effort and still to reduce to simple grammar patterns . Students need to be aware of all language possibilities. More importantly, they have to be aware of how language is used ,as well as its different variations and linguistic twist .Hence, reading and listening are specially important, as they are vital discovery activity that enable students unmask creative ways in

which language is used ,and also help to raise their awareness about the use of grammar amongst other things (TedPowe,2009 online).

As teachers we should be prepared to use variety of techniques to help our students learn and acquire the awareness of listening, we should ensure that our students are aware of the vocabulary they need at their level and that they can use the words appropriately. If we are really ready to teach students what words mean and how they are used, we need to demonstrate this together with other words in context .Competent users of language are proficient in a range of language skills. It is pertinent for teachers and language instructors to see that the students language skills are transferred to the use of English (Short, 2004 online).

2.9 How can Listening Be Taught?

According to Underwood (1989) ,supportive environment can be created by teachers like:

- *Establishing norms that reflect how attentive listening is valued ,example by using body language to indicate attending fully to the speaker to confirm understanding*
- *Discussing the etiquette of listening*
- *Stressing the importance of the audience in a speaking listening situation, that is the interactive relationship.*
- *Modeling good listening behaviors*
- *Teachers can design a range of activities that engage students in opportunities for listening:*
- *Read aloud*
- *Listening for variety of purposes such as for information or for pleasure*
- *Participating in productive talk to construct or clarify understanding.*
- *Writing conversationally.*

2.10 How can Listening Be Assessed?

Since teachers can't get into the heads of the students, it is a challenge to assess what students are hearing and how well they are listening. Overall, assessment must focus on students' response to the material that has been listened to. While responses can be oral, kinesthetic, written, and graphic and so on, the challenge for teachers is to asses listening skills, strategies and comprehensions, and not oral, kinesthetic, writing or graphic skill. A variety of assessment

strategies and tools can provide information and opportunities for giving constructive feedback to students (Buck,2001).

According to Buck (2001),teachers can:

- Use observation checklist during discussion.
- Make mental notes on students' answers to oral questions of listening activities.
- Give listening comprehension quizzes
- Schedule teacher student and student lead conferences

2.11 Listening Lesson Frame Works.

Only well designed task and appropriate text are not enough for the development of listening skill unless the materials are used properly. Rost (1990) states that activity contains elements like input, setting and roles, procedures, outcomes, monitoring and feedback. These elements suggest what listening activities should contain. Different scholars think that good listening lessons go beyond the task itself and suggest that a listening lesson need to have three steps: pre-listening, while listening, and post listening (Peachey, 2008 and Sericoban, 1999).

A. The Pre-Listening Comprehension.

During the pre-listening comprehension, learners are expected to do some activities before the listening text is started in order to brainstorm about the text they are going to listen. Turner (1995) suggests that pre-listening activity is concerned with keeping the procedures, preparing the ground linguistically and culturally, before starting the listening text. Accordingly, the scholars recommend that a teacher is expected to inform the students what the text is about and provide a title.

For pre-listening activities, teachers should aim to provide sufficient context to match the degree of contextualization that would be available in real life and to motivate students. The pre-listening stage is critical for activating personal schemata and engaging the students in the flow of the lesson. Teachers should be conscious about the length of time that they devote to the pre-listening stage, since there is a danger of shortening the time for actual listening practice if the

pre-listening stage is too long. Tasks might also be employed before listening in order to provide a purpose for listening and a context for comprehension (Buck, 1995).

B. While Listening Comprehension.

While listening activities are, all tasks that students are required to do during the time of listening to the material. These activities enable students listening for meanings that are to understand a message from spoken language. While-listening activities could also be interesting and challenging. They should guide the students to handle the information from the during-listening stage. Field (2002) distinguishes between extensive and intensive listening. Extensive listening can be defined as listening to a text without focusing on details and listening for pleasure, with the aim of understanding something worth hearing. In intensive listening, on the other hand, the listener aims to pick up detailed pieces of information .Rost (1991) further divides listening into the types, which can take place in the during-listening stage:

1. *Attentive listening has students listen and supply short responses to the speaker.*
2. *Intensive listening focuses students' attention on language forms. These activities require students to focus on specific contrasts of grammatical, lexical, or phonological forms in contexts.*
3. *Selective listening helps learners to identify a purpose and to learn to attend to specific information provided in the text.*
4. *Interactive listening provides learners with activities, which help them to assume active roles in the listening process, even when they are in the listener's role (p:58).*

To be able to prepare students for these activities, teachers should make sure that the input of the activity matches the proficiency level of the students . To this end, teachers can make use of the 'cognitive load' principle (Brown, 1995). Briefly, the cognitive load principle asserts that the more complex the number and distinguish ability of (a) referents, (b) spatial, temporal and informational relations, and (c) causal and intentional inferences become, the more difficult the text becomes for learners to comprehend.

It is important to prepare tasks for listening practice (Buck, 1995 online), particularly for the during-listening stage. Tasks should increase the degree of attention paid to meaning rather than form, thus ensuring that listening is a communicative information-gap activity. Common

examples of during listening tasks include following instructions to fill in boxes or grids ,completing drawings or diagrams, and participating in competitive quizzes while they listen to texts. When engaged in such tasks while listening to texts, learners do something with the information they have. Tasks such as these act as models for real-life responses. Tasks should be simple, success oriented, and easy to respond to so that ongoing response during-listening is created as in real life (Ur, 1984).

The during-listening stage is the most suitable stage for providing exposure to real-life listening. Mendelsohn (1995) states that there should be a lot of exposure to real listening in a good listening comprehension lesson. Therefore, for the during-listening stage, it is important that students practice a great deal of intensive and extensive listening. Students may listen to texts more than once to compensate for the lack of visual and environmental clues.

While- listening activities can be shortly defined as all tasks that students are asked to do during the time of listening to the text. The nature of these activities is to help students to listen for meaning that is to elicit a message from spoken language. While- listening exercises should be interesting and challenging. They should guide the students to handle the information and messages from the listening text. Lindsay, and Knight, (2006: 52) state the following as some examples of while listening activity

Listen and draw - In this kind of activity the teacher describes a room to his learners, for example where the tables, chairs and other furniture are, how many windows and doors there are, and so on. He also tells them to draw the room as he describes it.

Listen and match - The learners have a number of pictures of different people. The teacher describes each of these people and the learners have to identify the correct picture.

Listen and order pictures or a dialogue -The learners have a number of pictures from a strip cartoon or story. They listen to the story and they have to put the pictures into the right order.

Listen and follow a route on a map - Learners listen to directions and they mark the route on a map.

Listen and complete a form -The learners are given something complete according to what they hear, for example, someone giving their name and address, data of birth work experience, and so on.

Listen and Correct -The learners have a written text with details about a certain event. They

hear someone describing this event but with a number of factual errors. Learners have to identify the errors.

C. Post-Listening Task.

Throughout our daily lives we read and make comments; we listen and write. Hence, the language learning we do through listening should be connected with the language learning we do through speaking, reading or writing because of the skills is inseparable. Post-listening activities combine what has been listened through reading and writing, which are more self-paced and reflective activities (Rixon, 1986).

The third stage of a listening lesson, the post-listening stage, may be where teachers highlight important functional language that students have been exposed to in the during-listening stage. Using listening as a way of reinforcing grammar might be one teaching technique, but it is not the only one. In the post-listening stage, the teacher can ask students to infer the meanings of new words from the context. Teachers may have students infer the meanings of the unknown words by writing the target words on the board, replaying or reading the sentences containing them, and asking the learners to work out their meanings. This stage should also include checking answers to listening comprehension activities (Field, 2002). In addition, post-listening may be a good stage in which to integrate listening with other language skills.

Underwood (1986) states the purpose of post-listening activities are:

a) understand the text.
b) To give students the opportunity to check whether the students have understood the text and have completed the while listening task effectively.
c) *To reflect why learners have failed to consider the attitude and manner of the speakers in the listening text. To expand on the topic or language of the listening text, and perhaps transfer things learned to another context (p:74).*

2.12 Listening Comprehension Strategies

Learning strategies, in general, help EFL language learners tackle learning difficulties. It is generally thought that these strategies should be taught systematically in EFL language

classroom .What researchers have been able to conclude is that in order to understand aural information; listeners must use effective listening strategies. Such strategies are particularly significant in second language learning; due to the lack of them, students' listening comprehension becomes problematic, challenging, and ineffective (Hanna 2012). As a result, since the 1980`s studies based on strategies used by effective learners have been advising teachers that the main purpose in designing a listening lesson is to "instruct students how to go about listening, i.e. how to handle information that is not 100% comprehensible." Successful listening can also be looked at in terms of the strategies the listener makes use of when listening. Does the learner focus mainly on the content of a text, or does he or she also consider how to listen? A focus on how to listen raises the issues of listening strategies. Strategies can be thought of as the ways in which a learner approaches and manages a task and listeners can be taught effective ways of approaching and managing their listening. These activities seek to involve listeners actively in the process of listening (Buck, 2001). Buck (2001,) identifies two kinds of strategies in listening .They are cognitive and meta cognitive strategies.

A. Cognitive Strategy

Those mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval;

Comprehension processes: associated with the processing of linguistic and non-linguistic input;

Storing and memory processes: associated with the storing of linguistic and non-linguistic input in working memory or long-term memory;

***Using and retrieval processes*:** associated with accessing memory, to be readied for output .

B. Meta cognitive strategy

Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies:

Assessing the situation: taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a task

Monitoring: determining the effectiveness of one's own or another's Performance while engaged in a task;

Self-evaluating: determining the effectiveness of one's own or another's performance after

engaging in the activity;

Self-testing: testing one to determine the effectiveness of one's own language use.

2.13 Effective EFL listening comprehension strategies

Listening can be categorized into reciprocal or interactive listening, where the listener is required to play a part, and non-reciprocal or non-interactive listening where the listener listens passively to a monologue or speech. While listening, the listener may use top-down strategies or bottom-up processing or both. Top-down means using our prior knowledge and experiences; bottom-up processing means using the information we have about sounds, word meanings, and discourse markers to assemble our understanding of what is heard one step at a time (Brown, 2006).

Though strategies are clearly a way to ease the burden of listening and should be taught to students, with so many strategies available, how can teachers put them into real practice and thus benefit students? In other words, what are the pedagogical implications of these learning strategies? Brown (2006) suggests that systematically presenting (1) listening for main ideas, (2) listening for details, and (3) listening and making inferences helps students develop a sense of why they listen and which skill to use to listen better. He also asserts that like reading lessons, in a typical listening lesson there are "pre" activities, "while" activities, and "post" activities. Vandergrift (1999) also indicates that the pedagogical sequence of pre-listening, listening and post-listening activities, if used consistently, can guide students through the mental processes for successful listening comprehension, and promote the acquisition of meta cognitive strategies in three categories: planning, monitoring, and evaluating.

CHAPTERTHREE : RESEARCH METHODOLOGY

This part of the study includes research design, research sites, sources of data, target population and sampling techniques , instruments of data collection , and procedures of data collection.

3.1 Research Design

A descriptive research design and quantitative method was employed for this study. This method was selected on the assumption that can help the researcher to gather important data related to the subject under the study . Elliott et al.(2000) reported that descriptive design is important to answer question related to the current status of the problem.

3.2 Research Sites

This research was carried out at Begi Preparatory school which is located in **West Wollega Zone Begi Woreda**. The school was established in 1994 E.C as secondary school .It **is 672km** far from the capital city of **Ethiopia/Finfine**,and**268 km far from Gimbi** the Zonal city of West Wollega Zone.

3.3 Target Population

The population of the study included grade 12 students and English language teachers of **Beg**i preparatory school. There were 300 grade 12 students (176 and 124 male and female respectively) , and three English language teachers (3 male and 0 female) in **Begi** preparatory school. Among the population the researcher used 20% from the total population of the students which was 60 (34 male and 26 female) students ,and 100% of the total population from English language teachers .

3.4 Sampling Procedure

There are five secondary schools and one preparatory school in Begi woreda. The five secondary schools are to some extent far from the researcher's home in relation to the preparatory school in the Woreda. As a result, the researcher selected Begi preparatory school which is not more than ½ km from the researcher's home and interested to apply the study

3.5 Sampling Technique

The sampling techniques for the study were systematic random for students and availability sampling techniques for teachers. The former was from probability using lottery method and the latter was from non-probability method to determine its sample size.

3.6 Procedure for Data Collection

The researcher first distributed questionnaires (twice) for both teachers and students of the desired samples and collected, and later observed the teachers (three times each) in order to check the actual practices of teaching of listening skill in the classroom against the distributed questionnaire

3.7 Data Gathering Tools

The study employed two data gathering tools to collect the required important information for the assigned study. The two data gathering tools were questionnaire and observation, and each stated as follows:

3.7.1 Questionnaire

In order to gather data about teachers' practices during teaching listening lessons, close ended questions (one open ended) was designed for teachers. It consisted of 26 questions. The questionnaire contains three parts; the first part asked teachers personal information, the second part dealt with general information about teaching listening, and the last part asked teachers practices in the pre, while and post listening activities in the listening classroom and consisted. This was set in four points likert scale (usually, often, sometimes, and never), and adapted from Haregawian (2003) and due to the fact that she designed questionnaire referring to EFL literature, the researcher supposed it was important to adapt. Besides, in order to assure what teachers practice in the classroom, the questionnaire was also distributed for learners. Students' questionnaire consisted two parts: the first part asked information about learning listening skill and the second part dealt with the enquiry about teachers practices of listening skill in the listening lesson frameworks (the pre-, while and post listening activities) during listening classroom and consisted 23 close ended questions.

3.7.2 Classroom Observation

To cross check the data obtained from the questionnaire and to identify what teachers actually do during teaching listening skill and how they performed the lessons, classroom observation was used as a main data gathering tool. Hence a checklist was prepared, and the three (3) English teachers were observed 3 times each which is 9 times in total. The information was summarized and changed into the frequency (usually, often, sometimes, and never) i.e. if the frequency happens 3 times it was rated as usually; if 2 times, often; if one time, sometimes and if 0 time, never.

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CHAPTER FOUR: DATA PRESENTATION, INTERPRETAYION AND DISCUSSION

This chapter deals with data presentation, interpretation and discussion which were collected from teachers and students through questionnaire and observation.

4.1 Teachers' Responses to Questions about the Practice of Teaching of Listening skill

Before leading to the specific aspects of teaching listening, teachers were asked about their qualification and year of experiences because teachers capacity and level of confidence are of great importance as well when giving a listening class. Teacher should be able to sufficiently masters what he/she has to teach, and have certain level of self-confidence to perform the class. Most of the time such problem exists because the teacher is not trained, or the training is not adequate to the level taught; or even he /she doesn't have enough practice in teaching this types of skill (Ur,1984 online) .According to Table 1 below , one (34%) of teacher respondents replied he is degree holder in other fields of study and diploma holder in English language with more than 10 years of teaching experiences. The other two (66%)of the respondents are degree holder in English language with 3-6 year experiences.

Table 1: **Teachers Responses to the inquiry about listening and their experience of teaching of listening**

No	Item	Response	FD	
1	For how many years have you taught English in preparatory school?		F	%
		0-3 years	-	-
		3-6 years	2	66
		7-10 years	-	-
		More than 10years	1	34
2	Do you teach listening lessons?	Yes	3	100
		No	_	_
3	How many of the listening lessons did you teach?	All of them	3	100
		Many of them		
		Some of them	_	_
4	Have you ever used listening materials besides text books?	Yes	1	34
		No	2	66
5	If so,what kinds of listening materials have you been using?	Recorded tapes and videos	_	_
		Recorded tape only	_	_
		Only videos	_	_
		Teachers produced materials	1	34
6	How experienced are you with the concept of listening strategies?	Very experienced	_	_
		Somewhat experienced	2	66
		Slightly experienced	1	34
		Not at all	-	-
7	Have you ever attended in service-training related to skill gap?	Yes	-	-
		No	3	100
8	If you have attended for how long have you attended?	For a week	-	-
		For a month	-	-
		For one summer	-	--
		Not at all	3	100
9	If you have never attended, do you think in service-training related to skill gap is important for you?	Yes	3	100
		No	-	-

From the above data (Table 1) it is clear that all teachers answered they taught listening lessons in every academic years ,and for the question how many of the listening lessons did you teach in every academic year, all of the respondents said they taught all of the listening lessons incorporated in English textbook.

With regarding to question number -5 i.e. using listening materials in addition to the listening texts given in English textbook, two (66%)of the respondents had no any of the listening materials, and one respondent (34%) said that he had teachers produced materials , however the material was not observed during the class room observation took place by the researcher.

Morley (1991) however, states that to make students successful listeners, the teacher must set a purpose for listening, select and design appropriate listening materials and activities taking in to consideration the age, interests and language ability of the students. In other words relevance, transfer ability, applicability and task orientation would be the three main principles of developing listening materials and activities.

Harmer (1993 online) also states that " We cannot isolate the material from the class where they are mostly developed . In English language teaching a listening class will be more effective if we make use of suitable listening materials." Yagang (1993 online) suggested that the lack of appropriate listening material has negative impact on how well teachers teach.

Hence, it was teacher's responsibility to select a wide range of materials to increase listening text content besides textbooks. Learners have to listen different level of English in order to expose to natural, lively rich language, like listening to English songs to increase their listening interests. As far as teachers experience with the concept of listening strategies is concerned, 2 (66%) respondents somewhat experienced and one (34%) slightly experienced with the listening strategies. Since, teachers are less experienced about listening strategies; it is unquestionable that teachers did not put into consideration the vital role of the listening skill in the student's academic achievements and the role that the skill plays to develop the learners' other language skills.

Moreover, teachers were asked whether they attended in service training related to skill gap. The three teacher respondents however answered they did not attend any of in service- training related to skill gap ,and with regard to the importance of training related to skill gap , all teacher respondents said attending in service -training to fill skill gap is important for them.

Table 2: Students Responses to the enquiry about Learning Listening skill.

No	Item	Response	FD	
1	Does your teacher teach you listening lessons incorporated in the English textbook?		F	%
		Yes	57	95
		No	3	5
2	If you say yes for question 1 above, how often the listening lessons do they teach you?	Always	25	42
		Sometimes	28	47
		Rarely	7	11
		Never	_	_
3	Do you believe that learning the listening Lessons is useful?	Yes	58	97
		No	2	3
4	If you believe that learning listening lessons is useful, to what extent is it useful?	Very useful	48	80
		Quite useful	7	12
		Useful	5	8
		Less useful	-	-
5	Does your teacher use listening materials during listening lessons?	Yes	4	7
		No	56	93
6	If you say yes for question 5 above, what kind of listening material does he/she use ?	Tape recorded	-	-
		Video cassettes	-	-
		English textbook	56	93
		Maps	1	2
		Pictures	3	5

As the above table shows almost all of the learner respondents 57 (95%) said that teachers presented or taught them the listening lesson provided in the textbook, and 3 (15%) of the respondents replied that their teachers did not present the listening lesson.

Regarding with the question how often the teachers teach the listening lessons,25 (42%) answered that the teachers always present listening lesson, and 28 (47%) responded that their

teachers sometimes present listening lesson, and the remained 7 (11%) said their teachers never present listening lesson provided in the textbook.

Concerning question number 3 Which is about the usefulness of learning listening lessons ,58 (97%) of student respondents reacted positively and only 2 (3%) answered negative response, and relating the degree of the usefulness of listening lessons, 48(80%) of learner participants said it's very useful ,7 (12%) quite useful, and 5(8%) responded that it's useful.

Learners were also asked if their teachers use listening materials during listening lessons .For this only 4 (7%) said their teachers use listening materials and 56 (93%) said their teachers did not use listening materials, Among the learner respondents those said the teachers used listening materials, 1(2%) maps and 3 (5%) Pictures responded for the question what kind of listening materials teachers use during listening lessons.

Table 3: Data Presentation and Discussion of Classroom Observation

No	Observed Activities	Teacher's behaving						FD				Total
		Ob1		Ob2		Ob3		Yes		No		
		Yes	No	Yes	No	Yes	No	No.	%	No.	%	
1	Practice the pre-,while and post listening tasks in the listening classroom	2	1	1	2	1	2	4	44.4	5	55.6	9
2	Using visual materials like pictures or graphs in the listening class		3	1	2	1	2	2	22.2	7	78.8	9
3	Check the input of listening activities match the proficiency level of the learners		3		3		3		0	9	1oo	9
4	Using authentic materials in the listening classroom		3		3		3		0	9	100	9
5	Supervising whether learners use the target language when discussing in group or pair	3		1	2		3	4	44.4	5	55.6	9
6	Giving immediate feedback for learners activities	3		2	1	1	2	7	78.8	2	22.2	9
7	Practice listening comprehension strategies		3	1	2	1	2	2	22.2	7	78.8	9
8	Guiding learners to set listening goals and objectives	1	2	1	2		3	2	22.2	7	78.8	9
9	The listening activities extend the lesson to other language skills	3		3		3		9	100	-	-	9

Key: Ob1=first classroom observation, Ob2= second classroom observation, Ob3= third classroom observation.

As indicated in the observation checklist above, teachers were observed while they were practicing different activities in the listening classroom. Based on the observed activities, pertaining activities number 1 and 5,i.e about practicing the pre-,while and post listening tasks , and supervising learners during group discussion, two of the three teachers were observed practicing the activities one time, and one of them was observed two times among the three observation sessions assigned for each. Hence, teachers' practices for the two activities inclined under the frequency sometimes.

With regard to activities number 3 and 4, no teachers were observed practicing the activities. This is to mean that none of the teachers used authentic materials and checked the input of the listening activities. This implies that teachers relied only on text book.

As far as activities 2, 7 and 8 is concerned, two teachers were seen when using visual materials (i.e ,graph), teaching listening comprehension strategies and telling learners to set listening goals and objectives .The last activity of the observation session indicated that teachers practiced teaching listening skill integrating with other language skills like writing, reading and speaking.

Table 4 Data Presentation and Discussion of Teachers and Learners Responses to the enquiry about the Pre- ,While and post Listening Practices and Summary of Classroom Observation.

No	Items	Respondents	FD	Usually	Often	Sometime	Never	Total	MV
1	Introducing the lesson to get the learners attention towards the listening lesson.	Teachers	F	2	1			3	2.7
			%	66	34			100	
		Students	F	54	6			60	2.9
			%	90	10			100	
2	Letting students do some activities such as guessing unknown words, predicting the contents of the text before listening	Teachers	F		1	2		3	1.3
			%		34	66		100	
		Students	F			45	15	60	o.75
			%			75	25	100	
3	Teaching related vocabulary before listening	Teachers	F		1	2		3	1.3
			%	34	66			100	
		Students	F			45	15	60	o.75
			%			75	25	100	
4	Informing the learners what to focus on the while listening	Teachers	F		2	1		3	1.7
			%		66	34		100	
		Students	F			3	57	60	0.05
			%			5	95	100	
5	Reading the contents more than once to make students compensate the lack of visual and environmental clues in the while listening	Teachers	F	3				3	3
			%	1oo				100	
		Students	F	17	43			60	2.3
			%	28	72			100	
6	Setting tasks for the while listening stages such as grids, completing diagrams etc.	Teachers	F		2	1		3	1.7
			%	100				100	
		Students	F		54	6		60	1.9
			%		90	10		100	
7	Check the input of listening activities match the proficiency level of the students	Teachers	F		1	2	-	3	1.3
			%		66	34		100	
		Students	F		37		23	60	1.2
			%		62		38	100	
8	Asking students to infer the meanings of new words in the post listening stages	Teachers	F		2	1		3	1.7
			%		66	34		100	
		Students	F		46	14		60	1.8
			%		77	23		100	
9	Providing sufficient contents which match the degree of contextualization that would be available in real life to motivate the learners	Teachers	F	1	1	1		3	2
			%	33	33	34		100	
		Students	F		4	6	50	60	0.23
			%		7	10	83	100	

10	Teaching listening comprehension strategies.	Teachers	F	1	2			3	2.3
			%	34	66			100	
		Students	F		8	38	14	60	0.9
			%		13	63	24	100	
11	Encouraging students to answer comprehension questions after listening	Students	F		9	51		60	1.15
			%		15	85		100	
		Teachers	F	3				3	3
			%	1oo				100	
12	Letting students express their views about the text after listening	Students	F	9	9	42		60	1.45
			%	15	15	70		100	
		Teachers	F		2	1		3	1.7
			%	100				100	
13	Checking whether learners use English language when discussing in group or pair.	Students	F		29	17	14	60	1.4
			%		48	28	24	100	
		Teachers	F		1	2		3	1.3
			%		34	66		100	
14	Telling students to set goals and objectives for listening	Students	F		3	31	26	60	0.6
			%		5	52	43	100	
		Teachers	F	1	2			3	2.3
			%	34	66			100	
15	Encourage learners practice listening outside the class room	Students	F		16	23	21	60	0.9
			%		27	38	35	100	
		Teachers	F		2	1		3	1.7
			%		66	34		100	
16	Giving appropriate feedback for learner's activities	Students	F	30	10	9	11	60	1.9
			%	50	17	15	18	100	
		Teachers	F	2	1				2.7
			%	100				100	
17	Extending listening lessons to other language skills	Students	F	46	13	1		60	2.75
			%	78	21	2		100	
		Teachers	F	2	1			3	2.6
			%	66		34		100	
	Grand Mean	Teachers							
		Students							

Concerning question number 1 ,one (34%)of the teacher participants responded that he often introduced the listening lesson, before starting teaching listening, in order to have the attention of the learners, and two (66%) of them responded they usually introduced the lesson. About 54 (90%)of the student participants also assured that their teachers usually introduced the listening lesson before starting the lesson, and 6 (10%) of the respondents replied their teachers often introduced the lesson before the teaching of listening lesson start. The observation session as shown from Table 3above also assured that almost all teachers usually introduced the lesson

before starting teaching of listening lesson. The mean value of teacher respondents for item number one is 2.7 and the learner respondents resulted 2.9 and inclined the activities under the frequency usual.

Dorothy (2010 online) also suggested that call attention to careful listening will heighten learners awareness of the importance of the skill. Hence ,according to the discussion, it's unquestionable that teachers practiced very well in introducing listening the lesson.

For questions number2 and 3, one (34%) of teacher participants answered he often taught some related vocabularies , encouraged the learners to predict the content of the listening text; and gave chance for the learners to guess the meaning of new words in their pre-listening activities, but two (66%) of the respondents however replied they sometimes did the activities. The mean value of teacher respondents for items number 2 and 3 activities resulted1.3 which inclined the activities under the frequency sometimes.

Majority of the students i.e, 45 (75%) of the student respondents said teachers sometimes taught them related vocabularies and let them predict and guess the meaning of unknown words. The remained 15 (25%)of student respondents replied their teachers never practiced the two activities. The mean value of learner respondents however resulted 0.75, which led the performed activities to the frequency sometimes.

During the 9 classroom observations , the teachers were observed only one time that means teachers sometimes practiced teaching related vocabularies and gave chance for learners to predict and guess the meaning of new words. Thus, the observation session and what learner participants responded indicate teachers practices are less than what they are expected to do so.

However, Krashen (1988) states that vocabulary is a basic element in communication. We acquire morphology and syntax because we understand the meaning of what we hear. If acquirers do not recognize the meaning of the key words used by those who address them, they will be unable to participate in the conversation. So that students need to acquire vocabulary that should be taught in context as well as teachers should develop strategies to help students expand their vocabulary. He also suggests that guessing the meaning of new words help learners to

develop the ability to infer the speaker's messages. However, it is clear that for questions number 2 and 3 above teachers' practices lack continuity.

Regarding with questions number 4, two (66%) of teacher respondents answered they often informed the learners what to focus on the while listening activities, and one (34%) said he sometimes told the learners what to focus on the while listening lesson. The mean value of teacher respondents of the item also indicated 1.7 which means the activity was often practiced.

Contrary to this, almost all student respondents said their teachers never told/ informed them what to focus on while listening activities , and very few i.e. 3 (5%) of the students said their teachers sometimes informed them what to focus on while listening. The mean value of learner respondents this item which is 0.05 indicated the activity was never practiced.

On the other hand, the researcher observed that teachers did the activity only one time , which means they sometimes informed their students what to focus on while listening activities. Harmer (1993) however states that "The listener must pay attention to the speaker's clues." As a result, it's unquestionable that teachers were not as expected as what they should do."

Regarding question number 5, all teacher respondents (100%) responded they usually read the listening text more than once. Student respondents also confirmed that teachers practiced this activity i.e. about 17(28 %) of the respondents said their teacher usually read the listening text more than once ,and 43 (72%) of the respondents answered the teachers often read the listening text more than once. The classroom observation session also assured that teachers often practiced the activity, and the mean value of learner respondents this item (5) is 2.3 and inclined under the frequency often.

For question number6, one (34%) of teacher respondents answered he sometimes set tasks for the while listening activities, and two (66%) of teacher participants said they often practiced the activities. The student respondents that is 54 (9o %) said their teachers often set tasks , and the remained 6 (10%) of the respondents answered that teachers sometimes set tasks during the while listening lesson. During the classroom observations teachers were seen two times practicing the activity , which means they often set tasks for the while listening activities.

Harvey (2000,online)also states that introducing creative activities as part of a foreign language curriculum stimulate learners to think on their own. Activities that enhance listening skills can be achieved through active exercise where the teacher facilitates the listening attentiveness of students through specific exercises.

Therefore, one can understand that teachers better practiced in reading the listening text and setting tasks, but less practiced to inform their learners what to focus on while listening. This might have impact on the learners' intensive listening skill in which they are expected to understand the meaning of each discourse, words and sentences(Harvey,2000).

Pertaining question number 7, 2 of the teachers participants replied they sometimes checked the input of the listening activities match the level of the students, and the remained one responded he often practiced the activity. The mean value of teachers response of question number 7 is 1.3 which means the activity was practiced sometimes.

More than half of student respondents 37 (62%) also assured that their teachers sometimes practiced the activity , but less than half of student respondents 23 (38%) replied teachers never checked the input of the listening activities ,but the mean value of learner respondents for this item that is 1.3 depicts the activity practiced sometimes .

However, the researcher observed that no teachers checked the input of the listening activities ,and as a result , based on the observation session and students' and teachers response, teachers practiced less than they expected

However, for pre-listening activities, teachers should aim to provide sufficient context to match the degree of contextualization that would be available in real-life. Holmes (2001) states that language teachers are expected to make necessary preparation (by previewing the material, adapting it using additional and alternative materials, designing suitable tasks).

For question number 8, two (66) of teacher respondents said they often asked the learners to infer the meaning of new words from the listening text, and one(34%)of them replied he sometimes did so. Majority of student respondents 46 (77%)assured that teachers often practiced the activity, and only 14 (23%)of them replied the teachers sometimes asked them to infer the

meaning of new words from the content. The mean value of teachers and students responses for item number 8 are 1.7and 1.8 respectively which is inclined the activity under the frequency often.

However, during the 9 classroom observations, teachers were observed 1 time which means teachers practiced of asking learners to infer the meaning of new words failed under the frequency some times, but a listener has to listen to a passage and be able to express a speaker's opinion .Interpreting clues is however not always easy and therefore this technique is not for first cycle but third cycle students (Harmer ,1993 online).Nonetheless ,teachers did not give as much emphasis as they expected to practice the activity to avoid student's poor listening skills.

Regarding with item number 9 , teacher participants said (1 (33%)=usually,1 (33%)=often and1 (33%)=sometimes)they provided sufficient contents which much the degree of contextualization related with the learners real life. On the other hand, learner participants (i.e. 50 (83%)=never, 6 (10%)=sometime 4 (7%)=often) answered their teacher provided real life related materials. The mean value of learners response iso.23 and inclined the activity under the frequency never.
The classroom observation session also contradicts what teachers and nearly 10 (17%) of the students said, but assured what 50 (83%)students replied, because teachers were not seen while providing any extra-listening text during the classroom observation session. .

Ur (1996) however suggests that in real-life, we mostly listen purposefully with expectations about the message apart from comprehension itself. Besides, although listening to materials written to be read provides a certain types of exercise, it's not enough to prepare students to listen to real life speech, because, each person has thousands of personal schemata, for instance, listeners need to activate different schemata when listening to a lecture and when listening to a story.

Using authentic materials doesn't necessary mean using real life- listening texts in the classroom .Teachers should adapt authentic texts in terms of cognitive load and task demand instead of just simplifying the language of the text. Teachers of English language should consider all of the characteristics of real – life speech and provided their students with exercise representing as many of its features as possible (Rechard, 2012).

As far as question number 10 is concerned, one of the teacher respondents said he usually taught listening strategies and two of them (66%) replied they often practiced teaching listening strategies. Moreover, 38 (63%)of learner respondents said their teachers sometimes taught listening strategies, and 8 (13%) often ,and the remained 14(23%) students answered teachers never taught the listening strategies. The mean value of learner respondents for question number 10 which is 0.9 however inclined the activity under the frequency sometimes.

The classroom observation session also pointed that teachers practiced only one time which inclined their practice of teaching listening strategies under the frequency some times. Nonetheless, different scholars give their views that listening strategies are one of the teaching listening methods. For instance, listening strategies are one of the methods learners can become actively involved in controlling their own learning listening, because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses (Vandergrift, 1999).

The National Capital Language Resource Center (NCLRC) suggested that effective language teachers show students how they can adjust their listening behavior to deal with the variety of situations, types of input ,and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation..

With regard to item number11, all teacher participants said they usually encouraged their students to answer comprehension questions . About 51 (85%) learner respondents sometimes ,and 9 (15%) of them often encouraged them to answer comprehension questions after listening. The researcher also observed the teachers practiced only one time from the 9 classroom observation. The mean value of learner respondents for this item which is 1.15 shows the activity was practiced sometimes.

For item number 12, which is letting learners express their views after listening, two (66%) of teacher participants replied they often practiced the activity ,and 1 (34%) said he sometimes let learners express their views after listening. On the other hand ,student participants that is (,9 (15%)=usually, 9 (15%) =often and 42 (70%)= sometimes) said their teachers practiced the activity. Although the mean value of learner participants for item number 12 inclined the activity

under the frequency some times (i.e 1.45), the researcher observed the teachers two times which means the activity was often practiced.

For question number 13, two (66%) of teacher participants replied they sometimes supervised their students to check whether the learners use English language during discussion, and one teacher replied he often practiced the activity. Nearly half of student respondents ,i.e 29 (48%) said their teacher often supervised them during group discussion in listening class, and the remained (17 (28%)=sometimes ,14(24%) =never) said the teachers practiced the activity. The mean value of item number 13 for both teachers and learner respondents inclined the activity under the frequency sometimes that is 1.3 and 1.4 respectively.

However, although the observation session witnessed that teachers often encouraged the learners to answer comprehension questions and sometimes let the learners express their views, the teachers were not seen supervising their students to check whether the learners use English language during group discussion. But, from the researcher's experience students use mother tongue when discussing in group or pair. Due to this, teachers practice play important role during group discussion to lead the learners to the target language.

Knight (2000) also states that listening activities should aid learners by focusing their attention on the topic, activating any knowledge they have about the topic. Learners should be assisted by dealing with discussing the topic or type of conversation with the learners, giving learners information about the context, for example, who is talking, where they are listening ,making sure they understand why they are doing the activity, for example, to introduce new language, they have about the topic, and making it clear to the learners what they have to do while they listen, and so on

For question number14,which is telling students to set listening goals and objectives, one replied that he usually did the activity, and two of the teacher participants responded that they often told learners to set listening objectives and goals.

Contrary to teachers responses, student respondents said their teachers (i.e.3 (5%)=often, 31 (52%) = some times, and 26 (43% = never) told them to do the activity. The mean value of item 14 for teacher respondents (2.3) indicates teachers often told their students to set listening

goals and objectives. The learner respondents' mean value (o.6) however inclined the frequency under sometimes.

From the researcher's observation, although there were theoretical aspects of the activity, none of the teachers were seen doing the activity practically i.e., teachers were not observed while checking their students really practice the listening skills based up on the goals and objectives they had set. Morley (1991) however ,states that to make students successful listeners, the teacher should encourage his/ her students to set productive listening goals and objectives and they need to check whether the learners follow the listening objectives they had set.

Regarding item number 15, majority of the teachers 2 (66%) said they often encouraged or told their students to practice listening outside the class room. One (34%) of the teachers however often encouraged the students to practice listening outside classroom. Student respondents (16 (27%) = often, 23 (38%) = some times, 11 (35%) = never) answered that teachers encouraged the students to practice listening outside classroom and the mean value of learner respondents for item number 15 is o.9 and indicates that the activity was sometimes practiced. Even though teachers reacted positively for the question, the researcher considered that teachers under achieved the activities, because they were not seen doing the practical application of the activity.

However, many scholars argue that the objective of classroom instruction is to assist learners to be able to use what they learn inside the classroom outside of it. Regard to this, Krashen and Terrell (1983) state that classroom language teaching is aimed at providing learners with opportunities to use the language outside the classroom where the student is able to use both the outside world and the classroom for their further advancement.

Furthermore, in order to attain the desired goal of second or foreign language learning, students should be assisted from various directions to use the language which they are taught at the classroom level (Brown 1994). The author explains that "… classroom learning can be further facilitated if teachers take the logical extra step and actually send students out into the world to put into practice what has been learned." (p.2).This can be done if teachers help learners to get chances to practice the language by providing them with more choices and resources outside the

classroom so that they can use the target language for the real life communicative purposes. In this way teachers can extend classroom learning to the outside world (Brown 1994).

For the analysis of teachers practices in the pre- while and post listening activities in general, it is clear that teachers were less considered the effectiveness of the listening frame works(the pre-, while and post listening activities) to improve student's listening abilities.

However, according to Turner ,(1995)) the pre-and while listening activities are very effective in the teaching of listening skill including the outline for listening to the text and teaching cultural key concepts. The pre-listening activities have two primary goals such as to activate students' prior knowledge, building up students expectations for the coming in formations and to provide the necessary context for the specific listening task.

The while listening activities also have vital purposes such as to focus student's comprehension of the speaker's language and idea, to focus students attention on such things as the speakers organizational patterns, to encourage students critical reactions and personal responses to the speakers idea and use of language. Post listening activities allow students to reflect on the language from the text. In addition, post listening tasks can involve additional reading, speaking, and interaction integrating other skills (Underwood 1989).Therefore, it was teachers' responsibility to understand the major purposes of the listening frameworks and the effectiveness of the activities in teaching listening skill in order to increase student's listening ability.

Regarding question number16, which is giving appropriate feedback, all teachers replied they usually gave feedback for the learners listening activities. Student participants (30 (50%) = usually, 10 (17%) = often, 9 (15%) = some times, 11 (18%) = never) said their teachers gave them feedback. Although the teachers were observed while giving feedback during classroom observation, most of the feedbacks were consisted failure results .

Krashen (1982) however suggests repeated failure lead learners to frightening and a real psychological barrier to effective listening. Hence, if there is a failure for understanding, diagnosing the cause of the failure is so important that remedial action can be taken. Neglecting the failure results even further failure. However, in the area of this study teachers were unaware of the impact of repeated failure when giving feedback for their learners' activities.

With regard to the last (question number 17) as shown in Table 4 above, most teacher respondents usually practiced teaching listening combining with other language skills, and only one teacher sometimes practiced the activity. The student respondents that is 46 (78%) = usually, 13 (21%)= often, 1 (2%) = sometimes) replied that their teachers practiced teaching listening integrated with other language skills. The classroom observation session also realized that teachers were practicing teaching listening combining with other skills like reading, writing and speaking skills. Rost (2001) also suggested one of the elements of effective teaching listening is interacting listening with other language learning purposes.

CHAPTER FIVE: SUMMERY, CONCLUSSION AND RECOMMENDATION

This chapter discusses the summary, conclusion and recommendation of the study about the practice of teaching listening skill in Begi Preparatory school, in case of grade 12.

5.1 Summary

The study tries to describe the practice of teaching listening skill in grade 12 Begi preparatory school. The following research questions were formulated for the study:

- How often Begi preparatory school teachers deliver listening lessons in the listening classroom?
- To what extent the school teachers practice the listening framework tasks(the pre ,while and post listening stages) during listening lessons?
- How often English teachers teach listening comprehension strategies?

To give answer to the formulated research questions, one government preparatory school in Oromia region, West Wolega Zone ,Begi Woreda was selected. The school was selected because it is nearer to the researcher's home than the other five schools found in the woreda. The subjects of the study were English teachers and grade 12 students. Sixty students were randomly selected from the 300 students using probability sampling technique and the three preparatory school English teachers using non-probability sampling techniques.

The data for the study were gathered using questionnaire for teachers and students and classroom observations. A total of twenty three questions for the students and twenty six questions for the teachers were used to generate relevant information . An observation check list was prepared in order to cross check the information gathered from teachers and students through questionnaires.

After carefully collecting the significant data using the two instruments , the data was analyzed using descriptive analysis. Hence, frequency, percentage and mean were used to analyze and describe the data. Finally based on the findings obtained, conclusion and recommendation were formulated.

5.2 Conclusion

Based on the interpreted and analyzed data, conclusion was made as follows:

- Almost all teachers were teaching the listening lessons incorporated in the textbook , and they introduced the lesson before starting teaching listening.
- The teachers practice of teaching of listening strategies was not as expected as they should and none of them was using any authentic listening materials during listening lessons. This is to mean that the contents of the listening texts provided during listening lessons are based only on the texts which is found in the teacher's guide and student's textbook.
- Teachers lack in service - training to fill knowledge or skill gap about teaching of listening skill and the way they have to deal with the listening lesson based upon the scholarly stated of effective teaching of listening skill.
- Little effort was devoted in teaching vocabularies though teachers practiced better by giving chance for learners to guess the meaning of new words from the listening text.
- The teachers were effectively practiced to set tasks and read the listening text, but they practiced less to tell on what to focus while listening activities.
- Teachers were not this much understood the role of the listening frame works(the pre-while and post) listening activities in teaching listening skill to increase students' listening ability.
- Even though teachers were effectively let learners participate to answer comprehension questions and give their views, teaching listening strategies, encouraging students to set listening goals, and practice listening outside the classroom left under theoretical aspects. Teachers did not often practically apply the activities.
- Teachers were observed when they give different activities and give feedback for the learners' activities. However their way of giving feedback for learners listening activities contradict with what is stated by scholars of ELT , this is to mean that teachers' feedbacks for learners activities consisted failure results.
- Finally, although teachers practice of teaching of listening skill showed some gaps, they were practicing teaching of listening skill integrating with other language skills like reading, writing and speaking.

5.3 Recommendation

Based on the conclusions made above, the following recommendations were suggested:

- First of all teachers need to reconsider the way they practice teaching of listening skill ,and put in to account the role of teaching listening strategies to make learners develop listening ability of the target language, rather than depending only on practicing listening activities.
- Neglecting failure feedback for learners activities should be avoided and teachers should rather diagnose the cause of the failure then should take remedial action soon.
- Teachers are responsible to prepare listening materials and check the input of the content of the listening text to address the students' interests of listening abilities at the level.
- The ministry of education should prepare extra listening texts besides the listening texts incorporated in English textbook
- The concerned body should give training for teachers in order to inculcate awareness about the role of listening skill in teaching other language skills.

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Adama Science and Technology University

School of Humanities and Law

Depart of English Language

The Practice of Teaching Listening Skill At Begi Preparatory School: The case of Grade 12

Appendices

Appendix- A :Teachers' Questionnaire

Dear teacher,

Currently, I am conducting a research on "The practice of Teaching listening Skill." This questionnaire is prepared to gather relevant information for the study. The researcher believes that your responses have great contribution for the success of the study. Therefore, you are kindly requested to give your genuine responses. I would like to assure you that the information you give will never be used for other purpose.

Part –I, personal information

1-sex _____

2-experience_____

3-qualification_____

Part-II, General information about Teaching Listening.

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

Do you teach listening lessons? Yes ☐ No ☐

1. If you say 'No ' for question no-2 would you please write your reason?

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2. If You say 'Yes ' for question no-2 how many of the listening lessons did you teach in the last semester ?

All of them ☐ Many of them ☐ some of them ☐

3. What kinds of listening materials are you using?

_____ Textbook with audio tapes and videos

_____ Textbook without tapes and videos

_____ Textbook with audio tape only

_____Teacher produced materials

4. For how many years have you taught English in preparatory school?

0-3 years ☐ 3-6 years ☐ 7-10 years more than 10 years ☐

6. How familiar are you with the concept of listening strategies? Very familiar

Somewhat familiar ☐ slightly familiar not at all

7. If you are very, somewhat, or slightly familiar with the listening strategies, please mention the strategies that you think of.

_____

_____

_____

8.Have you ever attended in service-training related to skill gap? Yes ☐ No ☐

9 .If you have attended for how long have you attended?

----------For a week

----------For a Month

--------For a Summer

----------Not at all

10.If you have never attended, do you think in service-training related to skill gap is important for you? Yes ☐ No ☐

Part_III, Please indicate how often you carry out the classroom teaching listening comprehension practices while you teach listening lessons, putting a tick(✓) in the box in front of each statement.

No	Items	Respondents		Usually	Often	Sometime	Never	Total
1	Introducing the lesson to get the learners attention towards the listening lesson.							
2	Letting students do some activities such as guessing unknown words, predicting the contents of the text before listening							
3	Teaching related vocabulary before listening							
4	Informing the learners what to focus on the while listening							
5	Reading the contents more than once to make students compensate the lack of visual and environmental clues in the while listening							
6	Setting tasks for the while listening stages such as grids, completing diagrams etc.							
7	Check the input of listening activities matchthe proficiency level of the students							
8	Asking students to infer the meanings of new words in the post listening stages							
9	Providing sufficient contents which match the degree of contextualization that would be available in real life to motivate the learners							

10	Teaching listening comprehension strategies.							
11	Encouraging students to answer comprehension questions after listening							
12	Letting students express their views about the text after listening							
13	Checking whether learners use English language when discussing in group or pair.							
14	Telling students to set goals and objectives for listening							
15	Encourage learners practice listening outside the class room							
16	Giving appropriate feedback for learner's activities							
17	Extending listening lessons to other language skills							

Appendix- B :Students' Questionnaire

Dear learner,

I am conducting a research on "The practice of teaching listening skill." This questionnaire is prepared to gather relevant information for the study. The researcher strongly believes that your responses have great contribution for the success of the study. Hence, you are kindly requested to give your genuine responses. Please, turn back the paper honestly after you finish the information you are required to give. Please, don't write your name.

Part-I Personal Information

Sex_____

Part-II Information about Teaching Listening.

Instruction: Answer the following information by putting a tick(/) mark in the boxes given to the options of your responses.

1. Does your teacher teach you listening lessons? Yes ☐ No ☐

2. If 'Yes' for question no-1, how often? Always ☐ Sometimes ☐ Rarely ☐ Never ☐

3.Does your teacher use listening materials during listening lessons? Yes ☐ No ☐

4. If you say yes ,what kinds of teaching materials doyour teachers frequently use?

_____Tape _____Pictures

_____Video _____Photograph

_____Maps _____Others

5. Do you believe that learning the listening Lessons is useful l?Yes ☐No ☐

6. If you believe that learning listening lessons is useful, to what extent is it useful?

----------Very useful

---------- Quite useful ---------- Useful ---------- Less useful

Part_III, Please indicate how often your teachers carry out the classroom teaching listening comprehension practices while they teach you listening lessons,putting a tick(✓) in the box in front of each statement.

No	Items	Respondents		Usually	Often	Sometime	Never	Total
1	Introducing the lesson to get the learners attention towards the listening lesson.							
2	Letting students do some activities such as guessing unknown words, predicting the contents of the text before listening							
3	Teaching related vocabulary before listening							
4	Informing the learners what to focus on the while listening							
5	Reading the contents more than once to make students compensate the lack of visual and environmental clues in the while listening							
6	Setting tasks for the while listening stages such as grids, completing diagrams etc.							
7	Check the input of listening activities match the proficiency level of the students							
8	Asking students to infer the meanings of new words in the post listening stages							
9	Providing sufficient contents which match the degree of contextualization that would be available in real life to motivate the learners							

10	Teaching listening comprehension strategies.							
11	Encouraging students to answer comprehension questions after listening							
12	Letting students express their views about the text after listening							
13	Checking whether learners use English language when discussing in group or pair.							
14	Telling students to set goals and objectives for listening							
15	Encourage learners practice listening outside the class room							
16	Giving appropriate feedback for learner's activities							
17	Extending listening lessons to other language skills							

Appendix- C :Observation Checklist

Date_____ Date _____ Date_____

Time_____ Time _____ Time_____

Topic_____ Topic _____ Topic_____

No	Observed Activities	Teacher's behaving						Total frequency				Total
		Ob1		Ob2		Ob3		Yes		No		
		Yes	No	Yes	No	Yes	No	No.	%	No.	%	
1	Practice the pre-,while and post listening tasks in the listening classroom											
2	Using visual materials like pictures or graphs in the listening class											
3	Check the input of listening activities match the proficiency level of the learners											
4	Using authentic materials in the listening classroom											
5	Supervising whether learners use the target language when discussing in group or pair											
6	Giving immediate feedback for learners activities											
7	Practice listening comprehension strategies											
8	Guiding learners to set listening goals and objectives											
9	The listening activities extend the lesson to other skills											